



Hazel Wood
High School

Respect Responsibility Aspiration

Curriculum Policy for HWHS

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Part of the

Oak



Learning Partnership

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Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies/guidance:

- Homework Policy
- Assessment Policy
- PSHE Policy
- Relationships and Health Education Policy
- SEND Policy
- Oak LP Teaching Framework

Our Curriculum Intent

Our intent is to provide a curriculum that upholds our core values of Respect, Responsibility and Aspiration. The Hazel Wood learning journey provides opportunities for our diverse and disadvantaged community to bridge gaps and build aspirations. It places our students on the right path to compete with their peers and fulfil their hopes of a successful and positive future. We intend to provide a curriculum that offers both breadth and depth at the right stages of learning and also maintains the integrity of individual subjects. Our learning journey is sequenced to build both knowledge and key skills. We are committed to at least following the National Curriculum, complimented at KS3 by a range of engaging subjects, which offer our students a variety of transferrable skills; and, at KS4, a choice of qualifications for our young people to study.

Our Curriculum places an emphasis on spoken language (how we communicate), reading and writing. We aim to offer our students a wide range of opportunities that allow them to develop discussion and oracy skills, their reading, writing and communication skills and, with the use of collaborative learning structures, their social skills.

Our learning journey places an emphasis on personal, social, health and citizenship education to build well developed, healthy and resilient young people. We aim to ensure our young people are work ready through Careers opportunities developed across our entire curriculum. Our young people can take part in curricular and extra-curricular opportunities that enrich their lives, providing experiences to build cultural capital, and positive memories of their time at Hazel Wood High School. To embed this, we have launched our 'Living Your Best Life' extra-curricular programme with funded activities that help to enrich our students' lives.

Our learning journey recognises and celebrates cultural diversity; it aims to be fully inclusive and recognises that inclusivity can be different and personal.

Working within the Oak Learning Partnership:

Our Curriculum is underpinned by the Oak Partnership Curriculum Principles and encompasses our own Golden threads. Our Hazel Wood golden threads, that weave their way through every subject, are SMSC, Literacy and Oracy. Developing our students in all of these areas is the commitment that every teacher makes to every student.

Oak Learning Partnership Curriculum Principles

We have agreed that our shared curriculum principles across our trust are:

Aspirational
Our aspirational curriculum is both ambitious and focused. It is designed to be balanced, sequenced and progressive. We believe it should be knowledge-rich, enabling the application of skills across all curriculum subjects. A wide range of experiences and opportunities are planned beyond the classroom.
Inclusive
Our inclusive curriculum ensures the needs of all are met through an adaptable approach. The core skills of communication, language, literacy and numeracy are at the centre of our curriculum design. Diversity is woven into the fabric of our curriculum. We learn with and from our students, valuing their talents and interests as we celebrate their achievements.
Collaborative
Collaborative partnerships benefit all of our communities. Our students have the opportunities to collaborate in their learning. Our staff work together to develop their knowledge and skills for the benefit of all of our students. We continually learn by looking outwards and collaborating with those within and beyond our partnership.
Values-driven
Values are at the heart of our curriculum and open the minds of our students. We promote social and emotional learning to build character, resilience and support health in body and mind. In a safe learning environment, we prepare our students to become reflective individuals and critical thinkers who are morally and culturally aware.
Empowering
We build solid foundations; develop independence and provide the building blocks for the next stage in life. We learn from and with the wider community, valuing our local context. Our curriculum empowers students to be ready for the world, supporting them to become global citizens.

Roles and Responsibilities

The executive team and the trustees are responsible for:

- The overall standards of Quality of Education across the trust (CEO).
- Holding the CEO to account for the overall standards of Quality of Education across the Trust (trustees).

The Quality of Education Board (QEB) is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to student progress and attainment.
- Assisting school leaders with ensuring the curriculum is ambitious for all.
- Ensuring the curriculum is inclusive and accessible to all.
- Reporting on the Quality of Education to Trustees.

The headteacher, with the SLT, are responsible for:

- Ensuring that the Curriculum model is structured to meet the needs of the cohort in each year group.
- Creating and communicating the whole school curriculum intent.
- Ensuring the curriculum is created in accordance with this policy.
- Devising long- and medium-term plans for the curriculum, in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the QEB on an annual basis – November each year.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of students and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and acting upon these, where required.
- Carrying out relevant Quality Assurance activities to ensure parity of curriculum intent and implementation.
- Ensuring that whole school formative and summative assessment methods are appropriate to the whole school approach and the exam boards requirements.
- Updating and maintaining this policy.

