



## Curriculum Policy

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<b>Statutory Policy</b>	No
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<b>Date of Review</b>	<b>Section/Subheading</b>	<b>Details of changes</b>
December 2024	5. Curriculum Summary	Updated lessons for 2024 – 2025 timetable
November 2025	2. Curriculum Intent	Additional reference to Curriculum and Assessment review published 5 <sup>th</sup> November 2025
	5. Curriculum Summary	Updated table showing curriculum summary for 2025-26
	8. Key Stage 5	Religious Studies update
	12. Quality Assurance	Additional reference to quality of feedback
	13. Assessment and Reporting	Additional reference to GCSE targets moving from FFT20 to FFT 5



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## 1. School vision and values

At Stoke Newington School and Sixth Form, (SNS) we have a culture rooted in our vision of high expectations for all, which cultivates a love of learning and ambition for success, together with a strong sense of belonging and civic duty; we want students to thrive academically and socially. We are at the heart of the community in North Hackney, a vibrant and inclusive school delivering excellence for all. Our values are rooted in our vision statements, and we deliver an innovative, creative and well-sequenced curriculum that produces confident, literate and numerate individuals with high aspirations, who can live safe, healthy and fulfilling lives. Most of our year 11 students go on to study in our sixth form where they excel, gaining access to prestigious universities, leading art schools and high-quality apprenticeships. Our extensive offer at Key Stage 4, along with our various academic pathways, ensures that all students are given the opportunity to follow their strengths and interests beyond the statutory curriculum. We are extremely proud to have received the Artsmark Platinum Award which demonstrates our ongoing commitment to providing a creative, varied and engaging range of learning opportunities within the arts for all young people in our school community. We aim to place mental health and wellbeing at the heart of everything we do.

<https://www.stokenewingtonschool.co.uk/learning/health-and-wellbeing-at-sns>

Our inclusive curriculum is essential due to the nature of our intake. The school is a large secondary school, with almost 1700 on roll. The proportion of students supported by the Pupil Premium Grant is above average. The proportion of students from BGM backgrounds is well above the national average and we have 17/17 of those groups recognised in our Ofsted Inspection Data Summary Report. The proportion of students who speak English as an additional language is also well above the national average as are those with an Education, Health and Care Plan (EHCP) and receiving school-based additional specialist support. In many ways, our school is an amazing and unique place in which to study and to work.

## 2. Curriculum Intent

<https://www.stokenewingtonschool.co.uk/learning/curriculum>

Stoke Newington School's curriculum intent is built upon our school vision and values. We aim to:

- Address social justice and inequality, ensuring that each student, irrespective of ability and starting point, is enabled to realise their potential, with an additional focus on a curriculum that reflects our diverse school body.
- Create confident, literate and numerate individuals with high aspirations who can live safe, healthy and fulfilling lives and foster a love of learning.
- Ensure that all students receive a high-quality education via an ambitious, well-designed and well-sequenced curriculum which is reviewed regularly and builds on each Key Stage from KS2 through to KS5.
- Ensure that all elements of the statutory National Curriculum are delivered.
- Implement the conclusions and recommendations of the independent review of the curriculum, assessment and qualifications system in England, 5<sup>th</sup> November 2025, ready for first teaching September 2028.
- Ensure that subject leaders are empowered to realise the scope of their role in curriculum development and make clear links between planning and delivering content, robust quality assurance and targeted professional development across their team.
- Develop outstanding pedagogy, including robust assessment and feedback, across all subjects at every Key Stage, led by highly skilled practitioners within a culture of collective professional development and shared expertise, using evidence-based practice and research.



- Ensure that students are prepared for key transition points through the offer of a range of academic and vocational courses linked to careers advice.
- Identify links between SEND, pastoral intervention and academic progress, ensuring that support and intervention is communicated, tracked and its impact is assessed.
- Continue to develop a wide range of extra-curricular activities which supplement the curriculum.
- Provide a curriculum which reflects the culture, ethos and local context of the school.
- Provide high-quality work experience opportunities, support by expert careers advice, in years 10 and 12.
- Reflect our priorities of wellbeing, good physical and mental health and a strong sense of belonging, including our core values of compassion, ambition, resilience and excellence (CARE).

