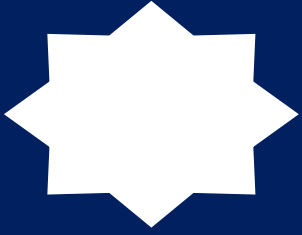




# MARATHON SCIENCE SCHOOL



## Curriculum Policy

Reviewed: August-September 2025

Next Review: September 2026

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## **1. Curriculum Intent**

Our school is committed to providing a high-quality education that enables all pupils to acquire new knowledge, make good progress, develop essential skills across various subjects and achieve the highest academic potential whatever their backgrounds and starting points. As stated in our mission statement, we seek to 'bring out each pupil's potential; encourage self-discipline and self-motivation; instil a sense of purpose and an awareness of the needs of others; and encourage responsibility and thoughtfulness in all we do; and so motivate and educate our pupils to become the successful devoted leaders of future generations.' As a boarding school, we provide '24 hour education aimed at developing the whole person in each pupil in a safe and caring environment

Our curriculum is ambitious for all pupils with an emphasis on academic subjects. It aims to provide a broad and balanced education that promotes intellectual, emotional, spiritual, moral, cultural and social growth. The objectives of our curriculum are as follows:

- To deliver full-time supervised education covering linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, and creative education so that all future avenues of study and employment remain open to them.
- To provide a wide range of learning experiences both in and outside of the classroom to enrich learning for all pupils and enable them to discover new interests and talents, as well as enhance known ones.
- To develop pupils as independent and resilient learners, instilling the ability to work both autonomously and in groups.
- To provide personal, social, health, and economic education that encourages respect for others, including protected characteristics, and respect for fundamental British values; and promotes tolerance and harmony between different cultural traditions and beliefs; and so enable all pupils to become confident individuals and responsible citizens.
- To provide access to accurate, up-to-date careers guidance, presented in an impartial manner, enabling pupils to make informed choices about future career options and encouraging them to fulfil their potential.

- To ensure that all pupils have the opportunity to learn and make good progress, regardless of their aptitudes, needs, or backgrounds, and to prepare effectively for the opportunities, responsibilities, and experiences of life in British society.
- To meet the needs of individual pupils, adapting the core curriculum where appropriate and within the constraints of time and resources to provide a personalised curriculum that supports individual achievement.
- To develop in each pupil:
  - a positive attitude towards learning and a thirst for life-long learning
  - self-worth, self-esteem, self-awareness and self-confidence
  - enquiry and thinking skills; the ability to question, solve problems and argue rationally
  - creativity, critical awareness, empathy and sensitivity
  - knowledge, skills and understanding relevant to adult life and employment in our fast changing world; including functional skills in English, mathematics and ICT
  - an awareness of their place within the local, national and global communities and of the opportunities they afford; and an understanding of where their achievements and those of others in the wider community fit in the history of human development; and
  - a strong sense of service to each other and for the common good, as advocated by Islamic teachings.

This curriculum policy outlines our approach to curriculum design, planning, and implementation to meet the needs and abilities of all pupils, including those with special educational needs and disabilities (SEND) and Education, Health, and Care (EHC) plans and those who are at various stages of learning English as an additional language (EAL).

### **Equal opportunities:**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, sexual orientation, race, disability, or belief.

In accordance with statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Equality of Opportunity Policy.

### **Support for Pupils with SEND**

We are committed to identifying and supporting pupils with SEND, including those with EHC plans. Our approach includes the following:

- Appoint a suitably trained SENDCo who can lead on this area of the curriculum and provide teachers with the information required to meet pupils' needs and ensure they can make good progress
- Develop and publish guidance on identifying and supporting pupils with SEND, outlining appropriate educational and welfare provisions.
- Provide ongoing training for staff to enable them to effectively identify and support pupils with SEND in the classroom.

Please refer to our SEND policy for more details.

### **Support for Pupils with EAL**

The school's intake is very much a cosmopolitan mix, reflecting the surrounding area of a commuting town close to London. Whilst it is expected that children admitted to the school have a good working knowledge and understanding of the English language, enabling them to communicate and access the curriculum, for some English will be their second or additional language to that predominantly spoken at home. For these children at earlier stages of learning English as an additional language, the school recognises its responsibility to offer support and suitably adapted content so that they can access the curriculum fully and make progress appropriate to their needs and abilities. The school uses the Bell Foundation Assessment Framework to identify the linguistic needs of those pupils who are in the early stages of learning English. Further details on what types of support are available to EAL pupils can be found in our EAL Policy.

