

Hungerhill School: Curriculum Policy



| Responsible Committee/Individual | Headteacher |
|----------------------------------|--|
| Author | Senior Assistant Headteacher, Quality of Education |
| Target Audience | All Stakeholders |
| Date Policy Agreed | Summer 2024 |
| Review Date | Summer 2025 |



1. Curriculum Intent

At Hungerhill we want to prepare our students academically, socially and personally for the opportunities, challenges and responsibilities of life in the 21st Century. We want to develop responsible citizens, who know how to keep themselves safe, and provide every student with the opportunity to achieve their very best. To enable this, the Hungerhill curriculum is designed to be ambitious, progressive and knowledge-rich with a focus on conceptual learning. The curriculum is equitable for all, and this allows students to develop a deep understanding of ideas beyond raw facts and methods and apply their knowledge in a range of situations and contexts. Knowledge is taught to be remembered and not just encountered. Additionally, students have access to a broad personal development programme consisting of enrichment activities, extra-curricular clubs, charity events and leadership experiences.

Our curriculum will:

Develop the character of all students

- An appropriate, aspirational pathway is available for all students as they are challenged to achieve their very best in all subjects, striving for excellence.
- Students are encouraged to show resilience as they engage in the healthy struggle of their learning.
- Students are taught the values of respect, honesty and the importance of being caring and considerate of others, valuing the role that they, and others, play within society. Student wellbeing is paramount.

Ensure all students are literate and numerate

- Any good curriculum has reading at its heart. A love of reading is promoted throughout the curriculum and where students are reading below their chronological age, they are supported to catch-up with their peers.
- Students will be confident and competent with English and Maths, allowing, skills and understanding to be transferred between subjects.
- All subjects will contribute to the development of English and Maths knowledge understanding and skills.

Build knowledge and aspirations of all students

- The English Baccalaureate (EBACC) provides the strong, academic core of our curriculum throughout Key Stage 3 with the majority of students following an EBACC pathway throughout Key Stage 4.
- Learning episodes are coherently planned and sequenced to connect learning and develop understanding. Students are provided with the opportunity to master skills, deepen understanding and succeed.
- Students learn and develop new skills and knowledge that builds on prior learning. Retrieval practice and recall activities are prominent within our curriculum, with frequent opportunities to review learning, through formative and summative assessment, and embed understanding.

Ensure all students have the secure foundations to progress into further education and employment

- The curriculum builds on learning from Key Stage 2 and subsequently prepares students for Key Stage 5 and beyond.



- Through our innovative curriculum and links within our Trust, students enjoy the breadth of the National Curriculum, complimented by high-quality vocational and technical experiences.
- The eight Gatsby benchmarks provide the framework for our high-quality careers programme. This means that students can make well-informed choices about their future.

Develop cultural capital of all students

- Students develop a curiosity for learning as they become well-informed about the world around them.
- Students will be taught the essential knowledge that students need to be educated citizens, helping them to develop an appreciation of human creativity and achievement.
- Students will understand the importance of lifelong learning.

2. Curriculum Implementation

At Hungerhill we are focused on delivering a knowledge-rich curriculum, through high quality learning experiences that provide high levels of engagement and challenge for all our students. As reflective practitioners we strive to be expert teachers. We understand that this requires continual practice and an openness to feedback. The Principles of Excellence (based on Rosenshine's Principles of Instruction) and The Structures of Excellence, provide the framework for effective lesson delivery. All learning episodes must explicitly include all elements of the Teaching and Learning Framework with common structures, such as Do Now activities, being implemented in all lessons.

Our aim is to ensure that every student who leaves the school maximises their potential and has access to a broad, challenging and engaging learning experience. Hungerhill school believes that teachers are central to unlocking a child's potential and they have responsibility to plan lessons which:

- Foster a love of learning and develop students who are confident, disciplined and effective, lifelong learners
- Raise levels of aspiration for all students, enabling them to achieve their personal best
- Develop students who are highly skilled, work well with others and are fully prepared to move on to the next phase of their education
- Meet individual needs, develop confidence, independence and build resilience
- Provide a safe and happy learning environment
- Value and respect all cultures
- Provide an inclusive education for all students
- Provide consistency in the quality of teaching and learning across every year group and class

3. Curriculum Impact

The Hungerhill curriculum will:

- Meet the needs of students of all abilities
- Enable students to fulfil their potential
- Lead to qualifications that are of worth for employers and for entry to further education and beyond
- Fulfil statutory requirements



- Prepare students to make informed and appropriate choices at the end of KS4 and beyond
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- Use Collaborative Learning to support social development, helping students socialise with other students, including those from different religions, ethnic and social-economic backgrounds.
- Help students to use language and number effectively
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- Help students understand the world in which they live
- Develop spiritual, moral, social and cultural understanding which will clearly be embedded into Schemes of Learning

4. 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 that 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 annually
- 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 statutory targets is monitored
- It contributes to decision making about the curriculum

The Senior leader responsible for the Quality of Education will ensure that:

- There is an oversight of curriculum structure and delivery of both key stages
- 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 Key Stage 3 and 4 curriculum structures are reviewed regularly by the Senior Leadership Team
- Selected courses within subject areas are regularly reviewed to ensure they continue to meet the needs of our students and are fitting with the wider educational landscape
- Levels of attainment and rates of progression are discussed with staff on a regular basis and that actions are taken where necessary to improve these
- Detailed and up-to-date schemes of learning are in place for the delivery of courses
- Schemes of learning are monitored and reviewed on a regular basis



Curriculum Leaders (including where applicable Trust Directors) will ensure that:

