



Mayfield School

SECONDARY CURRICULUM POLICY 2026-27

Our School Vision

Our vision is to create a family ethos that raises aspirations and makes a real difference to the life chances of our young people

Our mission

All stakeholders, together, will create an environment of respect and inclusion where all young people are valued, supported, inspired and future ready.

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Summary of changes made:	Removal of Duke of Edinburgh as this is not running this academic year				

Article 28: (Right to education): The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Curriculum Intent.

We believe that our school motto, Believe. Achieve. Succeed, gives everyone within our school community a sense of direction, identity, and purpose. It helps us all:

To believe in ourselves, our own abilities, in other people and the world around us.

To achieve our full potential by successfully reaching our goals through effort, skill and confidence.

To succeed in becoming the person we want to be.

Childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Children from all backgrounds should have the same opportunities and therefore we provide a rich and varied curriculum with practical experiences across and within subjects. Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Mayfield School provides opportunities for children to develop as independent confident learners with high aspirations, who know how to make a positive contribution to their community and the wider society. Our vision is for every child at Mayfield to be valued, supported and inspired within a family ethos that raises aspirations and makes a real difference to the life chances of our young people. We do this by creating an inclusive community, respecting and celebrating the cultural diversity of the school, the local community and the wider world. Opportunities are given for children to gain a sense of pride for being a good citizen in the community in which they live through the embedding of the core values: [Ambition](#). [Inclusion](#). [Respect](#).

The educational experience is underpinned by the school's mission statement:

All stakeholders, together, will create an environment of respect and inclusion where all young people are valued, supported, inspired and future ready. We will achieve this by providing our pupils with:

Outstanding academic standards, with a particular focus on acquiring a foreign language, developing competency as a musician and performer, as well as encouraging excellence in sport.

Outstanding pastoral care based on nurturing each individual's self-esteem and ambition to realise their full potential; and

Outstanding opportunities to develop our school values of Ambition, Inclusion & Respect, and 'character' experiences to succeed both at school and prepare them for being a well-equipped member of society and ready for the world of work.

Curriculum Implementation

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

At Mayfield, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of skills, knowledge, concepts, vocabulary and values. An emphasis is placed on the development of a rich and progressive vocabulary which empowers children to articulate their thoughts and become confident to investigate and seek information beyond the school walls.

Reading and communication skills are embedded within the curriculum. We provide enhancement opportunities through themed weeks, trips, inviting visitors in, residential, and participating in school shows and the Dance Live competition.

At Mayfield School our curriculum is carefully planned and sequenced to ensure that skills are built and developed across a five-year programme of study. This links to our schools Accelerated Learning Cycle (refer to the teaching and learning policy) where adaptive teaching ensures that delivery is responsive and therefore learning is accessible to all students. Our 100-minute lessons ensure that all senior students have the time to develop a depth of knowledge and consolidate their previous learning. We have a two-year Key Stage 4 with students selecting level two qualifications for future study in Year 9.

Subject and faculty leaders construct a curriculum that meets the need of our students and imparts the key skills and knowledge for each subject discipline in a clear and sequential way. Teachers ensure that the curriculum is adapted so that students are supported to work independently. Curriculum delivery is enhanced by high quality teaching and learning and where possible, we encourage curriculum areas to blend technology with traditional approaches.

Building depth of knowledge is integral to curriculum planning and teachers design learning activities that allow students to embed and recall knowledge over time. This builds firm foundations for learning, ensuring students are able to exceed their target grades. The learning scientist approaches are used within lessons and encouraged as a foundation for productive revision studies at home.

We offer a personalised curriculum for all our students so that it continues to be broad, balanced, progressive and relevant for every individual. As part of our options process moving into the KS4 curriculum pupils are placed on one of three pathways that are best suited to their abilities and needs.

Curriculum Implementation - Roles and Responsibilities

The Headteacher will ensure that:

- All statutory elements of the curriculum, and those subjects which the school offers, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met;
- The amount of time provided for teaching the curriculum is adequate and appropriate and is reviewed by governors annually;
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required of them to help them improve;
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum;

- The governing body is advised on statutory targets in order to make informed decisions.

The Governing body will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets and monitoring progress against these;
- It contributes to decision making about the curriculum;
- They review CPD needs of their own and of those in their departments regarding curriculum planning and delivery within their area of responsibility.

Faculty Leaders will ensure that:

- Their curriculum policy and planning documents are in line with the national curriculum.
- All planning takes into account the academy trust's Teaching and Learning principles.
- Ensure opportunities to promote school priorities including literacy, numeracy and oracy are integrated within their curriculum offer.
- Long term and medium term planning documents are regularly reviewed.
- The curriculum is delivered in a way that is equitable across teaching groups.
- They review curriculum planning annually to ensure its effectiveness.

Teaching staff and learning support staff will ensure that:

- The curriculum is implemented in accordance with this policy and departmental policy;
- They keep up to date with developments in their subjects;
- They have access to, and be able to interpret progress data to inform the design of the curriculum in order that it best meets the needs of each cohort of students;
- They work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Curriculum Impact

Mayfield School's curriculum will:

- Lead to qualifications that are of worth to employers and for entry to higher level education;
- Fulfil statutory requirements;
- Enable students to fulfil their potential meeting the needs of students of all abilities;
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines and requirements;
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond;
- Help students develop lively, enquiring minds, an ability to question, to debate and argue rationally and an ability to apply themselves to challenging levels of work;
- Ensure continuity and progression within the school and between phases of education increasing students' choices during their time at school;
- Help students develop numeracy and literacy skills which can be applied across the curriculum;
- Ensure that students' social, moral, spiritual and cultural understanding is at the heart of the school's work in promoting fundamental British values and addressing prejudice and extremism by building resilience, confidence and a sense of belonging.

Monitoring, Evaluation and Review

The governing body will receive an annual report on:

- The standards reached in each subject compared with national and local benchmarks and any changes to the curriculum as a result;

- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks and any changes to the curriculum as a result;
- The number of students for whom the curriculum was dis-applied, the reasons for this, the arrangements which were made and the impact of this.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.