



Curriculum Statement 2024/25

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Responsibility for this overview (job title)	Deputy Headteacher	Date last reviewed	Autumn 2024
Governors' Committee with responsibility for its approval	Teaching and Learning	Frequency of review	Annually

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1. Aims

Our curriculum:

- Will enable to School to deliver its Vision of developing uniquely talented young adults who are independent, strong and confident
- Will provide a broad and balanced education for all students, which is ambitious, particularly for disadvantaged students, forward looking, innovative and of the highest academic quality

- Will be planned and sequenced to:
 - Enable students to acquire knowledge, understand concepts and develop skills, and be able to answer subject-specific questions
 - Support students' spiritual, moral, social and cultural development
 - Support students' physical development and responsibility for their own health, and enable them to be active
 - Promote a positive attitude towards lifelong learning, teaching skills which will be transferable beyond life at AHS
 - Ensure equitable access to learning, with high expectations for every student and appropriate levels of challenge and support
 - Build on what has been taught before, to promote success for all students
 - Account for delays and gaps in learning that have arisen and continue to arise as a result of the pandemic
- Will provide subject choices that support students' learning and progression, and enables them to work towards achieving their goals
- Will provide rigour, and so develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- Will prepare students to be the problem solvers of the future in a fast-changing world

2. Roles and Responsibilities

a) Governors

The governing body will monitor the effectiveness of the curriculum, ensure that it meets the needs of our students and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science and enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for disadvantaged students, including students with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from Year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

b) Headmistress

The Headmistress is responsible for ensuring that this statement is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met

- The amount of time provided for teaching the required elements of the curriculum is adequate
- They manage requests to withdraw students from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for disadvantaged students, including students with SEND.

c) Heads of Department

Heads of Department are responsible for ensuring a suitable curriculum is in place in their subject area and that:

- The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Subject-specific planning is rigorous; content is broken down into components and sequenced in a logical progression, systematically and explicitly
- Their team follows departmental curriculum plans and understands how those plans fit within the 'learning journey'
- There is an appropriate level of support and challenge in the curriculum on offer for all students
- Students who are not continuing a subject to GCSE will continue to be challenged and stretched in that subject throughout KS3
- The use of 1:1 technology is used appropriately to enhance the learning and understanding of students
- They keep abreast of the latest developments in their subject area (including those at KS2) and adjust their curriculum accordingly
- KS4 and KS5 courses are considered and chosen appropriately
- Teachers have the expert knowledge of the subjects they teach and are supported, where necessary, to address gaps in their knowledge
- The curriculum uses assessment effectively to check students' understanding and inform teaching, and to help students embed key concepts, use knowledge fluently and develop their understanding

d) Teachers

Teachers must ensure they are following the Schemes of Work as set out by their Head of Department. Teachers are expected to contribute to ensuring Schemes of Work are up to date and should understand how those plans fit within the 'learning journey'.

4. Organisation

a) Curriculum Approach

Aylesbury High School offers every student a balanced and broad curriculum which is forward-looking, innovative and of the highest academic quality. We aim to ensure our students can experience and demonstrate our values of Boundless

Aspiration, Resilient Bravery, Curious Engagement and Selfless Generosity. Our staff set standards of excellence for themselves and for their students, helping each student to reach their full potential and recognising their individual needs by equipping students with the knowledge and cultural capital they need to succeed in life. Through the formal curriculum and through a planned programme of activities outside the classroom, we cultivate self-confidence, independent thinking, tolerance and a sense of responsibility in our students. We believe that learning is enhanced by a happy, friendly and secure environment characterised by co-operation and mutual respect. The school provides opportunities for students to develop their skills and their ideas through the arts, sport and recreation, House activities and community outreach. In all that we do, we aim to prepare students for life in the fast-changing world of which they will become adult members, ready to play an active and positive part in the local, national and international community. Information on our curriculum intent and implementation can be found on the subject pages under the curriculum area of our website.

- i) Our current curriculum model is as follows and is reviewed each year in the spring term. Abbreviations are used in the following image as follows: Ar - Art, Bi - Biology, Bu - Business, Ch - Chemistry, Co - Computing, Cz - Citizenship, Da - Dance, De - Design Technology, Dr - Drama, Ec - Economics, El - English Literature, En - English (Language), Eg - Engineering, Fd - Food, Fr - French, Fs - Film Studies, Ge - Geography, Gm - German, Hi - History, Ir - International Relations, L4L - Learning for Life, Ma - Maths, Mc - Statistics in Context, Mf - Further Maths, Mu - Music, Pc - Psychology, PD - Personal Development, Ph - Physics, Pf - Personal Finance, Po - Politics, POP - Primary Outreach Project, Sc - Science, So - Sociology, Sp - Spanish, Sp Ldr - Sports Leaders, Sw - Swimming, Te - Technology, Tx - Textiles.

