

2023

Heron Hall Academy Curriculum Policy



Approved by: Arthur Barzey

Date:

Last reviewed on:

Next review due by:

CONTENTS PAGE

Contents

CONTENTS PAGE.....	2
RATIONALE.....	3
CURRICULUM.....	4
Curriculum Intent.....	4
Curriculum Implementation	4
Curriculum Impact	5
ROLES AND RESPONSIBILITIES	6
MONITORING, EVALUATION AND REVIEW.....	8
CURRICULUM DELIVERY.....	9
A. Curriculum Timetabling.....	9
B. PSHE / RSE	9
C. Teaching Groups, Class Sizes and Ability Grouping	9
D. Setting	9
E. Independent Learning	9

RATIONALE

Heron Hall Academy aims to:

- Provide a skilful and knowledge-engaged curriculum which centres around how children learn to ensure all students strive to make the most progress they can
- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide educational experiences to meet the needs of our students and our local area
- Have a curriculum that is fit for purpose, offering differentiation and personalisation
- Prepare all students the next stage of their education and for a successful adult and working life in modern society
- Strive to achieve and then exceed national standards in achievement, attainment and progress
- Be committed to excellence and continuous improvement
- Nurture the talents of all and celebrate success
- Provide equal opportunities for all students regardless of gender, aptitude or cultural, ethnic or religious background

CURRICULUM

Curriculum Intent

The curriculum should inspire and challenge all learners and prepare them for the future. At Heron Hall Academy our aim is to develop a broad and balanced curriculum that builds on young people's experiences in the primary phase and helps all young people to become successful learners, confident individuals and responsible citizens. Students have access to subject specialists that inspire 'awe and wonder' within their subject area. Specifically, the curriculum should our students:

- Develop a life-long love of learning recognising the importance and power of knowledge and its capacity to shape their future.
- Achieve high standards and make good or excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Have and be able to use high quality functional skills, including key literacy, numeracy and computing skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 19 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum.

Curriculum Implementation

At Heron Hall Academy we aim to provide a skilful and knowledge-engaged curriculum which centres around how children learn to ensure all students strive to make the most progress they can. We provide a broad and balanced education for all pupils that consists of a three-year keystage 3 and 2 year keystage 4. We provide a curriculum that is well sequenced which constantly builds on prior knowledge and understanding. We enable pupils to develop knowledge, understand concepts acquire skills, and be able to choose and apply these in relevant situations. We support pupils' spiritual, moral, social and cultural development through all lessons and supported through a PSHEE and tutor programme. We ensure that diversity is supported and celebrated, teaching students the importance of a diverse community. Support pupils' physical development and responsibility for their own health, and enable them to be active. We promote a positive attitude towards learning through our STRIVE values and ensure positive praise is at the forefront of learning. We ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support. We provide educational experiences both inside and outside the classroom setting to meet the needs of our students and our local area. We prepare all students for the next stage of their education and for a successful adult and working life in modern society. All our staff are committed to excellence and continuous improvement in everything we teach. We nurture the talents of all and celebrate success and provide equal opportunities for all students regardless of gender, aptitude or cultural, ethnic or religious background

Curriculum Impact

Heron Hall Academy's curriculum will:

- Develop student's lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Lead to qualifications that hold currency for employers and for entry to higher education.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- Fulfil statutory requirements.

ROLES AND RESPONSIBILITIES

The Headteacher will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- the governing body is advised on statutory targets in order to make informed decisions.

The Governing Body will ensure that:

- it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

The Deputy Head, Head of Teaching and Learning and Curriculum Lead will ensure that:

- they have an oversight of curriculum structure and delivery within each link department
- detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with HoD on a regular basis and that actions are taken where necessary to improve these.

Heads of Department will ensure that:

- curriculum maps are published and updated appropriately which identifies what is being taught, how students will be challenged and how students will be supported through scaffolding and differentiation.
- schemes of learning encourage progression at least in line with national standards.
- knowledge organisers are used to support learning and published.
- there is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.

- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- they keep the Head of T&L, Deputy Head and Curriculum Lead informed of proposed changes to curriculum delivery.
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 4.

Parents and carers will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

MONITORING, EVALUATION AND REVIEW

The governing body will receive an annual report from the Headteacher on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The Head of Teaching Learning and the Curriculum Lead shall:

- conduct a yearly audit of Departments' curriculum provision
- liaise with the subject HoD to review curriculum provision.
- quality assure the consistency of approach in curriculum provision and AfL opportunities for all students

CURRICULUM DELIVERY

A. Curriculum Timetabling

The school day is arranged into five 65-minute lessons and is timetabled over two weeks.

B. PSHE / RSE

At Heron Hall, we deliver an extensive programme of PSHE / RSE throughout students' time in the academy. This is delivered through a mixture of discreet lessons, form time activities, workshops and guest speakers. There are also added STRIVE days throughout the academic year which supports the delivery of PSHE and RSE curriculum.

C. Teaching Groups, Class Sizes and Ability Grouping

At Heron Hall, the endeavour is to always keep class sizes below 30 students. On occasions, mainly in the higher sets at Key Stage 3, there may be up to 32 students in a class.

D. Setting

At KS3 students are set in English, Maths and Science. In other subjects' students are taught in mixed ability form groups, EQUALITY.

At KS4 students are set in English, Maths and Science. Students are then taught mixed ability in option choices, and PE, and RE are taught in mixed ability form groups, EQUALITY.

E. Independent Learning

At Heron Hall Academy our policy is to set high quality homework over an extensive quantity. 30 minutes at KS3, 45 minutes at KS4. Frequent contact subjects to set homework weekly, low contact subjects to set homework fortnightly or every 3 weeks.

Taking into consideration the demands of the national curriculum, GCSE course content, and consultation with teachers, we implemented the following system to standardise the setting and duration of each subject's home learning.

	Group 1 subjects	Group 2 subjects	Group 3 subjects
--	------------------	------------------	------------------

Frequency	1 assignment each week.	1 assignment each fortnight.	1 assignment each 3 weeks
Subjects	Mathematics English Science	Geography History RE Computer Science MFL Spanish MFL French	Music Art Design Technology Food Technology PE Business Citizenship Sociology Drama
Duration at KS3	30 minutes	30 minutes	60 minutes
Duration at KS4	45 minutes	45 minutes	90 minutes