



HUNGERHILL SCHOOL

CURRICULUM AND TARGET SETTING POLICY

CURRICULUM

Ethos and Vision

At Hungerhill School we believe that every student has the right to an outstanding education. We expect all our teachers to strive to deliver outstanding learning opportunities and that every student will have a personalised curriculum based on prior attainment data, student aspiration and challenging targets.

Key Aims of the Curriculum

The purpose of the curriculum is to help students to:

- Develop awareness of their abilities and in doing so, develop their maximum potential.
- Develop lively, imaginative and enquiring minds.
- Acquire knowledge and skills relevant to adult life.
- Gain relevant, high level qualifications which lay the future foundations for further study, be it A' level, level 3 courses or apprenticeships.

The Main Principles of the Curriculum

The curriculum should help students:

- Develop sound numeracy, literacy and ICT skills.
- Develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- Gain an understanding of the world in which they live and be prepared to contribute to their community.
- Appreciate human achievements and aspirations.
- Take their place in society as informed, confident and responsible citizens.

Curriculum Outcomes

The curriculum should:

- Provide breadth, balance, relevance, differentiation and progression.
- Promote knowledge and understanding; mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes.
- Provide appropriate tasks and teaching techniques to support high expectations and appropriate challenge.

- Be inclusive and increasingly diverse and flexible, facilitating personalised learning while recognising the national agenda.
- Provide work related learning at KS4.
- Provide parents with curriculum information relevant to their child.
- Build on the strengths and challenges of the KS2 Curriculum.

Student Outcomes

The curriculum should:

- Deliver the current and future statutory requirements.
- Be broad, balanced, relevant and differentiated to meet the needs of the full range of abilities within the school.
- Enable students to fulfil their potential.
- Prepare students to make informed and appropriate choices post-16.
- Ensure continuity and progression within the school and between phases of education.
- Foster a variety of teaching styles which will offer and encourage a wide range of relevant learning opportunities.
- Help students acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world.
- Help students to develop their skills in reading, language and number. Students are encouraged to use standard English.
- Enable students to develop detailed, verbal explanations and evaluations in a range of subjects.
- Help students develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life.

Key Stages 3 and 4

Key Stage 3 builds on the achievements of 11-year-olds at Key Stage 2. The curriculum in years 7 and 8 is focussed on developing the skills and knowledge needed for success at GCSE and other examination courses. The curriculum is delivered so it ensures that any legacy of previous under-achievement in literacy and numeracy is addressed. Lower attaining students are set suitable learning challenges and are supported by interventions such as Accelerated Reader, Lexia, reciprocal reading, catch-up classes and 1-1 sessions in English and maths.

During Year 8 students make subject choices for their KS4 learning. These are based on pathways which best support their learning needs. Our Key Stage 4 is based on a three year curriculum model with a foundation year in Year 9, followed by a two year examination course.

As part of our ambition to extend the range of learning opportunities, the curriculum includes a weekly enrichment period to support the development of students' wider interests and abilities.

Our disadvantaged (Pupil Premium) students are profiled in depth to identify the key barriers to learning. Personalised interventions are delivered by a range of staff to ensure that students achieve their potential.

Key Stage 3 and Key Stage 4 – Curriculum Time Allocations

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	8	8	9	9	9
Maths	8	8	8	8	9
Science	8	8	12	12	12
PHSE	2	2	2	2	1
Ethics/RE	2	2	1	1	1
PE	4	4	4	4	4
Enrichment	2	2	2	2	
ICT/Learning to Learn	2	2	2	2	4
Options			20	20	20
Art	3	2			
Design and Technology	5	6			
Geography	3	3			
History	3	3			
Music	2	2			
MFL	6	6			
Drama	2	2			

Key Stage 4 – Option Pathways

Green Pathway	Periods	Basket	Purple Pathway	Periods	Basket	Red Pathway	Periods	Basket	Blue Pathway	Periods	Basket
English Language	9	1	English Language	9	1	English Language	9	1	English Language	9	1
English Literature		3	English Literature		3	English Literature		3	English Literature		3
Maths	8	1	Maths	8	1	Maths	8	1	Maths	8	1
Combined Science	12	2 2	Combined Science	12	2 2	Combined Science	12	2 2	Combined Science	12	2 2
ICT: ECDL	2	3	ICT: CIDA	2	3	Learning to Learn	2	0	Learning to Learn	2	0
PSHE	2	0	PSHE	2	0	PSHE	2	0	PSHE	2	0
Ethics and Philosophy	1	0	Ethics and Philosophy	1	0	Ethics and Philosophy	1	0	Ethics and Philosophy	1	0
PE	4	0	PE	4	0	PE	4	0	PE	4	0
Enrichment	2	0	Enrichment	2	0	Enrichment	2	0	Enrichment	2	0
Option 1: BTEC WorkSkills including study support	5	0 Supports 1 and 2	Option 1: History or Geography or French	5	2	Option 1: History or Geography	5	2/3	Option 1: Triple Science	5	2/3
Option 2: Additional English support / Feedback 50	5	0 Supports 1, 2 & 3	Option 2: CIDA	5	3	Option 2: French or Spanish	5	2/3	Option 2: Geography or History	5	2/3
Option 3: Progress 8 nurture (History, Geography, French)	5	2	Option 3: Free Choice	5	2/3	Option 3: Free Choice	5	3	Option 3: French or Spanish	5	2/3
Option 4: Free Choice	5	3	Option 4: Free Choice	5	2/3	Option 4: Free Choice	5	3	Option 4: Free Choice	5	2/3

Each subject teacher will deliver the curriculum as determined by departmental schemes of learning and programmes of study. They will be responsible for planning lessons which secure outstanding progress for students of all abilities.

