

Hillcrest Glebedale School
Secondary Curriculum Policy



This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Local Procedures Owner: Karen Caswell

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Introduction

At our school we recognise the importance of offering a broad, rich and creative curriculum which is underpinned by our shared school mission.

The curriculum consists of all of the activities designed or encouraged within the school's organisational framework to promote the intellectual, personal, social, physical and cultural development of students. It includes the formal programme of lessons and the informal programme of extra-curricular activities that the school organises in order to enrich the experience of the children of their lives and their education. It includes that which children learn from the way in which they are treated and our expectations of how they will behave. We aim to teach children how to grow into responsible, happy, confident people, who can work alongside and co-operate with others; are respectful of others, their beliefs and identities; are lifelong learners, who understand their given strengths and talent and who will strive to achieve their full potential.

The curriculum is also designed to robustly ensure that pupils gain experiences in the following areas of learning linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative (see appendix 1) as well as providing opportunities for spiritual, moral, social and cultural development (SMSC), please refer to the Colleges SMSC Policy for further detail in this area.

Values

The curriculum is the means by which we educate children in the knowledge, skills and understanding that they need in order to live fulfilling lives and to realise their own unique set of gifts and talents. Our school is in full agreement with the values and ethos of the current English National secondary Curriculum in that we provide a curriculum which:

- 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.' (The National Curriculum in England September 2013)

We are also in agreement that our school curriculum should actively promote those values that are fundamental to our culture and society; namely:

- democracy
- the rule of law

- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Aims and objectives

The aims of our school curriculum match those set out in the National Secondary Curriculum:

‘The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.’

(The National Curriculum in England December2014)

Our aims are:

- To teach children to be able to discern right from wrong; that actions have consequences and the value and importance of forgiveness
- To enable all children to learn and develop their skills and talents to the best of their ability.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a firm foundation for lifelong learning.
- To teach children the basic skills required for them to fully participate in society i.e. that they are literate, numerate and have adequate computing skill.
- To enable children to be creative and to develop their own thinking.
- To develop children who are increasingly confident in taking an independent approach to their learning.
- To teach children about their ever changing world including how their environment and society have changed over time.
- To help children understand Britain’s cultural heritage.

- To enable children to be positive future citizens.
- To help children to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and others and to have high esteem that comes from an understanding that they are loved and that they are of worth and value
- To enable children to be able to live and work co-operatively with others

Organisation and Planning

The curriculum is composed of core subjects and noncore/ foundation subjects. The core subjects English, Mathematics, Science and Computing.

Noncore/ foundation subjects include History, Geography, Art and Design, Technology, Physical Education, French (our chosen Modern Foreign Language), Music and PSHE. We have a policy of teaching all subjects as discrete areas of learning and they are timetabled accordingly to ensure appropriate coverage and a broad and balanced curriculum. Where it is possible to do so teachers will look for links between areas of learning that will support one another and allow children to transfer/ reinforce their skills from one subject within another. We plan our curriculum in three stages. We agree a long term plan for each year group annually. This indicates what topics are to be taught in each half term.

In our medium term plans we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the objectives of the National Secondary Curriculum as the basis for all planning.

Our short term plans are those that teachers write on a weekly basis for all subjects. We use these to plan in greater detail the learning that is required for different groups of learners within the class, in order to ensure that maximum progress is made across the lesson/ the week.

All planning is stored centrally on the school server and in planning folders in the school office. This enables all members of teaching staff to have access to individual planning for each year group.

Children with Special Educational Needs and/ or Disabilities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. It should be noted that as a specialist school for young people with Social, Emotional and Mental Health difficulties, all of our students are on the SEND register and the majority of students have a statement of SEND or an Educational Health and Care Plan (EHCP).

We comply with the requirements set out in the SEN code of practice in providing for children with special education needs. The details of the additional resources and support that we provide for pupils with special educational needs and disabilities is detailed in our 'Local Offer' document which is available on the school website and annually updated. The school provides an individualised 'Learning Plan' (pupil passport) for each of the children on the special needs register. This sets out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement so that we can review and monitor the progress of the child at regular intervals.

Curriculum Leadership

At our school, all staff share in the leadership of the school curriculum, under the guidance of the Head Teacher, Deputy Head and Assistant Head. All class teachers are expected to lead a curriculum area within school. The role of a curriculum leader is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress and attainment in the curriculum area
- Provide efficient resource management for the subject
- Be an example of 'best practice' in their own teaching of the subject

It is the responsibility of each curriculum leader to remain informed about developments within their subject at both local and national level.

They monitor and review the way in which the subject is taught in school and plan for improvement. This development planning, where ever possible, is linked to whole school objectives. Each subject leader reviews the curriculum planning for their subject; ensures that there is coverage of the National Secondary Curriculum and or KS4 accredited programmes of study, progression is planned into schemes of work. The curriculum leader also keeps a portfolio of children's work, which she/he uses to show the achievements of children at each Key Stage and gives examples of expected attainments and standards of work within the subject.

Monitoring and Review

Part of our governing body's remit is to monitor carefully the way in which the school curriculum is being implemented. We have a named governor for teaching and learning who liaises with respective curriculum leaders and SLT to monitor the way in which the school teaches their respective subject and to keep abreast of developments within the subject on an in-school, local and national level.

The Head Teacher and Deputy Head Teacher are responsible for the day to day organisation of the curriculum. They monitor the weekly planning of all teachers and the weekly timetables of all classes ensuring that all classes are taught the requirements of the National Secondary Curriculum and that teaching is building upon and extending prior learning and knowledge. They examine long term, medium term and where appropriate short term planning, and ensure that appropriate teaching strategies are used. Curriculum leaders also have a responsibility for monitoring the way in which resources are stored and managed.

The school's curriculum policy should be read alongside the individual curriculum policies for each of our subject areas.

This policy is reviewed annually by the governing body.

Signed (Head teacher):

Signed (Chair of Governors):

Appendix 1

DEFINITIONS

- **Linguistic** - to develop pupils communication skills and increase their command of language through listening, speaking, reading and writing.
- **Mathematical** - to help pupils make calculations, to understand and appreciate relationships, and patterns in number and space as well as to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.
- **Scientific** – to increase pupils’ knowledge and understanding of nature, materials and forces and to develop skills associated with science as a process of enquiry: for example, observing, forming hypothesis, conducting experiments and recording findings.
- **Technological** - to develop skills in the use of information and communication technology (ICT); developing, planning and communicating ideas; to work with tools, equipment, materials and components to produce good quality products; and to evaluate processes and products.
- **Human and Social** to develop awareness of people and their environment and how social action, now and in the past, has influenced events and conditions.
- **Physical** - to develop pupils’ physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. To help pupils acquire knowledge and understanding of the basic principles of fitness and health.
- **Aesthetic and creative** - to give pupils experiences in the process of making, composing and inventing. To appreciate the aesthetic and creative aspects of all subjects but in particular art, music, dance, drama and the study of literature as they allow for personal, imaginative, and often practical, responses.