



# Curriculum Policy

Policy Number	<b>11</b>
Approval Date	<b>January 2021</b>
Review Date	<b>January 2023</b>
Governors' Sub-Committee	<b>Curriculum and Standards</b>
Statutory Policy	<b>No</b>

Signed:

*David Buckle*

**Chair of Governors**

Date: **January 2021**

## SUMMARY

This policy contains statements on the aims and principles on which the curriculum is constructed (known as curriculum rationale and intentions) and explains how the curriculum is organised at Key Stage 3, 4 and 5 (curriculum implementation).

### Introduction

The curriculum of the School comprises all the experiences that students have at school, whether inside or outside of the classroom. The quality and nature of this range of experiences fully reflects the philosophy, values and aims of the School.

Our curriculum gives an entitlement to all students, irrespective of social background, culture, race, religion (including those who choose not to have a religion), gender, sexual orientation, differences in ability and disability to develop knowledge, understanding, skills and attitudes necessary for their development as active and responsible citizens. It is broadly based upon the National Curriculum published by the Department for Education (DfE).

Our curriculum reflects the changing world context. It takes account of the need for economic competitiveness; the latest technological developments and their impact upon the workplace; the need for lifelong learning and the need for our students to have flexible skills.

Our curriculum satisfies legal requirements. It is broad, balanced, relevant, coherent and differentiated, and ensures progression to the next stage.

Our curriculum expects and requires:

- A highly professional teaching and support staff.
- Teachers and learners to develop the concept of lifelong learning.

Our curriculum recognises:

- The role of parents/carers, teachers, support staff, the wider community and the students themselves in ensuring the highest quality learning experiences for all of our young people.

### Curriculum rationale and intentions

Our curriculum is designed to support the School's vision of being an outstanding learning community and achieving our mission of 'helping learners succeed' along with enabling us to fulfil our aims of ensuring that every student will:

- feel safe, happy and healthy and know how to keep themselves, and others, safe, happy and healthy;
- enjoy high-quality learning opportunities, in a school at the leading edge of innovation;
- feel challenged and inspired to achieve excellence in every aspect of their lives.
- become confident, enterprising, creative learners, fully-equipped for life and work;
- become fully-rounded and responsible citizens, making a positive contribution to the school, local, national and global community.

The learner is always at the **HEART** of everything we do at HLS. Our values are:

- **H**igh standards and high expectations of ourselves and others
- **E**mpowering teaching and enjoyable learning
- **A**chievement and effort, regardless of ability
- **R**espect for others, our environment and our community, feeling happy, healthy and safe
- **T**enacity, enthusiasm, honesty and confidence in each and every one of us

The curriculum, through its design and delivery seeks to:-

- Reflect the aims and values of the School.
- Build on students' prior experiences, skills, knowledge and understanding.

- Provide opportunities for our students to succeed in their learning in a safe and happy environment and in so doing, develop the confidence, knowledge and skills needed to make a contribution to the wider society.
- Promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.
- Equip all students with the essential skills of literacy and numeracy.
- Develop lively, enquiring minds and the ability to empathise, question and think creatively and critically.
- Enable all students to acquire and apply knowledge, skills and practical abilities relevant to the needs of adult life at home, work, at leisure and as consumers and citizens in a fast, changing world.
- Enable all students to acquire a reasoned set of attitudes, values and beliefs including a respect, knowledge and understanding of other people's religious, cultural and moral values and ways of life.
- Enable all students to acquire an understanding of the social, economic and practical order of the world and of the inter-dependence of individuals, groups and nations.
- Enable all students to respond positively to opportunities, challenges, responsibilities and to experience a sense of personal achievement.
- Enable all students to develop self-confidence, self-awareness, a sense of self-worth and fulfilment, with the will to contribute to the welfare of others and to society.
- Enable all students to handle uncertainty, to respond positively to change and to create and implement new ideas.
- Develop independent and collaborative learning skills in all students.
- Aim to raise standards of achievement through outstanding practice in teaching and learning.
- Enable all students to achieve a positive destination

Using these aims and values as our starting point we have developed a broad, balanced, relevant, coherent and differentiated curriculum which meets our learners' needs and reflects the philosophy, values and aims of the School. We believe in the National Curriculum, upon which our curriculum is based.

