

Greenford High School

Policy Document



Curriculum

Intent Statement

Last Updated	May 2026
Policy Type	Non-Statutory
Review Frequency	Annual
Staff Responsible	BUS
Governing Committee	Students
Next Review Date	May 2027
Approved by	FGB
Update	
	GHS Shared Drive
	Website
	Date added: May 2026
	Date added: May 2026

Curriculum Intent

In education, the 'curriculum' is broadly defined as the '*totality of pupil experiences that occur in the educational process*'.

The intent of the curriculum matches many of Greenford High School's core aims. As part of our vision to be '**ambitious for all**', in essence, we believe that the curriculum should enable all young people to become:

- Successful learners who are ready to learn, make progress and achieve.
- Respectful & responsible citizens who make a positive contribution to society.
- Confident young people who are able to live safe, healthy and fulfilling lives.
- Aspirant individuals who are '**Learning to Succeed**' and, as a result, committed to learning either at university, or through apprenticeships and throughout their careers.

Our intent is that the curriculum:

- Provides a broad and balanced educational experience that is truly comprehensive and accessible to all pupils.
- Delivers opportunities for students to learn to be successful, to gain useful, transferable skills whilst also acquiring relevant knowledge.
- Enables high standards of academic achievement where outcomes empower students to progress to Higher Education.
- Affords opportunities for all pupils to develop a high level of literacy and numeracy required for success in the wider curriculum and in adult life.
- Expands students' perspectives through a range of spiritual, moral, social and cultural opportunities to promote their sense of moral and social responsibility.
- Ensures that all pupils are able to thrive and develop as healthy individuals and good citizens.
- Ensures that all pupils are safe and understand how to stay safe.
- Fosters a strength of character, and resilience that will help pupils to cope with choices and overcome the challenges they are likely to encounter in life.
- Provides an appropriate range of opportunities and experiences to inspire pupils to succeed in the next stage in their education, training or employment.

Highlights

- A Key Stage 3 curriculum designed to build knowledge and develop skills and competencies to equip pupils for Key Stage 4.
- All students in Years 7-9 receive the broadest possible range of subjects with access facilitated by differentiated teaching and learning.

- A challenging Key Stage 4 programme that allows pupils to potentially achieve the EBacc, with high levels of Modern Foreign Language GCSE uptake.
- A wide range of optional subjects offered in Years 10-11 to cater to students' different interests and aptitudes.
- A broad offer of GCSEs and high-quality vocational courses at Post 16.
- Literacy lessons in KS3 that focus on the mastery of reading, writing and oracy skills.
- Reading is seen as a fundamental skill and there is a strong focus at KS3 with the use of the Accelerated Reader Programme for some learners alongside reading for pleasure for all.
- Bespoke intervention is provided for those who need further support with phonics, using Fresh Start.
- A 'Character and Careers' programme is delivered at KS3 to develop resilience and prepare pupils for learning at Key Stage 4 and 5 as well as the world of work.
- A comprehensive CEIAG programme offering support and guidance in making choices relevant to their future study and career ambitions.
- A wide-ranging PSHCE curriculum which supports personal development and the teaching of British Values and SRE.
- SMSC is well established throughout the curriculum and through pastoral programmes.

This policy reflects the requirements of the National Curriculum programmes of study. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.