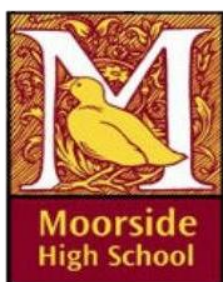




Moorside High School

Curriculum Policy

rev. Sept 2025



Date Reviewed: September 2025
Date of Next Review: September 2026
Reviewed by: Quality of Education Governors

Aims of the Curriculum

"Curriculum is the main substance to Education" | Ofsted 2019

At Moorside, we're all about excellence! We push our students to achieve their full potential and go even further. With a focus on academic achievement, we provide opportunities that set our students up for success. We aim high to exceed beyond expectations.

Our curriculum goes beyond the classroom. We develop skills such as critical thinking, creativity, and adaptability to enable students to succeed. Students engage in a range of enrichment opportunities that challenge and inspire.

Students enjoy school and leave Moorside with a strong moral compass rooted in the British values of mutual respect, tolerance, and personal responsibility. We empower and inspire our students to reach their full potential and make a positive impact in their local, national, and global communities.

Intent

- Students achieving the highest standards possible at key stages 3 and 4 as well as being prepared well for the transition to Post 16 studies.
- Students becoming more resilient and skilful at reasoning, information processing, enquiring, creative thinking, evaluating, and problem solving.
- Students developing the real-life skills to be more creative, independent, and reflective learners and to be more effective team workers and effective self-managers.

- Students being more effective participators in the local and global community.
- Pupil being engaged and motivated and see the relevance of their learning in modern society.

We want our students to become:

- Successful and positive learners who enjoy, progress, and achieve well and with a positive mind set.
- Confident individuals who live safe, healthy, and fulfilled lives
- Responsible and active citizens who make a positive contribution to society and their environment.
- Proud to achieve well and see inspiration in celebrating success.

Implementation

In Key Stage 3, our curriculum has been designed with a broad suite of traditional subjects. Students study Maths, English, Science, French and German, History, Geography, RE, Drama, Art, Technology, PE, Music. Progression maps have been designed to ensure both a secure transition to Key Stage 4 and to enable skills to be transferred and applied across the curriculum.

Our focus in lessons is on key processes and skills as well as knowledge and concepts. Teaching strategies such as P,P,P,B questioning, collective memory, reading images and fortune lines have been demonstrated and adopted by subjects. The PSHE curriculum which incorporates RSE and Careers education and guidance ensures students develop not only key knowledge and understanding to success beyond the classroom, but also have the skills required for success including leadership skills, public speaking/oracy skills, Team work and resilience. Our Key Stage 3 curriculum develops the skills required for a positive start to the Key Stage 4 curriculum in Year 10.

Our key Teaching and Learning priorities this year are to continue to build mastery into the curriculum, focus on literacy and in particular reading and ensure there is a 'golden thread' focussed on RADY students running throughout all that we do. For our KS3 curriculum our focus is to incorporate the use of digital skills in a coherent and progressive way so that students build confidence in their abilities.

Year 9 is a transition year between Key Stage 3 and Key Stage 4. Offering students an opportunity to build GCSE knowledge and skills in core subjects whilst continuing to study a wide suite of subjects before making their choices for Key Stage 4 study in the Spring of Year 9. Our Key Stage 4 starts in Year 10 for option subjects with additional timetabled periods to enable a mastery approach to learning. It also allows us to be more synoptic in our coverage. The transition year in Year 9 allows students the time to deepen understanding, incorporate deliberate practice skills and consolidation tasks so that learning can move towards the 'long term' memory stage. We offer a broad mixture of traditional GCSE subjects as well as vocational and BTEC courses in Sport, Technology, Hospitality and Catering, and Music.

In each cohort an increasing majority of students study a full suite of EBacc subjects. For a small number of students there is an opportunity to access a more vocational curriculum with time built in to support the development of key functional skills including numeracy and literacy, which are required for them to be successful post-16. Market research during the options process helps us to tailor the curriculum to the changing needs of our pupils.

