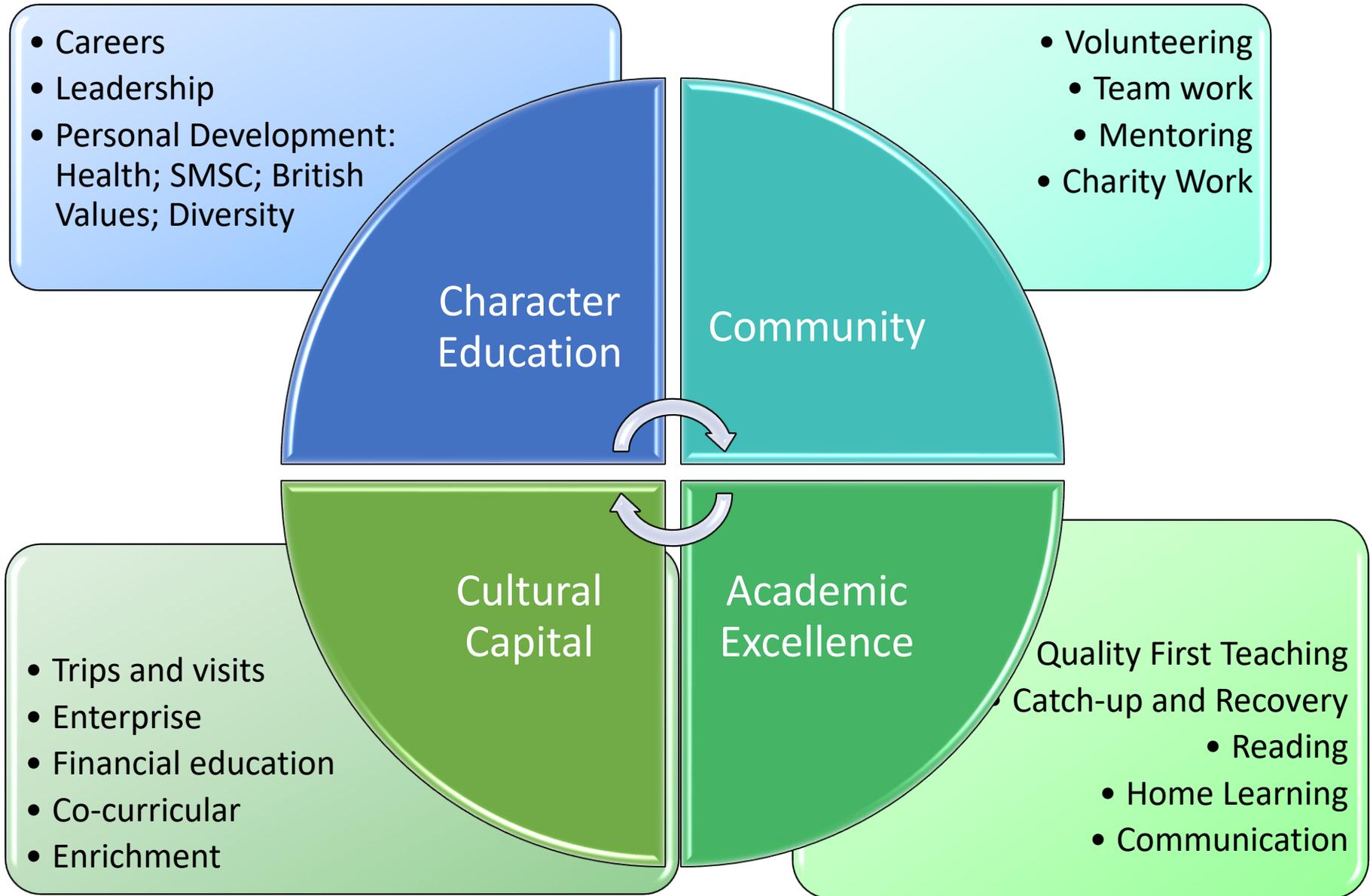




Curriculum Policy

Start Date:	Summer 2020
Date of Next Review:	Autumn 2021
Author:	Ms K Just
Responsible Committee:	Education Committee

