



## Heathfield Knoll School Curriculum Policy

This policy is supported and complemented by the following policies:

- CEIAG
- Equal Treatment
- Marking
- More Able Gifted and Talented (MAGT)
- PSHE
- SEND
- Sex and Relationships Education

### Key personnel:

- |                             |                  |
|-----------------------------|------------------|
| ● Headmaster                | Lawrence Collins |
| ● Deputy Headmaster         | Mark Stubbs      |
| ● Upper School Coordinator  | Joanna Tidmarsh  |
| ● Middle School Coordinator | Adam Jackson     |
| ● Lower School Coordinator  | Hannah Griffiths |

This document is reviewed annually by M. Stubbs, Deputy Headmaster, or as events or legislation change require.

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## 1 Overview

The following curriculum policy is supported by appropriate plans and schemes of work which provide for the aims set out in section 2.

Live subject schemes of work are currently with subject teachers and should be annotated to show progress within that curriculum area.

This policy is designed to follow the requirements of the DfE Curriculum guidance 2014 and the Equality Act (2010).

## 2 Aims

The school sets out to:

- Ensure that all students, including those who are gifted and talented or have learning difficulties or disabilities, have the opportunity to learn and make good progress for all pupils of any age and ability, including those with SEND and those identified as more able, gifted and talented in accordance with the Equality Act (2010).
- Inspire students to a commitment to learning which will last a lifetime.
- Promote high standards in all learning and teaching
- Promote awareness of global dimension and international issues.
- Ensure that students develop essential literacy and numeracy skills.
- Foster students' creativity and develop essential skills, including learning skills.
- Promote a healthy lifestyle.

## 3 Provision

### 3.1 Curriculum content

In pursuit of these aims the School provides a curriculum which complies with statutory requirements (but does not follow all the requirements of the National Curriculum).

Although the school provides a balanced and broadly based curriculum, and promotes the spiritual, moral, cultural, mental and physical development of all students, including the promotion of fundamental British values, and prepares them for the opportunities, responsibilities and experiences of adult life, it places some emphasis in the core areas of English and mathematics from an early age in order that all pupils develop good literacy and numeracy skills.

The School provides fulltime supervised education for students of compulsory school age, which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes:

● Linguistic	English, French, Spanish
● Mathematical	Mathematics
● Scientific	Science

• Technological	Computing, Textiles
• Human & Social	Geography, History, Religious Education, Assemblies, Charity work, PSHCE, Business
• Physical & Aesthetic	Music, Drama, Physical Education
• Creative	Art, Enrichment

The subjects studied and the lesson allocation made to each is to be found in [Appendices 1](#) and [2](#).

Students are given opportunities to acquire skills in speaking and listening, literacy and numeracy.

### 3.2 Subject content

Schemes of work should ensure:

- all pupils have opportunity to learn and to make progress (see Equal Treatment policy)
- appropriate challenge and support for pupils of all abilities
- compliance and adherence to needs of Awarding Bodies
- signposting of literacy opportunities and areas of literacy development

### 3.3 Provision for SEND and MAGT pupils

Where a student requires a statement of Special Educational Needs the School will provide an education in accordance with its requirements. This may result in changes to the standard allocations as shown in Appendices 1 and 2. For example, there is flexibility within the curriculum to allow pupils to not study a particular subject, such as a foreign language, and arrangements are made for these students to spend this additional time completing learning support (learning support lessons, semi-structured gained lesson time, functional skills in Year 11 only).

Pupils may only be excused from a subject at the permission of the Deputy Head in consultation with parents and the subject teacher. Some pupils may discontinue a subject in Years 10 and 11 if it is agreed by the Deputy Head, subject teacher and parents that the pupil would benefit from the gained time in lieu of studying this GCSE. For example, English Language is occasionally studied without studying the core English Literature and three option subjects are occasionally chosen instead of the usual full complement of four.

Where pupils are identified as MAGT the curriculum is sufficiently flexible to accommodate their particular needs. For example, the curriculum may be supplemented by the inclusion of additional subjects (such as GCSE separate Sciences and FSMQ Further Maths). In the Lower and Middle School, different year groups may be mixed vertically – for example, Year 3 and Year 4 pupils within the same English / Maths teaching groups. For further information please refer to the MAGT policy.