Subject Directors are responsible for:

- Designing the Intent for their subject area, working with the guidance and support of the SLT.
- Ensuring that the subject curriculum intent meets and upholds the school's 'Curriculum Intent'.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring that subject teams are well trained and prepared, so that they are able to create medium term plans and lesson resources.
- Defining how subjects will be taught across classes to ensure consistency within subject areas.
- Defining subject specific pedagogical approaches to ensure consistency within subject areas.
- Providing efficient resource management for their department.
- Ensuring there are specialist resources and equipment available for students in need so that everyone can have full access to the curriculum.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.

- Monitoring student progress within the department and reporting on this to the headteacher and the SLT.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring medium term plans and lesson resources are reflective of the school's curriculum.
- Implementing the curriculum in engaging ways, involving every student in the classroom.
- Creating medium term shared plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating daily lesson resources, in collaboration with colleagues, and sharing these with the SLT where required.
- Collaborating with the headteacher, Leaders and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able students are given additional, more challenging work to celebrate their talents.
- Celebrating all students' achievements.
- Identifying those students who may be in need of extra support and referring these for further identification from the SEND team.
- Reporting progress of students with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all students and reporting on this to the headteacher.
- Working to close the attainment gap between students identified as high prior attaining those with low prior attainment.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Providing information to teachers about how best to support any student with SEND.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring students receive the additional help they need.
- Liaising with external agencies where necessary to ensure students who require additional support receive it.

Our Curriculum Subjects and Organisation of classes

The school day consists of one 30-minute period of form time, followed by five 1-hour periods. During the day, there is a morning break of 15 minutes, and lunch time with staggered start times. Every student receives a minimum of 30 minutes for lunchtime. In addition to the academic lessons, we offer a wide variety of extracurricular activities at lunchtime and after school. We publish our after school extracurricular offer on our website annually.

In key stage 3, students are placed in either the H or W side of the year group. There are slightly less students in the W side of the year group and students who join us significantly

below Key Stage 2 expected standard will be placed in the W side of the year group, so that we can support our students who need extra intervention during curriculum time.

Within each side of the year, students are placed in mixed ability form groups. Our form group sizes are between 24 to 32 students, depending on the year group and the number of students in each group. Form groups meet daily with their form tutor for 30 minutes. During these periods (period 1), students follow a range of activities as detailed below:

- 2 sessions from our Reading for Life programme
- 1 session from our Numeracy programme
- 1 assembly from our programme that promotes social, moral, spiritual and cultural development.
- 1 Wellbeing session, where students learn how to keep themselves safe.

Most of our classes in Year 7 are mixed ability. However, we do have some smaller groups to support in-class support for students who need it. As students move through the year groups, we start to add some setting in classes where it is deemed beneficial to teach in set groups of ability, such as Mathematics.

Our groupings are typically split as follows:

- There are six classes for English and Maths, with three on each side of the year group.
- There are six classes for Technology subjects; and we aim for group sizes no larger than 24 students per group.
- There are five mixed ability classes in our Humanities and some art subjects; and we aim for no more than 32 students in each class.

The subjects that we cover and the typical number of lessons, on a two-week cycle, are detailed below. Each lesson is over and above our form time programme and is one hour:

Subject	No. of lessons
Mathematics	8
English	8
Science	6
MFL	4
Geography	4
History	4
Religious Studies	2
Information Technology	2
Physical Education	4
Creative Technologies (Food and Design)	2
Performing Arts	2
PHSE	2
Music	1
Art	1

In Key Stage 3, our curriculum is developed to at least cover the expectations of the National Curriculum and, where appropriate, we aim to go above and beyond the expectations of the mandated Key Stage 3 Programmes of Study.

In Key Stage 4, students follow a curriculum that consists of core subjects and optional subjects. Our core subjects are compulsory for all students and these are:

- GCSE English literature

- GCSE English language
- GCSE Mathematics
- GCSE Double Award in Science
- Core PE

Students may then choose four additional Level 2 qualifications, and these may be a mixture of vocational and academic subjects. Our core offer of qualifications is listed below. The options are reviewed depending on the interest of the students. Ten or less students opting to study a subject is not considered viable and, in those instances, may not be offered. Options and student allocations are dependent on staffing and timetabling.

