

Curriculum Policy

Produced by:	Dom Murphy
Approved by Governing Body:	March 2022
Date of review:	March 2022
Next review date:	March 2023

Contents

1. Aims	3
2. Legislation and guidance.....	4
3. Roles and responsibilities.....	4
4. Organisation and planning.....	5
5. Inclusion.....	7
6. Monitoring arrangements.....	7
7. Links with other policies.....	8

1. Aims

Our whole-school curriculum is built upon the following aim -

To provide an ambitious, bespoke, challenging education designed to create engaged, critical and resilient learners equipped to become the people who define, shape and transform society.

Our priorities are:

- Consistency
- Closing the Gaps
- Community
- Challenge

This statement was created in collaboration with all key stakeholders to reflect the practice we aim to deliver within our curriculum. These have then been refined and personalised in individual intents which celebrate the subject-specific ethos and overall aims of each department in line with our priorities:

- **Consistency** – what each department consistently delivers in terms of T&L to ensure all students are able to achieve to their fullest.

We do this through a consistency in approach which explores knowledge and recall (**Establish**), the evaluation of student’s understanding (**Evaluate**), the response to this (**Extend**), and the consequent evidence that students can independently use this knowledge (**Embed**). Our leaders meet regularly to discuss the implementation of not only our whole school intent but their own intents at departmental level.

Through the creation of these, our leaders have forged the building blocks for which their individual curriculums are built.

These are regularly evaluated against other subjects to ensure our students are receiving the best curriculum diet.

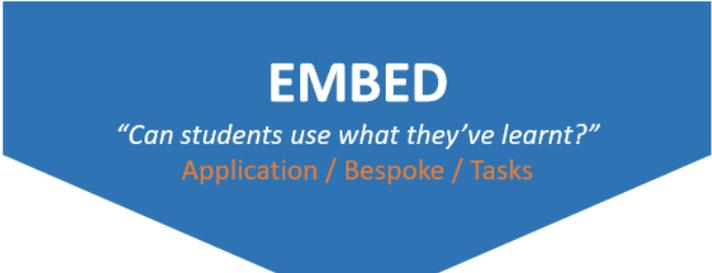
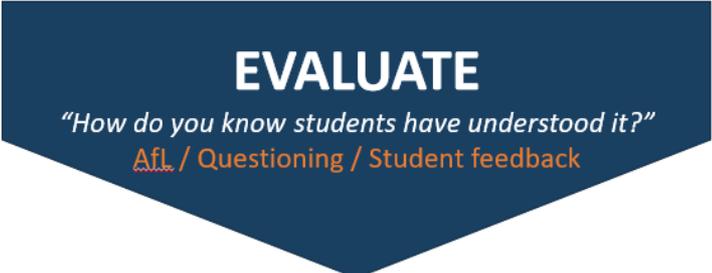
By pinpointing ‘consistency’ as a priority, we have committed ourselves to providing each student’s with an ambitious curriculum which is unfailingly implemented across all departments.

- **Closing the Gaps** – the strategies and monitoring put in place to ensure this happens.

We are committed to ensuring that every child is awarded the same chances to make progress and to experience enrichment opportunities.

Our ambitions are high, and all staff use data, both internal and external, to address both their curriculum and its implementation to ensure all groups of learners are able to succeed.

Our students explore industry, celebrate success, and showcase their talents within the wider community.



They each have the opportunity to participate in a range of learning experiences which are of the highest possible quality and are offered throughout the learning community. These include educational trips, rewards trips, and the chance to experience the work done by our Trust partners. They are developed as leaders, as team players, and as the role models not only for their peers but for the wider community, each shaped in our PRIDE agenda of Professionalism, Respect, Innovation, Determination and Enrichment.

- **Community** – the specific experiences and opportunities offered by each department to provide further enrichment to our students.

Our school has close links with its neighbouring community who are regularly invited in to school to share with us their vision for how we go forward.

Our curriculum recognises and celebrates the history and industry of our town.

Students are then tasked with reinvesting into the local community by being provided with the opportunities required to help define its future output.