Haileybury Turnford: Curriculum Policy 2020-21



'A curriculum should be a feast of learning.' Professor Mick Waters

Curriculum Aims:

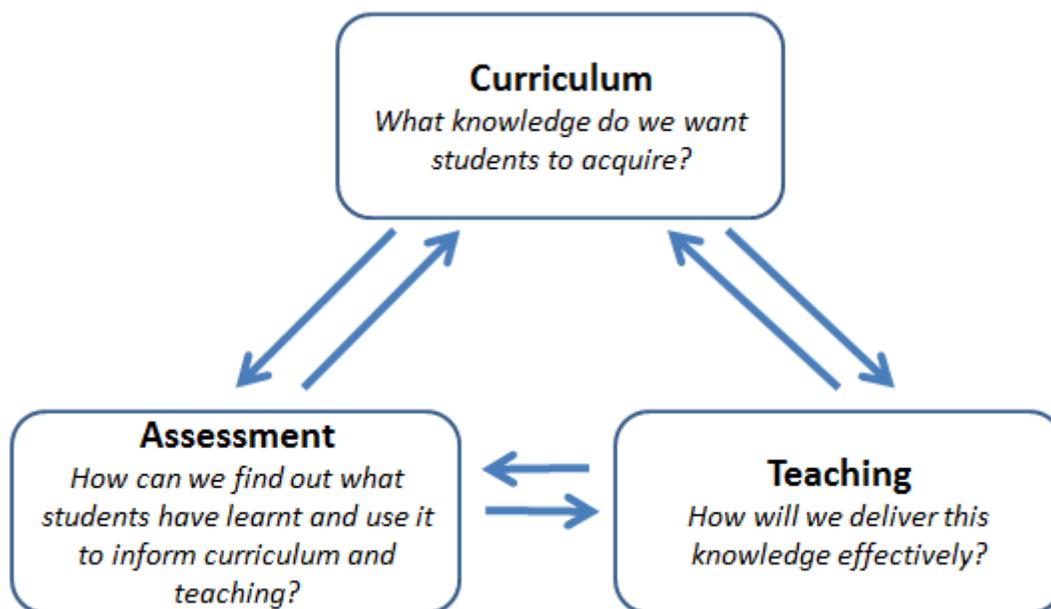
At Haileybury Turnford, our curriculum is created around four areas: Academic Excellence; Cultural Capital; Character Education and Community. It is based on the principles of knowledge acquisition, underpinning the application of skills and leading to a curriculum which is ambitious, broad and balanced. We want all students to approach learning with confidence and independence, gaining deep knowledge of a broad range of subjects and the skills needed for lifelong learning. Our students will receive a world-class education, which prepares them to be fully rounded 21st century, local, national and global citizens. Our intention is that students will develop a positive attitude towards life and learning. It encourages them to become responsible and respectful, to have integrity and to be safe and healthy in all they do. Students will become independent and self-motivated, able to solve problems, have the resilience to adapt and the ability to work with others. They will respect others and understand the value of diversity and the need for equality.

Our curriculum will:

- Be rich in knowledge and skills
- Be well-sequenced and build skills, knowledge and understanding logically
- Be inclusive and meet the needs of every student
- Develop understanding of diversity and equality issues
- Fire students' imaginations and open their minds
- Develop curiosity and make learning exciting and inspirational
- Discover new talents
- Raise aspirations and widen horizons
- Be relevant and contextual
- Prepare students for an ever-changing world and future
- Ensure students leave school with confidence and the ability to make a positive impact on the world

Curriculum Principles and Planning:

We have created our curriculum using key principles outlined by Dylan Wiliam in 'Principled Curriculum Design' to ensure that it is broad, balanced and rigorous. The structuring and sequencing is coherent, vertically integrated and ensures that what is covered is focused, relevant and appropriate for our students in our context. As such, our curriculum is based on four key elements: Academic Excellence; Cultural Capital; Character Education and Community (See our Curriculum Vision document for more detail on the Curriculum Intent, Implementation and Impact.) and underpinning this curriculum are the key aspects of teaching and assessment. Our curriculum planning begins with the key question: 'What knowledge do we want students to acquire?' This is followed by the question: 'How will we deliver this knowledge effectively?' and finally we consider 'How can we find out what students have learnt and use it to inform the curriculum and teaching?' These foci and questions are revisited regularly and reviewed annually to ensure they are aligned to our core principles.



