



**Loving God - Caring for Each Other - Achieving Excellence**

# **Curriculum Policy**

<b>Approved Date:</b>	January 2026
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<b>Next review due by:</b>	January 2027
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## Introduction

In line with the Church of England [Vision for Education](#) 2016, we believe every student at Crompton House School has a right of access to a curriculum that will challenge and develop all students in the context of deeply held Christian values and beliefs. In recognition of the words of Jesus who promised 'life in all its fullness', our vision for a truly Christian curriculum embraces the spiritual, physical, intellectual, emotional, moral and social development of young people. We offer a vision of human flourishing for all that embraces excellence and academic rigour, but sets them in a wider framework of faith, wisdom, hope, community and dignity. Please refer to **Appendix 1: School Curriculum Vision**

## Aim

The aim of the policy is to provide an overarching framework that translates the values and aims of the school into effective teaching and learning so that all children reach their full potential. This is important for **all** learners including those classified as having special needs, those with English as an additional language, and the more able. The term 'curriculum' does not refer solely to the National Curriculum, although this is the legal foundation that secures an entitlement for all students; rather, it embraces all that is learned and experienced through school, whether it be in lessons or part of informal learning within and beyond the school day. Please refer to **Appendix 2: School Curriculum Map** for a generic overview.

## Objectives

The curriculum seeks to promote:

1. Skills, knowledge and understanding required to succeed in national examinations, including concepts and practices such as target-setting, academic rigour, critical thinking, measurement and assessment, and self-reflection.
2. Development of cognitive, personal, learning and thinking skills for life-long learning
3. Awareness of the spiritual dimension to life that informs how we see ourselves and others in relation to Biblical teachings on love, dignity, forgiveness, reconciliation, transformation, hope and justice.
4. An appreciation for life and a sense of divine purpose and calling that identifies and embraces our role within the community – local, national, and global.

## Principles

The curriculum will be characterised by breadth, balance, coherence, relevance, adaptation, and progression.

1. **Breadth:** A broad curriculum will bring students into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).
2. **Balance:** A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.
3. **Coherence:** A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience, so that these do not appear as discreet and unconnected but as contributing to overall progress and achievement.
4. **Relevance:** A relevant curriculum will take account of the previous learning of students and their readiness for new experience.



5. **Adaptation:** This must satisfy the two seemingly contradictory requirements:
  - a. That all students have equal access to all areas irrespective of their abilities.
  - b. Teachers must differentiate between the different abilities of students of the same age and match tasks to students, balancing challenge with the likelihood of success.
6. **Progression:** This must be an integral part of any curriculum plans, and progression has to be not only from year to year but also from lesson to lesson and module to module.

## Roles and responsibilities of the Head of School, other staff, governors

The **Head of School** will ensure that:

- The school maintains and celebrates its strong Christian heritage and that the core Christian values of faith, wisdom, hope, community, and dignity permeate through the curriculum and every aspect of school life.
- All statutory elements of the curriculum, and other subjects which the school chooses to offer, including those taught off-site by other providers, have schemes of work and medium term plans which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, and include cross curricular links, citizenship, literacy, numeracy, enterprise, and the use of ICT
- The amount of time provided for teaching the curriculum is adequate and is reviewed regularly.
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum
- 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 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.
- It is the responsibility of the Head of School to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

**Other staff** will ensure that:

- The school curriculum is implemented in accordance with this policy and the Christian beliefs and values that underpin the school ethos and traditions.

The **governing body** will ensure that:

- It supports the headteacher to promote and maintain the school as a Church school and in accordance with the Christian values and beliefs as set out in the Church of England **Vision for Education** 2016
- It considers the advice of the Headteacher when approving curriculum changes and when setting statutory and non-statutory targets
- Progress towards annual statutory targets is monitored
- It participates actively in decision-making about the breadth and balance of the curriculum
- Staff understand that material of a religious, political or other sensitive nature must be presented to students in a balanced and sensitive way.



## Form Groups

Please refer to **Appendix 3: Form Groups** for an overview.

Year 7-11:

- All students are organised into 4 Houses (Cocker, Crompton, Ormerod and Ridley) to facilitate a greater sense of family and belonging.
- Registration/Form groups are year-based to provide a greater sense of year group identity and facilitate awareness of year group dynamics, targeted support and academic / pastoral intervention and transition from primary to secondary education, to GCSEs and to A Levels.
- Form time activities provides opportunity for daily acts of worship and reflection, as well as providing opportunity for pastoral and administrative tasks that support the smooth running of the school. Every form time must include a daily prayer. There are several activities that can be observed during form time, including:
  - Acts of worship (Please refer to the school Worship Policy)
  - PSHE-Christian ethos form activity
  - Literacy activity and/or silent reading
  - Year group assembly

Year 12-13:

- Sixth form students are assigned to academic tutor groups and the academic tutor acts as a personal mentor throughout the year.
- Sixth form Students are not required to attend daily form group time at the start of each day, but they are expected to attend:
  - Weekly assembly (Wednesdays)
  - End of term communion services
  - Any other times as directed by head of Sixth Form.