We believe in a knowledge-based curriculum and have introduced knowledge organisers into all subjects in Years 7-11. We have introduced knowledge booklets into several subjects and are looking to develop their use further over the next two years.

We recognise that it is our duty to provide students with as many enriching cultural opportunities as possible that supplement and enrich their understanding of the curriculum and the wider world we inhabit. This involves direct, explicit teaching in a form which provides students with a deep cultural understanding alongside offering cultural opportunities beyond the classroom.

Our curriculum is intended to develop habits of mind, ways of thinking about a subject, ways of studying that subject and ways of being a practitioner of a subject.

## Curriculum Implementation

The table in Appendix A shows how our curriculum is structured and the time allocations given to the various subjects along with the range of option subjects available to our students in Key Stage 4 and subjects available to study in Key Stage 5.

Key features of our current curriculum model:-

- We have a well-established curriculum structure which involves students **studying their GCSEs over 3 years** (years 9-11). This has proved highly popular with students and parents/carers and has:-
  - improved motivation and behaviour in years 7, 8 and 9
  - increased the pace of learning in years 7 and 8

- allowed greater personalisation of learning through students selecting their options earlier
- provided the extra curriculum time which subjects such as Maths and History have told us they require in order to deliver the reformed 9-1 GCSE specifications in a way that embeds deep learning over crammed content.

Our first full 'run through' of our three year Key Stage 4 produced a P8 figure of 0.46, the highest it has been since this measure came into being and a clear demonstration of the benefits of our approach in terms of student outcomes.

- Students in KS4 have **four option choices** (from a list of 18 subjects) under a '**free options' system**. This gives them the widest-possible choice. The **only stipulation is that students have to choose a language or a humanity** (but are **encouraged to choose both**) although this restriction is relaxed in the case of a small number of students with unique needs. Students can only choose one D&T subject and two vocational subjects. Students are **not forced to choose particular pathways based on their ability**.
- **Separate sciences** are offered in KS4 with approximately a fifth of Year 11 entered for separate sciences in 2020.
- **Further Maths and Statistics** are offered in KS4 to the more able where appropriate.
- **Open KS4 bucket includes:** Business, Design and Technology (including Engineering, from Sept 2019), Drama, Fine Art, Food Preparation and Nutrition, Health and Social Care, ICT, Music, PE/Sport, Photography, Sociology.
- **Vocational provision in KS4 includes:** NCFE Technical Award in Business and Enterprise, OCR Level 1/2 Cambridge National Certificate in Creative iMedia, OCR Level 1/2 Cambridge National Certificate in Health and Social Care, OCR Level 1/2 Cambridge National Certificate in Engineering and OCR Level 1/2 Cambridge National Certificate in Sport Studies. These vocational qualifications are offered as an alternative to GCSEs in these subjects at KS4 to suit preferred learning styles and learners' needs. OCR Level 3 Cambridge Technical Diploma in Health and Social Care is offered in the sixth form in response to student voice, as, given the success of our vocational Health and Social Care qualification in KS4, students wanted a pathway which would allow them to pursue their interest in this subject further at post-16 level.
- KS4 offers **alternative pathways** (e.g. separate sciences, fast maths, vocational subjects). 'National initiatives' e.g. EBacc also influence our curriculum offer.
- **Support for students with weak literacy skills** is provided through Extra English lessons which are timetabled during modern foreign languages teaching time in Year 8 and during registration time for Year 7 and 8 students. Students receiving Extra English follow a recognised programme called 'Direct Instruction' which aims to develop their literacy skills. Year 7 students follow this program alongside the Year 7 English Scheme of Learning in a newly created support set in English. Some students also receive ten hours of English or maths tuition during PE or C&PSHEE teaching time.
- **Alternative qualifications** are offered to some lower ability students e.g. Entry Level Pathways qualifications.
- We **strongly support art, D&T, music, drama and sport** and have maintained curriculum time within these subjects since our move to a 3 year Key Stage 4 in 2015. Students in Key Stage 3 and Key Stage 4 enjoy 4 hours of PE per fortnight and sport is offered as an enrichment activity in the Sixth Form.
- With the move to a **Knowledge-based Curriculum**, Schemes of Learning are under development which incorporate knowledge organisers, knowledge booklets, low stakes tests and interleaving of key concepts.
- Our curriculum compares favourably to other local schools based on our research
- Our **Sixth Form offer** is based on what courses students require for university entry, employment or apprenticeships, our curriculum offer at KS4 and what other providers locally are offering. 21 subjects are offered in the Sixth Form, many of which are the facilitating subjects.
- In a typical academic year, the formal curriculum is enhanced by over **80 extra-curricular opportunities** that are offered each week which provide a wide range of sporting, creative and artistic opportunities. In addition to this, we are a long-established provider of the Duke

