



HOE VALLEY SCHOOL CURRICULUM POLICY

Person Responsible: Head Teacher
Date Adopted: June 2015
Date of last review: June 2018
Date of next review: June 2019

To be read in conjunction with the Teaching and Learning Policy, Higher Attainers Policy and Assessment Policy.

1. AIMS

The curriculum is the engine room of the School and its design and review each academic year involves SLT, Heads of Faculty, Pastoral Leaders, Teachers, Students, Governors, Employers and Parents. Curriculum pathways and subject loadings are designed to ensure all students leave the school with the following:

- Excellent academic outcomes
- The skills to be 'work ready' and employable
- The traits of responsible citizens

2. PRINCIPLES

The HVS curriculum is based on four core principles which all programmes of study, trips, visits, projects and enrichment opportunities are guided by. The curriculum must be:

- **Relevant** to the wider world and the long term needs of the student
- **Personalised** to ensure it accessible to all
- **Challenging** to ensure students are stretched
- **Exciting** to capture students' passions and develop a genuine 'love of learning'

In order to achieve the aims listed above HVS:

- Ensures there is a broad and balanced curriculum for all students in all year groups. This is carefully monitored in guiding students through choices in terms of GCSE pathways
- Prioritises English and Maths to ensure all students have a minimum of five hours a week. This allows students to then flourish across all their subjects
- Offers a five year curriculum pathway to ensure there is no wasted learning time in any year group; this gives the curriculum rigour and challenge
- Ensures sufficient curriculum time is given to the Humanities, Science and Languages
- Uses the longer than average school day to allow sufficient breadth in the curriculum so that subjects such as PE, Performing Arts or the Creative Arts are not sacrificed

- Incorporates prep in the school day so that home learning is supervised and of high quality; the aim is to offer equity of opportunity rather than increase the gap between the 'haves and have nots'
- Ensures students are work ready and link learning to the 'real world' via the ACCESS Curriculum which ensures students are analytical, collaborative, good communicators, explorers, strategic and self-governing. Half-termly ACCESS days consolidate these skills
- Reviews the approach for each new cohort of students
- Commits to being a Google School where technology forms a core element of the curriculum across all subject areas to prepare our students for 21st century life

3. CURRICULUM DESIGN AND REVIEW

As a new school in temporary accommodation the curriculum is reviewed regularly. This is due to changes in premises, rapid growth in staffing and changes in our student profile each year. Initially the design of the curriculum must be practical in terms of the size of staff and building constraints during the temporary phase (e.g., reduce transitions, explore off site and drop-down provision, link with schools who can offer specialist teachers for smaller subject areas).

We review and develop the following year's curriculum on the following timescale:

- Audit of current staffing, specialisms delivered in October
- Draft curriculum and staffing model produced by DHT to SLT by November
- Staffing cost projections calculated and approved by the School Business Manager (SBM) by November
- Curriculum and staffing proposal agreed by SLT and Pay Committee by December
- Curriculum ratified by governors by December
- Recruitment schedule put in place and runs between January and end of May

The curriculum review is based on analysis of student progress, teacher specialisms and the interests and strengths of students. Quality assurance data from SEF focus weeks also informs the review.

4. CURRICULUM STRUCTURE

Due to the limited numbers of staff in the early years, the School will be structured into faculties. This is to ensure collaborative planning and delivery and to avoid pockets of isolation as all subjects 'belong' somewhere rather than developing isolated departments of one teacher. The faculty structure is currently:

- English (and Media)
- Performing Arts (Drama, Dance and Music)
- Maths
- Science (Physics, Chemistry and Biology and Computer Science)
- Humanities (RE, History, Geography, Travel and Tourism)
- Health and Fitness and PE
- Modern Foreign Languages (French, German, Latin and Spanish)
- Art and Design Technology
- Personalisation / Pastoral Team (Functional Skills, PSHE and specialist support)

There are six one hour lessons per day plus two tutor time sessions of 20 and 10 minutes at the start and end of the day respectively. The loadings for the third year since opening are:

	Year 7	Year 8	Year 9	Year 10
ENGLISH	5	5	5	5
MATHS	5	5	5	5
SCIENCE	4	4	4.5	4.5
MFL	2	3	3	3
Core PE	2	2	1	2
Music	1	1	3	3
Drama	1	1	3	3
Art and Design Technology	2	1	3	3
History	1	2	3	3
Geography	1	2	3	3
RE	2	1		
Computer Science	1	1	3	3
Prep	3	2	2	2
PSHE	1	(Tutor Time)	0.5	0.5
Business Studies			3	3
Health and Fitness / PE GCSE			3	3
Functional Skills			3	3
Media Studies			3	3
Travel and Tourism			3	3

5.1 Student Groupings

The year groups are divided into 4 or 5 tutor groups with a vertical house systems. Tutor groups are based on a range of abilities and learning styles in each group. All lessons in years 7 and 8 are in tutor groups apart from year 8 where students continue with French and choose between Spanish and German.

Science is grouped in years 9-11 into a triple, double and single science route. There is a higher and foundation group for Maths. All other lessons are mixed ability with a combination of students based on their bespoke curriculum pathway.

5.2 Year 9 Pathways

Students select their GCSE pathways to begin at the start of year 9. This is because:

- Our extended day means they have studied a detailed and rich curriculum in years 7 and 8
- Our student cohort is below National and Surrey average in terms of attainment on entry – this approach allows us to personalise effectively in terms of stretching our higher attainers and supporting students with complex learning needs
- We wish our curriculum to be challenging, exciting and purposeful for our students
- Year 9 can then be a 'bridging year' ensuring students transition effectively from the national curriculum to the GCSE specifications

During year 8 students have a taster day to encounter a range of subjects, their parents / carers attend an information evening and they have 1:1 meetings with their tutors. They also use Fast Tomato, a Morrisby approved careers website, to help map the best courses for their interests

and preferred careers. Using the school's data captures and via interviews with students in terms of their interests and strengths we agree their programme in partnership with them and their families. This process ensures there is little movement between subjects once they start their GCSE pathways.