### **3. Curriculum Implementation**

- There is to be no discrepancy between the planned and the delivered curriculum, this is reflected in our quality assurance processes and followed up swiftly where gaps are identified.
- Curriculum time will be used efficiently ensuring the greatest impact on all learners.
- Subjects will focus on social justice and inequality where relevant and schemes of work will reflect the local context of the school wherever possible.
- Subject leaders at all levels have a clear remit to carry out their role in curriculum design and delivery.
- Subject leaders and teams will devise each curriculum map outlining content, sequencing and expected progression.
- Leaders at all levels, including governors, will regularly review and quality assure to ensure that the curriculum is implemented as planned.
- Assessment methods, both formative and summative, will be fit for purpose and used to make critical judgements about students' knowledge and understanding leading to targeted feedback, support and intervention, and clarity of next steps.
- Subject leaders will ensure stretch and challenge for every student through adaptive teaching, providing support according to individual needs
- Student Voice will be used to articulate their experience of teaching and learning over time and feeds into planning, pedagogy and evaluation
- The teaching of literacy and numeracy will be made explicit within schemes of work as required.
- Careers guidance will have clear links to the curriculum from Year 7 onwards and will make specific reference to low ability, EAL, SEND and vulnerable students supporting transition across the Key Stages and into Further and Higher Education, training and employment.
- Dropdown days, when normal lessons are suspended, will take place throughout the year and provide opportunities to collaborate on extended projects, work with external providers and specifically address the Gatsby Benchmarks above and beyond the day-to-day curriculum.

### **4. Measuring Impact and Effectiveness**

Curriculum impact and effectiveness is measured by:

- Inspection Data Summary Report
- KS5 performance measure (ALPS)
- KS4 performance measures (Progress 8)
- Destinations and preparedness for the next steps in education, employment or training
- Internal attainment tracking
- Narrowing of achievement gaps
- Improved attendance
- Reduced suspensions
- Internal quality assurance procedures



## 5. Curriculum Summary

The curriculum is taught over a two-week cycle of fifty lessons, each lasting sixty minutes.

2025/26	English	Maths	Science	Personal Development	Religious Studies	Relational Development	PE	History	Geography	Music	Drama	Art	Design Technology	Modern Foreign Languages	Computer Science	PHSE & SMSC in registration	Registration other activities	Assembly during registration
Year 7	7	7	7	1	1	1	4	3	3	3	3	2	2	4	2	50 mins	2hr 30 mins	50 mins
Year 8	8	7	6	1	1	0	4	3	3	2	2	3	3	4	3	50 mins	2hr 30 mins	50 mins
								Option 1	Option 2	Option 3	Option 4	Registration	PHSE & SMSC in registration	Assembly during registration				
Year 9	8	8	8	1	1	0	4	5	5	5	5	2hr 30 mins	50 mins	50 mins				
Year 10	8	8	8	1	1	0	4	5	5	5	5	2hr 30 mins	50 mins	50 mins				
Year 11	9	8	8	1	0	0	4	5	5	5	5	2hr 30 mins	50 mins	50 mins				
	Option 1	Option 2	Option 3	Option 4 (optional)	EPQ (optional)	Core Maths	GCSE maths retakes	GCSE English retakes	Assembly during registration	Registration	PHSE, SMSC & Religious Studies							
Year 12	10	10	10	10	3	8	8	8	50 mins	1hr 40 mins	1hr 40 mins							
Year 13	10	10	10	10	3	0	8	8	50 mins	1hr 40 mins	1hr 40 mins							

## 6. Key Stage 3

<https://www.stokenewingtonschool.co.uk/learning/curriculum>

The Key Stage 3 curriculum is summarised in the section 5 table above. All current National Curriculum statutory requirements are covered, and we aim to offer a broad and balanced curriculum which enables every student to transition to Key Stage 4 successfully. Key Stage 3 students may also have drop down days, each of which will be clearly aligned to the curriculum and offer opportunities to extend learning through the expertise of additional specialists and outside agencies. Detailed information about the Key Stage 3 curriculum, including curriculum maps, can be found on the school website (link above). Subjects studied at Key Stage 3:

- [English](#)
- [Mathematics](#)
- [Science](#)
- [Physical Education](#)
- [Personal Development, including RSHE and careers information](#)
- [Religious Studies](#)
- [Computer Science](#)
- [History](#)
- [Geography](#)
- [Modern Foreign Languages](#)
- [Design and Technology](#)
- [Art](#)
- [Music](#)
- [Drama](#)
- [Year 7 Relational Development](#)