## Times of Day

We operate a 2-week timetable, identified as red and green weeks.

Please refer to **Appendix 4** for further information on times of day.

## Curriculum Pathways: Key Stage 3 (Yr 7-9)

Please refer to **Appendix 5** for an overview of the Key Stage 3 Curriculum

All students study a range of subjects including Maths, English, Science, History, Geography, Modern Foreign Languages, Computer Science, Religious Studies, PE, PSHE, Art, Drama, Food, Design Technology and Music.

- **English & Maths:** Students follow a scheme of work that is creative and challenging according to the needs of each student.
- **Modern Foreign languages:** All students receive 4 periods of language. All students study one of two languages (French or Spanish). The department sets students according to ability.



- **Humanities (Geography, History, RS):** All students receive 3 periods of Geography, History and RS.
- **Art and Technologies:** All students receive 2 periods of Art, Food Technology, Design Technology and Computer Science. Art, Food, DT and Computer Science are taught in smaller mixed-ability groups due to space restrictions and for health and safety reasons.
- **Expressive Arts (Drama, Music):** All students receive 2 periods of Drama, and Music.
- **Physical Education:** PE is taught in gender-specific groups. All students have 4 periods over a 2-week cycle.
- **PSHE:** Students are taught one period of PSHE per fortnight. PSHE is also embedded throughout the curriculum, but students also receive a 50-minute form period PSHE lesson every Green Tuesday and via other discrete drop-down days.

## **Setting of subjects in Year 7 to Year 9:**

### **Year 7, 8 & 9**

Year 7 is a 11-form entry. Students are arranged into three bands and each band is identified using the letters F, S and X. All students in band F study French. All students in band S study Spanish. Students in band X study French/Spanish.

The school uses two primary sources of data to rank students in order of ability: KS2 SATs and CATs (Cognitive Ability Tests). SATs and CATs use different metrics of analysis comprising mathematical and literacy knowledge and Skills (SATs) and general intelligence tests designed to assess a student's ability in three different areas: verbal (thinking with words); quantitative (thinking with numbers); and non-verbal (thinking with shapes and space).

- Bands F and S are co-equal bands comprising high to middle ability students based upon SATs / CATs analysis.
- Band X comprises middle to lower ability students based upon SATs / CATs analysis. Students in X Band will benefit from smaller class sizes.

### **Year 9 GCSE Options**

Students in Years 9 choose their GCSE options in the Spring Term in preparation for Year 10. Through assemblies and in lessons students receive talks from all subjects offering a course at KS4.

Students will select three different GCSE option choices. Two of these option choices must come from the below lists:

- Humanities – Geography or History
- Languages – French or Spanish
- Creatives – Art - Fine, Art – Graphics, Dance, Design Technology, Drama or Music

Students will then have one additional choice to pick a qualification from any range of the GCSE option subjects on offer. Some students will be given the option to study Functional Skills (Maths) and/or



Communication Studies (English). This is driven by a students individual needs, particularly those in receipt of EHCP funding.

Students are asked to select a reserve GCSE. If a class is over-subscribed, or if a subject is removed due to insufficient numbers, we reserve the right to use this reserve GCSE in place of one of their other chosen subjects. **This process will be a completely impartial random selection and not based on any prior data.**

The schools believes that all students, regardless of ability have the right to follow their career pathway as far as can practically be accommodated within the constraints of the curriculum.

Maths, Science and MFL offer Higher and Foundation GCSE papers. The decision for which paper students will sit in the summer exam season, is made by the Head of Subject in the spring term of Year 11 based upon student progress over Years 10-11.

## **Review of class sets in Year 7 to 9:**

There are two possible opportunities for set movements each year: Spring term and End Summer term. There may be other occasions where changes may need to be made due to pastoral reasons. Set changes are not made based on parental requests.

### **The Curriculum Content at Key Stage 3**

Subject	Year 7		Year 8		Year 9	
	No of Periods	% of total time	No of Periods	% of total time	No of Periods	% of total time
Art	2	4%	2	4%	2	4%
Computer Science	2	4%	2	4%	2	4%
Design and Technology / STEM	2	4%	2	4%	2	4%
Drama	2	4%	2	4%	2	4%
English	7	14%	7	14%	7	14%
Food	2	4%	2	4%	2	4%
Geography	3	6%	3	6%	3	6%
History	3	6%	3	6%	3	6%
Maths	7	14%	7	14%	7	14%
Modern Foreign languages	4	8%	4	8%	4	8%
Music	2	4%	2	4%	2	4%
P.E.	4	8%	4	8%	4	8%
PSHE	1	2%	1	2%	1	2%
Religious Studies	3	6%	3	6%	3	6%
Science	6	12%	6	12%	6	12%



## Curriculum Pathways: Key Stage 4 (Yr 10-11)

Please refer to **Appendix 6** for an overview of the Key Stage 4 Curriculum.

