



HAYDON SCHOOL

Curriculum Policy

Mission Statement

Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.

Contents

- **Legislation and Guidance**
- **Roles and Responsibilities**
- **Curriculum overview and vision**
- **Organisation and Planning**
- **Inclusion**
- **Monitoring arrangements**
- **Links with other policies**

1. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

2. Roles and responsibilities

2.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- o A robust framework is in place for setting curriculum priorities and aspirational targets
- o The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for students to cover the requirements of the funding agreement
- o Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- o All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- o The school implements the relevant statutory assessment arrangements
- o It participates actively in decision-making about the breadth and balance of the curriculum
- o Students are provided with independent, impartial careers guidance, and that this is appropriately resourced in line with the Gatsby framework.

2.2 Head teacher and Senior Leadership team.

The head teacher and senior leadership team is responsible for ensuring that this policy is adhered to, and that:

- o All required 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

- o The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- o They manage requests to withdraw children from curriculum subjects, where appropriate
- o The school's procedures for assessment meet all legal requirements
- o The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- o The governing board is advised on whole-school targets in order to make informed decisions
- o Proper provision is in place for students with different abilities and needs, including children with SEN

2.3 Other staff

Other staff, leading the curriculum (Curriculum Leaders, Key Stages Leaders) will ensure that the school curriculum is implemented in accordance with this policy and that the curriculum is planned in line with the school curriculum vision.

3. Curriculum overview and vision

Haydon School's ethos and core values embedded in our vision statement of Achieving Individual Excellence in a Caring Community together drive our intent and vision for curriculum provision and delivery. Specifically for our students this means striving to achieve excellence in all areas, displaying respect for others and building successful relationships, displaying perseverance to achieve their goals, developing an understanding of being part of a community at all levels and displaying kindness through consideration for others.

We have a broad and inclusive curriculum which aspires to respond to the local and national agenda both intelligently and creatively in order to ensure all our students receive a high quality learning experience at all times. Our curriculum celebrates the diversity of our school community and ensures all our groups of young people "see themselves in the curriculum" and are represented appropriately. In confirming our commitment to the broad and balanced principles of our curriculum we celebrate our expertise in the Arts, Humanities and Applied Learning to drive excellence and innovation.

3.1 Curriculum Intent

Our curriculum intends to:

- o Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- o Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

- o Support students' spiritual, moral, social and cultural development
- o Support students' physical development and responsibility for their own health, and enable them to be active
- o Promote a positive attitude towards learning
- o Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
- o Have a high academic/applied/technical ambition for all students
- o Equip students with the knowledge and cultural capital they need to succeed in life
- o Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- o Provide a broad curriculum at all Key stages prioritising a strong academic core of subjects, such as those offered in the EBacc
- o Develop students' independent learning skills and resilience, to equip them for further/higher education and employment

4.Organisation and planning

4.1 Haydon School is committed to ensuring that all students are receiving the very best curriculum on offer. Our vision is that:

- o The curriculum is mapped out to ensure the most logical and effective pathways for progression throughout the Key Stages.
- o Schemes of work are clear and accessible to students/parents.
- o The curriculum is designed to support ALL learners.
- o Staff are experts in the subjects they deliver.
- o All staff have high expectations of all students.

4.2 Curriculum Maps

Each Faculty will develop Curriculum Maps for the different subjects and Key Stages they lead. Curriculum Maps will contain:

- o Knowledge, the 'what' of each subject. Acquiring powerful knowledge is an end in itself and we want to ensure that there is a coherent sequence through the subject and that knowledge can be remembered, not merely encountered. It is key that knowledge at each stage is a foundation for the next, your plan should reflect this.
- o Skills: the 'how' of each subject, the application of that knowledge in making sense of the world. How each student can be successful in that subject?
- o Key Questions: each unit will pose some fundamental questions that excite curiosity and resonate beyond the immediate lesson content. To expand horizons and stretch the most able you should think beyond the formal curriculum.
- o Assessment: How teachers will judge if the knowledge and skills have been learned, be specific.

- o Literacy / Numeracy / Cultural /Futures / Character development: How this unit supports students to build cross-curricular skills and also to be reflective thinkers, appreciating values, morals and ethics, futures. Links are also made to the Haydon values.