## 7. Key Stage 4

<https://www.stokenewingtonschool.co.uk/learning/curriculum>

The Key Stage 4 curriculum is summarised in the section 5 table above. Most subjects start GCSE content in Year 9. We offer different pathways, devised to meet the needs of every individual, irrespective of starting point or ability. Our Supported Pathway is devised for a small number of students who require additional support with English and mathematics and are suited to Level 1 courses beyond the statutory subjects. Our Mixed Pathway is designed for a small number of students who may have an EHCP and need flexibility in terms of accessing suitable subjects both at Level 1 and Level 2, and students who need additional EAL support.



At Key Stage 4, the statutory curriculum is covered by every student, with an additional four subjects available. Students are expected to choose a minimum of one subject from computer science, history, geography, French and Spanish; many will choose more than one of these subjects. Every student will receive a one-to-one meeting with a senior member of staff to guide them through the process and ensure that choices are aspirational, and progression related. Community Languages are offered to students who meet specific entry criteria. Languages offered are Arabic, Bengali, Chinese, French, Gujarati, Hebrew, German, Greek, Italian, Japanese, Polish, Portuguese, Russian, Spanish, Turkish and Urdu. Detailed information about the Key Stage 4 curriculum, including curriculum maps, can be found on the school website.

Statutory\* and additional subjects offered at Key Stage 4:

- GCSE English Language\*
- GCSE English Literature\*
- GCSE Mathematics\*
- GCSE Science\*
- Physical Education\*
- Personal Development, including RSHE, RE and careers information \*
- GCSE Art
- GCSE Business Studies
- GCSE Citizenship
- GCSE Computer Science
- GCSE Film Studies
- GCSE French
- GCSE Geography
- GCSE Graphics
- GCSE History
- GCSE Music
- GCSE PE
- GCSE Photography
- GCSE Product Design
- GCSE Religious Studies
- GCSE Spanish
- GCSE Textiles
- GCSE Triple Science
- L1 / 2 Hospitality and Catering
- L1 / 2 Cambridge National Certificate in Sport Studies (Year 11 only)
- L1 NCFE Technical Award in Music Technology
- L1 Step Up to English
- L1 Functional Maths

## 8. Key Stage 5

<https://www.stokenewingtonschool.co.uk/sixth-form/sixth-form-subjects>

The Key Stage 5 offer will be reviewed annually to ensure that the curriculum is up-to-date, appropriate and relevant. Students will be required to choose three A levels for which the external exams will take place at the end of the second year. Alongside these three A levels, they will also



have the opportunity to sit the Extended Project Qualification (EPQ) during their first year. Enrichment opportunities will include leadership and community work, pastoral, social, health and religious education, work experience, post-18 progression week and supervised study. Detailed information about the Key Stage 5 curriculum, including curriculum maps, can be found on the school website.

Subjects offered at Key Stage 5:

- Art
- Biology
- Chemistry
- Computer Science
- Core Maths
- BTEC Diploma in Business
- Drama and Theatre Studies
- Economics
- English Literature
- Film Studies
- French
- Further Mathematics
- Geography
- Graphic Communication
- History
- Mathematics
- Music
- Physical Education
- Personal Development, including RSHE, careers information and RE (following the Hackney Local Agreed Syllabus for Religion and Worldviews 2024-2029)
- Photography
- Physics
- Politics
- Psychology
- Sociology
- Spanish
- Textiles - Art & Design
- Three-Dimensional Design
- Extended Project Qualification
- GCSE mathematics and English language resits

## 9. Grouping

Students will be taught in groups that allow them to make the best progress towards achieving their full academic potential. They will be taught in several different groupings at various points in their school career. These will include mixed ability groups, broadly set ability groups, single and mixed gender groups. Students may also be involved in short intervention groups that are focused on only one aspect of their school participation, including, but not exclusively, early English language acquisition, subject intervention groups and literacy or numeracy intervention groups. We aim to ensure that all groups reflect the context of the school.



