



Curriculum Policy

Last updated: 1 April 2020

The Hazel Wood Learning Journey

Our aim is to provide a curriculum that upholds our core values of Respect, Responsibility & 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 aim 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 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 and literacy, particularly reading. We aim to offer our students a wide range of opportunities for structured talk the development of their literacy skills and collaborative learning.

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. They 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.

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



Hazel Wood High School
The Learning Journey

The Hazel Wood student will be

- Respectful, Responsible & Aspiration
- Equipped to overcome barriers and disadvantage.
- Positive about diversity and respectful of cultures
- Healthy in body and mind, safe and happy
- Given opportunities to develop their reading, literacy and spoken language.
- Given opportunities to enrich their lives with experiences that provide lasting positive memories and lifelong learning.
- Given guidance on Careers and aspirations that makes them life ready.
- Well qualified in a variety of Skills and appropriate knowledge
- Given every opportunity to be included and to succeed.

1. 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 which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed
- The time allocated for teaching the curriculum is adequate and is reviewed by the governors' annually
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from aspects of the national curriculum and/or alternative educational provision
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve
- 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 annual statutory targets is monitored
- It contributes to decision making about the curriculum

The identified SLT* (Curriculum) will ensure that:

- They have oversight of curriculum structure and delivery
- They have an oversight of the relevance of the curriculum for the schools' demographic
- Detailed and up-to-date curriculum plans and schemes of work are in place for the delivery of courses from Years 7 – 11
- Schemes of work are monitored and reviewed on a regular basis through line management processes and that SLT and Directors are supported in their analysis of effectiveness and impact
- Levels of attainment and rates of progression are discussed with faculty leaders and pastoral leaders on a regular basis and that actions are taken where necessary to improve these
- Curriculum information is published to the school website and is updated regularly to reflect changes implemented within school
- Coordinate Curriculum Evenings for cohorts, to provide information and guidance to students and parents at key points in their education (e.g Yr9 Options, Yr10 GCSE launch, Yr11 Preparation for exams)
- Student, parent and staff voice is gathered and used to inform planning, review and refinement of the curriculum as part of the whole school cycle of school improvement.

* Assistant head teacher responsible for Outcomes (RSP) and Assistant head teacher responsible for Teaching and Learning (LNO) and Head teacher (PGH)

Directors of Learning will ensure that:

- Long term planning is in place for all courses. Curriculum plans and schemes of work will be designed using the school's agreed format and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources
- There is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils
- An appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment with assessment deadlines being met at all times.
- Assessment methods are appropriate to the whole school approach and the exam boards requirements
- They keep the Assistant head teacher (RSP) and the Headteacher informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the examination's officer. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- They share best practice with other colleagues in terms of curriculum design and delivery
- Oversee CPD needs with regard to curriculum planning and delivery with their area of responsibility
- Curriculum plans are shared with the Assistant head teacher (LNO) to publish on the school website
- Student, parent and staff voice is gathered and used to inform planning, review and refinement of the curriculum as part of the faculty cycle of subject improvement.
- Faculty staff attend curriculum evenings and other relevant events to support effective communication with parents and students.
- Share concerns about the needs of individual students with SENCO and EAL co-ordinator in order to inform assessment of need and deployment of resources or additional support.

Teaching staff will:

- Ensure that the school's 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 pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils
- 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 high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- Ensure that concerns about the progress of individuals or groups of students are highlighted to their Head of Faculty as part of a regular cycle of progress tracking and that appropriate actions are taken to address these concerns including;
 - Adjustments to teaching and learning processes
 - Review and adjustment of medium- and short-term planning
 - Effective communication with parents/carers
 - Clear, targeted feedback to students that helps them to make improvements and close gaps.
- Share concerns about the needs of individual students / barriers to learning with SENCO and/or EAL co-ordinator in order to inform assessment of need and deployment of resources or additional support.

Pupils will:

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge
- Be given additional support by the teacher and / or other appropriate adults 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 Key Stages 4 and for transition into further education Post 16, includes appropriate careers education, advice and guidance.
- Have an opportunity to contribute to student voice activities at subject and whole school level as part of the school's processes for quality assurance
- Engage with teachers and other adults and ensure that they take all reasonable steps to participate fully in the learning process throughout their time in school

Parents and carers will:

- Be consulted about their children's learning and in planning their future education
- Be 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
- Be informed about the curriculum on offer and understand the rationale behind it.
- Have an opportunity to contribute to parent voice and consultation activities as part of the school's processes for quality assurance
- Work with school staff at all levels to ensure that the relationship between school and home supports progress and raising aspirations for students.

