

KS3 Curriculum Policy



On behalf of:
North Road Academy

Approved By	Naeem Bashir
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The National Curriculum gives schools the opportunity to personalise the curriculum, designing learning experiences to meet individual needs and engage all learners. Our aim will continue to be to provide students with a broad, balanced and challenging curriculum that fosters a love of learning and enables all students to reach their academic potential. We build on students' achievements in Year 6 to develop the breadth and depth of their knowledge, skills and understanding, preparing them thoroughly for taking GCSEs at KS4. Moreover, academic learning is supported by various enrichment activities and the Duke of Edinburgh Award to be more holistic.

Each year within Key Stage 3 has a different emphasis:

In **Year 7** the focus is on reinforcing basic learning skills, establishing high expectations and developing students' enthusiasm for learning in their transition year.

In **Year 8** the focus is on maintaining high expectations, developing students' self-motivation by providing students with a very wide range of learning opportunities including the world beyond school and raising the level of challenge to stretch the most able.

In **Year 9** the focus is on completing Key Stage 3, preparing students for the demands of GCSEs by building the necessary skills and on making choices (options) for Key Stage 4.

The Key Stage 3 Curriculum at North Road Academy meets the requirements of the National Curriculum and reflects the aims and ethos of the school

- Each subject follows an appropriate Scheme of Work linked to the National curriculum for that subject
- Each subject covers the national curriculum content needed and the AIMS
- Each subject lead sequences learning SOW linear through each year level while building upon content and learning vertically from previous years so that students can make good progress, a **spiral curriculum approach**, so that students build on skills and knowledge from previous years to readiness for KS4. Moreover, unit and year planning should also move from basic understanding through to analysis, critique and evaluation as appropriate, building on previous knowledge/themes. Thus, teachers plan each year horizontally and vertically, within years, as appropriate.
- Schemes of work will focus on CORE content accessible to all with EXTENSION and stretch CONTENT and aims to enable all students to progress without a cap/ceiling - within **Differentiation Policy**
- Teachers constantly assess learning using Assessment for Learning techniques as part of formative assessment while all KS3 will sit summative assessments termly as part of our school reporting process - within **Assessment Policy**.

- To support classroom learning and recall, all core subjects allocate homework on a weekly basis, 1 HW per 2 classes ratio, with Maths and English allocating 2 HWs per week, as per **Homework Policy**, allocated on Google classroom. Moreover, HW should be varied in content and differentiated to content, ability, interest and style of learning appropriately to support learning.
- English, Maths and Science – the core subjects – are given adequate time to cover the aims of the national curriculum
- History, Geography are taught separately and continuously in all 3 years to cover the aims of the national curriculum to enable **EBAAC options**, as per the **options document, GCSE**.

Arabic as a Modern Foreign Language (MFL) forms a major part of the curriculum during Key Stage 3 with pre-GCSE content which enables EBAAC options for KS4 with GCSE Arabic. This language also supports the foundation of their SMSC development, Arabic being the the language of their faith, allowing a deeper understanding of Islamis Studies.

Physical Education (Partnering with PVFC Foundation) – is given time each week to allow team sports and individual skills to be developed following a Scheme of work developed with PVFC foundation. The sport/skill focus rotates on a half-termly basis during the year.

Art and Design – has a high profile in the school and is evident from the time a student or visitor enters the premises. The spiral curriculum, with scheme of work has been with skills built upon year by year, with linear scaffolding of content.

ICT – is at the heart of our curriculum. It is delivered through weekly lessons in Years 7, 8 and 9, following a Hodder KS3 scheme of work. This covers all national curriculum content while building practical skills within the aims. This again allows for a strong foundation and enables the KS4 option of ICT GCSE.

Also, ICT skills are encouraged and applied within all subjects within projects and HW while Googleclassroom is used for HW instructions and content.

Personal, Social and Health Education (PSHCE) and Citizenship - are delivered each week in Years 7 and 8 and 9 following a thematic Scheme of work covering all of the main topics, again, year on year, building on the previous knowledge and skills. Also, careers is embedded within the scheme of work and is revisited and built upon each year appropriately to the GATSBY standards.

Literacy and Numeracy are delivered across the curriculum in all years. We provide additional support for students who have not achieved the required level in Maths and English by the end of Year 6. This includes using an intervention programme to specifically improve English and Math, with support insdie and outside the classroom as appropriate to each students' plan.

Differentiation and Taught Content

With every unit of work in every subject, students will experience a range of content, classroom and HW, for different learning styles and motivational purposes. This will include individual, pair work and group work, whole class teaching, oral presentations and written reports, creative work and autonomy, opportunities to make choices and have control over what they learn, options, and choices for projects. Students will be encouraged to take responsibility for their own learning, developing excellent independent learning skills, so that they become less reliant on direct input from teachers. Moreover, **coursework options** will be offered (within GCSE) when they are available (English GCSE) to enable readiness to post - 16 studies.

Holistic After-School Enrichment

To support learning, motivation and enrichment NRA will provide various **enrichment activities** to go beyond academics which may linked to curriculum subject content, however, applying that in activity-based holistic learning. From the public speaking (Gavel Club) to Young Entrepreneurs, students can put their knowledge and skills into action to reinforce their progress.

More, from Year 9, all students will be introduced to the **Duke of Edinburgh Award**, taking all the 3 sections, Sports, Skills and Volunteering to support their holistic development as part of a more holistic curriculum.