



GEORGE ABBOT SCHOOL

Policy Title:	Curriculum Statement
Author:	Headteacher
Date of most recent review:	Spring 2026
Date of next review:	Spring 2027
School Mission Statement: Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.	

George Abbot Curriculum Intent

The curriculum at George Abbot is broad, aspirational and academically rich offering rigour, challenge and access for all. We want our students to experience the best that has been thought, discovered, created, expressed and to reference their learning within time, place and context. Knowledge is sequenced effectively towards clearly defined end points. Driven by research and cognitive science, our responsive teaching seeks to bring social and cultural justice. We ensure learning is accessible to every young person through skilled pedagogy. Our curriculum extends well beyond the classroom and incorporates a deep commitment to diversity and respect, artistic and physical endeavour, character development and wellbeing. Student resilience and self-efficacy are facilitated as the foundation for future success.

Features of our curriculum and its delivery include:

- Curiosity
- Ideas and cultural endeavour
- Deep thinking
- Independent enquiry
- Thoughtful sequencing
- A clear focus on key concepts
- Deliberate retrieval opportunities
- Inclusive classrooms
- Systematic approaches to developing reading, writing and oracy
- Understanding and celebration of diversity and our role in society
- Knowledgeable and skilful teachers with a real commitment to ongoing learning
- Intelligently planned assessments which enable strong understanding of individual student progress
- A whole school responsive teaching model
- Preparation for progression into undergraduate study, apprenticeships and the world of work
- Extensive extra-curricular provision
- Character development
- Respect and support for each other
- Belonging

George Abbot Curriculum Implementation

5 year curriculum:

We have worked in partnership with our curriculum and whole school leaders to develop a bespoke 5 year George Abbot curriculum. Our curriculum is deliberately broad and is staffed by subject experts. All year groups access well

planned PSE and RSHE content. Our careers provision is an important strength and supports student choices and decisions on their journey through school. Students study all National Curriculum subjects up to the end of Year 9 – these include:

Key Stage 3 Subjects:

English	PE
Mathematics	Art and Design including Photography, Textiles, Graphics
Science	Computing and ICT
Modern Foreign Languages: French, German, Spanish	Design Technology and Food & Nutrition
Geography	Music, Dance, Drama
History	PSE and RSHE
RE	

Key Stage 4:

- At the end of Year 9, most students drop either Geography or History
- Most students continue with a Modern Foreign Language
- Most students will select two additional option choices
- Students take their GCSE in RE in Year 10
- Students study both English Language and English Literature
- Students study either three single sciences or double science
- Students therefore study 11, 10 or 9 GCSEs

Key Stage 4 option subjects offered in addition to the subjects offered at Key Stage 3:

Business
BTEC First Award Level 1/2 - Children's Play, Learning & Development
BTEC Level 1/2 Construction
Hair and Beauty - Practical and Employability Skills City and Guilds Level 1/2
Media Studies
Sociology
Cambridge National - Sports Studies
BTEC Level 2 Animal Care

Timetable Structure

The timetable is based on a 40 period per 2 week cycle model. Lessons are 75 minutes facilitating greater modelling, practice and depth of explanation. Week B replicates week A as much as possible. There are four lessons a day and a short break between each lesson. Students enjoy fresh air after every lesson and there is access to canteens spread across three breaks. The day begins with a 25 minute Tutor session, when students are welcomed for the day through an interesting form time programme that includes assembly, reading, character development, PSE and citizenship.

Key Stage 5 Curriculum

Students study either three or four subjects at Key Stage 5. If students are studying three subjects, this could be a set of A Levels or a choice of A Level subjects in combination with BTEC qualifications or solely BTEC subjects. Where students are studying four subjects, these will be four A Level courses. Subjects are divided across five option blocks with 300 learning minutes per week for most subjects. PSE and RSHE are delivered through tutor time, assembly and feature lectures. Students also access 1:1 time with their tutor to support their personal development and next steps. We have a dedicated careers team who provide independent and expert advice and guidance of a high calibre.

2024-2025 Key Stage 5 Curriculum

Biology	Dance
Business	Drama
Chemistry	DT: Design Engineering, Product Design
Computer Science	Economics

English Language and Literature
English Literature
Fine Art
French
Further Maths
Geography
German
Graphics
History
Law
Mathematics
Media Studies
Music
Music Technology
PE

Philosophy and Ethics
Photography
Physics
Politics
Psychology
Sociology
Spanish
Textiles
BTEC Applied Science
BTEC Business
BTEC Child Development
BTEC Food and Nutrition
BTEC Sport Foundation Diploma and Diploma
Cambridge Technical in ICT

Response to Artificial Intelligence

We have laid the groundwork for improving our practice in response to the emergence of Artificial Intelligence (AI). In 2024-2025, we adapted our policy for AI use/misuse in NEA subjects. We adopted a traffic light system, and created 'Subject Specific Instructions' to identify use/misuse across each subject and there has been training in this new system for teachers, pupils and parents. Our next step is to broaden the use of AI as a significant part of our emerging curriculum, focusing on creating activities that are 'AI Exploration' and 'AI Enhanced' so that students are given opportunities to learn how to use AI effectively, in a structured way. AHT (AI) participates in the LP Network for AI.

