

Curriculum Policy



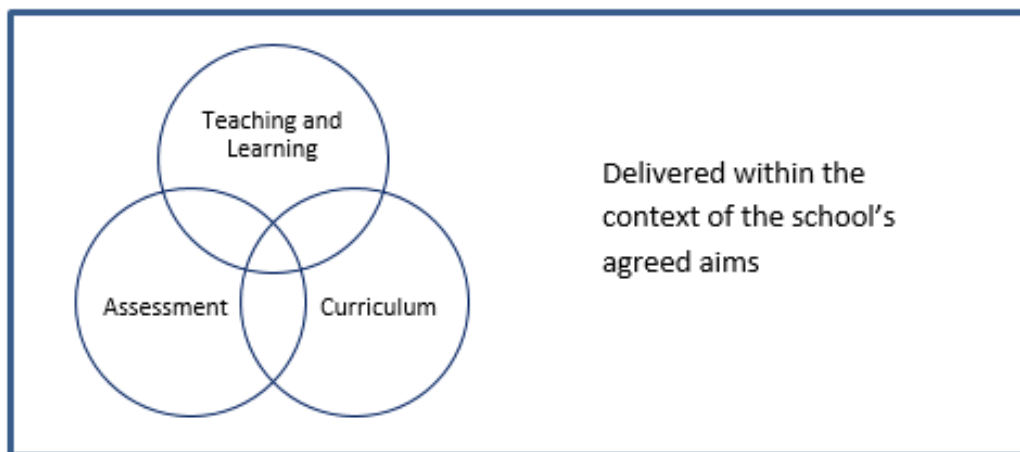
HYDESVILLE
TOWER SCHOOL

September 2017

1.0 Introduction

1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims which in our school are defined as:

- 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.



1.2 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.3 A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins all successful schools and includes Teaching, Learning and Assessment as in the following model:

1.4 We aim to provide a curriculum to develop pupils who love learning. We understand that the curriculum, both within taught lessons and beyond them, and in everything we say and do, should create an environment where academic risk-taking, questioning and debating, challenging thinking and the freedom to learn from mistakes are all encouraged.

1.5 Our curriculum offers all pupils the opportunity to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of education. We intend that our curriculum should imbue in our pupils:

- A passion for life-long learning;
- A capacity for independent and critical thinking;
- Self-awareness, self-regulation and resilience;

- Self-confidence without arrogance; and
- Genuine interests that extend beyond the confines of the classroom.

1.6 British Values, which are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of school life.

2.0 Taught curriculum

2.1 Our taught curriculum broadly follows and, at times, goes beyond the (National Curriculum) at KS1,2,3,4 and is formally assessed at the end of KS4 by GCSEs. Our pupils also take GL summative assessments at the end of years 1-8 in English and Mathematics.

2.2 Pupils entering the school in years 7-9 take the Midyis baseline test in September in their year of entry; all pupils take the Yellis baseline test at the start of year 10. The outcomes of all tests are shared with pupils and parents as part of informed discussions about a pupil's potential. They are used to make sure that the curriculum offer is individualised to need.

2.3 The nature of the organisation of the curriculum across the school is shown in Appendix 1.

2.4 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

3.0 Special Educational Needs and Disability - SEND

3.1 Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENDCo.

3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) policy.

4.0 SMSC

4.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Our approach to SMSC ensures that principles are actively promoted which:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

- 4.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.
- 4.3 In addition, our approach to SMSC ensures that all pupils will gain an:
- Understanding of how citizens can influence decision-making through the democratic process;
 - Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
 - Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
 - Understanding that the freedom to hold other faiths and beliefs is protected in law;
 - Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
 - Understanding of the importance of identifying and combatting discrimination.

5.0 Religious Education and PSHE

- 5.1 Our school chooses to respond to the legal requirement in maintained schools to teach Religious Education and Sex and Relationships education, and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education (PSHE).
- 5.2 Our PSHE course is delivered to all pupils through discrete PSHE lessons taught by their tutors, other teachers or visiting speakers. There is one lesson of taught PSHE a week. Elements of the programme may be supported through the bringing in of additional expertise such as outside speakers or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also dealt with across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in houses, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education.

6.0 Co-curricular

- 6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of art, drama, music, sport and other activities and clubs. Regular themed days and weeks are held.
- 6.2 Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

7.0 Other opportunities

- 7.1 Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge and experience to be successful adults include:
- Leadership Training;
 - School Councils;
 - Community Service;
 - Duke of Edinburgh;
 - Expeditions and trips;
 - Fundraising Activities;
 - Various Societies and Activities; and
 - Sport.

8.0 Responsibility

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Headmaster. 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. However, all staff are responsible for ensuring this policy is implemented and acted on.
- 8.2 When evaluating the use and impact of this Curriculum Policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:
- Fulfils the aims of the school;
 - Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
 - Provides engagement and excitement for learning.

Appendix 1

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.

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Danuta Tomasz, ADE
Consultation – May 2017	The following schools were consulted: Long Close School, Charterhouse Square School, Quinton House School, El Limonar Murcia, Cumnor Boys' School, Downsend Leatherhead Pre-Prep School, Oakleigh House School and El Limonar Villamartin. Education Team representative – John Coleman, ADE

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

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Related documentation	Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards
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