### **Subjects at Key Stage 3 – YEAR 7, 8 & 9 ( Please see appendix A)**

A wide range of skills, and broad knowledge-base and understanding will be developed in key stage 3 in preparation for pupils' GCSEs. Although all five years in school will develop and extend pupils' ability to answer examination questions eventually, the primary aim of key stage 3 is to ensure pupils have a broad and balanced curriculum providing a solid foundation not only for their GCSEs but also for their future.

English Language

English Literature

Mathematics

Science

Design and Technology  
ICT- Computer Science  
History  
Geography  
PHSEE/RE (general studies of world religions)  
Turkish  
Spanish / Arabic  
Business Studies  
Music  
P.E.

Business Studies is put on the timetable from yr 9 to develop their personal finance skills, being money wise, understanding and be aware of risks of online shopping, consumers rights and so on.

Literacy, numeracy, ICT and Citizenship/PSHEE are not only taught as subjects but also developed across the wider school curriculum.

### **Subjects at Key Stage 4 - Years 10 & 11**

#### Compulsory subjects:

English language (GCSE)  
English literature (GCSE)  
Maths (GCSE)  
Science double award (GCSE)  
Business studies (GCSE)  
Design and technology (GCSE)  
PSHEE/Citizenship/RE (non-examined)  
PE – core (non-examined)

#### Options:

Pupils are expected to choose options from:

History or geography (GCSE)  
Statistics (GCSE)  
Turkish  
Turkish A-Level  
Computer Science (GCSE)

Literacy, numeracy, ICT and Citizenship/PSHEE are not only taught as subjects but also developed across the wider school curriculum.

### **Reading Programme**

To support pupils who may be weaker readers or at the early stages of learning to read English, we implement a phonics programme designed to improve their reading skills.

### **Personal Development and Enrichment Experiences**

We recognise the importance of fostering pupils' personal development and providing opportunities to explore various interests and talents. To achieve this, we will from the 2023-2024 academic year onward:

- introduce a well-structured Personal, Social, Health, and Economic Education (PSHEE) curriculum that promotes mutual respect, and tolerance of those with different faiths, beliefs and lifestyles, paying particular regard to protected characteristics; fundamental British values of democracy, the rule of law, individual liberty; and an understanding of public institutions and services in England.
- continue to enable pupils to learn basic finance management and business in Year 9 and to develop enterprise skills through GCSE business studies in KS4.
- offer a diverse range of enrichment experiences to enhance pupils' social and cultural development and provide rich opportunities for pupils to appreciate and respect their own and other cultures and contribute to the wider community.

### **Religious Education**

- Religious Education (RE) is taught as part of PSHEE and makes a significant contribution to the personal development of young people in its spiritual, moral, social and cultural aspects.
- A programme of Islamic studies is taught in boarding time to deepen pupils' appreciation of their faith, along with a wide range of activities aimed at promoting their spiritual, moral, social and cultural development in its widest sense.

### **Relationships and Sex Education**

- Relationships and Sex Education (RSE) is taught as part of the PSHEE programme to all pupils in KS3 and KS4.

- The curriculum for RSE meets the national and local guidelines and is inclusive and age-appropriate.  
(See separate RSE policy.)

### **Careers Guidance**

To ensure that pupils select the most appropriate subjects for their career aspirations our pupils are supported in a variety of ways. Throughout Years 7-11, a comprehensive careers programme is supported via tutor activities, online resources, independent careers advice, careers fairs, interview skills days, college interviews and enrichment activities and assemblies.

All subject teachers discuss with pupils and parents any queries about their specialist courses and a pupil's aptitude for them. The Careers Education, Information, Advice and Guidance (CEIAG) team runs assemblies, individual meetings and advice sessions throughout the year. They also run visits to universities, and colleges and engage with a variety of career organisations to raise awareness of the opportunities available for students.

(See separate Careers Guidance Policy)

### **Safeguarding**

The school teaches pupils through the curriculum, as part of PHSEE and other subjects, and through special events, how to keep themselves safe within the school and in the wider world.