Our usual core offer of Optional Subjects are:

- Acting (Performing Arts BTEch)
- Animal Care
- Art
- Creative iMedia
- Dance (Performing Arts BTEch)
- Enterprise
- Geography
- Health and Social care
- History
- Hospitality and Catering
- Music
- MFL
- Religious Studies
- Sports Studies

The table below shows the subjects offered at Key Stage 4, with period allocations on a two-weekly cycle.

Subject	Periods
Maths	10
English Literature and Language	10
Science	8
Option subject 1	5
Option subject 2	5
Option subject 3	5
Option subject 4	5
PE (Core)	2

We provide access to the English Baccalaureate to every student at Hazel Wood High School.

The Key Stage 4 curriculum also has a form time programme that consists of five 30-minute slots containing:

- 3 PHSE slots
- 1 assembly from our programme that promotes social, moral, spiritual and cultural development.
- 1 Wellbeing session, where students learn how to keep themselves safe.

The KS4 tutor programme focusses on boosting skills and knowledge with bespoke programmes of study, while also offering PHSE opportunities and whole school assemblies.

Our Curriculum Planning

Our full curriculum is published and outlined in long term plans on our website, and it is reviewed at least annually. It is updated at the start of each academic year so that every annual plan, in every subject, is designed to meet the needs of each cohort.

Our Curriculum Documentation:

Long Term Plans:

Our Long-term plans outline the 5-year learning journey (or 2-year journey for courses specific to KS4). Our plans all follow the same format:

Section 1 – Curriculum Intent:

In this section, we detail the intention of our curriculum at subject level.

Section 2- Curriculum Overview:

In this section, we set out our planned learning objectives for every student and curriculum content. We also detail the key vocabulary that students will need to learn in any given unit of work and detail how we will assess students’ progress.

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Unit Title						
Key Knowledge and understanding that enables skill building.	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:
Vocabulary						
Assessment						

Medium Term Plans:

Our Medium-term plans (Sequence of Learning / SOL) are more detailed than our long-term overviews and contain information about the individual units of work and the sequencing of learning. Our Medium-term SOLs detail learning objectives and lay out our expectations for how students will be assessed throughout the unit; and how that assessment will be used to support students in class. When planning these SOLs, teachers are asked to highlight the

Midpoint Assessment – We use this to test the essential prior knowledge that students must have for success in this unit

The essential knowledge that is tested half way through the SOL is:

Endpoint Assessment – We use this to test the essential prior knowledge that students must have for success in this unit

The essential knowledge that is tested at the end of this SOL is:

Short Term Planning

Daily planning should refer to the information detailed below, to ensure that curriculum planning is adapted to meet the needs of every student, in every different class. Teachers are expected to provide this level of planning in their own planners (or other planning documentation) to demonstrate how learning has been scaffolded to support all learners to access the learning objectives within the curriculum.

PERIOD 1	Learning objective:
	Key KSU that every student must have by the end of this lesson (stickability):
	What strategies will be employed to ensure that all students, of all ability and need, reach the KSU:
	Vocabulary: Homework reminder:

Our Curriculum Implementation

Across the Oak Learning Partnership, we have underpinned our curriculum implementation (the delivery in the classroom) using the EEF's recommendations for High Quality teaching. These are:

1	Explicit instruction	<i>Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.</i>	
2	Cognitive and metacognitive strategies	<i>Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.</i>	
3	Scaffolding	<i>When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.</i>	
4	Flexible grouping	<i>Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.</i>	
5	Using technology	<i>Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.</i>	

We have integrated these recommendations into our CLEAR teaching areas:

- C** – Climate for Learning
- L** - Learning Intentions
- E** – Explicit Instruction
- A** – Adaptive and Responsive Teaching
- R** – Review

These key areas are designed to help guide us in developing High Quality Teaching for every student, in every classroom. Within each of these areas, we use these rubrics to identify what bespoke Professional Development (PD) teachers may need, and they are a diagnostic tool used by expert coaches, not a checklist!

