

Hodge Hill Girls' School



Curriculum policy

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<u>RESPONSIBLE:</u>	
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Signed Headteacher:	
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Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Organisation.....	4
5. Inclusion.....	6
6. Monitoring arrangements	6
7. Links with other policies	7

1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The Governing body

The Governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- The school provides a "broad and balanced curriculum" which includes English, Mathematics, and Science, and enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and those with disabilities (SEND)
- All courses provided for pupils that lead to qualifications, such as GCSEs, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All statutory elements of the curriculum, and those subjects, which the school chooses to offer, reflect the aims of the school and meet the needs of pupils in the school.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governors annually.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve
- The Governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN and those with disabilities

3.3 Deputy Headteacher (Data & Curriculum)

The Deputy Headteacher will ensure that:

- They oversee curriculum structure, development and delivery in response to school and local needs, alongside national initiatives and statutory requirements
- The curriculum is appropriate, challenging and relevant whilst following guidance from the DFE and examination bodies.
- They monitor curriculum developments and initiatives at a national and international level to ensure that the School is at the forefront of effective practice
- Changes to curriculum and assessment are shared with Faculty Leaders and the Governing Body
- They lead and support Faculty and Subject leaders in the process of curriculum development and implementation
- The school timetable is designed based on curriculum planning with an emphasis on best value for money in terms of staffing and resources.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
- Progress and levels of attainment are discussed with Faculty/Subject leaders on a regular basis and that actions are taken where necessary to improve these and feedback is shared with
- Pupils and parents/carers are kept informed of curriculum change and supported with decisions regarding option choices.

3.4 Faculty/ Subject Leaders

Faculty/Subject leaders will ensure that:

- Long term planning is in place for all courses with learning objectives, learning outcomes, learning activities, differentiation and resources and that there is consistency in terms of curriculum delivery.
- Schemes of learning encourage progression at least in line with national standards.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Assessment is appropriate to the course and the students following particular courses and that there is a consistent approach towards assessment.
- They keep the Deputy Headteacher Curriculum informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the Data team. This includes meeting deadlines related to assessments, exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Curriculum Organisation

The timetable is based on 25 lessons a week; this means that there are 5 lessons of 1 hour each day, and an opportunity for form period, assembly and PSHCE lessons. Pupils are currently taught in ability sets in Year 7 Mathematics and Science only, Year 8 for all subjects and Year 9 for all subjects. In English, Mathematics and Science these ability sets are continued into KS4, however options subjects are taught in mixed ability groups. The curriculum is currently organised as follows:

4.1 Curriculum Structure

Years 7 and 8

Pupils will study English, Mathematics, Science, Computing, Design Technology, Art, Physical Education, Geography, History, Religious Studies, PSHCE (Personal, Social, Health and Citizenship), Drama and at least one Modern Foreign Language. Pupils will also take part in STEAM (Science, Technology, Engineering, Art and Mathematics) Projects, where they will gain practical teamwork, leadership and study skills.

Year 9

At this stage of their education, pupils will study the same subjects as in Year 8, with the addition of Citizenship as a discrete subject.

Many pupils will start their GCSEs early in English, Mathematics, Science and other subjects. During the Spring Term Year 9 pupils will consider their GCSE options. They will be supported carefully in this process, through curriculum evenings, subject presentations, parental guidance and interviews with pastoral and senior staff.

At the end of the academic year pupils in Years 7, 8 and 9 will sit examinations in all subjects and reports will be sent home to show progress they have made that year. A more detailed breakdown of subject allocations can be found in Appendix A.

Key Stage 4 - Years 10 and 11

This is the next phase of this exciting learning journey. Pupils follow a core curriculum leading to appropriate qualifications in English Language, English Literature, Mathematics, Science and Religious Studies. Everyone will also study compulsory non-examined subjects like Computing, Physical Education and PSHCE and be given Careers Education, Information Advice and Guidance (CEIAG). Some pupils will also be given the opportunity to study Computer Science and Single Sciences.

We offer a wide choice of optional GCSE courses including Art, Business Studies, Citizenship, Computer Science, Drama, French, Geography, Graphics, Health and Social Care, History, Food and Nutrition, Music, Physical Education, Spanish, Textiles and Urdu. Pupils in Year 10 will have an hour enrichment lesson aimed at developing additional skills, interests and meeting the needs of the whole pupil. Pupils will choose from courses such as Arts Award, British Sign Language, First Aid, Music Lessons, Basic Language, ECDL and Sports Leadership. Some vocational placements are taken up each year in negotiation with parents and the Pastoral Manager. These pupils may go on college placements for subjects such as Hairdressing or Child Care.

4.2 Cross Curricular Themes

There are themes, which are embedded in the school's curriculum and taught through the full range of subjects including form time, Personal, Social, Health and Citizenship Education and Curriculum and Achievement Days. These include:

- Careers Enterprise Work Related Learning
- Citizenship
- Study Skills

Curriculum and Achievement Days take place on one day in each of the autumn and spring terms, with two days in the summer Term. These provide opportunities for all students to follow a diverse range of curricular and extra-curricular experiences. Pupils take part in a variety of workshops that can develop their literacy and problem solving skills, alongside participating in 'The Apprentice', Enterprise or Political Challenges; or taking part in Art projects, such as the Little Hoot and the Big Read; meeting authors and developing their understanding of Literature; thinking about communication with CVs written in Urdu to learning British Sign Language; considering the world by developing awareness of global, environmental and economic issues. There are also a number of field trips where pupils visit various Art Galleries or museums to work alongside professional artists; take part in outdoor adventurous activities such as canoeing and climbing; the annual trip to the 'Big Bang' Science Fair develops awareness of potential careers in STEM (Science, Technology and Engineering); in addition to Geography and History Field Trips to Warwick Castle, Birmingham City Centre and Birmingham Cathedral or The Fort, Birmingham.