Curriculum Structure:

Our curriculum offers a wide range of subjects as well as wider opportunities for development within and beyond the classroom. We offer a wide range of enrichment activities at all Key Stages and provide the opportunity for all students in KS4 to have work experience. The curriculum across all Key Stages is

underpinned by a robust system for Careers Education, information and guidance. All Key Stages also have a well-planned tutor programme to help develop all aspects of our students.

Key Stage 3:

At Key Stage 3 (Years 7-9) students study the following subjects: English, Mathematics, Science, Spanish, History, Geography, Religious Education, Computing, Art, Photography, Media, Music, Dance, Drama, Design & Technology, Food Technology, Physical Education, Enterprise and Personal and Social Development (PSD). Some students also receive catch-up literacy and numeracy support.

KS3 Curriculum Model:

Core subject	Number of hours
English	6
Maths	6
Science	6

EBacc subject	Number of hours
Geography	3
History	3
Spanish	4

Foundation subjects	Number of hours
Enterprise	2
Computing	2
Dance	1
Drama	2
Physical Education	4
Music	2
Design & Technology	2
Food Technology	1
Art	2
Photography	1
Media	1
Religious Education	1
Personal & Social Development	1

Key Stage 4:

At Key Stage 4 (Years 10-11) all students study the following subjects: English Language, English Literature, Mathematics, Science (Combined or Biology, Chemistry and Physics), Personal & Social Development and Physical Education. In addition to these subjects, students select four options from a wide range of academic and vocational subjects. All students have access to the full range of options and we do not restrict any student's choice. The study of Spanish and either History or Geography is an expectation for all students for whom this is appropriate to ensure that as many students as possible can pursue the EBacc suite of subjects. Most students will go on to gain 9 or 10 GCSE or equivalent qualifications. Some students will study fewer subjects and will be given support through The Prince's Trust if they have identified needs which make this an appropriate qualification. Some students may also pursue iAchieve courses at Level 1 or 2 as appropriate. We offer GCSE, BTEC and CNAT courses at KS4.

Currently the courses offered for Level 2 study are:

- Spanish
- Geography
- History
- Religious Studies
- Computer Science
- ICT
- Design & Technology
- Engineering
- Food & Nutrition
- Business
- Economics
- Art
- Photography
- Media
- Music
- Dance
- Drama
- Child Development
- Sports Studies
- iAchieve Health and Fitness
- The Prince's Trust

KS4 Curriculum Model:

Core subject	Number of hours
English	9
Maths	9
Science	9

Option Blocks	5
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Personal & Social Development	1
Core PE	2

Key Stage 5 (Sixth Form):

The Key Stage 5 curriculum offers a breadth of provision to ensure that we can meet the needs of all our learners and we have courses catering for learners of all abilities. The Haileybury Turnford Sixth Form offers clear progression pathways with opportunities for students to progress to university, high quality apprenticeships, employment and further training. We offer a 'foundation' course for those students who need longer to prepare for Level 3 study. We offer Level 3 applied courses (BTEC and Cambridge Nationals) and a full range of A levels. All students who have not passed their English or Mathematics GCSE are provided with re-sit lessons to ensure they attain a passing grade. Currently the subjects offered are:

- English Literature
- Mathematics
- Further Mathematics
- Biology
- Physics
- Chemistry

- BTEC Science
- History
- Geography
- Psychology
- Sociology
- Business
- Economics
- Accounting
- Health and Social Care
- PE
- Art
- Drama
- Dance
- Photography
- Design & Technology
- ICT

KS5 Curriculum Model:

Year	Hours per block *	Directed study per block
12	8	1
13	9	1

*contact time has increased for 2020-21 in Year 13 to support catch-up and recovery following school closure due to COVID-19

Inclusion:

HT teachers set high expectations for all students and use appropriate assessment and ambitious targets for all groups including High Prior Attaining students, Low Prior Attaining students, students from disadvantaged backgrounds, students with SEN and students with English as an additional language. Teachers plan lessons so that all students can engage and succeed and they ensure that there are no barriers to every student achieving.