### Matters related to Years 10 and 11:

- Across Years 10-11 all students study core subjects comprising: Maths, English, Religious Studies, PE, and Science (PSHE is delivered via form tutor groups and embedded across the curriculum).
- **Optional GCSE/BTECs:** In addition to Maths, English, Science (2 GCSE equivalent) and RS, students select further GCSEs or Vocational Qualifications dependent on the remaining time available on their timetable. All students receive up to 10 GCSEs/Vocational Qualifications. EHCP and Blue pathway students may follow a reduced curriculum offer.
- **Religious Studies Short Course:** All students study Religious Studies (RS) as required in law. As we are a Church school, we enter all students for the full RS GCSE course; however, lower ability students may be directed towards a Short Course RS (half a GCSE). These students are identified by the RS department in Year 9 based upon attainment data with permission sought from parents.
- **Separate Science:** All students have the option to study Separate Science. Studying Separate Science takes the place of one of the GCSE option choices for students wishing to pursue it.
- **Off-Site:** A small number of students may be taught off-site for various reasons and for various periods of time as part of a personalised curriculum plan. Where possible, these students will be given opportunity to catch up on missed work with the help of a learning mentor. Similarly, some students may attend sporting academies for part of a day or a full day each week. It is the responsibility of students and teachers to ensure all missed work is completed, and if necessary, appropriate support should be provided.
- In the Summer Term, the Year 10 timetable is collapsed for one day and students will receive advice on A-Level options, further/higher education, career pathways and alternative education routes. External careers and educational providers join us for this day. Students will also be able to visit each department offering A Level and BTEC courses to sample lessons and ask questions.
- In the Autumn Term, there will also be an open evening at which parents and Year 11 students can visit departments and gain further advice on the courses they are considering.

### Attainment 8 and Progress 8:

Please refer to **Appendix 7** for an overview.

- DfE accountability measures require students follow a broad curriculum, and this is identified as 8 subjects across three strands (commonly referred to as 'buckets'). Students are guided to ensure appropriate pathways are followed and the implication for school accountability under Progress 8 is monitored by senior and middle leadership.
- The government has released a new document outlining changes to Progress 8 and Attainment 8 measures which have been used to devise the schools GCSE option process for the Year 9 cohort in 2025-26.

### Review of class sets in Year 10-11:





There are two possible setting movements each year: Mid-Spring term and End Summer term based upon student progress. However, we reserve the right not to change any students in order to keep continuity for teaching groups. Set changes are not made based on parental requests.

## **Curriculum Content of Years 10 and 11**

Subject	Year 10		Year 11	
	No of Periods	% of total time	No of Periods	% of total time
English	8	16%	8	16%
Maths	8	16%	8	16%
Science	9	18%	9	18%
Religious Studies	3	6%	3	6%
P.E.	2	4%	2	4%
PSHE	PSHE is delivered through form time and collapsed timetable events during the year			
Option Line 1	5	10%	5	10%
Option Line 2	5	10%	5	10%
Option Line 3	5	10%	5	10%
Option Line 4	5	10%	5	10%

## **6th Form (Year 12-13)**

Please refer to **Appendix 8** for an overview of the Key Stage 5 curriculum

In 6<sup>th</sup> Form, we offer a broad-based curriculum which largely consists of academic A level qualifications, but, where possible, we will seek to extend to include vocational qualifications.

Students select 3 subjects to be studied to 'A' level. Students may also opt to study Core Maths which is equivalent to a Maths AS level. Subjects are placed into four blocks to achieve maximum student satisfaction.

In Year 12, each subject is studied for 10 periods over a 2-week period, and for 10 periods over a 2-week timetable in Year 13. Students undertake a mock exam in June during Year 12 and in October and February during Year 13. In addition:

- All Students can opt to follow an extra-curricular activity (Leadership programme, EPQ Extended Project) that will promote their personal, social and leadership skills.
- All students are encouraged to become involved with various student committees, become subject prefects, preparing, and delivering assemblies, fund-raising and other activities.





- Further support is provided through Academic Tutors (each student is assigned to an academic tutor and they will have regular conversations throughout the year to review progress against target), Careers Advisor, and external speakers.

As far as possible, Green Wednesday afternoon is kept free of lessons to encourage student engagement in enrichment and work-related activities.

## **Whole School Provision**

**Personal, Social and Health Education (PSHE)**: Full details of our school provision for all years regarding PSHE and relationships and sex education (RSE) is set out in our PSHE programme of study and RSE policy.

**Futures Curriculum**: Full details of our school provision for all years regarding careers education, advice and guidance in accordance with statutory requirements set out in the 2018 DfE 'Careers guidance and access for education and training providers' is set out in our Careers Education, Information, Advice and Guidance (CEIAG) Policy.

