

Quality of Education

Curriculum Statement 2024/25



Written by	Principal
Approved by	LGB
Issue Date	Spring 2025
Next Review	Spring 2026

Quality of Education

“A large body of research indicates that what teachers do, know and believe matters more to the achievement of students than anything else we can influence. The quality of teaching is hugely important to the outcomes of young people, and great teaching can be learnt. Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity” (Wiliam, 2018).

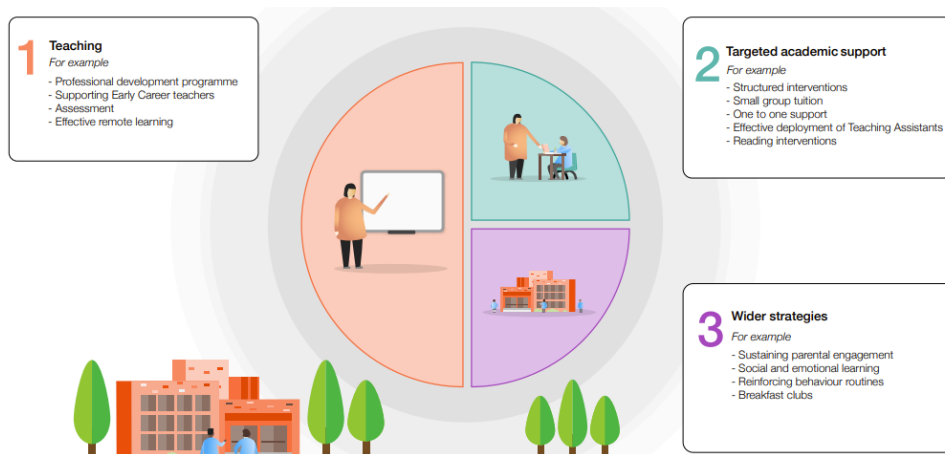
Intent

The curriculum is coherently planned and sequenced across all year groups, subjects and lessons, alongside the creation of a supportive, articulate, metacognitive thinking school culture, allowing all learners to develop the knowledge, skills and cultural capital for them to succeed in life in terms of future learning and employment.

The MFG’s seven-year curriculum:

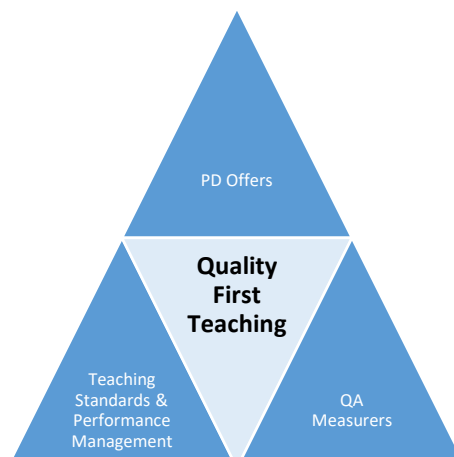
- is constructed around THE MFG values to enhance character and cultural capital.
- is coherently sequenced to build knowledge and skills for future learning and employment.
- is challenging and inclusive to meet the personal development needs of all students.
- explicitly teaches vocabulary, oracy, and reading to ensure lifelong learners.

Implement



Essential Creative Connections for Excellence

Quality first teaching is at the heart of ensuring that all students at the MFG can achieve their academic, social, and personal potential. To ensure this is continuously delivered to a high standard, there must be connectivity between professional development, performance management (including teacher standards) and continuous quality assurance. We call these ‘Essential Creative Connections for Excellence’



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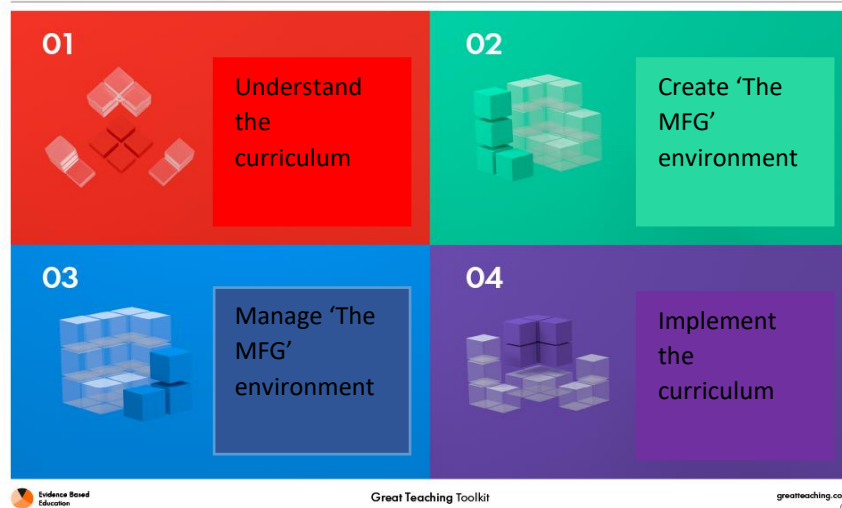
Quality First Teaching