KS3	Y7	En	Ma	Sc	Fr	Gm	Sp	Ge	Hi	RS	Ar	Da/Sw	Dr	Mu	PE	Co	L4L/Cz	Te	50 ppf
	Y8	6	6	6	8/3	8/3	8/3	2	2	2	2	4/3	2	2	8/3	2	2	4	50 ppf
	Y9	6	6	2Bi, 2Ch, 2Ph	4 + 4*			2	2	2	2	4/3	2	2	8/3	2	2	4	50 ppf
	* (students choose 2)																		
KS4	GCSEs	En	Ma	3Sc	PE	L4L/Cz/RS	Creative	Lang	Hums	Opt1	Quals								
	Y10	2	1**	3	0	0	1	1	1	1	10 GCSEs								
	Y11	7	6	12	4	1	5	5	5	5									
		7	6	12	4	1	5	5	5	5									
				Bi/Ch/Ph				Ar	Fr	Bu	***								
								Co	Gm	Ec									
								Da	Sp	Ge									
								Dr		Hi									
								Eg		RS									
								Fd											
							Mu			***	any further choice from Cr/Lang/Hums								
							PE												
							Tx												
KS5	Y12	3/4 A Levels							8-10 ppf	Study Time (1ppf)	PD (1 ppf)	Be Active (2 ppf)							
	Y13	10 ppf Y12/8ppf Y13							8 ppf	Study Time (4ppf)	PD (1 ppf)	Tut Pd (1 ppf)							
		Arts	Eng	Hums	MFL	Maths	Science	Tech	Ext										
		Ar	El	Bu	Fr	Ma	Bi	Co	Arts Award										
		Da	En	Ec	Gm	Mf	Ch	De	EPQ										
		Dr		Ge	Sp		Pc		Fs (AS)										
		Mu		Hi			Ph		Ir										
		PE		Po					Ma (AS)										
				Rs					Ma4Sc										
				So					Mc										
								Mf											
								Pf											
								POP											
								Sp Ldr											

ppf = periods per fortnight

also look at the Declaration of Human Rights and the 2010 Equality Act as part of their Citizenship presentations.

- Year 8 students focus on physical and mental health, including healthy coping strategies. We also revisit internet safety (with a focus on nudes, exploitation and cyber bullying) and we prepare them for their Outward Bound adventure by revisiting their resilience skills and looking at leadership and teamwork . They also study the Citizenship topic of the law and prepare and present a mock trial.
- Year 9 L4L rotates around the three areas of Citizenship, World Development and PSHE, where they cover topics such as First Aid, options and careers, self esteem and confidence, online stress, family relationships, bereavement, money management. In RSE we look at healthy relationships, consent, contraception, STIs and safe sex.
- In Years 10 and 11 the students are taught PSHE (Personal, Social and Health Education) on a rotation with Citizenship and Religious Studies. They cover topics such as:
 - PSHE: emotional wellbeing, personal safety, substance abuse, county lines, gambling, so called ‘honour’ based violence, radicalisation, FGM, safe sex, healthy relationships, pornography, exploitation, harassment and consent
 - Citizenship: the law, human rights, British Values, study skills, careers and personal finance.
 - The RS lessons cover ‘what is a religion’ with students researching a range of religions which have not been studied at KS3. They also explore some philosophical and moral questions through film.

Our Learning for Life programme continues in the Sixth Form in the form of Personal Development sessions where students hear from a range of speakers on topics such as drugs education, road safety, study skills and relationships education. In the spring term of Year 12, students start to consider options for higher education and alternatives. All students take part in Work Experience in the Summer Term.

c) Trips, visits and International links

We value the opportunities that trips and visits offer to our curriculum and the cultural capital this provides our students. As such, there are many off site visits arranged, both as part of the curriculum and to offer experience beyond the curriculum. We have partner schools in France, Germany, Spain and Sweden. In the summer term we usually organise an Activity Day to complement our curriculum. For example, previous formats have included:

Year 7 - Creative Olympics
Year 8 - STEM Day
Year 9 - Enterprise Day
Year 10 - Wellbeing Day
Year 12 - Future Success Day

d) Further Information

Further information about the curriculum intent and implementation of subjects on offer at AHS can be found on our school website under the Curriculum/Subjects (multiple options) or [Curriculum/Options](#) sections.

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Our 'high quality teaching and learning for all' approach seeks to emphasise high quality, inclusive teaching and learning for all students in the class as set out in The AHS Classroom; teachers are asked to incorporate a set of Core Expectations and follow the 'First in Line' approach in lessons which supports all students to aim high.

We have an EAL champion at AHS who works with individual students to see if they need any support to access the curriculum.

Further information can be found in our EDI and Community Cohesion Policy and in our SEND Annual Report.

In exceptional cases, students will be allowed to drop a subject in order to support them in completing an education phase. However, this decision will only be taken when it is in the best educational interest of the student and will always be made by the Headmistress.

6. Monitoring arrangements

- Governors monitor whether the school is complying with its funding agreement and teaching a broad and balanced curriculum, which includes the required subjects, through school visits and reports made to the Teaching & Learning Committee or the Governing Body.
- The Leadership Team monitors the curriculum through exam results, learning walks, work scrutinies, QARs, student and staff surveys, student focus groups and conversations in line management meetings.
- Heads of Department monitor the way their subject is taught throughout the school through team meetings, monitoring weeks, learning walks and conversations with individual members of their team. They also have responsibility for monitoring the way in which resources are stored and managed, including Non Examined Assessment tasks.
- Data to be evaluated includes: admission numbers (in and out), exam results, attendance, option trends, destination choices, etc.

7. School policies

This statement links to the following policies and procedures which can be found on our website.

Careers Information and Guidance Policy	Pupil Premium Policy
Drug Education and Incidents Policy	PREVENT Strategy Information
Educational Visits Policy	SEND Report
EDI and Community Cohesion Policy	Relationship and Sex Education Policy
Reading, Oracy & Writing Strategy	Remote Learning Policy
Teaching & Learning Strategy	