



PAGET HIGH SCHOOL

RESILIENCE, INTEGRITY, COMMUNITY

Curriculum Policy

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1. Vision and Intent

Our curriculum is designed to provide an ambitious, coherent, and inclusive education that empowers all students, regardless of their starting point. Given our diverse cohort, we aim to:

- Bridge the Vocabulary Gap: Prioritising literacy, through reading, writing, oracy and vocabulary, as the foundation of all learning.
- Promote Social Equity: Providing a "knowledge-rich" curriculum that offers all students the cultural capital needed for success.
- Celebrate Diversity: Reflecting our community's identities through a curriculum that provides a mirror to their own heritage, and a window to the wider world.

2. Statutory Framework

As a maintained school, this policy complies with the Section 78 of the Education Act 2002, requiring a curriculum that is balanced, broadly based, and:

- Promotes the spiritual, moral, cultural, mental, and physical development of students.
- Prepares students for the opportunities, responsibilities, and experiences of later life.
- Follows the National Curriculum programs of study at Key Stage 3 and 4.

3. Curriculum Implementation by Key Stage

Key Stage 3 (Years 7–9)

Our KS3 curriculum meets all requirements of the National Curriculum.

- Standalone Reading Lessons: All students in KS3 receive 1 hour per fortnight of dedicated time for improving reading. These lessons focus on:
 - Fluency and reciprocal reading strategies.
 - Exposure to diverse global literature.
 - Tier 2 and Tier 3 vocabulary acquisition.
 - Curriculum aligned content
 - Standardised reading assessment
- Breadth of Study: Students study English, Maths, Science, Humanities, MFL, PE, Citizenship, Technology, and the Arts. Humanities is taught as three discrete subjects: History, Geography and World Views. Technology is taught as three discrete subjects: Product Design, Textiles and Food. The Arts are taught as



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three discrete subjects: Art, Music and Drama. Citizenship is taught with PHSE lessons and through form time and wider activities.

- Transition: Primary liaison ensures we build upon KS2 data, particularly for students with low scaled scores in SPaG and Reading.

Key Stage 4 (Years 10–11)

At KS4, we offer a broad range of GCSE and vocational pathways:

- The EBacc: All students must study either History, Geography or a Language. We encourage many of our students to study both History or Geography, and a Language.
- Core Offer: All students study English Language & Literature, Mathematics, Science (Combined or Triple), PE (non-examined), and PSHE/RS.
- Options: A mix of academic GCSEs and high-quality vocational technical awards (e.g., BTECs, CNATs) to suit all learner profiles. Most students will take four options. A small number of offered three options, with support consisting of intervention led by our SENDCO.

Key Stage 5 (Years 12–13)

Our Post-16 offer is designed to facilitate pathways into Higher Education, Higher Apprenticeships, or the workplace:

- Academic & Professional Tracks: A range of A-Level and Level 3 BTEC options delivered by dedicated staff.
- The wider Study Programme: Work experience, Community Action Award, wider community, and a bespoke tutorial program focusing on UCAS and career readiness, wellbeing and study skills.

4. Supporting English as an Additional Language (EAL)

With a high proportion of EAL learners, our curriculum delivery is adapted through the following "Quality First Teaching" strategies:

Strategy	Implementation
Scaffolding	For example, the use of graphic organisers, and sentence starters.
Oral Rehearsal	Prioritising "talk for writing" to build confidence before formal assessment.



Dual Coding	Combining visual aids with verbal instructions to reduce cognitive load.
Home Language	Encouraging students to use their first language as a tool for cognition and seeking accreditation in home languages at GCSE/A-Level where this is possible

5. Literacy and Reading

We believe that every teacher is a teacher of literacy, and that strong reading, writing, and communication skills underpin success across the curriculum.

- **Whole-School Literacy Culture:** Literacy is embedded across all subjects, with the Literacy Lead and each department's SLT link having a clear overview of how reading, writing, and vocabulary are developed within each curriculum area. Each department has an ongoing Literacy Action Plan to further improve Literacy in their areas.
- **Quality Assurance:** Literacy is a key focus in all learning walks, ensuring consistent high standards of practice and the effective implementation of literacy strategies in every classroom.
- **Targeted Literacy Interventions:** We deliver a range of structured interventions to support students who need additional help with literacy. These include Bedrock for all Year 7, Year 8 and Year 9 students to develop vocabulary and reading; Limitless Literature for students below their chronological reading age; and Talk the Talk, focusing on communication and oracy skills.
- **Student Leadership in Reading:** Our Reader Leader programme empowers our Year 10 and Year 12 students to be reading mentors for students in Year 7 and 8. Their training by the Literacy Trust helps promote a culture of reading and support their peers in developing positive reading habits.
- **Staff Development:** We provide regular and ongoing whole-staff CPD to equip teachers with practical strategies to teach literacy explicitly within their subject areas.
- **Form Time Programme:** All students in Years 7-13 have allocated form time to engage in their class reader, chosen due to relevant and engaging themes. This helps model fluency and develop reading for pleasure. Oracy is also prioritised through fortnightly structured activities in form time, using topical events to debate key issues related to Paget values.

6. Inclusion and the Lexicon of Success

In accordance with the SEND Code of Practice, the curriculum is never narrowed for students with additional needs. Instead, it is adapted. We ensure that:

- All students have access to a broad and balanced curriculum, with high expectations maintained for every learner



- Teaching is differentiated and scaffolded to meet individual needs, rather than reducing the level of challenge
- Reasonable adjustments are made in line with the Equality Act 2010, including adaptations to resources, teaching approaches, and the learning environment
- Support is provided through high-quality teaching first, with targeted interventions used to supplement—not replace—classroom learning
- Staff are trained to understand diverse learning needs and to adapt their practice accordingly

7. Monitoring and Review

This policy is reviewed annually by the Governing Body. Success is measured through:

- Attainment and Progress 8 scores.
- Destination data
- Reading age growth data across KS3.
- Quality Assurance, and student Voice