The curriculum is coherently planned and sequenced across all year groups, subjects and lessons, and is delivered within a supportive, articulate, metacognitive thinking school culture, allowing all learners to develop the knowledge, skills and cultural capital needed to succeed in life in terms of future learning and employment. The principles for high quality teaching are the essential connections to ensure the above intent is met and are research driven (Great Teaching Toolkit Evidence Review, June 2020).



The following 4 points are crucial for staff to follow to meet the above intent: (Based on Evidence Based Education, Great Teaching Toolkit Evidence Review, June 2020) :-

1. Understand the content they are teaching and how it is learnt (Curriculum)
2. Create a supportive environment for learning (Relationships and Metacognition)
3. Manage the classroom to maximise the opportunity to learn (Behaviour for Learning)
4. Present content, activities and interactions that activate their students' thinking (Teaching and Learning)

A Model for Great Teaching



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 <p>THE MIRFIELD FREE GRAMMAR</p>  <p>Mirfield College Everyone Exceptional</p>	<h3>3. Manage THE MFG environment</h3>			
<h2>Quality First Teaching at The MFG</h2>	<p>Staff are expected to manage THE MFG environment, using strategies such as:</p> <ol style="list-style-type: none"> 1. Use the informal behaviour for learning strategies – use of space, gestures, facial expressions etc. 2. Praise used genuinely and purposefully, using character language where appropriate. 3. Positive language used to praise students who are on task “99% of us have made an excellent start, need 100% on task” etc. 4. Clear instructions given using 3Ts (Team, Task, Time) enabling a clear transition between activities. 5. Use 3,2,1 as a countdown for attention 6. Insisting on the tracking of teaching and waiting for 100% on task before speaking 7. Use of informal prompting, such as non-verbal cues, where appropriate. 8. Be present – actively supporting learning even during an independent task 9. When using a formal strategy, for example, a C1, an explanation is given about the behaviour and why it is impacting on learning 10. End and Send routine which is: students stand behind desks at end, work area is clean/tidy order and teacher regulates the dismissal of students 			
<h3>1. Understand the Curriculum</h3>	<h3>4. Implement the curriculum so students ‘think hard’</h3>			
<h4>1.1. Deep and Fluent</h4>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="584 624 1301 794"> <h4>4.1 Activating learning</h4> <ol style="list-style-type: none"> 1. At the start of the lesson the use of an Activate activity for retrieval and linking of prior learning to help new learning. </td> <td data-bbox="1301 624 2072 794"> <h4>4.2 Signposting Learning</h4> <ol style="list-style-type: none"> 1. The structure of the lesson should follow the long-term and medium-term intent plan. 2. The sharing of the lesson ‘what’ and ‘why’ and the components taught in the lesson, including the signposting of the character curriculum (where appropriate). </td> </tr> </table>		<h4>4.1 Activating learning</h4> <ol style="list-style-type: none"> 1. At the start of the lesson the use of an Activate activity for retrieval and linking of prior learning to help new learning. 	<h4>4.2 Signposting Learning</h4> <ol style="list-style-type: none"> 1. The structure of the lesson should follow the long-term and medium-term intent plan. 2. The sharing of the lesson ‘what’ and ‘why’ and the components taught in the lesson, including the signposting of the character curriculum (where appropriate).
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<h4>1.2 Curriculum Sequencing</h4> <ol style="list-style-type: none"> 1. Understanding how the core concepts are sequenced over the short, medium and long term plan. 2. Understanding the appropriate tier 2 and 3 vocabulary to deliver the content effectively. 	<table border="1" style="width: 100%;"> <tr> <td data-bbox="584 794 1301 957"> <h4>4.3 Explaining</h4> <ol style="list-style-type: none"> 1. Clear explanations which use appropriate tier 3 terms, utilising students’ prior knowledge with the aim of managing cognitive load. 2. Learning is brought to life and made memorable through teacher explanations and examples (such as hinterland knowledge). </td> <td data-bbox="1301 794 2072 957"> <h4>4.4 Modelling</h4> <ol style="list-style-type: none"> 1. The use of ‘I do, we do, you do’ to model. 2. The gradual release of responsibility is performed when the students are ready </td> </tr> </table>		<h4>4.3 Explaining</h4> <ol style="list-style-type: none"> 1. Clear explanations which use appropriate tier 3 terms, utilising students’ prior knowledge with the aim of managing cognitive load. 2. Learning is brought to life and made memorable through teacher explanations and examples (such as hinterland knowledge). 	<h4>4.4 Modelling</h4> <ol style="list-style-type: none"> 1. The use of ‘I do, we do, you do’ to model. 2. The gradual release of responsibility is performed when the students are ready