2. Monitoring, evaluation and review

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

- The standards reached in each subject compared with national and local benchmarks
- The standards achieved at the end of each key stage considering any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks
- The number of pupils for whom the curriculum was disapplied and the arrangements which were made.

3. Implementation and measures for the transition

SLT will provide new Hazel Wood documentation appropriate to the curriculum intent and school development plan. SLT will deploy these at appropriate stages. This is in the initial stages on the plan and a working progress with thorough and effective quality assurance throughout the process.

- Current focus on Hazel Wood Medium Term Plans with a review of the whole curriculum to be delivered to students. These should be relevant for our demographic and ensure they cover the National Curriculum key points of study
- Further plans to release a Hazel Wood Learning Journey for their 5-year subject overview
- Further developments in the individual lesson plan implementation
- Planning and delivery will be measured through;

Audits of paperwork

Learning Walks of delivery

Book scrutinises

Homework audits

- The above measures will be triangulated with the data analysis documentation (TOAP & SOAP) where staff have identified students in wave 1, 2 and 3 interventions.

4. Approach to teaching knowledge and skills and assessment

Lesson planning should teach knowledge enabling the student to demonstrate the skills, showing an appropriate level according to their assessment objective. Assessment objectives work alongside, and do not replace, the objective of the lesson. Lesson objectives should be set according to the knowledge and skills wanting to be taught and should be in line with the medium-term plans. These skills are assessed through the allocated assessment objective.

- Assessment objectives are set every lesson, appropriate for the individual supporting differentiation
- Subject assessment objectives are relevant to the Hazel Wood assessment objective headings showing consistency. They are to be referred to, so all pupils recognise the value of the skills being assessed

- Assessment is considered as a holistic continual approach, rather than a formal test at the end of the topic
- All medium-term plans should give opportunities for students to achieve the assessment objectives
- All students should know their flightpath. If they do not it will be shared with the pupil. An appropriate assessment objective can be set based on their flightpath or on their level within the subject to support individuals in levels of challenge and support where necessary.

Annex 1 – Model and allocations 2020 - 2021

Teaching groups, class sizes and grouping by ability

Students are placed in form groups (between 20-32 students depending on cohort size). These groups meet daily with their form tutor for 30 minutes. This tutor programme of activities is delivered differently at KS3 and KS4, at KS3 a programme is in place that develops a love of reading with a comprehensive reading programme alongside numeracy activities and pastoral activities which promote good attendance and behaviour. In these sessions students also learn how to keep safe and take part in the whole school assembly programme that promotes social, moral, spiritual and cultural development. KS3 students also have a compulsory PSHCE/life skill/SRE lesson built into their curriculum which meets statutory requirements. The KS4 tutor programme focus' on boosting skills and knowledge with bespoke programmes of study while also offering PSHCE opportunities and whole school assemblies. It is our intention to keep all our learners safe, well and happy with a positive morale.

In Year 7 students are taught in mixed ability groups. In Years 8-9, there is a higher set for identified students for Maths, English and Science, but then other students are taught in mixed ability groups. In all other subjects, students are taught in mixed ability group.

In Year 10 and 11, students are taught in sets for Maths, English, Science and the EBacc option groups (MFL, History, Geography). In other subjects, they are taught in mixed ability option groups.

The school day begins at 8:40 am and ends at 3:00 pm and consists of five 60-minute lessons. Pupils have two breaks. Morning break consists of 15 minutes and a split lunch of 30 minutes. KS3 take the first lunch followed by 30-minute Period 5 tutor lesson. KS4 attends their 30-minute Period 5 tutor lesson followed by their 30-minute lunch. A Period 7 will occur at the end of the day between 3.00pm – 3.30pm to give students the opportunity to attend extra-curricular or intervention sessions.

Key Stage 3 Curriculum

The table below shows the current KS3 curriculum with allocations. This is based upon a weekly timetable of 25 periods of 1 hour, plus a split lunch and form time period.

Subject	Periods allocated per week
Maths	4
English	5
Science	4
Geography	1
History	1
Religious Education	1
MFL	2
PSHCE	1
PE	2
Art/ Drama/ Music (1 hour per week for 2 options on a carousel)	2
Design Technology/ Food/ ICT (1 hour per week for 2 options on a carousel)	2

Key Stage 4

The table below shows the subjects offered at Key Stage 4 with period allocations. Each option subject is allocated 3 hours weekly. The options are reviewed depending on the interest of the pupils. Ten or less pupils opting to study a subject is not considered viable and, in those instances, may not be offered. Options and pupil allocations are dependant on staffing and timetabling.