**Educational Support within the Curriculum**: Educational support is facilitated through our Learning Support Department. Learning mentors provide support with core subjects, mainly Maths and English, and they withdraw a small number of students with learning difficulties from lessons when working with individuals will help them overcome barriers to learning and reach their potential. Teaching assistants support students in lessons across the curriculum.

## **Withdrawal from Religious Education**

Parents have the right to withdraw their child from RE or collective worship. Requests should be made in writing to the Headteacher.

**Relationship of the Curriculum Policy to other policies**: This policy should be read in relation to

- Careers Education
- Teaching and Learning
- Gifted and Talented
- Homework
- Equal Opportunities Policy
- Assessment and reporting Policy
- Worship Policy

Policy last reviewed: 7<sup>th</sup> January 2026

Approved by: Curriculum Committee 14<sup>th</sup> January 2026

Deputy Headteacher (Curriculum): Mr D Slack

Date of next review: January 2027

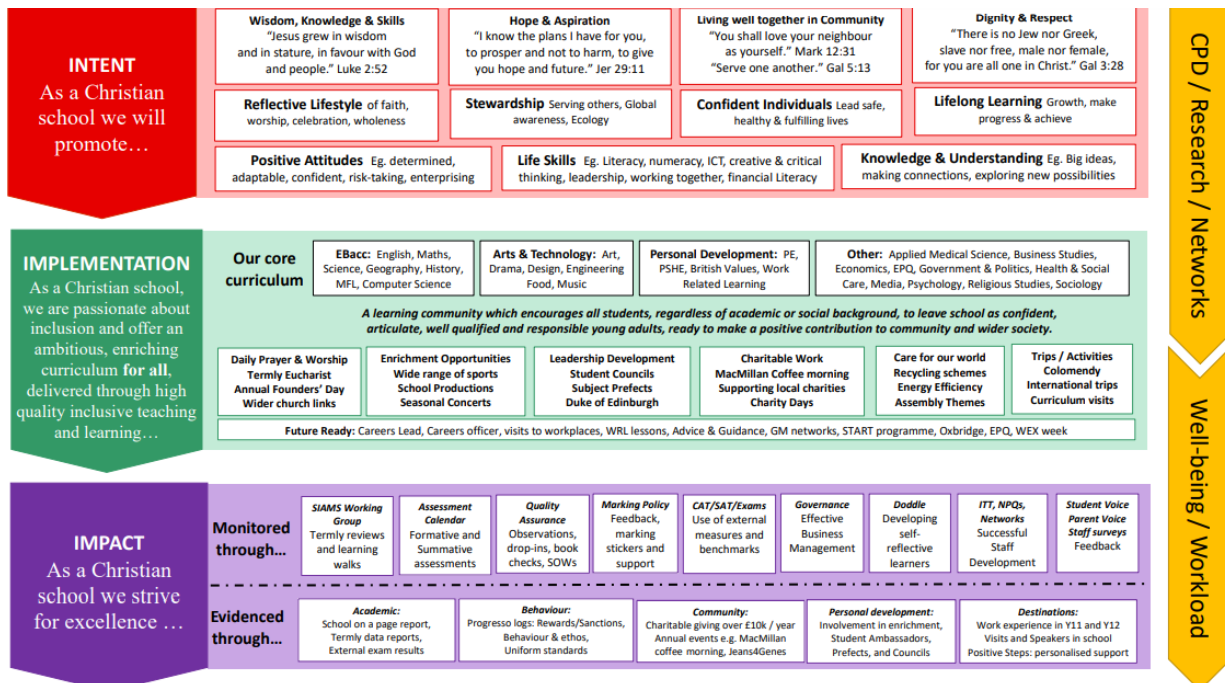


## Appendix 1



### Our School Vision:

As a Church of England School, we believe that all people are made and loved by God who longs for us to experience life in all its fullness through Jesus Christ. In response to this, our school vision is: **Loving God** by placing prayer, worship and spiritual growth at the centre of school life; **Caring for Each Other** by living out Christian values in our relationships with one another; **Achieving Excellence** by encouraging and enabling members of our school community to flourish by striving to do their best in all things.



*Loving God - Caring for each other - Achieving excellence*

### Our School Vision

**Loving God – Caring for Each Other – Achieving Excellence**

**The theological basis for our vision explained**

As a Church of England School, we believe that all people are made<sup>1</sup> and loved by God<sup>2</sup> who longs for us to experience life in all its fullness through Jesus Christ.<sup>3</sup>

In response to this, our school vision is:

**Loving God<sup>4</sup>**

by placing prayer, worship and spiritual growth at the centre of school life;

**Caring for Each Other<sup>5</sup>**

by living out Christian values in our relationships with one another;

**Achieving Excellence<sup>6</sup>**

by encouraging and enabling members of our school community to flourish by striving to do their best in all things.