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<h4>1.3 Relevant Tasks</h4> <ol style="list-style-type: none"> 1. Understand the misconceptions which students may hold and plan appropriately (including lesson resources) for this. Carefully refined scripts rather than spontaneous explanations to aid misconceptions. 2. Appropriate tasks are used to be able to assess student learning and promote engagement. 	<table border="1" style="width: 100%;"> <tr> <td data-bbox="584 957 1301 1516"> <h4>4.5 Interact then adapt</h4> <ol style="list-style-type: none"> 1. Questions are asked which cause students to think hard. 2. Think time is used to promote quality responses to questions. 3. Cold calling is used to check for understanding of students. 4. Think, pair, share is used to engage student thinking and improve oracy. 5. ‘No opting out’ means that students are expected to think hard and respond to questions which are asked. 6. Students are encouraged to speak like an expert in the subject using appropriate tier 2 and 3 vocabulary (improving their oracy). 7. Students ‘upgrade’ answers where necessary using appropriate tier 2 and 3 vocabulary (improving their oracy). 8. Teachers circulate (through THE MFG character) and assess student learning. 9. Assessment data is gathered through various methods such as: whiteboards, verbally, written, practical performance. 10. Following assessment information, being adaptive and responsive to student needs based on interactions (such as re-teaching, providing more time, providing more examples). 11. The use or removal of scaffolding depending on assessment interactions. </td> <td data-bbox="1301 957 2072 1516"> <h4>4.6 Embedding</h4> <ol style="list-style-type: none"> 1. There is an opportunity for students to use their learning (embedding or applying). 2. There is opportunity for repeated independent practice when students are ready (including outside the classroom through homework). <h4>4.7 Literacy</h4> <ol style="list-style-type: none"> 1. Relevant tier 2 and tier 3 vocabulary is taught using the MFG method. 2. Students are encouraged to speak like an expert in the subject using appropriate tier 2 and 3 vocabulary (improving their oracy). 3. Students ‘upgrade’ answers where necessary using appropriate tier 2 and 3 vocabulary (improving their oracy). 4. Break down complex writing tasks (such as getting students planning, monitoring and evaluating their writing) 5. Provide opportunities for structured talk, including the modelling of high-quality talk 6. Reading strategies such as activating prior knowledge, prediction and questioning are used to improve student comprehension of text. </td> </tr> </table>		<h4>4.5 Interact then adapt</h4> <ol style="list-style-type: none"> 1. Questions are asked which cause students to think hard. 2. Think time is used to promote quality responses to questions. 3. Cold calling is used to check for understanding of students. 4. Think, pair, share is used to engage student thinking and improve oracy. 5. ‘No opting out’ means that students are expected to think hard and respond to questions which are asked. 6. Students are encouraged to speak like an expert in the subject using appropriate tier 2 and 3 vocabulary (improving their oracy). 7. Students ‘upgrade’ answers where necessary using appropriate tier 2 and 3 vocabulary (improving their oracy). 8. Teachers circulate (through THE MFG character) and assess student learning. 9. Assessment data is gathered through various methods such as: whiteboards, verbally, written, practical performance. 10. Following assessment information, being adaptive and responsive to student needs based on interactions (such as re-teaching, providing more time, providing more examples). 11. The use or removal of scaffolding depending on assessment interactions. 	<h4>4.6 Embedding</h4> <ol style="list-style-type: none"> 1. There is an opportunity for students to use their learning (embedding or applying). 2. There is opportunity for repeated independent practice when students are ready (including outside the classroom through homework). <h4>4.7 Literacy</h4> <ol style="list-style-type: none"> 1. Relevant tier 2 and tier 3 vocabulary is taught using the MFG method. 2. Students are encouraged to speak like an expert in the subject using appropriate tier 2 and 3 vocabulary (improving their oracy). 3. Students ‘upgrade’ answers where necessary using appropriate tier 2 and 3 vocabulary (improving their oracy). 4. Break down complex writing tasks (such as getting students planning, monitoring and evaluating their writing) 5. Provide opportunities for structured talk, including the modelling of high-quality talk 6. Reading strategies such as activating prior knowledge, prediction and questioning are used to improve student comprehension of text.
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<h3>2. Create THE MFG environment</h3> <ol style="list-style-type: none"> 1. Staff arrive on time – room organised and resources ready/resourced 2. Staff meet and greet on door using open and inviting body language 3. Positive framing language used to start the lesson 4. Referencing of the character expectations in a positive manner 5. Referencing the Classroom Displays when relevant (Morality and/or helpful displays) 6. SCIF used that support the room layout and student needs 				