Curriculum Themes:

Running throughout our curriculum and wider curriculum opportunities are key themes:

1. Social, Moral, Spiritual and Cultural Education (more details in Appendix 2)
2. Relationships and Sex Education (see separate policy)
3. British Values (more details in Appendix 2)
4. Diversity and equality
5. Reading for Pleasure
6. Careers Guidance
7. Religious Education
8. Online Safety
9. Safeguarding
10. Collective Worship (more details in Appendix 1)

More detail can be found about each of these on our school website.

Assessment:

Students are assessed in a variety of ways. Please see the Assessment, Recording and Reporting document for more detail.

Teaching:

All lessons are delivered using the Haileybury Turnford prescriptive slides and must include a silent starter, lesson objectives and key terminology. In addition, each lesson will have an explanation, a chance for students to check progress and an end and send task. In addition, some lessons will include an 'Everybody Reads' slide to help promote reading.

At Haileybury Turnford, our teaching is focused on six key principles: Knowledge acquisition, teacher explanation, modelling, questioning, practice and feedback. More information and detail can be found in the Haileybury Turnford Teaching and Learning Guidance.

Impact of COVID-19 on Curriculum Planning: Statement, June 2020

Blended Learning – as at June 2020

In the light of the global pandemic, the implementation of the curriculum has been broadened to become a much more blended curriculum. Currently at Key Stage 4 and Key Stage 5 students are being taught face-to-face, through a live virtual classroom (via Microsoft Teams), through online learning and through self-managed independent study. This blended curriculum will continue to develop across this term and into next term and will be broadened to include Key Stage 3 students as well. This new way of working has meant greater reliance on IT and it is paramount that as a school we ensure all students, especially the disadvantaged, have access to technology and data. This will mean a change in Pupil Premium spending priorities and a redirection of these funds.

Recovery Curriculum – plans for September 2020

We are also aware that the pandemic has left many students with significant deficits in knowledge, skills development, social and emotional development and has had an impact on wellbeing. As a school, Haileybury Turnford has ensured that students have had strong academic and pastoral support whilst in lockdown from 23rd March 2020. With the reopening of schools, we are continuing and extending this work and we recognise the importance of developing a broad and robust recovery curriculum to support our school community. We await further government guidance about the wider reopening in September however we know that our priorities will be to:

- Re-establish and rebuild a sense of community within and beyond school
- Engage with students and parents, especially those who are hardest to reach
- Determine robust baseline data through a range of assessment practices to enable targeted and effective targeting of support
- Develop Summer School provision for disadvantaged and the most vulnerable students
- Create a bespoke pastoral support programme for each year group to support well-being and strengthen mental and physical health
- Create programmes to ensure students are prepared for the new 'blended learning' approach, including self-regulation and metacognition strategies
- Create catch-up and intervention programmes for all year groups to address knowledge and skills deficits
- Manage anxiety and uncertainty about exams and coursework at Key Stage 4 and Key Stage 5
- Adapt careers support and guidance for a more uncertain future and to ensure no students become NEET
- Create intensive support for disadvantaged students pastorally and academically

Monitoring and Review

The school, via the Governors' Education Committee, monitors the appropriateness of the curriculum, measuring its impact by taking into account levels of achievement and engagement, and the quality of education it provides to all students. We regularly audit curriculum provision seeking the views of all stakeholders, including students, parents, staff and governors.

All departments and faculties will review regularly as part of their self-evaluation processes, the successful implementation of their curriculum using the Ofsted evaluation framework supplemented by internal and external reviews.

Additional note: Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.