

# Curriculum Statement 2019-2020

## INTENT

Our curriculum aims to reflect our core values and develop young people who:

- are ambitious, strive for excellence and maximise their potential
- are respectful, resilient and honest citizens
- are confident and care about others
- feel supported and included
- secure positive destinations beyond school

Hungerhill School offers a broad, balanced, and vibrant curriculum that aims to fully develop our students as honest, caring citizens who strive for excellence. A personalised curriculum offer, in conjunction with outstanding teaching and learning, impacts positively on learning and progress. Consequently, all students can respond positively to the opportunities and challenges of a rapidly changing world.

We believe that education should be a positive experience for all our students so that they can achieve and be successful through dedication and hard work. We aim to create a love of learning and thirst for knowledge through delivering an engaging curriculum which is implemented effectively. Our dedicated and committed teachers always respond to the latest developments in education and are focused on providing the best experiences for our students. Student wellbeing and personal development are key focus areas of the curriculum which help students to develop the skills needed to be successful. Student progress is monitored closely. Consequently, support and intervention strategies are used effectively to secure rapid and sustained progress for students of all abilities.

### ***Provision:***

Our provision delivers a range of experiences, both in and out of the classroom, to enrich and extend student learning.

Home learning is a key combination of this provision. Through developing activities based around our three core principles, preparation, consolidation and development, students practise retrieval and complete high standards of target work.

### ***Organisation:***

- From September 2019, students will be taught in blocks of 60 minute lessons each day.
- At KS3, students cover all the National Curriculum subjects and at KS4 students are offered a broad choice of GCSE and, or vocational qualifications.
- Students sit a two year KS3 curriculum and a three year KS4 curriculum. Consequently, students have more time at KS4 for depth, consolidation and enrichment to help them to prepare for linear exams.
- In year 7, students are taught in mixed ability groups in all subjects, except in English and maths. As students progress through KS3 they begin to be taught in ability groups in science and MFL.

## **Key Features of the Hungerhill School Curriculum:**

### **Personal development**

All students have an enriching curriculum. This consists of:

- Lessons with rich tasks which encourage students to develop their skills while embedding the school's core values, SMSC, British values, equality and diversity and careers links

- A series of ‘Personal Development’– days where the normal timetable is suspended to enable us to focus on the wellbeing and personal development of students. This includes:
  - Enrichment
  - Careers guidance
  - Healthy living
  - Citizenship
  - Equality & diversity
- A diverse range of visits and residential trips which are available to all year groups
- A rich extracurricular programme which encourages students to be creative, healthy and resilient.
- A robust assembly and tutor programme.

#### **KS4 options curriculum**

- The school offers a personalised options curriculum for students with strong core provision which includes English Literature, English Language, mathematics, science, core PE, PSHE and RE.
- All students have the option to follow an EBacc route if they choose to do so, meaning that we promote an ambitious curriculum that provides all students with the best possible life chances. The EBacc route is mandatory for our most able. Identified SEND students, who do not wish to pursue an EBacc route, have the option of a personalised route that will support their individual needs.

#### **Alternative provision**

- Our Inclusion Manager leads our Alternative Provision which consists of personalised programmes from a range of external providers.
- One-to-one sessions and small group sessions are targeted at students requiring extra support or bespoke support with a range of behaviour, social and emotional issues.
- Bespoke interventions and catch-up classes are delivered to students who come into year 7 below age related expectations in English and mathematics.

#### **Wider skills**

- Learners develop communication, problem solving, team work and independent learning skills, increasing their employability. These attributes are assessed and reported on by subject teachers as part of their record of achievement.
- Learners achieve high levels of punctuality, attendance and conduct through a strong tutor programme, enrichment activities and work experience.

#### **Careers**

Although work experience is not statutory at Key Stage 4, Hungerhill School continues to provide work related learning experiences in year 10.

The careers leader is responsible for the school’s robust career programme which meets the expectations set out in the Gatsby benchmarks. Destinations of young people are monitored carefully and reported regularly to governors.

#### **Assembly Programme and Form Tutor Programme**

A co-ordinated programme allows students to access wider curriculum areas which can include celebrating National Weeks – e.g. Autism; Black History, National Science Week; special events such as World Book Day, Poetry day, World Languages day, Christmas, Remembrance Day, charity events and the Olympics. Students will learn about

personal safety such as first aid, road, fire and water hazards and e-safety.

### **Lunch time and After School Enrichment Clubs**

Hungerhill School is proud to be able to offer a wide and varied selection of enrichment opportunities for our students. These include:

Musical Theatre, Backstage at the Theatre, Choir, Music Technology, Drama, Steel Pans, Keyboard Club  
Music Appreciation & Open Mic, History Film Club, Science Club, Story tellers, Hooked on Books, Freedom of Speech, Chess Club, Yoga, Computing, Media Club, Comic Club, Art Club, Mindfulness, School Newsletter, STEM Club, Horrible Histories Club.

### **Interform Competition**

Year 7 and 8 experience regular interform competitions including a weekly general knowledge quiz, sporting competitions such as mixed rounders, dodgeball, netball and football, Spelling Bee.

### **Student Leadership**

Hungerhill provides extensive opportunities for meaningful student leadership across all year groups including:

Teaching and Learning Ambassadors, Student Receptionists, Student Council, Sports Leaders, Art Ambassadors, Reading Buddies , Greenaway Buddies, Peer Mentors , Student Leaders.

## **IMPLEMENTATION**

**Students should be taught and guided how to learn and how to reflect and improve on their learning through teachers providing:**

- Clear structured lessons which promote independent learning through a range of strategies and styles with clear success criteria
- Differentiation in the curriculum by: task, pace, outcome, time, teacher/adult support and will make it clear in the planning, how different groups are catered for through differentiation, for example by indicating, SEN, EAL, HA, MA, LA, PP using the planning proforma.
- Lessons and SoL should include:
  - modelling, active learning, active listening, questioning, scaffolding, dual coding, metacognition, thinking time
  - depth and mastery, stretch and challenge e.g. by having deep processing activities with cognitive demand which include summarising key points, distilling large amounts of information into mind maps, answering questions, asking questions, finding similarities and differences, developing explanation, extended writing opportunities
  - deliberate practise including worked examples, WAGOLs and model answers
  - the use of regular written and verbal feedback to target improvement
  - effective AFL to check progress at regular intervals allowing the teacher to intervene and ensure any lack of progress/ misconceptions are identified immediately and addressed quickly
  - the use of texts to improve and develop reading skills and the development of language through the opportunities of oracy, guided reading and reading for comprehension (reciprocal reading) and developing vocabulary
  - memorisation techniques for a knowledge-based curriculum including low stakes quizzing, recycling and retrieval
  - SoL that show clear subject progression to include spacing and interleaving as appropriate

## **IMPACT**

**Hungerhill will use the following as evidence of impact from:**

- Attainment and Progress data including assessments (external and internal)
- Reading Data
- Destinations post 16

**Success Criteria will include whether:**

- Students have developed detailed knowledge and skills across the curriculum and, as a result, achieve well relative to starting points. Where relevant, this will be reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Students will be able to read widely and often, with fluency and comprehension.
- Students will be ready for their next stage of education, employment or training. Where relevant, they will gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.

