



Leigh UTC
Dartford

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CURRICULUM POLICY

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STATEMENT OF PRINCIPLE

At Leigh UTC Dartford we believe that our curriculum, which is the substance of what we teach, is one of the most important elements of our work as a school. We aim to ensure that every student at our academy has the opportunity to enjoy an ambitious, STEM, balanced, and culturally rich curriculum, which will enable each student we serve to achieve their very highest potential, regardless of their background or starting point.

This policy exists to set out our vision for the curriculum in our academy, including its intent, how it will be implemented and organised, and how its impact will be measured and monitored. This policy will also set out and explain the arrangements in the academy which exist to ensure that this vision is being enacted.

Linked policies

This policy should be read in conjunction with Leigh UTC Dartford's:

- Teaching and learning policy
- Personal Development and wider curriculum policy
- Marking, feedback, assessment and reporting policy

Curriculum intent

Our intent for every child at Leigh UTC Dartford is to empower them to thrive personally and academically by exposing them to a powerful STEM based, IB world curriculum. Our mission statement is 'to prepare young STEM professionals for future global markets.'

We want our students to be immersed in deep & rich learning grounded in the IB values and philosophy. We want our students to engage with knowledge and skills that take them beyond the boundaries of a 'normal' school curriculum. As a UTC our focus on being work ready is essential to the values of our work with students.

Our expertise in developing STEM professionals for the future global market is unique to Leigh UTC Dartford and stays true to the spirit of what a UTC is. We develop studious, ambitious, work ready, forward thinking young professionals, equipped to seamlessly continue with life after formal academic learning.

As an IB World we continue to nurture our students in becoming global citizens and further develop the international ethos of our academy and our curriculum.

To realise our unique ambition as a UTC, 5 key principles have been developed which provide the foundation for the distinctive approach to learning that the UTC will provide and develop.

- An innovative employer / HE focussed curriculum that specifically reflects the specialism of engineering & computing skills required in the businesses of our partners, both locally and Internationally.

- Develop young STEM professionals with the aspirations, passion and talent to be successful in their career choices through the provision of a high-quality technical education and careers guidance.
- A local, national and International reputation for technical excellence in STEM education.
- Employ and promote digital skills to complement traditional learning so that every child is able to engage with new technologies and become digitally literate.
- Secure high aspirations for young people through the provision of a comprehensive ‘world-class’ high-quality technical education. Ensuring that the most able students can proceed on to secure high level apprenticeships or top universities to follow STEM courses.

Our curriculum drivers

- **STEM RICH CURRICULUM:**
Create and deliver an academic STEM rich curriculum, expositing powerful knowledge and skill, grounded in the principles and values of the International Baccalaureate programme.
- **CAREER FOCUSED:**
Develop passion, discipline for and of learning within our students, so they fully recognise and engage in learning beyond the classroom and truly become lifelong learners; preparing for their place in the global market
- **CHALLENGE AND ACCESSIBILITY:**
Deliver a challenging and accessible aspirational curriculum that provides the academic challenge, skill development/enhancement and professional career opportunities unique to a UTC
- **PROFESSIONAL & ACADEMIC HABITS:**
Explicitly teach professional and academic learning habits that enable students to progress, self reflect and take true ownership of their learning
- **PROFESSIONAL AND CULTURAL LITERACY:**
Embed rich literacy disciplines/development enabling students to fully engage with academic and professional dialogue across the breadth of discipline they will study.

Curriculum implementation

Each subject area sets out its curriculum in a Subject Curriculum plan for each Year group. These documents provide a foundation for more detailed curriculum planning by setting out the knowledge and skills to be learned through specifying the core learning and key concepts to be taught during a given period of time.

Each department will have schemes of learning (unit plans) related to the National Curriculum or examination board requirements and underpinned by IB philosophy. Schemes of learning must be followed by all departmental staff and monitored by Directors of Learning. Schemes of learning establish how the course content is structured, so that students' skills, knowledge and understanding are developed progressively.

Our teachers will have a detailed understanding of the curriculum structure and sequence, recognising how each lesson's learning fits into the pupils' broader development within the subject. Teachers will know what skills students are expected to have gained at each stage of the curriculum and how these cumulatively prepare students for the rigours of the GCSE exams in their subject.