In order to ensure an engaging and fully inclusive learning environment, all of our teachers are expected to use our teacher STANCE. The ingredients of STANCE are:

Our Teacher STANCE	
S	Strong Start & Strong Finish: Every lesson begins with a Strong and silent start and a 'Do Now' activity. Every lesson ends with a strong and silent finish, dismissing students safely onto the corridors.
T	Tracking: We expect students to track the teacher and each other during taught sections of every lesson
A	Achievement Focused: Our teachers use precise praise and positive discipline in the classroom to ensure that students recognise and replicate their successes and successful learning behaviour.
N	No hands up: We plan our questioning strategies to ensure that every student is engaged and involved in every lesson to create a fully inclusive learning environment.
C	Checking for understanding: We use formative assessment throughout every lesson to check that students understand and grasp new concepts; so that we can build their understanding and learning.
E	Engagement for all & the RWC toolkit: Reading, writing and communication are essential to students being able to fully access the curriculum and engage with their learning. We use strategies in every lesson to help to support students with their reading, within and communication and we use strategies that engage every student.

Curriculum Impact

The impact of our Curriculum will be reviewed on an ongoing basis and will include:

- GCSE results analysis.
- Vocational results analysis.
- Termly analysis of in-year data for Years 7-11 through our Assessment and Improvement cycles.
- Curriculum Health Checks.
- Progress reports by subject, student, and groups of students.
- OFSTED reports: for evaluating what knowledge and understanding students have gained against expectations.
- Post-16 NEET figures.

We also recognize that the impact of our curriculum is not just measured by attainment at the end of year 11. The impact may also be seen through a range of indicators, some of which better lend themselves to measurement than others. These may include but are not limited to:

- Participation in school events
- Participation in extra-curricular activities

- Success in non-examination internal and external opportunities (e.g., DofE, *Living Your Best Life* etc.)
- Wider contribution to the school
- Wider contribution to the community

Reporting and Assessment

For every unit of work, in every subject, across both key stages, the following are used to assess students and inform planning:

- Every unit of work should begin with a **baseline assessment**. This assessment should test the essential knowledge that students must know in order to successfully access the upcoming unit of work. Where gaps are identified, teachers should adapt the curriculum implementation to ensure that content is retaught. These assessments may be whole class quizzing and low stakes and should be used formatively. No score or individual mark is provided to students.
- Every unit of work should have a mid-point assessment approximately halfway through teaching. This is to test if the content that has been taught is successfully 'sticking'. Where gaps are identified, teachers should adapt the curriculum implementation to ensure that content is retaught. These assessments may be whole class quizzing and low stakes and should be used formatively. No score or individual mark is provided to students. However, feedback should be provided with specific targets that help students to move forward.
- At the end of a unit of work, there will always be an end point summative assessment. This should be a formal assessment that tests what has stuck with students and what they are able to retrieve and now know. It should also test what students are able to 'do' with that knowledge. Marks will be given to students and targets for their next steps.
- There is a 'Do Now' in every lesson that is designed to either test what students know or is used for information retrieval practice.

In every subject, Homework will be set on a weekly or two-weekly basis, in accordance with the school's Homework Policy and Homework is used for retrieval practice, to support students in identifying what has stuck and what they still need to learn.

We report to parents / carers on the following:

Their child's progress in learning the curriculum that they are following.

Their child's engagement with Homework, based on their submission of homework and their accuracy.

Their child's engagement with lessons and general attitude to learning.

There are two reporting periods throughout the year for every year group, and reports are sent home to parents. Every year group then has at least one Parent Consultation evening, in which teachers, leaders and parents can discuss students' progress.

External Exams

Students will also complete External Qualifications at the end of year 11. The results of these assessments will be reported back to the headteacher, students and their parents. All reporting and assessments will be conducted in line with the school's Assessment Policy.

Equal Opportunities

The school will not discriminate against, harass or victimise any student, prospective student, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any student or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

Supporting students with SEND

Students with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Students with SEND will receive scaffolded support in class, some targeted academic intervention, and some specialist support in the SEND Base, to work on topics covered in lessons to ensure they do not fall behind their peers. Where the need arises, they may also be provided with the support of our Aspire Centre, where the curriculum pathway is heavily scaffolded and fully adapted to meet individuals' needs

Students with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of students with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers students with SEND have to education.

Extracurricular Activities

The school offers students a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur both inside and outside of school hours and include experiences that are both educational and designed to build cultural capital.

All students are able to participate in the activities and trips available. A map of the school's extra-curricular offer is available on our website.

Monitoring and Review

This policy is reviewed on a four-year cycle by the headteacher and the QEB.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is November 2027.