<sup>1</sup> Genesis 1.27: "So God created humankind in his image, in the image of God he created them; male and female he created them."

<sup>2</sup> 1 John 4.10: "In this is love, not that we loved God but that he loved us and sent his Son to be the atoning sacrifice for our sins."

<sup>3</sup> John 10.10: "I have come in order that you might have life, life in all its fullness."

<sup>4</sup> Deuteronomy 6.5: "You shall love the Lord your God with all your heart, and with all your soul, and with all your might."

<sup>5</sup> John 15.12: "This is my commandment, that you love one another as I have loved you."

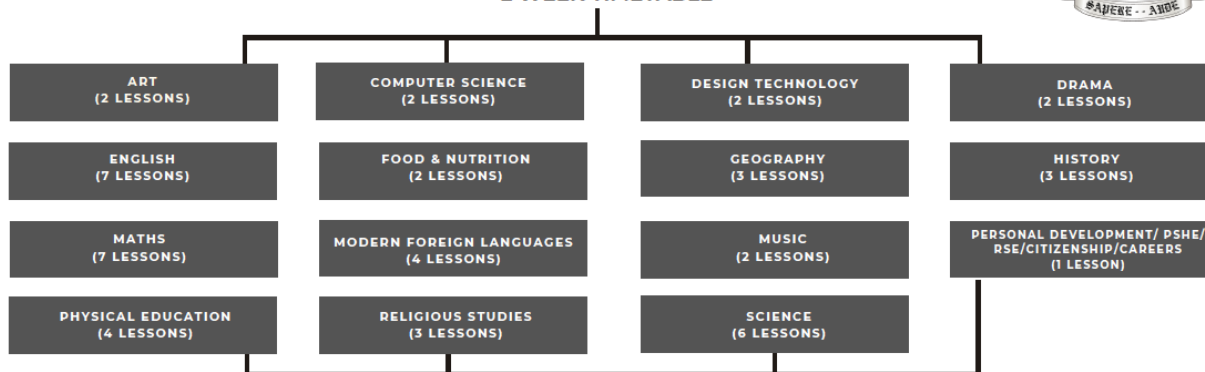
<sup>6</sup> Colossians 3.23: "Whatever your task, put yourselves into it, as done for the Lord."



## Appendix 2

### CROMPTON HOUSE SCHOOL CURRICULUM MAP

KS3 National Curriculum (Year 7 - Year 9)  
2 WEEK TIMETABLE



KS4 Curriculum Pathway Choices (Year 10 & Year 11)