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Professional Development

We aim to create a culture of professional learning in which everyone takes responsibility for their own development whilst collaborating and supporting others to improve their practice. Teachers at every stage in their career are provided with high-quality, research-led professional development opportunities aimed at continuously improving practice, whilst being mindful of workload and wellbeing, which will lead to a culture of excellence within the classroom and beyond. Professional learning and developing practice are continuous therefore it is incumbent upon leaders to prioritise and promote professional development to ensure all students receive the highest standard of education.

Leaders at the MFG pledge to protect professional development time as a non-negotiable aspect of school life. We will offer all colleagues:

- A calendared professional development programme that supports whole school improvement priorities and the national agenda.
- Opportunities to opt into experiences that will meet their own development needs.
- Teaching and learning ideas to take away for practice in their own classrooms.
- Regular opportunities for teachers to discuss, share and observe practice in a reflective, honest, and non-threatening way.
- Encouragement to join professional communities and organisations.

Subject leaders will take responsibility for knowing and understanding the strengths and weaknesses within their teams and providing an appropriate programme of subject specific professional development to meet the needs of their department.

Continuous Quality Assurance

Continuous quality assurance is frequently reviewing and evaluating provision to ensure all learners are provided with a high quality of education. It is calendared throughout the academic year and aims to support teachers to develop their practice.

Subject leader walkabouts

These will take place every half term and the focus will be linked to the professional development calendar. Subject leaders and/ or TLR holders will visit the lessons of all teachers within their department during each cycle and feedback key themes. The feedback will be used to plan whole school and department CPD.

Senior leader walkabouts

These will take place every half term and the focus will be linked to the professional development calendar. Senior leaders will visit subjects and lessons chosen from an analysis of the feedback provided by subject leaders.

Typicality

Typicality is Great Heights Academy Trust's method of continuous quality assurance. It enables leaders to gather a non-judgemental view on what is typical day-to-day within a year group/ key stage/subject. Typicality will test the extent to which the curriculum sets out the knowledge and skills that pupils will gain at each stage; evidence the effectiveness of teaching the curriculum and the learning experience gained by all pupils (this will include consideration of the cumulative knowledge built and the skills pupils can apply); and evaluate the outcomes that pupils achieve as a result of the education they have received. Typicality will be consistent, transparent, and developmental in nature, with identified improvement taking place through coaching.

Typicality will take place over the period of one week each term and will focus on 'Open' subjects in term 1, 'Ebacc' subjects in term 2 and 'Core' subjects in term 3.

The schedule for Quality Assurance is shown below:

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HT1	HT2	HT3	HT4	HT5	HT6
Subject leader Walkabouts	Subject leader Walkabouts	Subject leader Walkabouts	Subject leader Walkabouts		Subject leader Walkabouts
Senior Leader Walkabouts	Senior Leader Walkabouts	Senior Leader Walkabouts	Senior Leader Walkabouts	Senior Leader Walkabouts	Senior Leader Walkabouts
Typicality		Typicality			Typicality

Performance Management

The purpose of performance management is to ensure that academy improvement priorities are met. It is a supportive and developmental process designed to ensure that all teachers can demonstrate how they contribute to pupils' learning and the broader school improvement targets and evidence how they meet the teacher standards as professionals. This is achieved through setting yearly personal targets, providing appropriate professional development opportunities and regular feedback to review progress and discuss actions required to meet targets.