6 ACCESS

The ACCESS curriculum has three components:

- Cross-curricular projects where students specifically develop the ACCESS skills across two or three subject areas
- Exposure to visitors and speakers from different industries and professions to apply their learning to career opportunities
- ACCESS days where learning is cross-curricular, often off-site and offers students an enriching, memorable and practical learning experience. These days link to and extend prior learning and are mapped in the school calendar and staff handbook. There is one ACCESS day per half-term for each year group

The Deputy Head Teacher leads on curriculum planning. Heads of Faculty are responsible for long term and medium term planning in line with the principles set out in this policy. Individual teachers will be responsible for differentiating this using data available in their short term planning. All planning can be requested by the Senior Leadership Team in terms of quality assurance.

All programmes of study use a standardised cover sheet (see appendix). However, like teaching and learning, we accept that individuals plan in different ways and do not expect detailed planning to follow one model. All programmes of study must meet the four curriculum principles.

7. QUALITY ASSURANCE

Heads of Faculty discuss Programmes of Study in line management on a regular basis. This is regularly reviewed and monitored by the quality assurance programme and forms part of the appraisals process.

8. WITHDRAWAL FROM THE CURRICULUM

It may be necessary at the discretion of the Head Teacher for students to be withdrawn from some aspects of the curriculum. This is in line with our aim to deliver high quality outcomes rather than a high number of mediocre results. Decisions will be data driven and in close consultation with Heads of Faculty, students and parents.

In years 7 and 8, it is likely that students with low reading ages / levels in English or Maths will receive short-term specialist support in replacement of modern foreign languages. This will ensure student will not require further support higher up the school.

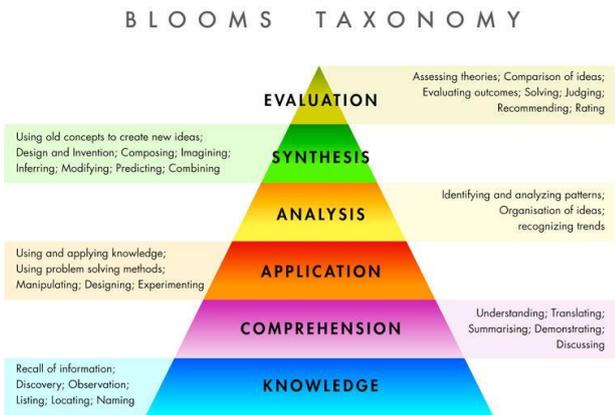
In years 9-11 it is likely that students with low reading ages / levels in English or Maths take a reduced number of GCSEs with additional support forming part of their option blocks. This will primarily be for students who are new arrivals in the UK or with specific educational needs (see SEND policy).

**APPENDIX 1:
PROGRAMME OF STUDY EXEMPLAR**

All Schemes of Learning must meet our curriculum aims which are:

- Challenge
- Personalise
- Relate
- Excite

They must also pass the ‘acid test’ – could a non-specialist deliver this?

Subject	English
Big Question	Does pure evil exist? Fits into the Monstrous Topic
Topic	Macbeth / The Monstrous
Year Group	7
Dates	Spring 2
Learning Outcomes (differentiated) – link to Blooms Taxonomy	<p>Some: Can make comparisons between Macbeth and other Shakespeare texts</p> <p>Most: Can analyse the language used in the key speeches</p> <p>All: Can sequence the text and confidently argue the different motivations of the main characters</p>
	
Summative Assessment	<p>Creative writing (week 3) – Lady Macbeth’s response to Macbeth via letter.</p> <p>Class debate (week 4) - character traits in key characters and whether they are positive or negative</p> <p>Essay (week 7) - What or who is the evil force in the play?</p>
Challenge activity (for higher attainers / ‘red’ students)	
<p>Literacy Checklist (not all will be relevant):</p> <ul style="list-style-type: none"> - Extended reading - Extended writing using the onion to check their work - Golden words - Key words / spellings 	<p>Main hotspots (but embedded in every lesson)</p> <p>Whole text: Letter writing / essay writing</p> <p>Sentence: Iambic pentameter / rhythm in writing (week 2) – focusing on core components of a sentence</p>

- Oracy / formal speech	Word: Differentiated word bank / spellings (each week) Oracy: Class debate (week 2)
Numeracy (no number not used!)	Main hotspots (but embedded in every lesson) Iambic pentameter / rhythm exploration (week 2) Vote count – the Scottish referendum (week 4)
Spiritual, moral, social and cultural (SMSC) development including developing CIRCLE values / Promoting British values (if relevant)	Main hotspots: Class debate on character traits in key characters and whether they are positive or negative (week 2) What is the relationship between Scotland and England today? What does this tell us about democracy in the UK in 2016? (Week 4)
Project based learning / external community links: Highlight where students develop the ACCESS Skills (if relevant) <i>ANALYSE</i> <i>COLLABORATE</i> <i>COMMUNICATE</i> <i>EXPLORE</i> <i>STRATEGISE</i> <i>SELF-GOVERN</i>	Main hotspots: Students analyse pros and cons of Scottish independence and collaborate to produce a summary for the debate. Individuals in group given different roles depending on ability.
ICT Links (if relevant)	Resources shared as appropriate on Google Classrooms – students work collaboratively on Google Slides to produce presentation and research online
Home learning (EBacc subjects only)	Set every Monday (see lesson plans)
Link to resources / lesson plans	G-drive / teaching and learning / English / Monstrous