## Appendix 3

### Form Groups 2025-26

	Form	Lead	2nd	Form Lead	Form 2nd		Room	2025-26
Year 7	7 CO 1	RMA	RMU	Mr R Maunders	Miss R Mustoe	Red Wednesday	S05	<b>HEAD OF YEAR</b> Mr D Wakelin  <b>AHOY</b> Miss K Collins
	7 CO 2	PGP		Miss P Gonzalez-Pin			M112	
	7 CO 3	KPU		Mr K Power			C14	
	7 CR 1	JBL	SSC	Mrs J Bloor	Mrs S Shallcross	Monday	R205	
	7 CR 2	JRI		Mrs J Ritchie-Holland			R314	
	7 CR 3	EHE		Miss E Heslop			C22	
	7 OR 1	MBR		Mr M Broderick			R115	
	7 OR 2	MKH		Miss M Khan			L02	
	7 OR 3	AGR		Mrs A Greenwood			M115	
	7 RI 1	AAH		Mrs A Ahmed			M202	
Year 8	7 RI 2	CMM		Mrs C McManus			M104	<b>HEAD OF YEAR</b> Mr J Moore  <b>AHOY</b> Miss E Yates
	7 RI 3	DST		Mrs D Stusinski-Marsh			R204	
	8 CO 1	CAS	SSH	Mrs C Ahmed-Swift	Mrs S Shea	SSH Wednesday	L22	
	8 CO 2	ILU		Miss I Lupton			R315	
	8 CO 3	LKV		Miss L Whitworth			L01	
	8 CR 1	EBY	JPE	Miss E Barnay	Miss J Petrycki	R Monday/G Tuesday	M206	
	8 CR 2	JRY		Mr J Ryan			S23	
	8 CR 3	RAU		Mrs R Aujla			C07	
	8 OR 1	DVE	JLE	Mr D Veitch	Mr J Leach	JLE Green Thursday	R206	
	8 OR 2	ECO		Mrs E Cooke			M113	
Year 9	8 OR 3	PPR		Miss P Prince			R212	<b>HEAD OF YEAR</b> Miss J Singleton  <b>AHOY</b> Mrs V Fox Mrs N Walker
	8 RI 1	ARN		Mr A Rehman			R301	
	8 RI 2	AWA	JLE	Mrs A Ward	Mr J Leach	JLE Monday/Friday	L06	
	8 RI 3	AFR		Miss A Frazer			S02	
	9 CO 1	MMN		Miss M Middleton			R309	
	9 CO 2	TVR		Mr I Vroe			R202	
	9 CO 3	RAR	KBU	Miss R Armstrong	Mr K Burns		P01	
	9 CR 1	CEL		Mrs C Elphick			M204	
	9 CR 2	SKL		Miss S Kelly			R316	
	9 CR 3	HCU		Mrs H Collins			S11	
Year 10	9 OR 1	CST		Mrs C Stanley			R211	<b>HEAD OF YEAR</b> Mr M Ashworth  <b>AHOY</b> Ms R Goulding
	9 OR 2	SCU		Mr S Collins			R311	
	9 OR 3	MCA	CBW	Mr M Cartledge	Mrs C Borthwick	CBW R Th/Fr, G Fri	M207	
	9 RI 1	JVA	SSH	Mr J Walsh	Mrs S Shea	SSH Tuesday	S09	
	9 RI 2	THA		Mr T Hartley			S20	
	9 RI 3	CAL	CCA	Miss C Alberola	Mrs C Cain	CCA R Friday/G Tuesday	M105	
	10 CO 1	SPG		Miss S Price-Greene			S03	
	10 CO 2	JHE		Mr J Heap			M108	
	10 CO 3	EPE		Ms E Pearson			R207	
	10 CR 1	SEH		Miss S Hill			R210	
Year 11	10 CR 2	JPA	RMU	Mrs J Parker	Miss R Mustoe	Friday	M107	<b>HEAD OF YEAR</b> Mrs A Gadsby  <b>AHOY</b> Mrs S Parker
	10 CR 3	MHR		Mr M Harmer			P03	
	10 OR 1	KSC		Miss K Scott			R306	
	10 OR 2	VMU	SWA	Mr W Musgrave	Mrs S Ward	Thursday/Friday	R203	
	10 OR 3	LVI		Ms L Wicks			S29	
	10 RI 1	LLV		Miss L Lockwood			A13	
	10 RI 2	JMC		Mrs J McLaird			S30	
	10 RI 3	CSW		Mrs Scott-Walkley			L24	
	11 CO 1	ECL	KBO	Mrs E Clotuche	Mrs K Bostock	Monday	M203	
	11 CO 2	PJO	SSC	Mr P Jones	Mrs S Shallcross	SSC G Friday	R307	
Year 11	11 CO 3	ABA		Mr A Barron			S27	<b>HEAD OF YEAR</b> Mrs A Gadsby  <b>AHOY</b> Mrs S Parker
	11 CR 1	DCM		Mr D Smith			S21	
	11 CR 2	MKI		Mr M Kirsten			S10	
	11 CR 3	CCH		Mr C Chadwick			R303	
	11 OR 1	KPE		Mr K Pearson			R201	
	11 OR 2	BHA		Miss B Hare			R108	
	11 OR 3	ECR		Mrs E Creelman			S22	
	11 RI 1	SRA		Mrs S Rasool			S06	
	11 RI 2	RMR		Mr R Marshall			C20	
	11 RI 3	LFU		Mrs L Foster			R310	



## Sixth Form Academic Tutor Groups 2025-26

S I X T H  F O R M	6F.01	LHA	Mrs L Hammond	S17	
	6F.02	SPA	Dr S Pannell	6.12	
	6F.03	AST	Mrs A Storch	C21	
	6F.04	LCH	Miss L Charnock	R101	<b>HEAD OF 6F</b>
	6F.05	JBK	Mrs J Baker	A11	Mr R Smith
	6F.06	JMA	Mr J Mason	L25	
	6F.07	SKA	Mrs S Kan	R212	<b>DH06F</b>
	6F.08	ATH	Mrs A Thirlwall	M203	Dr L Whitworth
	6F.09	JPL	Mr J Leyland	S24	
	6F.10	LLU	Mrs L Lomas	A15	
	6F.11	GOW	Mrs G Owen	M201	<b>AH06F</b>
	6F.12	HRO	Mrs H Holden	6.03	Dr S Pannell
	6F.13	DHA	Mr D Harris	C13	Mrs J Mundy
	6F.14	SKE	Mrs S Kerr	R102	
	6F.15	SSI	Mrs S Smith	R312	
	6F.16	JMU	Mrs J Mundy	6.11	
	6F.17	EMO	Mr E Morgan	M103	



## Appendix 4

### Daily Timetable Structure:

#### 5-Period School Day Timings

Red & Green Mondays

	Start	End
Registration	8.40	8.50
Period 1	8.50	9.50
Period 2	9.50	11.05
Break Y7-8, 10 & 12	9.50	10.05
Break Y9, 11 & 13	10.50	11.05
Period 3	11.05	12.00
Period 4	12.00	12.55
Lunch	12.55	13.45
Period 5 + Grace	13.45	14.40
Bus Club	14.40	15.20