4.3 Schemes of work

Each Curriculum area uses schemes to support the delivery of the curriculum. These will be made available to staff involved in delivery online through the Google for Learning suite. A good scheme of work should include:

- o Date or lesson number, to delineate each interval.
- o Topic (i.e. the overall subject matter of a specific unit)
- o Lesson content” - a brief overview of the lesson planned, which can be broken down into subtopics.
- o Specific objectives
- o Learning Activities
- o Resources - Links, page numbers, etc.. should be included
- o Assessment - formal and informal / formative and summative
- o Home learning activities
- o Where relevant reference to the Haydon values (Excellence, Respect, Perseverance, Community, Kindness)
- o Futures signposting

4.4 Spiritual, Moral, Social and Cultural curriculum (SMSC)

SMSC is promoted across all aspects of school life. Our full [SMSC policy](#) sets out our vision and practice in ensuring that all students have the opportunity to develop students non-academically, such as understanding and appreciation of different cultures or dealing with moral conundrums, an appreciation of the arts in all their forms and practise the skills and attitudes required for them to participate fully in a democratic society.

We consider it critical that equal opportunities and fundamental British Values are promoted and realised at all levels of curriculum provision and that this is integral to our practice. Whilst we provide extensive individual and small group withdrawal support where necessary our curriculum is one which celebrates inclusion and the rich and diverse backgrounds of all our community at all times and we firmly believe that our diversity as a school ultimately enriches and enhances our curriculum for the benefit of all.

4.5 Learning outside the classroom

We believe passionately in meeting the needs of the whole student as a result the school curriculum is not narrowly constrained within formal lessons but extends to a vast array of extra-curricular and Learning Outside the Classroom (LOtC) opportunities that enrich the learning experience, develop students'

cultural capital and also broaden and enrich their curricular experiences without the pressure of exam entry.

All students have access to and are actively encouraged to take part in an extensive programme during lunchtime after school or at weekends, which seeks to extend their learning and widen their life experiences. We seek to use active partnerships to support learning wherever possible and encourage students to interact with speakers and visiting groups/industries/organisations to enhance their communication skills and learning capacity. The school uses its Pupil Premium and other avenues of funding to ensure that all groups within the school are able to access these activities.

Work Related learning is any planned activity that uses the context of work to develop knowledge, skills and understanding useful in work. Work related learning activities are embedded in the curriculum and the school seeks to develop the employability skills of young people, provide them with the opportunity to 'learn by doing', raise standards of achievement and encourage positive attitudes to lifelong learning. Opportunities are provided both within our various curriculum areas and as planned activities within our LOfC programme. All students have the opportunity to take part in a formal work experience in Year 9, 10 and 12 despite not being statutory as we believe it remains a vital and enriching experience. Our Careers Policy sets out in detail how we adhere to the national Gatsby benchmarks.

Students and staff will continue to develop new approaches to learning and teaching writing the curriculum. We develop our students' ability to learn independently using technology in the most effective way based on the latest research. The school's curriculum is fully accessible online through the use of Google for Education enabling students to take ownership and independence of their learning. In September 2022 we issued y 7 and y 12 students with Chromebooks to enhance curriculum delivery in the classroom with the aim of the whole school using Chromebooks in lessons by 2026. Technology is used to enhance the partnership with parents and carers to support their child's development further.

4.6 KS3 (Years 7, 8 and 9)

In Years 7 and 8, students follow the National Curriculum subjects as set out in detail in our Subject Maps available on the school website which follow a common framework and are reviewed annually. All subjects are sequenced to develop mastery in the subject following either enquiry or thematic based learning. The knowledge, skills and wider cultural capital required for students to develop a deep understanding of each subject is a focus in each curriculum area. The curriculum aims to provide an excellent grounding in the core subjects

(Mathematics; Science; Computer Science; English; Religious Education; Personal, Citizenship, Social and Health Education (PCSHE) and Physical Education) as well as Art; Drama; Music; Food Technology; Resistant Materials; Textiles; History; Geography Modern Foreign Languages (Spanish or Italian)

In year 9 students continue to study subjects all undertaken at KS3 alongside a wider curriculum offer which includes Sociology, Business Studies, Children's Development, Sports Science and Media Studies. This board and knowledge rich curriculum provides an excellent platform for an informed transition into Key Stage 4.