The School will provide a modified programme of education for any of its pupils whose individual needs require it. The modification will be consistent with the Equal Treatment Policy.

### **3.4 PSHE and Careers**

All students receive a programme of Personal, Social, Health and Citizenship education reflecting the School's aims and ethos. PSHE is taught by Form tutors to all year groups as a discrete subject until the end of Year 9.

Religious education is also provided as a core subject until the end of Year 9 and parents have the right to withdraw their children from this.

Citizenship is taught to Years 9,10 and 11 alongside PSHE as an optional GCSE subject.

British values is signposted in relevant schemes of work (for example, History) and within the whole school assembly programme / list of themes.

Careers guidance is provided by Form Tutors under the management of the Upper School Coordinator who has overall responsibility for careers education (see CEIAG Policy).

Pupil's character is developed by a range of co- and extra-curricular activities, including the After School Activities and Enrichment programmes including the Duke of Edinburgh Award scheme.

## **4 Reporting arrangements**

The school has a separate policy on Reporting and References.

## **5 List of possible qualifications at 16**

The school offers a range of qualifications at age 16. The majority are GCSE examined subjects:

- Art
- Biology
- Chemistry
- English Language
- English Literature
- French
- Geography
- History
- Maths
- Music
- PE
- Physics
- PSHCE
- RS
- Science (Core and Additional)
- Spanish
- Textiles

In addition, Further Maths is offered as a Level 3 (FSMQ) qualification.

## **6 Management**

The Deputy Head has overall responsibility for the management of the curriculum. The Deputy Head manages and leads the School Coordinators in the successful delivery of the school curriculum.

Such is the nature and small size of the school that there are not Heads of Department for all subjects. There are Numeracy, Literacy, MFL, and Humanities Coordinators for Years 5 to 11. The Lower School Coordinator has overall responsibility for the curriculum with the Lower school in consultation with the Deputy Head and Middle/Upper School curriculum coordinators. As there is frequently an overlap between pastoral and academic concerns, subject specific curriculum concerns should be raised to the appropriate School Coordinator and Deputy Head. The School Coordinator will work alongside the Deputy Head in resolving the academic / curriculum concern. The Deputy Head retains overall responsibility for management of the curriculum.

Proposed changes to the curriculum should be raised by the Deputy Head at senior management meetings and ultimately considered for approval by the Trust.

## **7 Roles and responsibilities**

The Deputy Head in consultation with the Headmaster and School Coordinators reviews the curriculum and suggests changes in the light of current requirements and developments.

Subject teachers maintain electronic copies of schemes of work.

In the Years 5 to 9, every pupil is involved with a timetabled Enrichment activity each week. (Appendix 3). Lower School also has an enrichment programme. Such activities, together with the After School Activities programme, complement and broaden the curriculum.

Subject teachers are responsible for the effective delivery of schemes of work. In the absence of Heads of Department, schemes of work are the responsibility of the subject teacher who teaches that year group. Where there is more than one class for that year group, or where a non-specialist teaches a less familiar subject, the Deputy Head retains the authority to delegate this responsibility. This decision will be made on the basis of prior knowledge, experience and other responsibilities.

The Options process and timetable throughout the main school is completed by the Deputy Head in consultation with the SLT (and in particular the Upper School Coordinator). The Upper School Coordinator works with Form Tutors to ensure that option subjects selected by pupils are appropriate.

The Upper School Coordinator is responsible for the management of the PSHE curriculum and the careers program in the Middle and Upper Schools.

The Lower School Coordinator is responsible for the management of the PSHE program in the Lower School.

The Teaching and Learning group is an open membership group that meets each half term to discuss areas of teaching and learning, including relevant policies. It has no curriculum

management and leadership responsibilities but outcomes from the meeting may inform curriculum planning.

The Teaching and Learning Committee is chaired by a member of the Trust. It supports the work of the Teaching and Learning Group and holds the school to account for matters pertaining to teaching and learning and the wider curriculum.