Performance management, professional development, and continuous quality assurance are intrinsically linked. In setting personal targets based on school improvement priorities, providing an appropriate programme of professional development, and ensuring robust quality assurance process are place that provide regular and effective feedback about performance, teachers experience job satisfaction and become motivated to develop high levels of expertise, which enables them to deliver high quality teaching that meets the needs of all learners.

Curriculum Structure

Curriculum Principles

The curriculum at The Mirfield Free Grammar School is ambitious, with the National Curriculum and EBacc at its core. We place our THE MFG values at the heart of the curriculum, which will be designed to give all pupils, particularly those who are disadvantaged and those with SEND, the knowledge and cultural capital they need to succeed in life.

All learners study the full curriculum in key stage 3, and we teach a broad range of subjects exemplified by the National Curriculum throughout years 7 to 9. Creative subjects are given sufficient curriculum time and are not taught on a carousel. Our curriculum is 'spiral' in design, which allows for revisiting of key ideas and the incremental development of knowledge, so over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and enables students to integrate new knowledge into larger ideas. Quality assurance processes check that the curriculum in each subject is coherently planned and sequenced, and that the work given enables pupils to achieve the aims and ambition of the curriculum.

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Key Stage 3

Subjects	Hours taught per fortnight		
	Year 7	Year 8	Year 9
English	8	8	8
Maths	8	8	8
Science	8	8	7
Technology	3	3	4
Geography	3	3	3
History	3	3	3
Religious Studies	2	2	2
Art	2	2	2
Drama	2	2	2
Music	2	2	2
Computing	2	2	2
PE	4	4	4
French/Spanish	3	3	3
Total	50	50	50

Key Stage 4

The MFG aims to provide a curriculum for all our students to achieve success in their Key Stage 4 years. Through their Key Stage 4 studies we want students to:

- gain examination success to enable them to continue academic or vocational studies or employment beyond 16;
- continue to develop suitable study and learning skills that will support their continued education beyond 16;
- study along subject progression routes that can continue at Mirfield College and beyond;
- be able to compete against any student from any school at post-16 or employment. We will deliver a curricular provision that is broad and balanced and meets the statutory requirements of Key Stage 4.

Students are guided to follow a particular pathway to ensure the choices they make will lead to success in two years' time. Guidance will be based on their performance in subjects in Key Stage 3, future aspirations and careers guidance.

- Students will take at least two EBacc subjects and two choices from a set group of subjects.

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- Students aiming to follow university courses should remember that the 'EBacc' overarching qualification would require the selection of History, Geography, French, Spanish or Computer Science as two of their choices. These additional subjects are seen to be particularly important to students wishing to pursue university places at certain universities such as the Russell Group of universities.

Key Stage 4

Subjects	Hours taught per fortnight in Year 10 and Year 11
English	9
Maths	8
Science	9
Option choice 1	5
Option choice 2	5
Option choice 3	5
Option choice 4	5
Religious Studies	1
Core PE	3
Total	50

Key Stage 5

At Mirfield College, our curriculum is organized into four blocks, each carefully designed to ensure a comprehensive understanding of the subjects. Whether it is an A Level or Vocational subject, students receive dedicated teaching of 9 hours per fortnight. This structured approach allows for in-depth exploration and mastery of the chosen disciplines.

In addition to classroom learning, we provide valuable opportunities for professional placement. Through these placements, our students gain practical experience in real-world settings, further enhancing their skills and preparing them for the demands of their chosen careers.

Our commitment to individual support is reflected in our tutorial sessions. These personalized sessions offer a platform for students to discuss their academic progress, set goals, and receive guidance from our dedicated tutors. We believe that personalized attention plays a crucial role in unlocking every student's potential.

Assembly sessions are another integral part of our college experience. These gatherings provide a platform for fostering a sense of community, sharing important information, and encouraging students to reflect on their personal values and aspirations.

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We understand the significance of guided learning in the educational journey. At Mirfield College, we ensure that students receive ample guided learning hours to supplement their independent study. These sessions are led by experienced educators who provide guidance, clarification, and support to further enhance students' understanding of the subjects.

To enrich our learning environment, we regularly invite external visitors to our college. These distinguished individuals deliver inspiring talks and set up pop-up stands, offering unique insights and perspectives on various fields of study. These interactions broaden students' horizons and ignite their passion for knowledge.

At Mirfield College, we believe in nurturing the potential within each student and providing them with a holistic educational experience. Our commitment to excellence, combined with our innovative approach and supportive environment, sets the stage for our students' success in academia and beyond.