



Curriculum Policy

Assistant Principal (Curriculum and Progression) | July 2025

Mission Statement

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



Minsthorpe
Community College

Contents

	Page
Section 1	2
Curriculum Intent	2
Section 2	4
Curriculum Implementation	4
Section 3	6
Curriculum Impact	6
Final Section	8
Equality Impact Assessment	8
Policy Review Schedule	8



Section 1

Curriculum Intent

At Minsthorpe Community College our core values of Motivation, Commitment and Care are at the heart of everything we do. Our curriculum intent is to raise the achievements and aspirations of all learners through the delivery of a highly personalised, broad, ambitious and inclusive curriculum that:

- **Deepens** students' understanding and develops their knowledge and skills in all subject areas
- Ensures students are **literate and numerate**
- **Enriches** students' learning experiences
- **Builds** students' character
- Empowers students to **realise** their education and employment potential beyond Minsthorpe Community College

Deepens students' understanding and develops their knowledge and skills in all subject areas

- The curriculum is knowledge rich;
- We adhere to the National Curriculum Programmes of Study;
- Each subject area maintains clear long- term planning overviews with clearly defined end points;
- Mid-term plans map detailed sequenced learning which ensures knowledge and understanding are effectively embedded;
- Is planned with high expectations of all students, stretching those significantly above expected standards and remaining ambitious for those with low levels of prior attainment or from disadvantaged backgrounds;
- The whole College curriculum is regularly reviewed and adapted to embrace educational and technical developments to keep schemes of work fresh and engaging for all learners.

Ensures students are literate and numerate

- Our Literacy and Numeracy curriculum equip students with the tools to function in society;
- We are committed to fostering a love of reading, writing and discussion throughout every subject;
- We inspire and encourage reading widely and often and promote a culture where students take pride in their writing and can write accurately;
- We are committed to developing oracy skills which will enable students to be confident speakers, who can assert themselves articulately and use discussion to further their learning;
- We ensure that students develop and use their mathematical knowledge and skills competently across the curriculum;
- We ensure that the curriculum is planned so there are no barriers to every pupil achieving including those learners whose first language is not English;
- We encourage students to think critically, problem solve and see the relevance of maths and its function as a lifelong skill.



Enriches students' learning experiences

- We have a wide and inspiring enrichment provision which strives to deepen the learning of students and enhance their personal development;
- We utilise a range of quality onsite and offsite learning experiences, as well as a weekly after college programme, that brings the curriculum to life;
- The provision helps to develop cultural capital, push boundaries, extend experiences, round character, expand horizons, build confidence and independence, foster leadership and teamwork skills as well as expose our young people to the wider world.

Builds students' character

- We are committed to providing a curriculum which goes beyond the acquisition of knowledge and ensures students develop as well-rounded, responsible individuals ready to contribute to society;
- We believe that College has a vital role to play in ensuring the social, moral, spiritual, cultural, mental and physical development of all our students;
- The Code of Conduct makes clear the part College, home and students play in terms of Learning and Behaving the Minsthorpe Way;
- We know that students learn best in a safe, calm and orderly environment and we set high expectations for all students, which provide the foundations for a safe College community where students can develop positive attitudes to learning and show care and respect for others;
- Our coherent SMSC curriculum extends across all aspects of College life, including a P&A curriculum, assemblies (live and recorded) and lesson time;
- We work in partnership with external agencies to enrich our offer and are responsive to the needs of individuals and to circumstances with the aim of students taking increasing responsibility for their own development, safety and well-being.

Empowers students to realise their education and employment potential beyond Minsthorpe Community College

- Connections are made through everyday lessons about careers and future pathways;
- The Careers Programme is embedded in learning, and is stable and progressive, ensuring that students are supported throughout their College learning journey;
- All the Gatsby Benchmarks are met, and students' experiences are frequently reviewed and improved to maximise their aspirations and potential;
- External Aspiration Raising programmes and contact with external employers and other organisations are provided to students in all Key Stages.



Section 2

Curriculum Implementation

We have a three year Key Stage 3/ two year Key Stage 4 structure for Year 7 2022/23 onwards. Older year groups follow the legacy two year Key Stage 3/ Three Year Key stage 4 structure. [Link](#)

'Learning & Teaching the Minsthorpe Way'

Teachers and Student Support colleagues at Minsthorpe Community College (MCC) strive to plan and deliver lessons to a consistently high standard rooted in fundamental Core Principles of effective pedagogy. We insist on excellent standards of behaviour for learning from all students and it is our daily goal to inspire students to learn & think critically, challenge & support them to achieve and make progress and equip them with the necessary skills to be lifelong learners and effective members of society.

