

Glebelands School Curriculum Statement

Key Curriculum principles

- Our curriculum is ambitious allowing students to strive for personal excellence
- It is coherently planned and sequenced to develop both deep knowledge and the skill of applying this knowledge
- Broad and balanced; many of our students follow an EBacc curriculum but we place equal value on the contribution that creative, practical and vocational learning makes to every child's development
- Our curriculum is challenging and fosters a love of learning
- Glebelands has a curriculum designed to enable all learners, particularly the most disadvantaged and those with SEND to achieve, with delivery strategies that support these groups but benefit all students

Context, starting point and ethos

Glebelands School is 11-16, mixed comprehensive school which serves a largely rural community. Nearly 16% of our students receive the Pupil Premium and around 25% have SEND. Our student's KS2 prior attainment currently has a mean of 104.3.

Our aim is for exceptional progress for all students including SEND and disadvantaged, which places us in the top 10% of schools nationally. In addition, we have a 5-year strategic vision for all departments' results to be in the top 5% nationally for progress with minimal group variation. We strive for the highest standards of teaching and learning, which underpins excellent progress for all students. The school ethos is 'Respect and Achieve' and we value all individuals by respecting and supporting each other. Our progress figure in 2024 was 0.63 (well above average) and in 2025 our students gained an attainment score of 53.1 which improved on the 2024 score. Our basic's measures at both grade 4 and grade 5 is significantly above national average and on an upward trend. We are proud that both our disadvantaged and SEND gap is significantly less than the national average.

The Glebelands school curriculum is under constant review. We make changes to what students learn across school and within subjects based on their feedback, progress and aspirations. We are immensely proud of the outcomes our pupils achieve through our curriculum, including their exceptional GCSE results in the core and EBacc subjects (EBacc Average Points Score was 4.9 in 2025) and in becoming independent, hardworking and caring young people.

Intent

Our curriculum Intent at Glebelands is to:

- Challenge aspirations
- Open minds – through encouraging intellectual curiosity & independent thought
- Create opportunities for students to thrive

These three concise elements underpin our both our curriculum intent and our wider school intent.

As a result, our curriculum is ambitious allowing students to strive for excellence. This can be seen through students work, examination results, student destination data and the feedback we get from students themselves. It is coherently planned and sequenced to develop both deep knowledge and the skill of applying this knowledge. This can be seen through viewing the whole school curriculum map and by reading the department brochures on the subject pages of our website. Intent statement within these brochures set out our clear intentions of what students leaving Glebelands will be able to do and know.

We are very proud of the fact that many of our students follow an English Baccalaureate curriculum (Maths, English, Science, Humanities and Languages) to GCSE but we place equal value on the contribution that creative, practical and vocational learning makes to every child's development. We expect 100% of our students to go onto further education or employment with training.

Through our curriculum, we aim for students at Glebelands to be lifelong learners, responsible citizens and prepared for the future. Students' progress in these three areas is developed across all aspects of their school experience: subject lessons, tutor time, assemblies and wider curricular opportunities. This means that our curriculum in every subject is planned to ensure pupils leave with exceptional outcomes, both in their examinations and in their personal development. We ask every child to strive for personal excellence as well as leaving with the right qualifications to prepare them for the next stage.

We have high aspirations of our underserved and SEND students in that they follow a broad curriculum so they have the chance to develop their cultural capital. We offer focused support for students to develop their reading and literacy skills as we feel this is vital in ensuring high levels of progress.

Our student's personal development

Glebelands will be a school where every student, irrespective of their background, gets opportunities to participate in activities that enrich their education outside of lessons. Our students will be taught how to be safe in a 21st century society and will be educated about making healthy choices for their bodies and mental state. Parents and staff will also be involved in this education so that they can support the students. We have timetabled Learning for Life lessons for all Year groups, which are supplemented by character development sessions with tutor time. To this end we place great importance on developing students' character. Every student will get numerous opportunities to focus on life after Glebelands enabling them to become effective citizens.

Beyond the classroom, we aim to give our students a wide range of experiences. For three half terms of the school year we collapse Wednesday afternoons and run our Thrive programme. Thrive allows all students to select from over 50 enrichment opportunities to supplement their academic curriculum. In addition to this amazing offer all subjects provide additional learning contexts including annual school productions, educational visits and sports teams in the majority of disciplines.

The mechanics of our curriculum

We have a three-year Key Stage 3 curriculum which we do not narrow. The curriculum journey in each subject covers the content of the National Curriculum and puts high challenge, enjoyment and breadth of experience at the heart of learning. The students learning from primary school is built upon and knowledge and skills are developed to prepare pupils for the next stages of their education.