Our KS3 pupils engage with the IB Middle Years Programme (MYP) through both disciplinary and interdisciplinary learning. We believe that pupils deserve a curriculum that enhances their life chances and enables social mobility and equality. There is a good breadth of courses being accessed across all key stages, ensuring the needs of all pupils are met so they can access their first choice next steps. This includes pupils having access to the International Baccalaureate Middle Years Program through the traditional English Baccalaureate alongside a wide range of other subjects. Teachers not only plan vertically within a subject but make clear cross-curricular links between subjects to ensure pupils apply their knowledge and skills across a range of topics and between disciplines including links to Literacy, Numeracy, PSHE and fundamental British values. This creates a balanced curriculum which provides rich opportunities for pupils to develop a range of skills, depth of knowledge and opportunities to explore career pathways through schemes of work.

Pupils develop the core skills identified in the IB Learner Profile which are necessary to support their progression and success in the next stages of education and to be successful adults who contribute positively to modern society. The curriculum strives to ensure pupils become independent and resilient learners, who are highly motivated to meet their full potential and live safe, healthy and fulfilling lives as internationally minded young people.

To successfully implement the curriculum as intended, the Academy ensures that great teaching and learning is taking place. Our approach to teaching and learning is set out in the Academy's **Teaching and Learning Policy**.

Integral to all aspects of the Academy's curriculum is the successful development of literacy and oracy. High quality literacy and oracy education is a feature of all strands of the Academy's curriculum, and our approach is set out in the **Academy's Literacy Policy**.

As part of great teaching and learning the Academy ensures that teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed knowledge and develop their understanding of the curriculum. Alongside this, assessment is used effectively to monitor the extent to which the implementation of the curriculum is effective. Our approach to assessment, marking and feedback is set out in the **Academy's Assessment, Marking and Feedback Policy**.

Alongside the successful implementation of the Academic curriculum, all students experience a powerful Personal Development Curriculum throughout their time at the Academy. Our approach to Personal Development is set out in the Academy's **Personal Development Curriculum Policy** and **Relationships and Sex Education Policy**.

Organisation of the curriculum

Students are taught in blocks of 65 minute lessons each day in key stages 3 & 4, with double periods of 130 minutes, almost exclusively in 6th form. There are 5 timetabled lessons on a Monday to Friday for year 7-11 and 6 for post 16. On Wednesday where there are only 4 timetabled lessons for year 7-11 and post 16 are to work independently from home or are on placements.

Data collected is used by the academy to ensure effective transition from primary schools. Students attend a 3-5 induction day in the summer term. The Academy will also run a series of assessments that

will inform grouping and enable appropriate curriculum and Reading and Learning strategies to be employed. In the first half term of Year 7, students will be in mixed ability teaching groups to enable students to settle in and baseline data including reading data and CATs results.

Key Stage 3

The key stage 3 programme of study is followed during years 7, 8 and 9. In the majority of subjects students are not set with the exception of Maths and Science in all key stages.

Lessons per week

4	5	4	2	1	1	2	2	1	2	1
MA	EN	SC	PE	HI	GE	AR	DT	IT	GM	PSHE

Key Stage 4

Students at Leigh UTC Dartford begin their GCSE courses in Year 10, with GCSE study forming the core of the Key Stage 4 curriculum. During Year 9, each student takes part in an individual guidance meeting to receive tailored advice on their option choices.

In the spring term of Year 9, the Academy formally begins the pathways process for all students. Academy leaders meet with students to provide structured guidance on selecting GCSE option subjects. Directors of Learning and Senior Leaders support this process, drawing on academy data and a range of contextual information to ensure students are guided towards the most appropriate and aspirational choices for their future pathways.

Lessons per week

Year 10 - Triple Pathway				Option A	Option B
5	5	7	1	3	3
Mathematics	English Language	Triple Science	PE	Art	Business
Statistics	English Literature			Business	DT
				Computing	Electronics
				Engineering	Engineering
				Health & Fitness	German
					iMedia
					Sociology

Year 10 - Combined Pathway				Option A	Option B
5	5	4	1	3	3
Mathematics	English Language	Combined Science	PE	Art	Business
Statistics	English Literature			Business	DT
		Plus		Computing	Electronics
		3		Engineering	Engineering
		Computing		Health & Fitness	German
		Geography			iMedia

		History			Sociology
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Year 11				Option A	Option B
5	5	7	1	3	3
Mathematics	English Language	Triple Science	PE	Business	Art
Statistics	English Literature			DT	Business
				Engineering	Computing
				Electronics	Engineering
				German	History
				Health & Fitness	

Key Stage 5

Sixth Form

The Key Stage 5 programme at Leigh UTC Dartford enables students to study three Level 3 qualifications through a range of carefully designed academic, applied general and technical pathways. Students may choose a fully academic or applied general route, or a blended programme combining elements of academic, applied and technical qualifications, depending on their strengths, interests and future aspirations.