- **Challenge** - We strive to deliver a curriculum which offers challenge to all students. We do this by pinpointing the knowledge students need to ensure they have a well-rounded appreciation of each subject. These are then underpinned and supported by the skills students need to apply this knowledge successfully. We expect both students and staff to challenge themselves in their practice.

Our curriculum is ambitious, offering a broad and balanced array of subjects across the arts, humanities, sciences and languages. Similarly, we are an inclusive school that recognises the strengths and character of each student, forging bespoke opportunities such as our Nurture Group and 'Evolve', our Alternative Provision unit, to help fit their needs and equip them with the necessary tools required to see them succeed in their chosen path.

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 board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- 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 (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- 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 school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board 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

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Overall curriculum decisions and planning is overseen by CALs who, alongside Exec SLT, monitor its implementation. Staff periodically evaluate their curriculum ('Curriculum Milestones') and use these to update the priorities in their Department Development Plans.

4. Organisation and planning

We offer a five-year curriculum, designed to include a three-year KS3 and a two-year KS4. This is to ensure every student is afforded the opportunity to experience and develop their skills and knowledge in all subjects before making informed decisions when it comes to taking options in Year 9. Each curriculum area is mapped to aid in the development and retention of key knowledge and skills, thoughtfully and strategically assessed throughout to determine the impact of the taught curriculum and the subsequent reaction necessary to ensure all students can evidence learning.

Our current curriculum model for KS3 is -

Key Stage 3

KEY STAGE 3	ENGLISH	MATHS	SCIENCE	PE	TECH	HISTORY	GEOGRAPHY	RPE	PSHCE	MFL	MUSIC	ART	DRAMA	ICT
	7	7	6	4	4	3	3	2	2	4	2	2	2	2

This model allows for all students to access their entitlement to a broad and balanced curriculum that fits the statutory requirements of the National Curriculum. This includes the opportunities to study the creative arts throughout KS3 as well as dedicated time to RPE and PSHCE. The curriculum is thoughtfully sequenced to provide breadth, balance, depth and relevance. It promotes the intellectual, physical, spiritual, moral and cultural well-being of students. Through a range of appropriate and stimulating learning experiences, the curriculum aims to cultivate students to enable them to achieve in all areas of school life and beyond. It develops students' personal qualities and interpersonal skills so that they can contribute effectively and confidently to life in and out of school and in their future lives. Students study both French and Spanish (two hours a fortnight each).

Literacy and Numeracy

Literacy, the communication skills of reading, writing, speaking and listening and **numeracy**, the ability to reason and to apply simple numerical concepts, are fundamental to our curriculum provision. We are committed to raising the standards of literacy and numeracy for all pupils so that they develop the skills required to cope confidently in all areas of the curriculum and to help them meet the demands of further education, employment and adult life. Opportunities

within the classroom to develop the skills of literacy and numeracy are provided so that pupils become better learners, communicators and thinkers. Further work in these areas are undertaken by HLTAs who deliver bespoke intervention packages to smaller groups of students based on KS2 data. Literacy and Numeracy skills are monitored through QA and Whole School Book Looks, with foci points linked to extended writing, SPAG and the correct application of subject specific language. Co-coordinators in both areas undertake regular audits of how literacy and numeracy are included within the wider curriculum and specific CPD is offered to support this offer.

Evolve

Further support is provided for students who need help in accessing the curriculum through our alternative provision unit, **Evolve**. In Evolve we create a bespoke and varied programme to engage students into education and encourage them to thrive at something new. We offer different subjects within the programme, from 1-1 work looking at behaviour & attitude, to social & life skills and long term projects, courses and visits with various other providers. We embed literacy and numeracy within each topic, demonstrating to students how these can be applied to tangible, wider contexts. The work in Evolve links within our wider school curriculum, developing authentic connections between the topics we cover to those studied in other departments. Through engaging with Evolve we see students' attendance, behaviour and attitude towards lessons and school improve, impacting positively on the wider curriculum.

STEM

Science, Technology, Engineering and Maths work collaboratively with our community business partners and experts across the country to raise the profile of STEM and its related higher education and training opportunities. We aim to raise the awareness of future STEM careers for our school community in order to increase the participation of young people in these professions.

