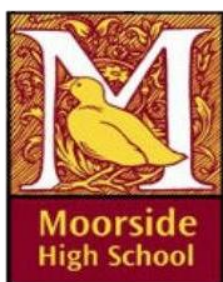




Moorside High School

Curriculum Policy

rev. Sept 2026



Date Reviewed: September 2026

Date of Next Review: September 2027

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.

The myFUTURE Framework

From September 2026, Moorside High School is introducing the myFUTURE Curriculum, providing a coherent framework through which students can understand the relationship between their curriculum, personal development, future skills, employer experiences and their next steps beyond school.

Our Phased Implementation

We are implementing myFUTURE gradually to ensure it is embedded effectively across the school:

2026-27 (Current Year): myFUTURE will be introduced with Year 9 as part of the options process. Students will select a myFUTURE Gateway alongside their Key Stage 4 subject choices, and will receive structured careers guidance and employer engagement opportunities linked to their chosen Gateway.

The myFUTURE framework will be built into the curriculum more widely, extending the Gateway approach and employer engagement opportunities across Key Stages 3 and 4 following on from this initial phase.

What is myFUTURE?

A key element of myFUTURE is the development of a more purposeful Year 9 Options process. Students are supported to consider not only the subjects they enjoy and are successful in, but also their interests, strengths, future aspirations and potential progression routes.

The approach is designed to raise ambition, broaden students' understanding of future opportunities and enable them to make informed curriculum choices. myFUTURE Curriculum Overview

The myFUTURE Gateway Areas

During the Year 9 Options process, students select a myFUTURE Gateway that most closely reflects their interests and future aspirations. myFUTURE Curriculum Overview The six Gateway areas are:

- **Health, Social Care, Sport & Public Services**
- **Business, Digital & Technology**

- **Education & Early Years**
- **Creative, Culture & Sport**
- **Professional & Academic**
- **Engineering & Manufacturing**

The Gateway does not determine or restrict a student's future career. Instead, it provides a framework through which students can explore the connections between curriculum subjects, further and higher education, apprenticeships, employment and different career sectors.

Students' aspirations may change as they progress through school, and the myFUTURE programme is designed to support this exploration. myFUTURE Curriculum Overview

Why myFUTURE?

The myFUTURE framework supports our commitment to developing well-rounded students who are prepared for success beyond Moorside. Through the myFUTURE Curriculum and Gateway approach, Moorside High School aims to ensure that:

- students follow an ambitious, broad and appropriate curriculum;
- curriculum choices are informed by students' interests, strengths and aspirations;
- students understand the relationship between their curriculum and future opportunities;
- academic, technical and vocational routes are valued appropriately;
- students develop the knowledge, skills and personal attributes required for future success;

- careers education and employer engagement are embedded within students' curriculum experience;
- students and parents receive appropriate information, advice and guidance at key transition points;
- students are prepared effectively for their next stage of education, employment or training. myFUTURE Curriculum Overview

The myFUTURE approach therefore provides a coherent framework linking curriculum, personal development, careers education and progression.

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 resilient and skilful at reasoning, information processing, enquiring, creative thinking, evaluating, and problem solving.
- Students developing the real-life skills to be creative, independent, and reflective learners and to be more effective team workers and effective self-managers.
- Students being 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. Enrichment opportunities across the five areas are built into the curriculum through lesson and tutor time activities, assemblies, trips/visits, visiting guests and clubs so that every student develops cultural capital, wellbeing, life skills and aspiration alongside academic success.

Our focus in lessons is on key processes and skills as well as knowledge and concepts. Teaching strategies such as retrieval, P,P,P,B questioning, 'I do, we do, you do', reading images 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: Transition and the myFUTURE Options Process

Year 9 is a crucial transition year between Key Stage 3 and Key Stage 4. It offers students an opportunity to build GCSE knowledge and skills whilst continuing to study a wide suite of subjects before making their choices for Key Stage 4 study in the Spring of Year 9.

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. This strong foundation prepares students for the more focused Key Stage 4 curriculum, which starts in Year 10 for option subjects with additional timetabled periods to enable a mastery approach to learning and more synoptic coverage.

The Year 9 myFUTURE Options Process

The Year 9 Options process forms an important transition point within the myFUTURE Curriculum. Students are supported to consider not only the subjects they enjoy and are successful in, but also their interests, strengths, future aspirations and potential progression routes.