4.7 Curriculum Allocation at KS3

Curriculum area	Number of hours over two week timetable		
	Year 7	Year 8	Year 9
Art	3	3	2
Computing	2	2	2
Drama	2	3	As part of Perf. Arts Carousel
English	7	6	7
Games	4	4	3
Geography	3	3	3
History	3	3	3
Mathematics	6	7	7
Modern Foreign Language (Spanish or Italian)	4	4	3
Music	3	2	As part of Perf. Arts Carousel

PSHCE (<i>Personal, Social, Health, Citizenship education</i>)	1	1	1
REP (<i>Religion, Ethics and Philosophy</i>)	2	2	3
Science	6	6	6
Technology Carousel (<i>Food Technology, Resistant Materials, Construction, and Textiles</i>)	4	4	4
Performing Arts Carousel (<i>Media Studies, Music, Drama</i>)	-	-	3
Social Science Carousel (<i>Sociology, Business Studies, Children's Development, Sports Science</i>)	-	-	3

4.8 KS4 (Year 10, 11)

In Years 9, 10 and 11 students continue following the National Curriculum Subjects in English; Math's; Science; Physical Education; Religious Education and Personal, Citizenship, Social and Health Education (PCSHE). We, begin our KS4 guidance process in Year 9 where all students are introduced to our wide range of specialist KS4 vocational, technical and academic subjects. At KS4 the vast majority of students follow 10 separate qualifications.

Whilst the government would like every child to study for the EBacc at Haydon School we want to give students the widest curriculum possible to suit their individual needs, as a result studying EBacc subjects is not compulsory. Our year 9 is seen as a fundamental preparation year for students, widening the curriculum whilst consolidating the skills and content covered in Years 7 and 8. All KS4 programs are accredited at the end of Year 11 following a coherent five or two year program of study.

4.9 Curriculum Allocation at KS4

Curriculum Area	Number of hours over the two week timetable	
	Year 10	Year 11
Option subjects	10	10
Mathematics	7	8
English Literature / Language	8	8
PSCHE	1.5	1.5
Combined Science	10	10
Trilogy Science (Physics, Chemistry, Biology)	15	15
REP (Religion, Philosophy and Ethics)	1	1
Games	3	2

4.10 KS5 (Year 12, 13)

At Post 16, we offer an extensive range (36) of programmes comprising A /AS Levels and Applied, level 3 courses which stretch students and offer opportunities to move onto the next stage of education or employment. Students can complete individualised packages, which could equate to 3 or 4 A-levels/ Applied qualifications and can also be supplemented with extra courses such as the extended project. In addition to their academic studies, students all benefit from a comprehensive PSHE programme. [For further information about our Sixth Form, please click here.](#)

Curriculum Area	Number of hours over the two week timetable	
	Year 12	Year 13
A level options	10	10
A level Film options	2	3
AS Level Options	6	6
PCSHE	1.5	1.5
Study Skills	5	5

5. Inclusion

Teachers set high expectations for all students. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- o More able students
- o Students with low prior attainment
- o Students from disadvantaged backgrounds
- o Students with SEN
- o Students with English as an additional language (EAL)

Teachers plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our [SEN policy](#) and information report.

Disadvantaged students who are identified as Pupil Premium experience an enhanced curriculum offer through a specialised program to develop their wider cultural capital and core skills.

6. Monitoring arrangements

6.1 Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- o School visits
- o Meetings with students
- o Meeting with staff and the Senior Leadership Team
- o Reviewing policies.

6.2 Curriculum Leaders and Key Stage Leaders monitor the quality of the curriculum and its delivery throughout the school by following the schools agreed Quality of Education cycle. This involves:

- o Work scrutiny
- o Learning Walks
- o Common planning and meetings.
- o Undertaking student voice activities.
- o Analysis of progress data.
- o Attending quality of Education meetings each half term with members of the Senior Leadership team.

6.3 Curriculum Leaders and Key Stage Leaders also have responsibility for monitoring the way in which resources are stored and managed.

6.4 This policy will be reviewed annually by Senior Leader overseeing the schools curriculum strategy. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- o Assessment policy
- o Non-examination assessment policy
- o SEND policy and information report
- o Accessibility Plan
- o Equality information and objectives
- o SMSC Policy
- o RSE and Health Education Policy
- o Catch up Strategy Statement and Pupil Premium plan

Document History

Date	Status	Comments
06.10.08	Draft	Issued to Governors to review prior to the Student Committee Meeting.
06.10.08	Approved	
17.03.09		Issued to Full Governing Body Meeting
18.05.09	Accepted	At Full Governing Body Meeting
June 2011	Update	To Student Committee 16.06.11 – Accepted
July 2011	Update	To Full Governing Body for Approval 05.07.11 – Accepted
September 2012	Update	To Student Committee 08.10.12 Approved. To FGB 26.11.12 Accepted
September 2014	Update	Minor updates – To Student committee 08.10.14 – Approved. To FGB for information only
April 2018	Updated	To Student Committee 22.05.18. Approved. To FGB for information only 05.07.18
June 2022	Updated	Renewal of document- re written. To Student Committee 28.06.22. To FGB 20.07.22 Approved.
Next Review Date: June 2023		