Red Tuesday & Red Wednesday to Friday

	Start	End
Registration	8.40	9.05
Period 1	9.05	10.10
Period 2	10.10	11.25
Break Y7-8, 10 & 12	10.10	10.25
Break Y9, 11 & 13	11.10	11.25
Period 3	11.25	12.25
Lunch	12.25	13.15
Period 4	13.15	14.15
Period 5 + Grace	14.15	15.20

Green Tuesday (PSHE Day)

	Start	End
Registration & PSHE	8.40	9.30
Period 1	9.30	10.25
Period 2	10.25	11.40
Break Y7-8, 10 & 12	10.25	10.40
Break Y9, 11 & 13	11.25	11.40
Period 3	11.40	12.35
Lunch	12.35	13.25
Period 4	13.25	14.20
Period 5 + Grace	14.20	15.20



## Appendix 5

### Key Stage 3 Curriculum

#### Curriculum Design for Year 7

Periods	7	3	3	2	1	3	2	6	7	4	4	2	2	2	2
7F1	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7F2	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7F3	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7F4	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7S1	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
7S2	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
7S3	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
7S4	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
7X1	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7X2	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
7X3	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7X4										Sp	Pe	Ar	Co	Fd	Tn

#### Curriculum Design for Year 8

Periods	7	3	3	2	1	3	2	6	7	4	4	2	2	2	2
8F1	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
8F2	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
8F3	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
8F4	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
8S1	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
8S2	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
8S3	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
8S4	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
8X1	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
8X2	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
8X3	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
8X4	En								Ma	Sp	Pe	Ar	Co	Fd	Tn

#### Curriculum Diagram for Year 9



# CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL



Periods	7	3	3	2	1	3	2	6	7	4	4	2	2	2	2
9F1	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
9F2	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
9F3	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
9F4	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
												Ar	Co	Fd	Tn
9S1	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
9S2	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
9S3	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
9S4	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
												Ar	Co	Fd	Tn
9X1	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
9X2	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
9X3	En	Hi	RS	Dr	PSHE	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
9X4	En								Ma	Sp	Pe	Ar	Co	Fd	Tn



## Key Stage 4 Curriculum

### Curriculum Diagram for Year 10

	3	9	2	8	8		5	5	5	5
10.01	Rs	Sc	Pe	En	Ma		Dr	AM	Bs	Bs
10.02	Rs	Sc	Pe	En	Ma		Fd	Ar	Bs	Co
10.03	Rs	Sc	Pe	En	Ma		Gg	Bs	Dt	Fd
10.04	Rs	Sc	Pe	En	Ma		HC	DE	Fr	Fr
10.05							Hi	Dr	Fr	Fr
10.06							Hi	Gg	Gg	FS
10.07	Rs	Sc	Pe	En	Ma		MP	Hi	Hi	Gg
10.08	Rs	Sc	Pe	En	Ma		Py	Hi	HS	HC
10.09	Rs	Sc	Pe	En	Ma		So	HS	IT	Hi
10.10	Rs	Sc	Pe	En	Ma		Sp	Mu	Me	Hi
10.11	Rs	Sc		En	Ma		Sp	Py	Py	Pe
10.12							Sc	So	Sp	Pe
10.13	Rs	Sc	Pe	En	Ma		Sc		Sp	SS
10.14	Rs	Sc	Pe	En	Ma		Sc			Sp
10.15	Rs	Sc	Pe	En	Ma					Sp
10.16	Rs	Sc	Pe	En	Ma					
10.17	Rs	Sc		En	Ma					
10.18										