Students receive structured information, advice and guidance before making their KS4 curriculum choices. This includes:

- introduction to the myFUTURE Gateway areas;
- information about the KS4 curriculum and individual courses;
- opportunities to consider interests, strengths and future aspirations;
- careers information and guidance;

- engagement with subject teachers and curriculum leaders;
- opportunities for parents and carers to understand the curriculum offer;
- consideration of appropriate progression routes beyond KS4. myFUTURE Curriculum Overview

Students select a Gateway alongside their preferred option subjects and reserve choices. This Gateway selection provides context and direction for students' choices, helping them understand how their curriculum connects to future opportunities in their chosen sector.

The Gateway provides context and direction for students' choices rather than creating a rigid pathway. The school retains oversight of the options process to ensure that students follow an appropriate, ambitious and balanced curriculum.

Supporting Students Through the Process

Throughout the Spring term of Year 9, students engage in a comprehensive programme of guidance activities:

Careers Education and Exploration

- Students explore the six myFUTURE Gateway areas and consider which most closely aligns with their interests and aspirations
- Careers information, advice and guidance sessions help students understand the range of opportunities within each Gateway
- Students consider how different subjects connect to various career sectors and progression routes

Subject Information and Guidance

- Subject teachers and curriculum leaders provide detailed information about Key Stage 4 courses
- Students have opportunities to ask questions about course content, assessment methods and progression pathways
- Information is provided about both academic and vocational qualifications available at Moorside

Parental Engagement

- Parents and carers are invited to information evenings to understand the curriculum offer and the myFUTURE Gateway approach
- Written guidance materials are provided to support families in discussing options at home
- Individual meetings are available for families who need additional support or have specific questions

Individual Support

- Students complete reflection activities to consider their strengths, interests and aspirations
- One-to-one guidance is available for students who need additional support in making their choices
- The SENCO and pastoral team work with students with SEND to ensure appropriate curriculum pathways are identified

Making Choices

Students rank order their option preferences in each option block, and select their myFUTURE Gateway. Every effort is made to accommodate pupils' first choices where possible, taking into account staffing and timetabling constraints. The school ensures that all students follow a curriculum that is ambitious, broad and appropriate to their needs and aspirations.

How we organise our Curriculum

Our Approach to Teaching Groups

From September 2026, Moorside High School has introduced a revised approach to class organisation to ensure that every student is supported to achieve their very best and feels both confident and included in their learning.

Students are taught in ability-based groups, allowing lessons to be closely matched to students' current levels of understanding. This approach enables teachers to provide more precise support where it is needed, while also ensuring that all students are appropriately challenged and able to make strong progress.

Key Principles:

- Teaching groups are determined using a range of information including prior attainment data, GCSE Minimum Expected Grades (MEGs), consideration of SEN needs, professional judgement from teachers, and input from Heads of Year and Heads of Department
- Groupings remain flexible and are regularly reviewed to ensure they continue to support each student's progress, confidence and wellbeing
- Students can move between groups where this will better support their development, based on assessment evidence and professional judgement
- All groups receive high-quality teaching and access to an ambitious curriculum

- Students may be placed in different groups for core subjects (English, Maths, Science) and foundation subjects, reflecting both their strengths in each subject and the varying group sizes required to best support learning

Key Stage 3 Organisation

Year 7 (165 students)

Year 7 students begin the academic year in mixed attainment groups to allow staff to get to know them well and assess their strengths and needs. These groups are rearranged into ability-based groups for the start of the Spring term.

From Spring term onwards, students are taught in ability-based groups across all subjects. In Art, Technology and PE, the year group is divided into smaller teaching groups to ensure Health and Safety requirements are met.

Achieve		Engage	
1	29	1	28
2	28	2	26
3	27	3	27

Year 8 (158 students)

Students are taught in ability-based groups across all subjects.

Achieve		Engage	
1	24	1	23

2	24	2	24
3	23	3	22
		4	18

Year 9 (156 students)

In Year 9, students continue to study the full range of Key Stage 3 subjects: Maths, English, Science, French, German, History, Geography, RE, Drama, Art, Technology, PE, Music and IT. This broad curriculum ensures students gain experience across all subject areas, enabling them to make well-informed choices for Key Stage 4.

Students are taught in ability-based groups across all subjects, allowing them to build GCSE knowledge and skills at an appropriate pace as they prepare for their Key Stage 4 options choices in the Spring term.