Core Teaching Principle

1. Prompt & purposeful start to every lesson, explicitly setting the context for learning
2. Retrieval activity
3. Explicit & direct teaching of new content/knowledge/skills based on clear & unambiguous explanations
4. Modelling led by the teacher, including interaction with students

Intended Impact

- No wasted learning time
- Appropriate climate for learning is established at the start of every lesson
- Students have clarity around the intended focus of each lesson and the teacher's expectations
- Knowledge & skills are revisited frequently allowing students to retrieve information and create strong, long-term memories
- Students receive clear & intentional teaching of the content of the curriculum
- Instructions inform students of the content of the task, the length of the task, the expected presentation of work and how students should be working
- Students are explicitly and regularly shown the cognitive process of successfully completing tasks with their teacher as the expert guide
- Students are given detailed teacher explanations and opportunities for guided practice
- Students develop the skills to successfully analyse the characteristics of high quality worked examples



5. Independent completion of tasks & activities
 - Students are given adequate time to deliberately put in to practice the required skills and knowledge across the curriculum with appropriate scaffolds
6. Purposeful review of learning which sets the context for the next lesson
 - Regular reviews of learning support retention of information and development of long-term memory



Section 3

Curriculum Impact

The College Strategic Plan has two priorities:

Priority 1: The provision of quality **curriculum** intent, implementation and impact for all.

Priority 2: The consistent delivery of the policies and procedures of **The Minsthorpe Way**.

Our highly personalised, broad, ambitious and inclusive curriculum is central to addressing these priorities.

At Minsthorpe Community College all students, including the disadvantaged and those with SEND, make progress because they access a curriculum which:

Deepens students' understanding and develops their knowledge and skills in all subject areas

- Achieve good qualifications which enable them to progress onto their next steps
- Acquire knowledge and understanding which has been embedded
- Have developed a curiosity and capability which enables learners to successfully explore learning independently
- To have a pride in their learning and achievements
- Have a realistic and clear idea about how their qualifications support future pathways
- To be aspirational and reach for further qualifications and opportunities
- Have developed a love of learning and knowledge in as many areas as possible

Ensures students are literate and numerate

- Achieve the best possible English and Maths qualifications they can
- Being literate and numerate raises students' self-esteem, strengthens their interactions with others and increases employability chances
- To have acquired essential written and verbal communication skills which will enable students to progress easily and to communicate effectively in the real world
- Develop a clear understanding and capability to use maths in real life situations which makes them more able to lead successful lives
- To facilitate learners with essential everyday skills in communication and numeracy which makes them more successful and employable

Enriches students' learning experiences

- Through engagement in the Enrichment programme students are able to expand their social group and develop confidence personally and within the enrichment area
- The trips and visits enable students to see aspects of the curriculum in reality, bringing verbal and visual knowledge from the classroom into actual lived experiences which develops understanding and tolerance
- Residential experiences enhance social and cultural understanding as well as social development and added independence



- Through engagement in enrichment activities students develop leadership and team building skills which supports them well in their academic studies as well as with physical and mental well-being now and into the future

Builds students' character

- The Breadth and depth of the curriculum coupled with the SMSC focus which runs through each subject experience broadens students understanding of wider social and moral issues making them more effective, responsible citizens
- Through the dedicated SMSC curriculum the acquisition of knowledge through carefully regulated debate exposes students to a wide variety of topical issues which expands their view points and helps foster tolerance and understanding
- The behaviour expectations of Behaving the Minsthorpe Way enables students to learn effectively and develop independence, resilience and respect as characteristics
- The wider curriculum empowers students through knowledge and discussion to keep themselves safe physically, mentally and in the virtual communication world

Empowers students to realise their education and employment potential beyond Minsthorpe Community College

- The CEIAG programmes strength is shown in the impact on students' knowledge about the options available to them on future pathways, something they can articulate and act on (significantly below national and regional NEET figures are testament to this claim)
- Students aspire to and successfully achieve next steps despite social and financial barriers
- Learners who are empowered by knowledge about careers and progression paths and who know how to access information



Final Section

Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

Policy to be approved by the Full Governing Body in February 2023

Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
January 2023	July 2024	Assistant Principal (Curriculum and Progression)
July 2024	July 25	Assistant Principal (Curriculum and Progression)
July 2025	July 26	Assistant Principal (Curriculum and Progression)