All programmes are structured to ensure appropriate depth, challenge and progression, while maintaining flexibility to support individual pathways into higher education, apprenticeships or employment.

Students in Year 12 receive seven timetabled periods per subject per fortnight, increasing to eight timetabled periods per subject per fortnight in Year 13 to reflect the greater demands of examination preparation and independent study.

Lessons per week

T Level	A level	BNAT	Maths	Project	PPS	Resit
15	5	5	5	3	1	2
Digital	Biology	Engineering	A level maths	EPQ	PPS	English
Engineering	Chemistry	Business	Core maths			Maths
Marketing	DT			2		
	Physics			Engineering		
	Psychology				Maths & Science	

Grouping of students

Leigh UTC Dartford is an inclusive school. In the majority of subjects, classes are mixed-ability, which ensures that our diverse student community are able to learn from and with one another and develop together as young adults. Where setting does take place, it is supported by robust, subject-specific rationales, evidence and assessment data. Assessment data and target data are primarily used to decide on the most appropriate grouping across all key stages.

Our STEM specialism means, we only 'set' by ability in Mathematics and Science at the end of key stage 3. However to ensure inclusivity, a set of guidelines has been put in place:

- Students with English as a second language may be placed in higher ability groups than data may indicate.
- Students receiving support from SEN may be better placed in slightly higher ability groups as they will be helped to access the level of work set.
- Any set changes should be agreed with the relevant Assistant Principal, Vice principal and parents/carers.

All other subject groups are mixed ability. However, some subject groups may need to be organised via tiers of entry.

Casual admissions will be assessed for English, Mathematics and Science. The Assistant Principal for that student is responsible for setting and assessments. Students will then be placed in appropriate groups for their ability, taking particular care where students have English as an additional language.

Reading and literacy

Literacy underpins all aspects of teaching and learning at Leigh UTC Dartford and is fundamental to enabling students to access, engage with and succeed across the curriculum. Our approach is rooted in **disciplinary literacy**, recognising that each subject has its own language, conventions and ways of communicating. Through consistent, high-quality practice in reading, writing, speaking and listening, all teachers support students to think, communicate and perform as subject specialists, particularly within our STEM and technical pathways. This work is grounded in evidence from the Education Endowment Foundation and focuses on quality first teaching, explicit vocabulary instruction, structured talk and targeted intervention. Full details of our approach can be found in the **Leigh UTC Dartford Literacy Policy**, available [here](#).

SEND and the curriculum

We are committed to every child experiencing the fullness of the curriculum ensuring a balanced, knowledge rich, deep curriculum that will open doors to their future. For students with special educational needs and disabilities (SEND), we do not narrow the curriculum. Where necessary students with SEND are offered structured support to ensure that they can achieve their academic potential.

Lessons are inclusive, pitched at an appropriate and high level of challenge, and scaffolded down to ensure that all students are able to make good progress. Where appropriate, individualised pathways may be considered but only in the best interests of the individual and in line with their specific needs.

Inclusivity is one of the core foundations of our curriculum design at Leigh UTC Dartford. Leaders at all levels ensure that inclusivity does not negate rigour and ambition in curriculum design. We aim to consistently provide the required support and scaffolding to ensure all students can access the curriculum. Barriers to learning are removed through Quality First Teaching, our digital strategy and providing each teacher with classports to ensure students are known and their barriers known to ensure these are addressed in their learning experience, this is how we ensure success.

Continuous review of our implementation of the curriculum is driven by leaders, ensuring time within departments is dedicated each week to curriculum enhancement and ongoing monitoring of the impact

this is having for all students'. Individualised pathways will remain broad, balanced and provide these students with a deep and rich curriculum that is right for them.