STEM projects are integrated into the KS3 and KS4 curriculum with the support of externally provided STEM Ambassadors across a wide range of disciplines. These occur both on site and through external visits subsidised through a variety of successful grant applications. The current key foci are the employment sectors relating to health, engineering and the environment. Some additional projects are aimed specifically at underrepresented groups in STEM fields (e.g. women in STEM)

All projects provide learners with an opportunity to develop and improve their skills within STEM, including available courses and careers post 16 and the chance to participate in competitions with peers from around the country. NHTS promotes STEM through the high profile recognition of student success with regular prize giving taking place in assemblies and through reporting in official publications and media.

NHTS is the first school in Kirklees to be recognised as having an 'Excellence in STEM' provision, achieving a National Award from the National Science Museum.

EAL

The aim of the **EAL Department** is to provide a safe and friendly environment dedicated to the language and academic needs of each individual student to enable them to achieve their full academic potential.

The team provides a *New Arrivals* programme which is a comprehensive, multi-sensory language acquisition course **built around the requirements of each individual student**.

We aim to enrich the educational experience of **all** new-to-English students through a structured programme of learning, classroom support and intervention.

We continue to work with EAL students until they complete their GCSE exams and leave school.

We use an EAL testing assessment framework which is in line with the census according to the DfE guidelines, plus a new scheme of work from Cambridge University Press. We also use the ELDA scoring system alongside this to gauge a broader view of a student's individual needs.

We provide:

- Training in EAL for NQTs and partner primary schools.
- Alternative or extra resources for EAL students in the classroom.
- Advice and support for teachers with planning for individuals or groups of students.
- Support with parental contact and parents evenings/meetings.
- Translation of resources.
- Intervention for groups who cannot yet access specific aspects of the curriculum.

Nurture

Our Nurture Group works on students' development in social skills, emotional intelligence and good mental health practice. The classroom has been modelled on a home environment which includes a kitchen, living room, study area and creative corner. All students feel safe in this non-judgemental and caring environment.

Together we work on areas such as; self, self-care, caring for others, behaviour, conflict and conflict resolution, listening and friendships. This will be done through various mediums including team building exercises, role plays, outdoor work, understanding the need to listen and be listened to. We also work on an individual basis with all students in each group. This results in students becoming more engaged in their mainstream lessons in which they could be having difficulties. We also celebrate success in various ways such as praising, rewards, enjoying each other's company and sharing stories.

Key Stage 4

ENGLISH	MATHS	SCIENCE	PE	RPE	PSHCE	OPTION 1	OPTION 2	OPTION 3	OPTION 4
8	9	9	2	1	1	5	5	5	5

At Key Stage 4 we offer our students an array of academic and vocational subjects to either build upon their successes from Key Stage 3 or to provide them with a new experience which will see them ready for further education and work. Each student is entitled to study both RPE and PSHCE, where concepts such as sex and relationships, British values, and careers are explored and defined. Our option choices include the EBacc suite, the arts, sciences, humanities and languages, and students are encouraged to pick a selection that will provide a broad and balanced experience. We offer subjects that will provide each group of attainers with the substance and rigour required to forge engaged, impassioned learners.

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 SEN policy and information report.

6. Monitoring arrangements

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

- A yearly review of the time allocation given to each subject throughout KS3 and KS4
- Yearly review and update of Whole School Curriculum Maps

- Deep Dives of departments, focusing on the evidenced curriculum, the quality of education and staff/student voice

CALs and Exec SLT (Curriculum Leaders) monitor the way their subject is taught throughout the school by:

- Conducting drop-ins as part of MER cycles. These consist of an observation and a book look. Staff are provided with developmental feedback including 'T&L strengths' and 'Quick' and 'Long-term WINS'. The focus for these are decided by CALs with conjunction with their departments.
- Book looks at department level, focusing on the 'housekeeping' of books as well as the evidenced curriculum
- Whole School Book Looks
- Curriculum Evaluations (Curriculum Milestones)
- Line management
- The sharing of best practice
- Deep Dives of a department, including open discussions with staff and students, drop-ins and book looks
- The use of internal data to evaluate T&L and the Curriculum

CALs also responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed yearly by the Assistant Headteacher – Curriculum. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- MER Policy
- SEND Policy and Information Report
- Equality and Diversity Policy
- RSE Policy