## **2. Curriculum Implementation**

Our curriculum planning is informed by the ages, aptitudes, and needs of our pupils, including those with SEND and EHC plans, and EAL needs. It is designed to be well-sequenced, ambitious, and coherent to facilitate cumulative learning and skill development.

### **Planning Guidance**

Each subject plans its curriculum mapping in four 'layers'. Marathon School agree on a set of principles which apply to their curriculum across the school. From this flows the 'subject curriculum intent statements. These set out the aims, purpose and rationale for the curriculum in each subject at the school.

Each subject sets out its long-term (or 'high-level') plan for each year group. This shows the content to be taught across a series of units or topics in each term, and to which groups of pupils. Each subject area will keep these plans under continuous review.

The next layer is subject to medium-term plans. In these, the specific skills, knowledge and vocabulary that we want pupils to learn, and how these are sequenced and organised, are set out.

These plans also include detail about how knowledge and skills will be assessed, and how pupils who require support to access the curriculum successfully, will be supported. They will also show how learning will be deepened for higher-attaining pupils.

Short-term plans are those that teachers may write on a weekly or daily basis. Teachers will use these to set out the specific learning objectives and assessment for each session and to identify what resources and activities are to be used in the lesson.

### **3. Compliance, Monitoring and Evaluation**

Our school leadership is responsible for ensuring compliance with the independent school standards. We have robust systems to monitor curriculum effectiveness and compliance with all relevant regulations. Our monitoring focuses on the implementation of the curriculum and its impact on pupils' achievement which is evaluated both qualitatively and quantitatively.

Regular reviews and evaluations are conducted termly to identify areas for improvement and implement corrective actions promptly.

Trustees act as critical friends and challenge school leaders at every trustees' meeting to ensure continuous improvement in the quality of the curriculum.

This curriculum policy forms the foundation of our commitment to providing an enriching and inclusive education for all pupils. It will be reviewed and updated regularly, at least annually, to ensure that our curriculum remains responsive to the changing needs of our school community and in line with best educational practices.

## **Appendix A: Teaching groups, class sizes and grouping by ability**

### **Key Stage 3 - Years 7, 8 and 9.**

Currently Years 7, 8 and 9 pupils have the following number of periods per subject per week:

| <b>SUBJECTS</b>     | <b>YEAR 7</b> | <b>YEAR 8</b> | <b>YEAR 9</b> |
|---------------------|---------------|---------------|---------------|
| English Literature  | 2             | 2             | 2             |
| English Language    | 2             | 2             | 2             |
| Maths               | 3             | 3             | 4             |
| Science             | 3             | 3             | 4             |
| PE                  | 2             | 2             | 2             |
| PHSEE / RE          | 1             | 1             | 1             |
| Music               | 1             | 1             | 1             |
| Design & Technology | 2             | 2             | 2             |
| Computer Science    | 2             | 2             | 2             |
| History             | 2             | 2             | 2             |
| Geography           | 2             | 2             | 2             |
| Turkish             | 1             | 1             | 1             |
| Arabic              | 2             | 2             | 2             |
| Activity            | 1             | 1             | 1             |
| Spanish             | 1             | 1             |               |

## Key Stage 4 - Year 10, Year 11

| SUBJECTS             | YEAR 10 | YEAR 11 |
|----------------------|---------|---------|
| English Literature   | 2       | 3       |
| English Language     | 3       | 3       |
| Maths                | 4       | 4       |
| Science              | 4       | 6       |
| PE                   | 2       | 2       |
| PHSEE / RE           | 1       | 1       |
| Design & Technology  | 2       | 2       |
| Computer Science     | 2       | 2       |
| Geography or History | 2       | 2       |
| Turkish              | 1       | 1       |
| Business Studies     | 2       | 2       |
| Statistics           | 2       |         |
|                      |         |         |

### Compulsory subjects:

English language (GCSE)

English literature (GCSE)

Maths (GCSE)

Science double award (GCSE)

Business studies (GCSE)

Design and technology (GCSE)

PSHEE/Citizenship/RE (non-examined)

Islamic studies taught in boarding time

PE (non-examined)

### Options:

Pupils are expected to choose options from:

History or geography (GCSE)

Turkish (GCSE)

Turkish A-Level

Computer science (GCSE)