Quality Assurance

Our annual Curriculum Review is the primary quality assurance tool. It is conducted between November and January, between SLT and each Head of Department, and comprises:

- Learning Walks
- Student Voice
- A review of the current curriculum, including reflection on progress made against any targets identified during the SEF process (September-October).
- A conversation, with actions arising, about future curriculum development.

Learning Partners Trust Curriculum Principles

Across our trust, the curriculum will be designed to ensure that our young people thrive, achieve and flourish. It will enable them to understand what it is to be human and equip them for life so that they become kind and model citizens. It will not only develop our young people academically but socially, emotionally, culturally, physically, creatively and spiritually. Our commitment to providing learners with a wide range of extra-curricular clubs and activities will add depth and breadth to our provision and allow our learners to follow their hobbies and interests outside of the formal curriculum. We will ensure that we engage our learners in an ambitious and high-quality careers programme that, in our secondaries, meets the requirements of the Provider Access Legislation (section 42B of the Education Act 1997) "often referred as the Baker clause" and Gatsby benchmarks, encouraging them to be aspirational and ambitious so that they can secure a bright future and enjoy fulfilling careers.

Through our curriculum - and our commitment to evidenced-based pedagogy – learning is the foundation of every lesson. Our approaches to teaching and assessment will be based on the latest research. We pay attention to how the brain and memory works. Our teachers plan learning so that it is clearly sequenced, portray the curriculum so that it is intelligible to young minds and use assessment to expose learners' thinking and to adapt their teaching. Excellence in learning for all is the outcome. These approaches will be supported by trust-wide systems for teacher professional development and quality assurance that drive continuous improvement.

1. Our focus will be on providing learners with a broad and ambitious academic and vocational curriculum throughout Key Stage 3 and 4. As a commitment to that breadth and ambition, we will be setting challenging EBacc participation targets for learners (including those who are disadvantaged or who have special educational needs). Overall for the trust, we target the considerable majority of students to complete the full EBacc suite of subjects as a core curriculum offer.
2. In addition to the above, we are determined that our curriculum will take account of the specific talents, interests and aspirations of individual learners and the distinctive offer of each of our family of secondary schools serving their communities.
3. Our schools' 11-16 curriculum is a five year curriculum. In those schools where the balance of learning shifts towards Key Stage 4 during Year 9, a careful audit is taken by school leaders to ensure that all National Curriculum subjects are studied in sufficient breadth and depth at Key Stage 3. For those schools with a sixth form, the curriculum may be seen as a seven-year curriculum.
4. Our ambition for the post-16 curriculum is to provide a broad and dynamic range of opportunities that prepare students for success in higher education, apprenticeships, and the workforce. We aim to develop independent, critical thinkers equipped with the skills, knowledge, and confidence to excel in their chosen paths and contribute meaningfully to society.
5. Our ambition for post-16 maths learners is to inspire a deep understanding and appreciation of mathematics and STEM subjects equipping them with advanced problem-solving skills and analytical thinking to excel in further education, careers, and real-world applications.
6. Schools will share subject expertise on new course introduction and course review.

For our secondary schools this will mean a curriculum where:

1. At Key Stage 3 and Key Stage 4, all our learners will be able to study the full range of mandatory subjects in each of the four entitlement areas and programmes of study set out in the Secondary National Curriculum, December 2014.
2. All our learners will follow a GCSE curriculum in English, English Literature, Maths and Science until the end of Key Stage 4.
3. All learners will be able to study a subject (leading to an approved qualification) in each of the four "entitlement areas" –the arts, design and technology, the humanities and a modern foreign language – at the end of Key Stage 3.
4. In line with the trust's EBacc ambition, the majority of pupils – including those who are disadvantaged or who have special educational needs – will follow both a language and a humanities subject at Key Stage 4.
5. RE will be taught as a discrete subject at Key Stage 3: at Key Stage 4 it may be taught as a discrete subject, across the curriculum or through drop-down days or a combination of these.
6. Relationships, Sex and Health Education, Citizenship and Careers Information, Advice and Guidance will be taught at Key Stage 3 and Key Stage 4 Academy leaders may choose the most effective way of delivering these aspects of the curriculum but they should be subject to the same robust monitoring as other subjects on the timetable.
7. All pupils will be given opportunity to engage with trips and visits offered in each academic year.
8. We will seek alignment of our curriculums where appropriate as it is recognised that we can continue to keep the trust subsidy from school at a minimum through greater alignment and consolidation. This may include all aspects of curriculum planning in time and will be undertaken in full consultation with Headteachers.