Alongside Mathematics, English, Sciences, Humanities (History, Geography and Religious Studies) and Core Physical Education, all Key Stage 3 students study a broad range of non-core subjects from day one. Art, Design & Technology, Performing Arts, Computing and Learning for Life which exposes pupils to creative, technical and vocational aspects of learning. Students study French and Spanish until the end of Year 7, when they are asked to choose which language to continue until the end of Key Stage 3. A small number of pupils who are "not secondary ready" in English follow a "Lexia" programme in place of Modern Foreign Languages. This bespoke intervention aims to fill the gaps in pupils understanding, identified from their Key Stage 2 assessments in order that their literacy levels are not a barrier to them accessing the rest of the curriculum.

We have a two-year Key Stage 4 curriculum. Through a highly flexible options process, we meet the statutory national requirements and provide a bespoke curriculum for Years 10 and 11 to study. This gives our students as much choice and flexibility as possible, whilst ensuring they follow examination courses that lead to positive outcomes and give them access to aspirational Post-16 opportunities at the correct level. All students at Glebelands must study both English Language and Literature. In addition to their assessed curriculum, students' physical, religious, moral and spiritual education continues in core Religious Studies, Learning for Life and PE lessons.

Students are guided towards an options 'pathway' according to their ability and individual needs with all routes embedded in high aspirations. Students who are on the 'Accelerated' pathway are required to study Triple Science, a Modern Foreign Language and a Humanity subject. The 'Core' pathway students must opt for either a Humanity subject or a Modern Foreign Language but may opt for both. For students guided towards the 'Support' pathway we believe strongly that the currency of a standard pass is vital for their future opportunities. We therefore assist students in having aspirational Post-16 ambitions by giving an additional period of English, Maths and a teacher led study period. This provision along with their three options choices ensures that they have both the cultural capital and currency to move onto a wide variety of Post-16 opportunities.

As well as the EBacc subjects, students at Glebelands have a full range of options to study at GCSE (Additional Maths, Art, Business Studies, Computer Science, Design Technology, Drama, Latin, Music, Physical Education, Religious Education). Depending on the individual pathway students are asked to choose up to four options subjects.

Implementation - The Glebelands Way

We have a clear vision for the implementation of our curriculum at Glebelands in that we aim to:

Establish consistent high-quality teaching across the school with minimal variation between teachers. Embed an overall strategy of Teach – Boost – Teach ensuring teachers systematically check for recall to identify student’s misconceptions and intervene within lessons to ensure they are corrected.

Are Glebelands Way is a set structure of how we deliver lessons heavily based in educational research.

1. The best possible start to your lesson - Retrieval starter and setting high expectations (5 mins)

- A. Lesson entry, countdown with instructions: **thank you we are now ready to start the lesson.**
- B. Register and reinforce: standing in front and centre, provide starter instructions (front loaded)
- C. Active observation: as they complete the starter, circulate and check their responses, looking out for common errors.
- D. Check for understanding: Ask for **focus** and use a whole class response combined with cold calling.
- E. Commendations: what will it take to get the commendations in today’s lesson?

2. Explaining new material – Chunked instructions (10 mins)

- A. Concise and clear: state the learning objective and explain how it fits in with the big picture. Identify key vocabulary.
- B. Prerequisite knowledge:
- C. Pitch to the top:
- D. High-frequency errors and misconceptions:
- E. Chunks and steps: bite size your information and provide them in steps, with checking for understanding in between.

3. Modelling – I do, we do, you do (10 mins)

- A. Intellectually prepare: Prepare beforehand the steps you will demonstrate.
- B. I do: ask for focus - all students should be looking at the visual in this phase. Narrate your thinking as you show each step.
- C. We do: scaffold a second example for students to attempt with your guidance.
- D. You do:
- E. We do, you do loop:

4. Independent Deliberate Practice – Including 10 minutes silence (20 mins)

- A. Plan 10 minutes independent work:
- B. Set the conditions: front load your instructions with how you want students to participate:
- C. 3:30:30: 3 minutes standing front/centre, 30 seconds live marking a student, 30 seconds looking up to check all are on
- D. Circulate and reinforce:

5. Ending your lesson well – celebrating success and smooth exit (5 mins)

- A. Countdown and commentary:
- B. Pack up routine: have a routine that your class is familiar with.
- C. Celebrate learning: ask for **focus**. Review the key objective for that lesson and cold call with some review questions.
- D. Commendations: start with why you are issuing commendations today.
- E. Students stand behind desks in silence. Dismiss row by row from the door: move to door and remind the class of corridor expectations.

At Glebelands we deliver a series of lessons using the process Teach Boost Teach. This involves:

- Teaching a series of lessons focused on our Glebelands Way.
- Identifying whether students have made progress through assessment, this could be through a test (not necessarily written) or teacher judgement. This will then lead to the identification of misconceptions or weaker areas

- Allow dedicated time to Boost on these weaknesses before returning to new material

All subject areas implement the delivery of their curriculums based on a Teach Boost Teach curriculum map with precisely planned low and high stakes assessments ensuring students have spaced practice and revisit material over time. These maps also show how homework supports knowledge development as this is vital to the delivery of our curriculum at Glebelands.