## 10. Learning from Home

Every student at Stoke Newington School has an entitlement to receive good quality homework that is appropriate to their needs. We believe homework is an essential part of students' learning. The purpose of homework is to develop students' skills, independence, organisation and to raise standards by:

- allowing practice and consolidation of class work
- providing time to extend learning
- improving students' attitude to learning
- improving students' organisational and study skills
- providing opportunities for individual work and independent learning
- providing information to parents and carers
- providing opportunities for parental support and cooperation
- providing an opportunity to practise presentation skills

The nature, type and length of homework will vary according to the subject and the age of the student. Homework should form a meaningful and coherent part of the work of the school. It is the responsibility of the Head of Subject to establish homework policies within their areas of responsibility. It is the responsibility of all staff to implement the homework policy. The Head of Subject is responsible for monitoring the homework policy within their subject and the Head of Year for their year group. Students will receive a variety of homework tasks. These may include:

- specially prepared tasks that extend class work
- learning or revision
- research
- practical exercises
- long-term assignments or projects
- working on a project (KS3) or coursework (KS4 and 5)

For all subjects that are taught each week, homework is expected to be set weekly. For all subjects that are taught fortnightly, homework is expected to be set fortnightly. Significant homework should be planned into schemes of work and set consistently across a particular subject. These should have success criteria and there should be exemplars of completed annotated homework available for students and parents on ClassCharts to set high expectations and support learning. If the homework is a project extending over a longer period, the homework should be made clear on ClassCharts weekly, with explicit success criteria.

The setting completion and marking of homework will be monitored by Heads of Subject and SLT. Monitoring by Heads of Subject will occur during calendared learning walks and book checks. SLT will check a representative (including target group students) sample of books. The prime responsibility for the quality, completion and impact of homework rests with the class teacher and Head of Subject.

Subject teachers should ensure that adequate time is given for explanation and for students to seek clarification as to what they are to do. They should outline the homework using ClassCharts, including explaining the use of web links, attached documents and success criteria, this should happen at the start of the lesson. Sufficient time should be given for its completion. It is the responsibility of the teacher to mark the homework in accordance with the school's marking policy and to give feedback to students about their progress. Heads of Year and SLT will analyse the data and identify students who need support with completing homework.





Parents and carers will be encouraged to discuss homework with their children and help them plan its completion on time. They will be given a username and password to access ClassCharts to see student homework timetable. If no parent account is created, homework remains accessible to all by filtering as required. In most cases, the task should be completed on the date set. Whenever possible, parents and carers should be encouraged to provide a suitable place, away from distractions, for their children to do homework. It is recognised that this is not always possible. The school will provide provision at lunch time and after school.

## 11. Teaching and Learning

The school's teaching and learning policy has Evidence Based Excellence as its primary focus. Teaching and Learning at SNS is underpinned by the following principles:

### a. Teachers' Subject Knowledge

Teachers with strong subject knowledge make the greatest impact on students' learning. Teachers with in-depth subject knowledge also understand the common misconceptions on topics in their curriculum.

### b. Quality of Instruction

Expert teaching requires the following pedagogical principles into planning and delivery of the curriculum:

- Challenge
- Explanation
- Modelling
- Practising and retrieval
- Questioning
- Feedback

### c. Teachers' knowledge of their students

Teachers who form positive relationships with students and have clear, consistent and high expectations effect positive outcomes for students. Teachers who are familiar with SEND and other relevant information regarding students are best placed to plan for Evidence Based Excellence.

### d. Consistent delivery of Evidence Based Excellence should result in students that:

- Show high levels of engagement with their learning.
- Take ownership and responsibility for their learning.
- Are motivated and enjoy learning.
- Become increasingly independent and resilient learners.
- Make good or outstanding progress, demonstrating new skills, knowledge or understanding.

## 12. Quality Assurance

The aims of quality assurance at SNS are to:

- Develop learning to be always good and sometimes outstanding
- Address whole-school priorities through our daily teaching across every team and year group
- Ensure accuracy of evidence-based assessment data
- Identify and remove barriers which undermine good and outstanding learning
- Have excellent professional development of teaching skills at SNS
- Provide bespoke developmental feedback for individual colleagues and teams following internal monitoring and evaluation



- Empower post holders to know teams, to challenge and support colleagues using an evidence-based approach and to shape professional development activities of both teams and individuals
- Link performance management teaching and leadership objectives to targeted professional development
- Empower all teachers to develop further professionally
- Identify excellent practice to share

Monitoring and evaluation methodology is largely through post holder and leadership team learning walks and book checks looking at the typicality of teaching and learning over time with a focus on:

- Quality of feedback and assessment including WWW / EBI and student response
- Quality of questioning
- Behaviour for learning
- Setting and marking of homework
- Presentation of written work
- Challenge and differentiation

### **13. Assessment and Reporting**

We aim for our assessment system to be robust and fit for purpose, allowing effective tracking of students' progress towards targets to achieve exceptional attainment and progress for all. Target directions and targets for year 7 to 11 are set using Fischer Family Trust 20, based on Key Stage 2 SATs and CATs scores. The school will move all targets to FFT5 by the end of academic year 25-26. Sixth Form targets are generated using ALPs minimum target grades. During the delivery of a scheme of work, the emphasis will be on assessment for learning and regular diagnostic marking that informs future learning. Students will be given the opportunity to reflect upon misconceptions and rectify mistakes or extend and develop ideas and improve outcomes. Schemes of work will build towards carefully selected summative assessment tasks.

As part of the assessment cycle, summative reports (Progress Checks) are sent to parents and carers at three points in the academic year. These report behaviour for learning (attitude to others, learning in class and learning at home for Key Stages 3 and 4 and organisation, effort and quality of work for Key Stage 5) and current attainment using GCSE, L1 or 2 VTQ and A level grades. Outcomes following each progress check will be analysed and reported to governors. Heads of Subject and Heads of Year will follow up issues arising and pay particular attention to gaps in attainment both across subject and year cohorts. Years 11 and 13 will sit mock examinations towards the end of the Autumn Term with results and predictions reported at the start of the Spring term. Year 10 will sit internal assessments as subject cohorts towards the end of the summer term. Additional assessments for Key Stages 4 and 5 will take place in class throughout the year. All key assessment information, including mock and GCSE and A level examinations, will be published on the school website.

### **14. Special Educational Needs and Diagnosis (SEND)**

Stoke Newington School believes that every student should have the opportunity to develop to their full potential. Educational experiences should be provided which develop students and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum

which is appropriate to their individual abilities, talents and personal qualities. Every class teacher is responsible for:

- the attainment, progress and development of every young person in their class including those with SEND
- working with the Head of Inclusion/ SENDCo to review each young person's attainment, progress and development and decide on any changes to provision
- ensuring they understand the strengths and needs of all young people in their class and the strategies shared by the Inclusion Team to support them in meeting young people's support needs
- ensuring they understand and follow this policy in their practice

### **15. Careers**

Careers education, information, advice and guidance will be delivered through the discrete curriculum and wider careers programme, including trips and use of external agencies. For every student, making the right choices is crucial to a fulfilling and rewarding working life. At Stoke Newington School & Sixth Form, our careers service will equip students with the information, guidance and assistance they need to define their next steps. The careers department will offer a range of services designed to help students recognise their best attributes, understand the opportunities open to them and make the right choices. As well as advice on careers and applying to university the team will offer information about vocational and technical courses, apprenticeships and fully funded degree opportunities. The careers department will organise work experience for students in Year 10 and Year 12. The school is committed to meeting the Gatsby benchmarks for careers education. Every subject will provide transition and careers information both in subject areas within the building and via subject pages on the school website.

### **16. Enrichment**

<https://www.stokenewingtonschool.co.uk/co-curricular>

Extra-curricular and enrichment activities play an essential part in enhancing the educational experience of all our students as well as supporting the opportunities to develop leadership and organisational skills, show initiative, take responsibility and contribute to the community. As a school we are proud of the broad range of extra-curricular opportunities we offer our students. At Stoke Newington, we believe that extra-curricular activities enrich the experience of students in numerous ways, including:

- Supporting the existing taught curriculum and providing opportunities for deep learning
- Providing an alternative experience to classroom-based lessons and the taught curriculum
- Providing students with opportunities to take ownership of learning
- Encouraging students to explore activities and subjects they might not have contemplated otherwise
- Supporting students to continue with an interest and/or to master a skill
- Providing opportunities for students to learn from and with other people, including students of different ages, parents, carers and members of the local community
- Providing students with opportunities to experiment and innovate
- To provide a wide range of activities and trips which capture the interest of students and create

Our enrichment offer will be reviewed at the end of each term. This will take place using student questionnaires, staff feedback and analysis of club and drop-down day attendance records. Findings



from the evaluation analysis will be used to plan subsequent enrichment cycles and develop our programme.