Achieve			Engage		
	Core	Foundation		Core	Foundation
1	32	24	1	30	24
2	25	24	2	22	23
3	18	21	3	13	19
			4	16	21

Key Stage 4 Organisation

Years 10 & 11 (144 and 150 students respectively)

At Key Stage 4, all students follow a core curriculum comprising:

- **English Language and English Literature**
- **Mathematics**
- **Science** (Combined Science Trilogy or Triple Science)
- **Core Physical Education**
- **Religious Education**
- **PSHE** (including Careers, RSE and Citizenship)

In addition to the core curriculum, students select option subjects from our option blocks, possibly choosing subjects that align with their myFUTURE Gateway and future aspirations. We offer a broad mixture of traditional GCSE subjects as well as vocational and BTEC courses in Sport, Technology, Hospitality and Catering, and Music.

Teaching Group Organisation

Core Subjects

Students are taught in ability-based groups for core subjects. **Students are placed in the same teaching group for English, Maths, Science and RE** - these groupings are determined centrally and collaboratively to place students in the most appropriate group overall. This ensures consistency and allows for coordinated support across core subjects.

There are **six teaching groups** for English, Maths, Science and RE, organised by attainment to allow targeted teaching at appropriate challenge levels:

English: Students work towards both Language and Literature GCSEs, with teaching matched to their current attainment level.

Mathematics: Students study either Higher or Foundation tier content as appropriate to their current attainment and progress trajectory.

Science: Students follow one of three pathways:

- Triple Science (separate Biology, Chemistry and Physics GCSEs) for students working at the highest levels
- Combined Science (Trilogy) at Higher tier
- Combined Science (Trilogy) at Foundation tier

RE: All students access the full course content at an appropriate level of challenge within their teaching group.

Core PE: Six teaching groups.

Option Subjects

Option subjects are organised into blocks to provide students with a broad range of choices following the Year 9 myFUTURE Options process. Option subjects are taught in groups that enable all students to access high-quality teaching and achieve strong outcomes.

Supporting All Students:

Our organisational approach ensures that:

- **Every student receives appropriately matched teaching** - Lessons are closely matched to students' current level of understanding, enabling them to make strong progress
- **Precise support and challenge for all** - Teachers can provide targeted support where needed while ensuring all students are appropriately challenged
- **Targeted SEND support** - Students with SEND receive support within their teaching groups, with additional intervention provided where needed
- **Focus on disadvantaged students** - RADY (Raising Attainment for Disadvantaged Youngsters) students are carefully monitored to ensure they are appropriately challenged and supported
- **Appropriate examination pathways** - All students can access the most appropriate examination tier for their ability
- **Broad and ambitious curriculum** - The curriculum remains accessible to all students while maintaining high expectations

Careers Education and Employer Engagement

Careers education, information, advice and guidance is embedded within the myFUTURE approach throughout Key Stages 3 and 4.

Employer Connections

Students engage with employers and organisations connected to their myFUTURE Gateway, helping them understand the range of occupations and progression opportunities available within different sectors.

Connecting Learning to Future Pathways

As students progress through Key Stage 4, the myFUTURE framework increasingly connects curriculum learning with employer encounters, workplace experiences and progression planning. This supports students to make informed decisions at key transition points and understand the full range of routes available to them.

How Careers Provision is Delivered

- **Weekly PSHE lessons** for all year groups, delivered by tutor teams
- **Structured guidance** during the Year 9 options process
- **Employer engagement activities** linked to myFUTURE Gateways
- **Individual careers guidance meetings** for all students
- **Work experience opportunities** in Key Stage 4
- **Engagement with post-16 providers** including sixth forms, colleges, and apprenticeship providers

Progression Routes

Through the myFUTURE programme, students develop understanding of the different pathways available to them, including:

- Further education and sixth form
- Apprenticeships and technical education
- Higher education
- Employment and training

This ensures students are prepared effectively for their next stage of education, employment or training.

Monitoring and Review:

Group placements are regularly reviewed to ensure they continue to support each student's progress, confidence and wellbeing. Reviews take place:

- Following formal assessment points (formal examinations, DC points)
- When assessment evidence or teacher professional judgement indicates a change would better support a student's development
- In consultation between Heads of Department/Faculty, Heads of Year and the Senior Leadership Team

Parents and carers are informed of any changes to group placements and the reasons for these changes. Students continue to be supported pastorally within their year groups, ensuring a consistent and caring approach to their overall development.