The Role of the Head of Department

Heads of Department provide leadership of their subject and are responsible for ensuring quality teaching and learning in their curriculum areas along with its organisation, assessment and breadth of study across the school.

They are also responsible for ensuring there is access to and availability of high quality resources, including the maintenance and efficiency of any digital platforms. Each Head of Department creates a yearly development plan linked to the school's objectives and includes impact measurements for the academic year.

The Role of the Assistant Headteacher – Director for Curriculum, Assessment, Reporting and Data

The Assistant Headteacher Curriculum, Assessment, Reporting and Data will monitor the curriculum for legal compliance. He/she will also review and monitor the curriculum to ensure that students are on appropriate courses suited to their needs. He/she will direct the work of Heads of Department and Achievement Leaders to ensure that data is used effectively to monitor achievement.

The Role of the Headteacher

The Headteacher is responsible for overseeing and managing the school curriculum, ensuring that it is fit for purpose and delivers outstanding learning.

The Role of the Governors

The Governing Body will monitor and review the curriculum offer through the Teaching, Learning and Curriculum Committee. The Full Board will ratify any proposed changes to the curriculum.

Monitoring of the Curriculum Policy

The curriculum policy will be reviewed yearly by Subject Leaders and the Senior Leadership Team. The curriculum will be monitored regularly by Heads of Department and the Assistant Headteacher Curriculum, Assessment, Reporting and Data.

TARGET SETTING

Aims and Rationale

The aim of setting targets is to support our students to understand their own development and progress by encouraging them to set the highest of standards for their achievement. We use target data intelligently to ensure that all students make outstanding progress and maximise their potential. Although targets can be used widely to improve individual or group progress in a variety of school activities, this part of the policy is intended to set out the way forward in terms of examinations and assessment.

Target Setting

Target setting allows the school and its Governors to ask key questions about the effectiveness of teaching and learning. These are:

- How well do our students achieve?
- How good is the progress made by students in each key stage?
- How do we compare with similar schools?
- What should we do to achieve more?
- What must we do to make it happen?

Target setting is a significant strategy in our school for improving achievement. For this reason, we use a “bottom up” approach where teachers are encouraged to set aspirational progress and attitude to learning targets. The targets are challenging and take into account each student’s starting point.

Individual Student Targets

We use students’ KS2 baseline data based on formal assessments (SATs) at the end of primary school to support the target setting process. This information is used in conjunction with FFT ASPIRE to set highly aspirational student targets against the top 5% of similar schools.

Key Stage 3 targets will be linked to a student’s ability profile and the school’s Assessment Framework. Students will be monitored against a GCSE grade depending on their ability profile. Teachers will assess students using one of the following descriptions as the “best fit” for student performance.

GCSE grade band		Learning Descriptor
7-9	Advanced learner	Mastered on most assessments
5-6	Higher learner	Embedded on most assessments
3-4	Intermediate learner	Secure on most assessments
1-2	Foundation learner	Developing on most assessments

Students are assessed using a range of formative and summative assessment with regular moderation taking place across departments to ensure consistency of marking and grading.

When a student enters Key Stage 4 will they be given an individual GCSE target grade rather than a banded target grade for each subject.

Teacher targets are not predicted or estimated grades; they are aspirational goals set to inspire students to maximise their potential. For the purpose of Appraisal, teachers will not be judged

against these targets, but against FFT top 20% (2017 onwards). The school currently sits with the top 25% of similar schools.

As well as graded targets, students are also regularly set subject specific improvement targets based on the school's assessment policy and the STARS system (see Assessment Policy).

ROLES AND RESPONSIBILITIES

The Role of the Subject Teacher in Target Setting

Subject teachers will use prior and current attainment data accurately in conjunction with FFT ASPIRE to set aspirational targets for all students in their classes.

The Role of the Head of Department in Target Setting

Each HOD will work with subject teachers to ensure that targets set across the whole subject at least match those of FFT top 5% at the thresholds required (APS, A*/A or 7+, A*-C or 5+).

The Role of Achievement Leaders in Target Setting

Achievement Leaders will monitor closely progress against targets across the whole-school curriculum. They will support Heads of Department and classroom teachers with appropriate interventions to secure outstanding learning.

The Role of the Assistant Headteacher for Data and Assessment in Target Setting

The Assistant Headteacher for data and assessment will provide a range of information for the Headteacher and Governing Body to set aspirational targets for each cohort of students.

The Assistant Headteacher for data and assessment will also further quality assure the departmental and whole school targets.

The Role of the SLT in Target Setting

All members of the SLT will support Heads of Department by quality assuring subject targets and monitor progress against them.

The Role of the Headteacher in Target Setting

The Headteacher is responsible for overseeing and managing the school target setting process. They will also ensure the Governing Body receives information each term to enable it to make informed decisions when agreeing targets and monitoring and evaluating progress.

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