Subject	Periods allocated per week
Maths	4
English	4
Science	4
EBacc Option (History, Geography or Spanish)	3
Option subject 1	3
Option subject 2	3
Option subject 3	3
PE (Core)	1

Option subjects include:

Music, Design Technology, Hair and Beauty, Creative iMedia, Religious Studies, Art, Photography, Spanish, PE, Food and nutrition, Geography, History, Performing Arts, Animal Care, Health and Social Care.

Annex 2 – Teaching and Learning documentation 2020/21

	HAZEL WOOD HIGH SCHOOL LEARNING JOURNEY	
RESPECT RESPONSIBILITY ASPIRATION		
Medium Term Planning Detailed Scheme of Work.	Year group	Faculty / Subject

Theme / Topic:	Term:	HT:
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Step in learning 1 (Unit 1):		Suggested number of lessons:		
What are pupils learning? (Objectives)	Content	Key language	Literacy	Resources
	DO NOW: Main activity: Plenary:	Keystone word(s):	Speaking / <u>Oracy</u> ; Reading: Writing:	
Whys is it important? (Purpose)	Links to NC PoS.	Assessment opportunities + DIRT	Support / Challenge	Homework

Step in learning 2 (Unit 2):		Suggested number of lessons:		
What are pupils learning? (Objectives)	Content	Key language	Literacy	Resources
		Keystone word(s):	Speaking / <u>Oracy</u> ; Reading: Writing:	
Whys is it important? (Purpose)	Links to NC PoS.	Assessment opportunities + DIRT	Support / Challenge	Homework



HAZEL WOOD HIGH SCHOOL LEARNING JOURNEY



RESPECT RESPONSIBILITY ASPIRATION

Curriculum Map	Year group	Faculty / Subject

HWHS Curriculum Intent - The Hazel Wood Learning Journey

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-

Subject Intent / Aims
Subject Content

	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Theme / Topic:						
Steps in Learning <i>(Unit):</i> knowing more – remembering more						
Teacher marking – DIRT opportunities						
Formative assessment opportunities (links to AO)						
Keystone words <i>(words to be explored NOT keywords)</i>						
Literacy						
Homework						
Links to careers						
Links to cultural capital						
Links to British Values						
Link to PSHCE						
Enrichment opportunities						
Aspiration / rewards.						

Annex 3 – Assessment Objective further description and documentation 2020/ 2021

Through our curriculum meetings we have discussed the key outcomes and skills that a curriculum should entail. Through assessment CPD and working parties during PAD days we have worked on our subjects' skills and knowledge headings- what we feel are the most important outcomes for our subjects learning.

Through all of this work and collation we now have a set of **Hazel Wood Assessment Objectives**. A set of objective headings that pupils can relate to lesson to lesson, subject to subject. These objectives are linked to every one of your subjects set of A.O.s you have shared and encompass our school's values and visions for the future.

These are **Exploration, Application, Critical Thinking** and **Evaluation**

What to do next?

Using the HW pro forma copy your subject A.O.s in the appropriate headings. You have got your own heading- please don't change these. You need to place them under the Hazel Wood headings where they link. I have allocated all of your headings to the Hazel Wood set, so you don't have to. These can be found in the 'KS3 assessment headings' document. They are colour coded for ease of use.

Exploration, Application, Critical Thinking, Evaluation

There is an example of a completed A.O. document for Performing Arts for reference.

How to use them?

Your assessment objectives should be displayed in your classroom for pupils to refer to throughout the lesson. You should decide which A.O. you are going to focus on for each lesson. These should be shared with the pupils and pupils should be directed to the numbered target. These should not be their final flightpath. Eg: if Ruth is flightpath 6 giving her target of 6 may be demoralising if she is currently on a 3. So, her lessons target should be 4. All students know their flightpath so you could also set them their flightpath (or close to it) as a one- off challenge lesson. You do not need to formally assess every lesson- the important thing is that your yearly overview and medium-term plans should give pupils opportunities for students to achieve these assessment objectives. This does not mean that they can't meet and achieve in the other areas. Skills are transferable. However, it gives a student a key focus for each lesson, giving them meaning and real-life worded targets rather than numerical scores and tests.

Example:

Monday 6th April.

Lesson topic: Creating atmosphere through soundscape.

Today's HW A.O. Exploration

Today's Performing Arts A.O. Drama Skills

GRADE DESCRIPTOR	Hazel Wood High School Assessment Objectives DEPARTMENT NAME HERE			
	EXPLORATION	APPLICATION	CRITICAL THINKING	EVALUATION
	Subject specific heading	Subject specific heading	Subject specific heading	Subject specific heading
1				
2				
3				
4				
5				
6				
7				
8				
9				