Quality assurance and Accountability of the curriculum

An impactful curriculum is one through which students learn well and develop towards the aims for all students set out in our curriculum intent. We look at the following metrics to assess the quality of teaching:

- Progress Data
- CPD Lesson Observations (to include pupil voice)
- Learning Walks
- Work and Book Scrutiny

Any other relevant evidence related to a specific teacher

We monitor the progress that students are making towards these goals through a range of strategies, including:

Formative assessment strategies, including:

- Responsive and regular questioning
- Assessment for learning strategies
- Formative quizzing
- Regular retrieval practice tasks
- Online quizzing and diagnostic testing

Summative assessment strategies, including:

- End of topic or unit tests
- End of year assessments
- External and national examinations

Work scrutiny, which could be focussed on:

- Whole academy book review
- Specific students/student group
- Specific class and/or subjects
- QER and department reviews.
- Lesson visits and observations, and the verbal feedback from students during these visits
- Close monitoring and tracking of student achievement/Case study

Student voice and feedback including:

- Student interviews
- Student commission feedback
- Student surveys

Quality Assurance of the curriculum is timely and regular and will involve reviewing and evaluation of the following areas.

Activity	Focus	Timeline	Reason
Subject Baseline for year 7 only	Subject baseline assessment for new Y7's	M1	Identify accurate starting points in each subject
CAT's tests	Math & Eng test	M1- 1st and 2nd week	Identify key baselines:

NGRT Pass scores	Reading Welfare and wellbeing	Start of M2&5 for 8-10 Start of M3&5 for 7	academic and pastoral for all students (not 10/11)
Department subject presentations (KS3)	Success and progress of the subject with actions	M4, Each subject TBC	Review and improve implementation & performance in ks3
A whole school quality of education review (QER)	A curriculum deep dive in all subjects across the academy	M3-4	A quality assurance process of the curriculum to ensure rigour and suitability
A whole school quality of student books	All books in every subject reviewed across the curriculum	M1 SLT&4 M2 teachers and leaders	A quality assurance process of books looking at 4 key areas of success
Department improvement plans (DIPs)	Annual review and plan departmental development focus	M1 submission M2, 4 & 6 review	Identifying key progress indicators and tracking progress
Curriculum conversations	Conversation around curriculum, assessment, homework, literacy development	M2,4,6 Each subject TBC	Review and improve implementation & performance in ks3&4
GCSE exam analysis Mock exam analysis	Performance review of progress in subject (inc key groups)	M1, M4	Reviewing and improving year 11 action plans
Homework review	Impact of homework on outcome and progress	M3 & 6	Ensure the effectiveness in implementation of homework
Key group review and analysis (SEN/PP)	Performance of key groups in the subject	M2,M4 & M6	Review performance of disadvantaged in subject

Personal development

Personal Development at Leigh UTC Dartford is a carefully planned and inclusive programme that underpins all aspects of school life and prepares students for the wider world and their future destinations. The programme is an entitlement for every pupil and is tailored to the context of our UTC, our local community and our students' aspirations. It is delivered through a structured Personal Development curriculum, tutor time, assemblies and a wide enrichment offer, and is strengthened by regular trips, visits and encounters that broaden students' experiences and understanding beyond the classroom.

Our curriculum is rooted in our Professional Habits, known as the three Rs: respect, responsibility and resilience. These habits form the core of our values education and set clear expectations for how students conduct themselves as learners and future professionals. They are explicitly taught, modelled by staff and reinforced consistently across lessons, tutor time, enrichment activities and employer engagement. This approach supports students to develop confidence, independence and positive character, enabling them to reflect on their actions, work well with others and approach challenges with resilience.

Personal, Social, Health and Economic education, including Relationships and Sex Education, is delivered through a well sequenced and age appropriate curriculum from Year 7 to Year 11. Students develop secure knowledge of health and wellbeing, relationships, consent, online safety, diversity, British values and life in the wider world. The curriculum is reviewed regularly to ensure it remains relevant, inclusive and responsive to students' needs.

A strong careers education programme is embedded throughout the curriculum and personal development offer. Students have regular opportunities to engage with employers, universities and training providers, supported by up to date labour market information and personalised guidance. This ensures students understand their options, know the steps needed to achieve their ambitions and are well prepared for future education, employment or training.

Personal Development is further enhanced through a wide and accessible enrichment programme that includes extracurricular activities, targeted interventions and leadership opportunities. Learning Beyond the Curriculum days ensure that every student in Years 7 to 10 and Year 12 participates in three trips or visits each year, providing meaningful experiences that support personal growth, aspiration and engagement. Participation is tracked carefully, and leaders ensure that disadvantaged pupils, students with SEND, those known to children's social care and those facing additional barriers are fully supported to participate and benefit through reasonable adjustments and targeted support.

Through this extensive and coherent approach, Leigh UTC Dartford ensures that all students are supported to grow as confident, respectful and aspirational young people, fully prepared for their next steps beyond the academy.