How do we organise our Curriculum?

Key Stage 4 Curriculum

In KS3 students are placed into carefully stratified mixed attainment teaching groups. In Year 8 all subjects are delivered in these teaching groups. In Year 7, all subjects are delivered in these teaching groups apart from Art, Technology and PE where the year group is divided into

two bands so that the group size can be reduced to ensure Health and safety requirements are met.

The stratified groups are constructed to ensure the same proportion of higher, middle, and lower attainers are included in each group as well as an equally proportioned RADY and SEND pupils.

Year 7 (164 students)

Class	Approx. size
H	28
I	27
J	27
K	27
L	27
M	28

Year 8 (161 students)

Class	Approx. size
H	22
I	24
J	23
K	21
L	24
M	23
N	24

Key Stage 4 Curriculum

In our current Year 9, the last to go through a three-year Key Stage 4, students have been placed into carefully stratified mixed attainment teaching groups. All Core subjects are delivered in these teaching groups. Option blocks are mixed attainment groups. All students take 'humanity' subject. In our current Year 9 cohort 112 out of 153 (73%) pupils' study for the English Baccalaureate qualifications taking both a humanity and a language.

Years 10 & 11 students are split into two bands for Core subjects. In one band a set of pupils' studies Triple Science and Higher Maths with the other students in this band studying being taught in mixed attainment groups for all subjects. In the other band one set of students are taught Higher Trilogy Science and Maths. The others are taught in mixed attainment groups for all subjects. There are six teaching groups for English, Maths, Science, RE and PE. Option blocks are then organised so that we can, whenever possible, create sets for EBACC subjects such as German, History and Geography. Foundation subjects are taught in mixed attainment groups and the curriculum remains broad and accessible to all students.

Statutory curriculum

Compulsory subjects are English, Maths, Science, PE (core), RE. These subjects are taught in discrete subject lessons. Additionally, Citizenship, Sex Education, Careers and Work-Related Learning are compulsory subjects taught across-the-curriculum.

Careers provision, RSE, Citizenship, Enterprise and Personal Development are delivered through timetabled PSHE lessons. These lessons are weekly for students in all year groups and the content is delivered by tutor teams to ensure full coverage of the statutory requirements of the curriculum.

The Entitlement Areas

Our 'Pathways' choices enable the requirement for students to opt for a minimum of one course from each of Arts/DT subjects, Humanities and MFL to be met. To enable a degree of flexibility of choice at Key Stage 4, students are asked to rank order their option preferences in each option block and every effort is made to accommodate pupils' first choices where possible taking into account staffing and timetabling constraints.

Support / Withdrawal Teaching

Students on the SEN Register who require additional one-to-one tutoring to meet their needs may be withdrawn from specific lessons to access support from SENSS¹ tutors, TAs², or Dyslexia Institute staff. These periods will be negotiated with staff and where possible, withdrawal from a specific subject will not take place for periods longer than a half term block.

¹ Special Educational Needs Support Staff ² Teaching Assistants ³ Pupil Premium

2025-26 Proposed Curriculum Model

The proposed models show the subject and number of lessons over a two-week timetable, with a total of 50 lessons over the fortnight. All students also participate in 2 periods of PSHE over the fortnight.

Year 7 (164 pupils) Highlighted classes are split into 4 smaller classes of 20 based upon 3 of the sets.