## **8 Monitoring and evaluation**

Schemes of work are reviewed annually by the subject teacher responsible for teaching that year group. The purpose of this review is to ensure that

- Programmes of study meet the needs of external examination requirements
- Needs of individual pupils are met
- There is a consistency across year groups and key stages

There is an annual review meeting between the Headmaster, Deputy Head and the teacher(s) responsible for teaching each curriculum area in the Middle and Upper Schools. The purpose of this meeting is to discuss and consider:

- External examination results (where appropriate)
- Academic record of previous school year
- Contribution to School Development Plan and longer-term Strategic Plan
- Subject specific targets and action points

Lesson observations are carried out by all of SLT School Coordinators to help to inform monitoring of curriculum and ensure that curriculum delivery follows schemes of work. Majority of lesson observations will be covered within Quality Assurance weeks and as part of appraisal (Professional Development Review) process, but there are also observations included within induction schemes and on an ad hoc basis as needs dictate.

The June extended CPD slot is an evening when the academic and pastoral handover takes place. Curriculum mapping across the key stages is reviewed and any planned curriculum changes discussed.

Subject teachers may be invited to make presentations on an aspect of the curriculum to the Trust. Such a presentation takes place at the start of each Trust meeting and is of around 10 minutes duration.

## **9 The EYFS**

Throughout the Early Years the Statutory Framework is followed. The curriculum is referenced in the Parents Handbook.

## 9 Appendix 1: Allocation of teaching staff by subject and year group

	Taught by class OR form teacher
X	Taught by subject specialist (as appropriate)
Xs	Shared by subject specialist
Op	Optional at GCSE
X*	Taught on rotation with Music

	Rec	1	2	3	4	5	6	7	8	9	10	11
Art				X	X	X	X	X	X	X	X Op	X Op
Business Comm Systems												Discontinued From Sept 2018
Drama						X*	X*	X*	X*	X*	X Op	X Op
English						X	X	X	X	X	X	X
Enrichment	X	X	X	X	X	X	X	X	X	X	X	X
French				X	X	X	X	X	X	X	X Op	X Op
Geography								X	X	X	X Op	X Op
History								X	X	X	X Op	X Op





ICT		X	X	X	X	X	X	X	X	X		
Maths						X	X	X	X	X	X	X
Music	X	X	X	X	X	X	X	X	X	X	X Op	X Op
PE	X(.5)	X(.5)	X(.5)	X	X	X	X	X	X	X	X Op	X Op
PSHCE												
RS								X	X	X		
Science						X	X	X	X	X	X	X
Spanish						X	X	X	X	X	X Op	X Op
Stem				X	X							
Technology										X		
Textiles										X	XOp	XOp

## 10 Appendix 2: Allocation of teaching periods by subject and year group

	Rec	1	2	3	4	5	6	7	8	9	10	11
Art	1	1	1	2	2	1	1	1	1	1	2.5	2.5
Business											2.5	2.5
Comm Systems												
Citizenship											1	1
Drama											2.5	2.5
English		5	5	5	5	5	5	4	4	4	4	4
Enrichment	1	1	1	1	1	1	1	1	1	1		
French	0.5	0.5	0.5	1	1	1	1	1.5	1.5	1.5	2.5	2.5
Geography						1.5	1.5	1.5	1.5	1.5	2.5	2.5
History						1.5	1.5	1.5	1.5	1.5	2.5	2.5
Humanities	2	2	2	3	3							
ICT			1	1	1	1	1	1	1	1	2.5	2.5
Maths	5	5	5	5	5	5	5	4	4	4	4	4

Music	1	1	1	2	2	1	1	1	1	1	2.5	2.5
PE/Games	2	2	2	3	3	3	3	3	3	3	2	2
PES											2.5	2.5
PSHCE		1	1	1	1	1	1	1	1	1		
RS						1	1	1	1			
Science	2	2	2	2	2	2	2	3	3	3	5	5
Spanish						1	1	1.5	1.5	1.5	2.5	2.5
Forest School	1	1	1	1	1							
Stem				1	1							
Technology										0.5		
Textiles										0.5	2.5	2.5

### Appendix 3: Enrichment Programme 2018-19

Class	Autumn	Spring	Summer
Year 5	Food Science - DR	Animal Welfare & Care - DR	First Aid - LW
Year 6	World Music - JC	Performance - EO	Health and Fitness - KR/JH
Year 7	Health and Fitness - KR/JH	Language - MJS	STEM - SB
Year 8	Orienteering/Map Skills - AJ	STEM - SB	Performance - EO
Year 9	Functional Skills - LM	First Aid - LW	Active Citizenship JLT

