

Curriculum
Policy



Hydesville Tower
School, Walsall

April 2016

The curriculum at Hydesville Tower School aims to promote learning and personal growth. It is broad and balanced, taking account of the principles of the National Curriculum without being bound by it and incorporating a range of extra-curricular activities including sport, music and drama to enrich the experience at various stages within the school. We aim to teach children how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills, so that they can achieve their true potential.

Hydesville Tower School aims:

- To provide a broad, balanced, relevant and differentiated curriculum.
- To provide appropriate learning opportunities for all pupils.
- To promote partnership between pupil, parent, teacher and community.
- To ensure continuity and progression within the school and between phases of education.
- To demonstrate teaching styles which offer and encourage a variety of relevant learning opportunities.
- To encourage respect for the school and its environment so that learning is a positive and pleasurable experience for all.
- To deal with all curriculum related complaints in line with procedures.

At Hydesville Tower School, we believe that:

- Children are unique, and our curriculum promotes respect for individual views whilst respecting people of all cultures by taking account of the increasing demands on the global child.
- All children should be treated honestly and fairly and respected for who they are. We aim to enable them all to be successful by providing equal opportunities for all.
- The spiritual, moral, intellectual and physical development of each child is equally important and the curriculum is organised, wherever possible, to follow these principles.
- Every member of the school community is important and the curriculum is organised to promote co-operation between all of its members.

The curriculum should aim:

- To help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- To help pupils acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world.
- To help pupils to use language and number effectively.
- To help pupils develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life.
- To help pupils understand the world in which they live and the inter-dependence of individuals, groups and nations.
- To help pupils to appreciate human achievements and aspirations

The provision at Hydesville Tower School takes account of every aspect of a pupil's development. The curriculum gives pupils the opportunity to achieve the highest possible standards of numeracy and literacy whilst ensuring they can become confident in physical, artistic, practical and social skills. We provide a broad and balanced education allowing for the individual needs of each pupil to be met within well-planned learning experiences.

Curriculum Organisation and Planning

Early Years Foundation Stage (Including Reception)

There is an inter-disciplinary topic approach to curriculum planning which ensures coverage of the desirable aspects of the National Curriculum and *Early Learning Goals*. Learning through play as well as more structured activities are promoted. Assessment of children is ongoing using the Kirklees early Years Tracker.

Key Stage 1

Children are taught in mixed ability year groups for the majority of subjects and mostly by the Form Teacher. Specialist staff provide lessons in Music, Physical Education, Drama and French. In Numeracy, there are differentiated groups. In Literacy, the school adopts the Read, Write, Inc. Scheme. Units of work are planned collaboratively to ensure consistency, progression and coverage.

Key Stage 2

Delivery of the English, Mathematics and French curriculum is through teaching sets. Lessons are planned centrally by the Subject Co-ordinators. Classes are organised into mixed ability year groups although staff are deployed according to their individual strengths and specialisms. Games /P.E are usually taught in separate gender groups with the exception of swimming. Lessons in Drama, French, Music and Physical Education are taught by specialist staff where appropriate aiming to introduce pupils gradually to the framework they will encounter in Senior School. Year Group teams continue to plan collaboratively, liaising with one another over content and delivery. Standards are monitored and evaluated and the progress of each pupil is tracked using Pupil Asset.

Senior School

Specialists teach all subjects and the curriculum continues to be broad and balanced, contributing effectively to the pupils' intellectual, physical, moral and social attainment and development.

Key Stage 3

At Key Stage 3, the curriculum makes reference to the National Curriculum Framework but is not bound by it and is supported by the introduction of Spanish from Year 7. Pupils are taught Mathematics in ability groupings with other subjects being set as and when the needs of a particular cohort, either numerical or intellectual, require it.

Key Stage 4

In Key Stage 4, pupils follow a common core of English, Mathematics, (a modern foreign language), Games and PSHE. In addition, pupils choose from a range of subjects which must include Science (either separate sciences or Dual Award), a modern foreign language, humanities and practical/aesthetic subjects. Hydesville Tower School prides itself on the flexibility of choice we offer in Key Stage 4 where the needs of each pupil as an individual are of paramount importance.

We also stress the importance of quality rather than number of GCSE passes and as a result the majority of pupils will sit 9 subjects. There is a Study Group option for students wishing to take a reduced GCSE timetable.

Heads of Department are responsible for monitoring the way their subject is taught throughout the school and they also have responsibility for monitoring the way in which resources are stored and managed. There is an annual department audit.

Children with Special Educational Needs

The curriculum at Hydesville Tower School is designed to provide access and opportunity for all who attend the school. We will amend the standard curriculum as and when necessary to meet the needs of individual children. We do all we can at Hydesville Tower School to meet the needs of any pupil with a special educational need. We comply fully with the requirements set out in the SEN Code of Practice in providing for children with special needs. The process for identifying a pupil who may have special needs is fully laid out in the Special Needs Policy. In the main, we aim to meet the pupil's need within the normal classroom environment and all staff receive regular training and updates and will liaise with the SENCO over any specific concerns.

Monitoring and Review

The Headmaster, often by delegation to the Deputy Heads and Senior Leadership Team, is responsible for the curriculum. Curriculum planning involves all members of the teaching staff to ensure that there is progression and continuity in learning as each pupil passes through the school and all our planning processes given due regard to the requirements of the National Curriculum. There are Heads of Department or Subject Leaders throughout the school.

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