



HOE VALLEY SCHOOL

CURRICULUM POLICY

Person Responsible: Deputy Head Teacher
Date Adopted: June 2015
Date of last review: Autumn 2022
Date of next review: Autumn 2023

To be read in conjunction with the Teaching and Learning Policy, Higher Attainers Policy, Curriculum Booklets 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:

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

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, Maths and Science 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, Languages and PSHE/SRE

- 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 disadvantaged and non-disadvantaged students
- Ensures students are work ready and link learning to the 'real world' via the Curriculum as well as through links with external providers
- Develops advanced digital skills and the soft skills employers are looking for in all students to prepare them for the world of work
- 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

The curriculum is reviewed annually in the Autumn Term by both the SLT and Subject Leaders / Heads of Faculty. The review is based on the updated School Development Plan and reflects any new changes made to this annual strategic document.

The curriculum review is based on analysis of student progress, teacher specialisms and the interests and strengths of students. As well as delivering the National Curriculum, all Faculties build Work Ready and Digital skills into their Programmes of Study where relevant to their subject area. Opportunities to develop community skills and C.I.R.C.L.E. values are also mapped into the curriculum.

4. CURRICULUM STRUCTURE

The School is 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 and Music)
- Maths
- Science (Physics, Chemistry and Biology)
- Humanities (RE, History, Geography, PSHE/SRE)
- PE
- Languages (French, German, Latin and Spanish)
- Computer Science
- Community (Business, Travel and Tourism)
- Creative Arts (Art, Design Technology and Hospitality and catering)
- Personalisation
- Communications and Digital Skills

There are six one hour lessons per day plus two tutor time sessions of twenty and ten minutes at the start and end of the day respectively. The loadings are as follows:

Subject	Y7	Y8	Y9	Y10	Y11
English	5	5	5	5	5
Maths	5	5	5	5	5
Science	5	5	5	5	5
German	2	1	3	3	3
French	0	2	3	3	3
Spanish	0	2	3	3	3
Computer Science	1	1	3	3	3
History	2	2	3	3	3
Geography	2	2	3	3	3
R.E.	1	1	3	3	3
*Art	2	2	3	3	3
*Design Technology	2	2	3	3	3
*Food Technology	2	2	3	3	3
*Textiles	2	2	3	3	3
P.E.	0	0	3	3	3
Core P.E.	2	2	1	1	1
Music	1	1	3	3	3
Media Studies	0	0	3	3	3
Travel & Tourism	0	0	3	3	3

* These four subjects rotate within years 7 and 8.

4.1 Student Groupings

The year groups are divided into tutor groups with a vertical house system. 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 Design technology, core PE and in year 8 where students continue with German and choose between Spanish and French.

Science is grouped in years 9-11 into a triple and double award. In the double award students can be further divided into a higher and foundation group. There is also higher and foundation groups for Maths and English. All other lessons are mixed ability with a combination of students based on their bespoke curriculum pathway.

4.2 Year 9 Pathways

Students select their GCSE pathways in Year 8 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
- We wish our curriculum to be challenging, relevant, exciting and personalised for our students

In January of year 8, students have an online Preference Event followed by a taster day to encounter a range of subjects taught at GCSE level. Their parents / carers also attend the online Preference Evening and have the opportunity to email Heads of Faculty directly with their specific questions or concerns. Students also benefit from one to one meetings with

their tutors as well as careers talks from an external company Innervate. 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.

5. 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 appraisal process.

6. 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 a 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).

Parents and Carers have the right to withdraw their child from Sex and Relationships Education in accordance with the revised SRE statutory guidance which was published September 2020. Should this be the case, the student will be supervised by their Head of Year or a member of the SLT.