



THE
**WALDESLADE
& GREENACRE**
SCHOOLS PARTNERSHIP

Key Stage 4

Collaborative Curriculum Policy

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Statement of Equality

We have carefully considered and analysed the impact of this policy of the rationale and arrangements for collaborative teaching and learning between our two single-sex schools at Key Stage 4 (Years 10 and 11). The partnership enables students to access a broader range of GCSE and vocational qualifications than would be possible within either school individually, ensuring that all students can pursue courses that best match their interests, aspirations, talents and future pathways.

Purpose

The purpose of this policy is to ensure that all students have access to a broad, balanced and high-quality programme of study that meets their individual needs, aspirations and statutory requirements. Through effective partnership working between schools, colleges, training providers and other stakeholders, the collaborative curriculum aims to expand learning opportunities, increase student choice, support progression to further education, employment and training, and promote consistently high standards of teaching, learning, safeguarding and student welfare across all provision.

Rationale

As educational needs and student interests continue to diversify, it is increasingly important that schools provide a curriculum that is both broad and balanced. By working collaboratively, the two schools are able to combine resources, specialist facilities and teaching expertise to offer a wider range of subjects and qualifications.

This approach ensures that:

- Students have access to the broadest possible curriculum offer.
- Subject choices are not restricted by class size or staffing limitations within a single school.
- Specialist teaching expertise can be shared across both schools.
- Students are able to select courses that support their individual strengths, interests and future ambitions.
- Schools can maintain viable class sizes in subjects with lower levels of demand.
- Learners are better prepared for further education, employment and life in a diverse society.

Objectives

The collaborative curriculum model provides students with opportunities to learn alongside peers from another school whilst maintaining the distinctive ethos and identity of their own school. This experience helps to develop confidence, independence, communication skills and mutual respect.

Students benefit from:

- Greater choice of GCSE, vocational and enrichment courses.
- Access to specialist facilities and resources across both schools.



- Teaching from subject specialists with extensive expertise.
- Enhanced preparation for sixth form, university and the workplace, where collaboration with a diverse range of people is expected.

Organisation and Expectations

Where a subject is delivered through the partnership, students may travel between sites during the school day according to agreed timetables. Both schools work closely to ensure that teaching, safeguarding, attendance monitoring and student welfare remain of the highest standard.

Students participating in collaborative courses are expected to:

- Attend all lessons punctually.
- Follow the behaviour, attendance and safeguarding expectations of both schools.
- Demonstrate respect for staff, students and the learning environment at each site.
- Take responsibility for travelling safely and appropriately between schools where required.

Monitoring & Review

This policy will be reviewed annually by senior leaders from both schools to ensure that the curriculum continues to meet the needs of students and reflects best practice in educational provision.



Equality Impact Assessment

Who is the policy or process intended for?	Students	Employees	Govs/ Trustees	Volunteers	Visitors
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Student groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					