4.3 Spiritual, Moral, Social and Cultural Development

All maintained schools are required under the 1993 Regulations to include in their prospectus information about the ethos of the school, which underpins pupils' spiritual, moral, cultural and social development.

We believe that spiritual and moral development is fundamental to the whole educational experience and we strive to harness the diversity of faiths and beliefs within the school population of our consideration of spiritual and moral issues.

Through the ethos of the school, collective worship and assembly time, the personal support system, the teaching of Religious Education and the National Curriculum we endeavour to convey to our pupils principles and values which reinforce the difference between right and wrong, good and evil, together with an understanding of the reasons for the difference. We emphasise the importance of telling the truth, keeping promises, respecting the rights and property of others, acting considerately towards others, helping others less fortunate than ourselves and taking responsibility for our own actions. We reject bullying, deceit, cruelty, irresponsibility and dishonesty.

By offering pupils opportunities to contemplate and to ask questions about the meaning and purpose of life, we strive to increase their spiritual awareness and help them towards a better understanding of themselves and a clearer perception of the value and importance of relationships with other people.

4.4 Careers Education

Careers Education, Information, Advice and Guidance Careers Education and Guidance has a high status within the school. A planned programme of support and guidance within the PSHCE curriculum begins in Year 8 and continues every year through to Year 11. In Year 8 pupils are encouraged to think about what likes and dislikes they have and to research career options based on these findings. They are also entered into the NHS Careers Competition in which pupils learn about the variety of careers in the NHS. Pupils in Year 9 use the careers software Kudos to research different careers and the qualifications they need, to help them to decide which options to choose for Year 10. In Year 10 and Year 11 pupils attend the Careers Convention held within school, where different employers, colleges and universities are available to provide advice and answer pupils' questions. Some Year 10 pupils may be selected to attend the Work Skills Show at the NEC. Guest speakers from different career backgrounds also visit school to speak to our pupils. Decisions on potential careers are further supported on C&A days, an email is sent every week informing pupils about a different job each time and we also offer one to one careers interviews to pupils. Pupils are fully aware of the effects of stereotyping in relation to career choice and aspirational thinking is systematically encouraged and supported.

4.5 Work Experience

All pupils have the opportunity to participate in a work experience scheme where they are able to sample first-hand the world of work. Pupils receive thorough preparation and debriefing through a structured programme in PSHCE with support and guidance from staff. The programme usually takes place for one week in the summer term of Year 10 or 11.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

The governing body will receive reports from the Deputy Headteacher Curriculum on:

- The progress and attainment for each subject compared with national and local benchmarks for Year 12.
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.

This policy will be reviewed annually by the Deputy Headteacher (Curriculum). At every review, the policy will be shared with the full Governing body.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment, Recording, Reporting and Marking policy
- SMSC Policy
- SEND policy and information report
- Equality information and objectives
- Sex and Relationship Education Policy

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APPENDIX A

SUBJECT ALLOCATIONS - 2017-18

Year 7	
Subjects	Periods
English	4
Maths	4
Science	3
Art Design	1
Citizenship	-
Computing	1
Drama/Music	1
DT/STEAM	2
Geography	2
History	1
MFL (French/ Spanish/ Urdu)	3
Physical Education	2
Religious Studies	1
PSHCE	0.5

Year 8		
Subjects	8X Periods	8Y Periods
English	3	4
Maths	4	4
Science	3	3
Art Design	1	1
Citizenship	-	-
Computing	1	1
Drama/Music	2	1
DT/STEAM	2	2
Geography	1	1
History	2	2
MFL (French/ Spanish/ Urdu)	3	3
Physical Education	2	2
Religious Studies	1	1
PSHCE	0.5	0.5

Year 9		
Subjects	9X Periods	9Y Periods
English	3	4
Maths	3	3
Science	3	3
Art Design	1	1
Citizenship	1	1
Computing	2	2
Drama/Music	2	2
DT/STEAM	2	2
Geography	1	1
History	1	1
MFL (French/ Spanish/ Urdu)	3	3
Physical Education	2	2
Religious Studies	1	1
PSHCE	0.5	0.5

Year 10		
Subjects	10X Periods	10Y Periods
English	3	4
Maths	4	4
Science	4	4
Religious Studies	2	2
Computing	1	1
Physical Education	1	1
Enrichment	1	0
Option A	3	3
Option B	3	3
Option C	3	3
PSHCE	0.5	0.5

Year 11		
Subjects	10X Periods	10Y Periods
English	4	4
Maths	4	4
Science	4	4
Religious Studies	2	2
Computing	1	1
Physical Education	1	1
Option A	3	3
Option B	3	3
Option C	3	3
PSHCE	0.5	0.5