H	Ma7	En7	<i>Dt2</i>	<i>Ft2</i>	<i>Ar2</i>	<i>Mu2</i>	sc6	it2	Dm1	Gn3	re2	Gy4	Hi4	pe4
I	Ma7	En7	<i>Dt2</i>	<i>Ft2</i>	<i>Ar2</i>	<i>Mu2</i>	sc6	it2	Dm1	Gn3	re2	Gy4	Hi4	pe4
J	Ma7	En7	<i>Dt2</i>	<i>Ft2</i>	<i>Ar2</i>	<i>Mu2</i>	sc6	it2	Dm1	Gn3	re2	Gy4	Hi4	pe4
K	Ma7	En7	<i>Dt2</i>	<i>Ft2</i>	<i>Ar2</i>	<i>Mu2</i>	sc6	it2	Dm1	Gn3	re2	Gy4	Hi4	pe4
L	Ma7	En7	<i>Dt2</i>	<i>Ft2</i>	<i>Ar2</i>	<i>Mu2</i>	sc6	it2	Dm1	Gn3	re2	Gy4	Hi4	pe4
M	Ma7	En7	<i>Dt2</i>	<i>Ft2</i>	<i>Ar2</i>	<i>Mu2</i>	sc6	it2	Dm1	Gn3	re2	Gy4	Hi4	pe4

Year 8 (161 pupils)

H	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it3	Dm 2	Gn3	re2	Gy3	Hi3	pe4
I	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it3	Dm 2	Gn3	re2	Gy3	Hi3	pe4
J	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it3	Dm 2	Gn3	re2	Gy3	Hi3	pe4
K	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it3	Dm 2	Gn3	re2	Gy3	Hi3	pe4
L	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it3	Dm 2	Gn3	re2	Gy3	Hi3	pe4
M	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it3	Dm 2	Gn3	re2	Gy3	Hi3	pe4
N	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	sc6	it3	Dm 2	Gn3	re2	Gy3	Hi3	pe4

Year 9 (153 pupils)

H	Ma8	En8	b3c3p3	pe4	Re3	W	X	Y	Z
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						Gy	Bp	Ar	Bp
I	Ma8	En8	b3c3p3	pe4	Re3	Gn	Gy	Ar	Bp
J	Ma8	En8	b3c3p3	pe4	Re3	Gn	Gn	Bm	Bs
K	Ma8	En8	b3c3p3	pe4	Re3	Hi	Gn	Cs	Dm
L	Ma8	En8	b3c3p3	pe4	Re3	Hi	Hi	Fs	Hs
M	Ma8	En8	b3c3p3	pe4	Re3	Eg	Hi	Ho	Pd
								It	Pe
								Mu	Py
								Mu	
								Py	
						4	4	4	4

Year 10 (152 pupils)

H	Ma7	En7	b4c4p3	pe4	Re3	W	X	Y	Z
I	Ma8	En8	b3c3p3	pe4	Re3	Gy	Bm	Ar	Ar
J	Ma8	En8	b3c3p3	pe4	Re3	Gn	Bp	Bs	Hs
K	Ma8	En8	b3c3p3	pe4	Re3	Hi	Gy	Cs	It
L	Ma8	En8	b3c3p3	pe4	Re3	Hi	Gn	Dm	Mu
M	Ma8	En8	b3c3p3	pe4	Re3	Hi	Gn	Ho	Bp
							Hi	Bp	Pe
							Pd	Pe	Pd
								Tt	Py
						4	4	4	4

Year 11 (147 pupils)

H	Ma8	En7	b3c3p3	Pe2	Re2	V	W	X	Y	Z
I	Ma8	En7	b3c3p3	Pe2	Re2	Bs	Ar	Ar	Ar	Bs
J	Ma8	En7	b3c3p3	Pe2	Re2	Cz	Bp	Bp	Fs	Cs
K	Ma8	En7	b3c3p3	Pe2	Re2	Gn	Gy	Bs	Ho	Ho
L	Ma8	En7	b3c3p3	Pe2	Re2	Gn	Gn	Dm	It	Bm
M	Ma8	En7	b3c3p3	Pe2	Re2	Gy	Gn	Eg	Mu	Bp
						GY	Hi	Gy	Pd	Pe
						Hi	Hi	Hs	Py	Py
						Hi		Pe		Tt
						Pd				
						4	4	4	4	4