- Long term planning is in place for all courses, are frequently updated and readily available to be viewed by all stakeholders
- Schemes of learning encourage progression at least in line with national standards
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place as a guide to 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 processes are effective with the timely use of Low, Medium and High Stakes assessments embedded into schemes of learning
- Student performance data is reviewed on a regular basis with the Senior Leadership Team, to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion to secure good or better progress for all students
- 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
- Centre assessed work will be completed in a timely manner and to a high standard, to ensure our students perform at least in line with national expectations. (See Non-Examination Assessment Policy)

Teaching staff and learning support staff will:

- Ensure that the 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 and produce high quality CPD, 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 stakeholders including employer partners to provide an appropriate range of curriculum opportunities

Students will:

- Be treated as partners in their learning, contributing to the review and evaluation of the curriculum
- Have their individual needs addressed, both within class 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 KS4 and to support the transition to post-16



Parents and carers will be:

- Consulted about their children's learning and in planning their future education
- 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
- Informed about the curriculum on offer and understand the rationale behind it

5. Monitoring and evaluation

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

- The standards reached in each subject compared with national and local benchmarks including performance against targets based on the students starting points.
- 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
- Details of student dis-applications from parts, or all of the curriculum and a justified rationale for such decisions.
- The governing body will review this policy at least once every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

6. Inclusion

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

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an Additional Language (EAL)

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

According to the Equality Act 2010, protected characteristics are aspects of a person's identity that make them who they are. Themes of discrimination and protecting personal characteristics will be identified and be challenged in PSHE lessons and will be supported by the assembly and form tutor programme, preparing students to be global citizens in modern Britain. We believe the protected characteristics that are of particular relevance include;

- Age
- Disability
- Race
- Religion



- Sexual Orientation
- Gender Reassignment
- Sex

In addition to the timetabled curriculum, all students have the opportunity to participate in enrichment and extra-curricular activities to broaden their experiences, knowledge and understanding of specific curriculum areas. Students will be able to attend following enrichment opportunities (please note this list is not exhaustive and is reviewed and updated half-termly- The enrichment timetable, is available to review on the school website).

A range of sporting activities
 Health and Wellbeing
 Learning Support
 Health Related Fitness
 Lego Club
 History
 Gardening
 STEM

Art and Design
 Music
 Drama
 Modern Foreign Languages
 Book Club
 Crafts
 Science
 Trips



Curriculum Model 2023-2024

KS3

| Subject | Periods per fortnight | |
|----------------------------|-----------------------|---------|
| | Year 7 | Year 8 |
| English (<i>Reading</i>) | 7 (+AR) | 7 (+AR) |
| Maths | 7 | 7 |
| Science | 6 | 6 |
| Art & Design | 2 | 2 |
| Citizenship | 2 | 2 |
| Core PE | 4 | 4 |
| DT - Technology | 2 | 2 |
| DT - Food | 2 | 2 |
| Geography | 4 | 4 |
| History | 4 | 4 |
| ICT | 2 | 2 |
| MFL (Spanish or French) | 5 | 5 |
| Music | 1 | 1 |
| Drama | 1 | 1 |
| Total | 50 | 50 |

RE and PHSE statutory content is covered through the Citizenship Programme and is complimented through; assembly, form time and a series of bespoke Curriculum Focus Days.



| Subject | Lessons per fortnight | | |
|--|-----------------------|-----------|-----------|
| | Year 9 | Year 10 | Year 11 |
| English | 8 | 8 | 8 |
| Maths | 8 | 8 | 8 |
| Science | 10 | 10 | 13 |
| Core PE | 4 | 4 | 4 |
| Hist/Geog Major | 6 | 4 | 5 |
| Hist/Geog Minor | 2 | - | - |
| Citizenship | 4 | 4 | - |
| Ebacc Option | 4 | 6 | 5 |
| Option 3 | 4 | 6 | 5 |
| Triple Science/Maths Intervention | - | - | 2 |
| <i>Triple Science *Taught through Period 6</i> | - | 2 | - |
| Total | 50 | 50 | 50 |

RE and PHSE statutory content is covered through the Citizenship Programme and is complimented through; assembly, form time and a series of bespoke Curriculum Focus Days.

Core offer- English Language
 English Literature
 Mathematics
 Science (minimum double award achieved through Combined Science qualification)
 Citizenship
 Core PE (non-accredited)

Mini-option completed at the end of Year 8 meaning Year 9 becomes a bridging year between the two key stages.

Mini option - Humanities – Students will opt to ‘major’ in one of either History or Geography. The expectations is that they will continue to study the ‘major’ subject to a GCSE standard.



Ebacc Pathway - Languages – The school remains committed to delivering an ambitious academic curriculum. Therefore, the majority of students will continue to study a Modern Foreign Language to a GCSE standard. Where this may not be the most appropriate pathway for an individual student, they will be provided the opportunity to study an alternative subject to GCSE (or equivalent) standard from year 9.

Additional - Option Choice 3 – (Other)

Additional qualification subjects offered:

| | | |
|--------------------|------------------------------|-----------------------------|
| Art & Design GCSE | Art & Design (Graphics) BTEC | Computer Science GCSE |
| Engineering OCR | Food and Nutrition GCSE | Health and Social Care BTEC |
| IMedia OCR | Music EDUCAS | Performing Arts EDUCAS |
| PE GCSE | Psychology GCSE | Sports Studies OCR |
| Sports Science OCR | | |

*Triple Science – additional option commencing in Y10 with additional hours delivered through Period 6 for Y10 and Y11

Statistics is delivered as an additional qualification throughout years 10/11 once a week.

The logo for Hungerhill School features the school's name in a large, elegant script font. 'Hungerhill' is written in blue, and 'School' is written in red below it. To the right of the text is a stylized 'HS' monogram in blue and red, surrounded by several small circles in shades of blue, red, and orange. A blue horizontal line with a red dot at its end is positioned below the word 'School'.