of Edinburgh Bronze and Silver awards and have had many hundreds of students complete these awards through the School since its inception. Recent additions to our extra-curricular offer have included second teams in a number of sports. In the sixth form, students have formed societies, many of which meet on a Wednesday afternoon during Enrichment time. Post 16 students are also encouraged to enhance their learning through studying MOOCs (massive open online courses) and watching TED talks.

- **More able students** in Key Stage 4 participate in our Super-Curricular Society which provides opportunities to deepen subject knowledge and explore degree courses, take part in A Level taster lessons, visit universities as well as learn practical skills such as first aid and sign language.
- In a typical academic year a wide range of **educational visits** would take place during the course of the school year
- The School has a **very strong sporting tradition** with success at local, county and regional level in a number of sports. Our netballers also regularly compete in the national finals, finishing in the top 5 schools in the country three times in recent years at U14 and U16 level.
- The **C&PSHEE** curriculum covers a range of topics relating to physical, mental and personal well-being. In a typical academic year, work in C&PSHEE is supported by speakers from external agencies and theme days where whole year groups take part in workshops covering such issues as sexual health, drugs and knives and weapons, cardiopulmonary resuscitation (CPR) training for Year 8 & 9. These are well-received by our students.
- **SMSC** is delivered across all subjects. It is particularly common to see it incorporated into History and C&PSHEE lessons. SMSC also underpins the assembly programme. All new schemes of learning have SMSC links in. SMSC is also specifically-assessed as part of the reflective lesson visits. Assemblies are tracked against the SMSC criteria. SMSC events have included a Loudmouth Theatre production on CSE, all students voting in the youth parliament elections, JLT and student voice activities, celebration of religious festivals, Black History Month display and assemblies.
- A programme of activities has been developed for tutors to follow each week during **registration time**. Activities supplied by the Maths and English departments help to support students' academic progress and literacy skills whilst the weekly quiz supports students' social and cultural development.

As the curriculum experts for their subjects, Subject Leaders, in close liaison with their Senior Leadership Team link, choose the GCSE and A-level specifications for their subjects and resource these courses accordingly. The introduction of any new courses/specifications is supported by CPD for the staff delivering these courses, where needed. Evaluation of the curriculum within particular subjects forms part of link meetings involving the Headteacher and/or their Senior Leadership Team link.

## Curriculum Impact

Progress towards and against Key Performance Indicators (KPIs) measuring the impact of the curriculum will be communicated to SLT and the GSC Curriculum and Standards sub-committee to support curriculum evaluation, evolution and review.