### Curriculum Diagram for Year 11

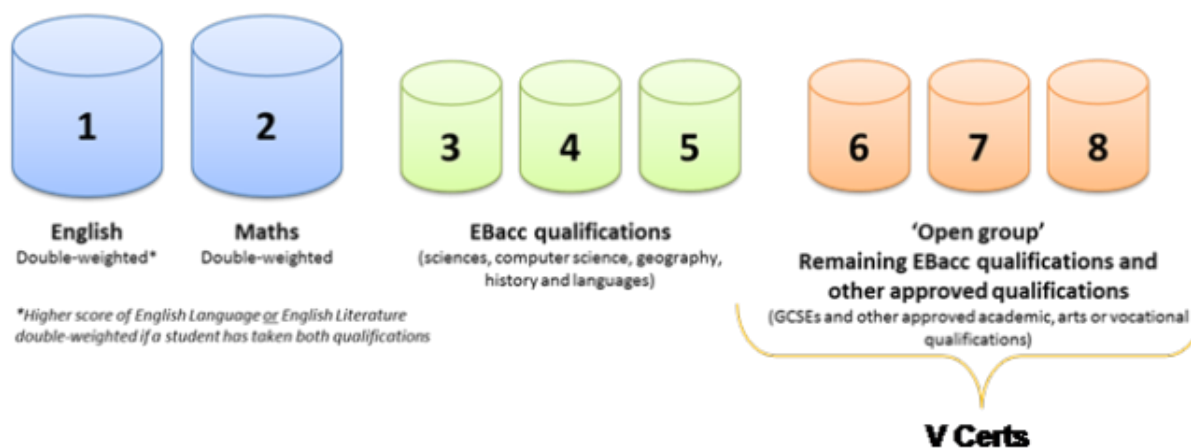


Periods	3	9	2	8	8		5	5	5	5
11.01	Rs	Sc	Pe	En	Ma		Ar	Co	AM	Ar
11.02	Rs	Sc	Pe	En	Ma		Bs	DE	Bs	DE
11.03	Rs	Sc	Pe	En	Ma		Bs	Dr	Co	Dr
11.04	Rs	Sc	Pe	En	Ma		Bs	Fr	CS	Gg
11.05							Dt	Fr	Fd	Gg
11.06							Fd	FS	Gg	Hi
11.07	Rs	Sc	Pe	En	Ma		Fr	Gg	Gg	HS
11.08	Rs	Sc	Pe	En	Ma		Fr	Gg	Hi	Me
11.09	Rs	Sc	Pe	En	Ma		Gg	Hi	HS	Mu
11.10	Rs	Sc	Pe	En	Ma		HC	Hi	Py	Py
11.11	Rs	Sc		En	Ma		Hi	IT	Sc	Py
11.12							Sp	Pe	Sc	So
11.13	Rs	Sc	Pe	En	Ma		Sp	SS	Sc	Sp
11.14	Rs	Sc	Pe	En	Ma			So	Sc	Sp
11.15	Rs	Sc	Pe	En	Ma					
11.16	Rs	Sc	Pe	En	Ma					
11.17	Rs	Sc		En	Ma					

## Appendix 7

### Progress 8 Measure 2025-26

#### Progress 8 measure





Student attainment is measured against 8 subjects:

- Bucket 1      **Maths** (double-weighted)  
**English** (double weighted if both English Language and Literature has been studied). The higher grade for Language or Literature is double weighted for this bucket, and the other English grade may be used in bucket 3 if it is the higher of remaining GCSEs
- Bucket 2      **3 Ebacc Qualifications** – This includes all sciences, computer science, geography, history or foreign languages. The 3 best grades are used here and the remaining subjects may be used in bucket 3.
- Bucket 3      **3 approved KS4 qualifications** – The best 3 approved GCSE or equivalent grades not used in either bucket 1 or 2 may be used here.

***Progress 8 measures the difference between what a student achieves in their actual GCSE compared to what they are targeted to get as calculated by the average grade achieved by students 3 years prior in their GCSE with the same KS2 results.***

**Figure 1: Progress 8 and Attainment 8 proposed model**



- Slot 1 and 2      **Maths** (double-weighted)  
**English** (double weighted if both English Language and Literature has been studied). The higher grade for Language or Literature is double weighted for this bucket, and the other English grade may be used in bucket 3 if it is the higher of remaining GCSEs
- Slot 3 and 4      **Science**- The best two Science grades achieved
- Slot 5 and 6      **2 qualifications from 3 approved lists** – List 1 – Humanities (Geography and History), List 2 – MFL (French or Spanish), List 3 – Creatives (Art – Fine, Art – Graphics, Dance, Design Technology, Drama, Music)
- Slot 7 and 8      **Any other approved Level 2 qualification**



## Appendix 8

### Curriculum Diagram for Years 12 and 13

Year 12									
	V		W		X	Y			
<b>Periods</b>	10	6	10	6	10	10	6	8	1
12.01	Ar	Core M	Bs	Core M	Ch	Bi	ER	MR	EPQ
12.02	Bi		Ela		Co	GP			EPQ
12.03	Ch		Eli		Gg	Eli			
12.04	Ec		Fr		Hi	Me			
12.05	Ma		GP		Ma	AMS			
12.06	Mu		Gg		Py	Rs			
12.07	PD		HSC		So	Py			
12.08	Pe		MF		Th	Py			
12.09	Py					So			
12.10	So					PH			
12.11									
12.12									

Year 13									
	V		W	X		Y			
<b>Periods</b>	10	6	10	10	6	10	6	8	1
13.01	Bs		Bi	Ar		Bs	ER	MR	EPQ
13.02	Ela		Ec	Ch		Bi			EPQ
13.03	Ela		HSC	Gg		Co			
13.04	Eli		Hi	Hi		Ch			
13.05	Ma		Me	Pe		GP			
13.06	MF		Ma	Ph		GP			
13.07	Ph		PD	SP		Gg			
13.08	Py		Rs	Th		AMS			
13.09	Py		Py			Mu			
13.10	So		Py			Py			
13.11			So			So			