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

At Key Stage 4, students are encouraged to follow a broad and balanced curriculum that includes subjects from different areas of learning. Through the myFUTURE Gateway approach,

students are supported to make informed choices that reflect their interests and aspirations while ensuring they access an appropriately broad curriculum.

Students are asked to rank order their option preferences in each option block and select their myFUTURE Gateway. Every effort is made to accommodate pupils' first choices where possible, taking into account staffing and timetabling constraints. The school ensures that all students follow a curriculum that is ambitious, broad and appropriate to their needs and aspirations.

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

2026-27 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 (165 pupils) Highlighted classes are split into 4 smaller classes of 20 based upon 3 of the sets.

A1	Ma7	En7	Dt2	Ft2	Ar2	Mu2	Sc7	It3	Dm1	Gn2	Re3	Gy3	Hi3	pe4
A2	Ma7	En7	Dt2	Ft2	Ar2	Mu2	Sc7	It3	Dm1	Gn2	Re3	Gy3	Hi3	pe4
A3	Ma7	En7	Dt2	Ft2	Ar2	Mu2	Sc7	It3	Dm1	Gn2	Re3	Gy3	Hi3	pe4
E1	Ma7	En7	Dt2	Ft2	Ar2	Mu2	Sc7	It3	Dm1	Gn2	Re3	Gy3	Hi3	pe4
E2	Ma7	En7	Dt2	Ft2	Ar2	Mu2	Sc7	It3	Dm1	Gn2	Re3	Gy3	Hi3	pe4
E3	Ma7	En7	Dt2	Ft2	Ar2	Mu2	Sc7	It3	Dm1	Gn2	Re3	Gy3	Hi3	pe4

Year 8 (158 pupils)

A1	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	it3	Dm 1	Gn2	Re3	Gy3	Hi3	pe4
A2	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	it3	Dm 1	Gn2	Re3	Gy3	Hi3	pe4
A3	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	it3	Dm 1	Gn2	Re3	Gy3	Hi3	pe4
E1	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	it3	Dm 1	Gn2	Re3	Gy3	Hi3	pe4
E2	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	it3	Dm 1	Gn2	Re3	Gy3	Hi3	pe4
E3	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	it3	Dm 1	Gn2	Re3	Gy3	Hi3	pe4
E4	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	it3	Dm 1	Gn2	Re3	Gy3	Hi3	pe4

Year 9 (156 pupils)

A1	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	It2	Dm 1	Gn3	Re3	Gy3	Hi3	pe4
A2	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	It2	Dm 1	Gn3	Re3	Gy3	Hi3	pe4
A3	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	It2	Dm 1	Gn3	Re3	Gy3	Hi3	pe4

E1	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	It2	Dm 1	Gn3	Re3	Gy3	Hi3	pe4
E2	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	It2	Dm 1	Gn3	Re3	Gy3	Hi3	pe4
E3	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	It2	Dm 1	Gn3	Re3	Gy3	Hi3	pe4
E4	Ma 7	En7	Dt2	Ft2	Ar2	Mu 2	Sc7	It2	Dm 1	Gn3	Re3	Gy3	Hi3	pe4

Year 10 (144 pupils)

A1	Ma7	En7	B4c4p3	pe4	Re3	A Gy Gn Gn Hi Hi Eg 4	B Bp Gy Gn Gn Hi Hi 4	C Ar Ar Bm Cs Fs Ho It Mu Mu Py 4	D Bp Bp Bs Dm Hs Pd Pe Py 4
A2	Ma8	En8	b3c3p3	pe4	Re3				
A3	Ma8	En8	b3c3p3	pe4	Re3				
E1	Ma8	En8	b3c3p3	pe4	Re3				
E2	Ma8	En8	b3c3p3	pe4	Re3				
E3	Ma8	En8	b3c3p3	pe4	Re3				

Year 11 (150 pupils)

A1	Ma7	En7	b4c4p3	pe4	Re3	A Gy Gn Gn Hi Hi Hi 4	B Bm Bp Gy Gy Gn Gn Hi Hi Pd 4	C Ar Bs Cs Dm Ho Bp Pe Tt 4	D Ar Hs It Mu Bp Pe Pd Py Py 4
A2	Ma8	En8	b3c3p3	pe4	Re3				
A3	Ma8	En8	b3c3p3	pe4	Re3				
E1	Ma8	En8	b3c3p3	pe4	Re3				
E2	Ma8	En8	b3c3p3	pe4	Re3				
E3	Ma8	En8	b3c3p3	pe4	Re3				