**APPENDIX A: CURRICULUM PLAN: Key Stage 3, 4 and 5 2020-2021** (Based upon 50 periods, fortnightly timetable)

**Key Stage 3**

	English	Maths	Science	Computer Science	PSHE/Citizenship	PE	D&T	History	Geog	MFL	Art	Music	Modern Ethics
Year 7	7	7	6	2	2	4	3	4	4	4	3	2	2
Year 8	7	7	6	2	2	4	3	4	4	4	3	2	2

**Key Stage 4**

	English	Maths	Science	PSHE/Citizenship	PE	Modern Ethics	Option A	Option B	Option C	Option D
Year 9	9	9	9	1	4	2	4	4	4	4
Year 10	9	9	9	1	4	2	4	4	4	4
Year 11	9	9	9	1	4	2	4	4	4	4

Notes:-

- C&PSHEE in Key Stage 4 & 5 can take place in either Week A or Week B e.g. Year 9 could have C&PSHEE on Wk A whilst Year 10 have it Wk B.
- Students studying Extra English will do this during the 4 periods of MFL in Year 8.
- All students in Year 7 and Year 8 will spend some of their English lessons studying Drama.
- GCSE English and GCSE Maths re-sit lessons take place during Enrichment time in Year 12.
- Post 16 students study 3 or 4 A-levels. Key Stage 4 students generally study 4 option subjects.

**Key Stage 4 Options 2020-2021**

	<b>Option A</b>	<b>Option B</b>	<b>Option C</b>	<b>Option D</b>
Year 9	Business Computer Science Drama Engineering* Food Preparation & Nutrition Geography History PE Sport* Sociology Learning Support Curriculum Support	Business Business* Drama Engineering* Food Preparation & Nutrition French Geography History Photography Sociology Learning Support Curriculum Support	Art Business Computer Science Creative i-Media (ICT)* French German Geography History Heath and Social Care* Photography Learning Support Curriculum Support	Art Business Business* Geography History Heath and Social Care* Music Photography Sociology Learning Support Curriculum Support
Year 10	Art Business Business* Engineering* Food Preparation & Nutrition Geography History Music PE Sport* Learning Support Curriculum Support	Art Computer Science Creative i-Media (ICT)* Engineering* Food Preparation & Nutrition Geography Heath and Social Care* History Photography Sociology Learning Support Curriculum Support	Business Business* Computer Science Creative i-Media (ICT)* French Geography Heath and Social Care* History Photography Sociology Learning Support Curriculum Support	Art Business Business* Computer Science Creative i-Media (ICT)* French German Geography History Photography Sociology Learning Support Curriculum Support
Year 11	Business Creative i-Media (ICT)* Design and Technology (Timbers) Food Preparation & Nutrition Geography History Music PE Photography Sport* Learning Support Curriculum Support Learning	Art Business Business* Computer Science Design and Technology (Timbers) Drama Food Preparation & Nutrition Geography Heath and Social Care* History Sociology Learning Support Curriculum Support	Art Business Business* Computer Science French Geography History Photography Sociology Learning Support Curriculum Support	Business Computer Science Creative i-Media (ICT)* French German Geography Heath and Social Care* History Photography Sociology Learning Support Curriculum Support

- Please note that all qualifications are GCSE qualifications apart from those marked with an \* which are vocational qualifications.

**Key Stage 5 Options 2020-2021**

	<b>Option A</b>	<b>Option B</b>	<b>Option C</b>	<b>Option D</b>
Year 12	Art Chemistry Computer Science Economics French Maths Psychology	Business Chemistry English Language English Literature Government & Politics Psychology Physics	Biology Business Further Maths Geography Law Sociology	Biology History Health & Social Care Maths Media Studies PE
Year 13	Art Chemistry Law Maths Media Studies Psychology PE	Biology Business Further Maths Geography History Psychology	Biology Computer Science Economics English Literature Health & Social Care Maths Sociology	Business English Language French Geography Government & Politics Physics Sociology