

CURRICULUM POLICY 2026

Nidderdale High School is committed to providing high quality educational experiences leading to Achievement for All.

The Nidderdale Curriculum extends beyond the knowledge, skills and experiences delivered in lessons to include extra-curricular clubs and activities; opportunities to learn beyond the school through visits, engagement with our own and other communities and the world of work. The curriculum also encompasses pastoral support, mental health support and student leadership opportunities.

Each subject curriculum is carefully designed in line with the Moorlands Learning Trust's 'Exceptional Curriculum Design Principles and Properties'; a framework which focuses on the 4 principles of: **Powerful Knowledge, Curriculum Coherence, The Progress Model and Understanding How Students Learn.**

The Curriculum at Nidderdale will:

- Be inclusive and ambitious to enable all students to make progress and experience success
- Go beyond the requirements of the National Curriculum to give students access to powerful knowledge across all subject areas
- Be coherently and carefully sequenced so that students build upon and revisit key knowledge and practise for memory, ensuring there is opportunity for 'spaced' and 'retrieval' practice
- The structure and sequence of learning aids students' depth of understanding, memory and retention, through growing knowledge 'webs' where students know more and remember more
- Furnish students with the language they need to articulate their ideas and communicate successfully in and beyond school through reading across all subjects
- Consider how students learn. Strategies such as modelling, scaffolding and expert explanation are built into the curriculum at Nidderdale. Reading and disciplinary literacy are a priority in all lessons.
- Take students beyond their own experience and enhance their understanding of the world.
- Enable students to see the real-life applications of their subject knowledge and skills

CURRICULUM STRUCTURE AND DELIVERY

The broad structure of our 11-16 curriculum is as follows: Students in KS3 follow all National Curriculum subjects and students in KS4 study all statutory subjects together with up to 4 optional GCSE subjects.

At Key Stage 3 students are taught in a mixture of ability-based sets and mixed ability groups, with the exception of Maths in Year 8 & 9. This is reviewed on an annual basis and grouping is determined by the needs of the cohort.

At Key Stage 4 Maths and Science are taught in ability sets whilst Option groups and English are mixed ability. All setting is reviewed on an annual basis and students are moved between sets where performance merits it.

Significant changes to the structure will be discussed by the Governing Body. Changes to individual programmes will be detailed in Curriculum Area documentation.

Specific details on provision are provided in:

- School Prospectus
- Year 9 Options Booklet
- School website

A range of structures and processes support the delivery of our curriculum, including:

- The behaviour rewards and consequences system linked to the Pastoral team.
- Individual target setting and student tracking mechanisms □ Student mentoring □ Intervention activities
- Appropriate assessment in each curriculum area
- Access to college courses, alternative curriculum options and work placement opportunities for students in Years 10 and 11

INCLUSIVE CURRICULUM

The curriculum at Nidderdale is **inclusive**, anticipating the barriers below and adopting the following strategies to meet need:

Missing or insecure knowledge of vocabulary

- List key vocabulary and provide word banks.
- Explicit pre-teaching of key vocabulary.
- Uses visual and other reference materials (e.g. word banks, pictorial glossaries.)

Limited prior knowledge

- Build in the review and/or pre-teaching of key knowledge.
- Plan the use of visual and other reference materials (e.g. timelines, pictorial maps, images, concept maps.)
- Include use of shared texts, films and documentaries to present background knowledge efficiently.

Reading difficulties, including with decoding, comprehension and stamina

- Plan for alternative ways of receiving information (e.g. audio, visual, film.)
- Plan for scaffolded reading of challenging texts, e.g. annotation, highlighting, slow release, cloze.
- Suggest ways to mediate or break down challenging texts for learners.

Difficulties with writing (transcription, composition)

- Plan varied and alternative modes of response (visual, oral, diagrammatic, bulleted.)
- Plan for in-task scaffolding (writing frames, sentence-stems, models.)

Unfamiliarity with cultural references

- Plan for the use of informative texts, films and documentaries.
- Plan in the use of visual and other reference materials (e.g. timelines, pictorial maps, images, concept maps)

Difficulty with abstract concepts

- Identify content for selective pre-teaching of or post-teaching.
- Provide guidance on explanations, e.g. visual supports, analogies, exemplars.
- Plan for the use of graphic organisers.
- Sequence and scaffold learning particularly carefully, to build knowledge and understanding.
- Plan in reference to a range of examples and contexts, to build schemata.
- Build in sideways teaching, to show other contexts.
- Allow time for reviewing and reinforcing concepts, at spaced intervals.

Difficulty with complex tasks

- Include guidance on giving complex instructions, or written guide sheets.
- Suggest or specify various forms of modelling.
- Plan scaffolding for tasks and outcomes.
- Specify how tasks may be adapted without compromising learning goals.

Whilst these strategies are essential for some learners, they are also useful for all learners.

CURRICULUM MONITORING AND QA

Continuous monitoring, review and evaluation of the curriculum is essential if provision is to remain high quality and appropriate to student needs. The curriculum and its delivery is monitored through the school's Monitoring and Quality Assurance Calendar, School Development Plan and Self Evaluation.

Priority areas for development are established by the Leadership Team, working in conjunction with Directors of Learning and Governors. Information from external inspection and changes introduced by Awarding Bodies and the DfE help shape these priorities, which are stated formally in the School Development Plan.

EVALUATION

This policy will be evaluated every three years by the Governing Body to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

Approved by LGB: 8th June 2026

Next Review: June 2029