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STRIVE FOR THE HIGHEST

# HONLEY HIGH SCHOOL CURRICULUM POLICY

<b>Approved by:</b>	P Greenough	<b>Date:</b> May 2023
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## 1. Introduction and legislative framework

- 1.1 At Honley High School we seek for every student to strive to excel within a broad, creative, challenging, dynamic and engaging curriculum, which embraces all the learning opportunities a student can experience. Our curriculum includes what is offered in formal, timetabled lessons as well as the wealth of extra-curricular activities and experiences promoted or supported by the school.
- 1.2 This policy reflects our commitment to meeting the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.
- 1.3 It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.
- 1.4 This policy complies with our funding agreement and articles of association.

## 2. Purpose and scope

- 2.1 This policy applies to the whole school community including the Senior Leadership Team (SLT), governing body, all staff employed directly or indirectly by the school, and all those who volunteer within the school.
- 2.2 Non-compliance with this policy may lead to disciplinary action.
- 2.3 The aim of this policy is to clearly identify the school's curriculum intent; to set out clear roles and responsibilities in relation to shaping and monitoring the curriculum, including equality of access and to outline the school's current curriculum structure.

## 3. Curriculum Intent

Through our ambitious curriculum we **CREATE** citizens equipped to deal with the challenges of an ever-changing world.

We value a totality of experience by:

- Ensuring that all students have access to a **broad and balanced, knowledge-rich curriculum**, that goes beyond the demands of the National Curriculum
- Ensuring that our curriculum is sequenced in a logical manner that enables students to build **fluent knowledge and skills** over time
- Building strong connections between ideas so that **long term memories** and mental networks are developed
- Providing opportunities for all students to develop a **high level of literacy and numeracy** so they can be successful in the wider curriculum and in adult life
- Enabling **high standards of academic achievement** where outcomes lay strong foundations for further education and training
- Explicitly teaching metacognitive and self-regulatory strategies so that students can **monitor and purposefully direct their learning**
- Delivering weekly staff training to feed into a sustained and sequential **research informed development** programme

- Fostering a **strength of character and resilience** that will help students make informed choices
- Ensuring our **students are valued for their individuality and heritage**
- Developing cultural capital and an awareness of personal, social, health and economic issues so that our students are **empowered and show integrity**
- Ensuring that all **students are safe** and understand how to stay safe

Through working together with all our community, we **CREATE magical learning experiences** that enable all our students to **Strive for the Highest**.

## 4. Roles and responsibilities

### 4.1 The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths and Science and that enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided that lead to qualifications, such as GCSEs, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 4.2 The Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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 students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The school manages requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- 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 whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND

### 4.3 School staff

School staff will ensure that the school curriculum is implemented in accordance with this policy.

## 5. Current Structure and Organisation

### 5.1 The school cycle and daily structures

The school day is 8.35 am to 3.05pm. We operate a single break and lunch time to allow students to participate in interventions and enrichment activities. The school timetable runs over a fortnightly cycle with 5 periods per day, plus 25 minutes of daily tutor time (which is also used for daily reflection and assemblies). Morning registration is in tutor time and afternoon registration is at the beginning of period 4.

### 5.2 Key Stage 3

The Key Stage 3 curriculum is taught across years 7, 8 and 9. We do not offer pathways and ensure that all students are offered a broad and balanced curriculum which goes beyond the scope of the National Curriculum framework. In Year 7 and Year 8 students have one period a fortnight for Reading which takes place in the school library. This is included in their English curriculum allocation.

All students study:

- English
- Maths
- Science
- History
- Geography
- Spanish
- ICT
- Art
- Drama
- Music
- Design Technology
- Food and Nutrition / Textiles
- PE
- PSHCE and Literacy through the use of our iGen curriculum

## KS3 Curriculum Model 2023-24

Subject allocations across the 50 period timetable (hours taught per fortnight):

	Eng	Mat	Sci	His	Geo	Spa	Art	Mus	Dra	RS	ICT	PE	Tech	iGen	Total
Year 7	7	6	6	4	4	4	2	2	2	2	2	2	4	1	<b>50</b>
Year 8	8	7	6	3	3	4	2	2	2	2	2	4	4	1	<b>50</b>
Year 9	8	8	8	3	3	4	2	1	1	2	2	3	4	1	<b>50</b>

### 5.3 Key Stage 4

The curriculum model provided for year 10 and 11 students follows the National Curriculum requirements for Key Stage 4.

The school believes that the study of a Modern Foreign Language in Key Stage 4 and the knowledge of the lifestyle beyond the United Kingdom is important to the understanding and development of our students. Hence all students are able to follow a MFL to full GCSE level although we do not force students to do so.

Current Year 10 and 11 students follow GCSE courses in English Language and Literature, Maths, Science (at least Double Award), plus non-examined courses in PE, iGen and RE. They then follow a GSCE in one of History or Geography, plus three from a range of optional subjects. Students are guided and supported through the Options process, to follow the best suite of subjects for their needs and aspirations. All students are able to opt for qualifications. A small number of students with SEND or significant SEMH needs may be given access to a more bespoke curriculum.

In 2022, the full suite of optional subjects was:

Subject	GCSE	Vocational	Humanities	Facilitating	Open
Geography	✓		✓	✓	✓
History	✓		✓	✓	✓
Computer Science	✓			✓	✓
French	✓			✓	✓
Spanish	✓			✓	✓
Triple Science	✓			✓	✓
Art	✓				✓
Business Studies	✓				✓
Child Development		✓			✓
Citizenship	✓				✓
Construction		✓			✓
Design & Technology	✓				✓
Health & Social Care		✓			✓
Home Ec - Food	✓				✓
ICT - Creative iMedia		✓			✓
Music		✓			✓
PE	✓				✓
Performing Arts - Dance		✓			✓
Performing Arts - Drama		✓			✓
Photography	✓				✓
Religion, Philosophy & Ethics	✓				✓
Textiles	✓				✓

#### KS4 Curriculum Model from 2023

Subject allocations across the 50 period timetable (hours taught per fortnight):

	Eng	Mat	Sci	Option A	Option B	Option C	Option D	iGen	PE	RE	Total
Year 10	9	9	9	5	5	5	4	1	2	1	50
Year 11	10	9	9	5	5	5	5	1	2		50

#### 5.4 Extra-curricular and wider learning opportunities

We believe education is very much about the education of the whole child. Central to this is a rich and diverse programme of extra-curricular activities and wider experiences. We are proud of the sporting success our students achieve, from rugby, football, netball and hockey, to athletics, badminton and golf. Students can participate in school productions, theatre visits, music festivals, art and technology exhibitions and dance activities.

There are many groups for students to join, including Combined Cadet Force (CCF), homework club, Autism Ambassadors and STEM club. The offer is extensive and participation rates are high. We have strong links with a range of local businesses and

charities which offer myriad opportunities to our students, including activity days, careers events and work experience. We are proud to be working towards both the Quality in Careers Standard and are making good progress towards meeting all Gatsby Benchmarks, supported by our involvement in the Kirklees Careers Hub and CEIAG network. We are fully aware of the need to support the emotional and mental health of our students and staff both in and out of the classroom and the school is currently working towards gaining the Optimus Wellbeing Award for Schools.

## **6. Inclusion**

6.1 Teachers set high expectations 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)

6.2 Teachers will plan lessons so that students with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

6.3 Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

6.4 Extra-curricular activities aim to be fully inclusive. If students request a particular club or activity, the school will endeavour to accommodate them.

Further information can be found in our Equality Policy and Accessibility Development Plan, and in our SEND policy and SEN information report.

## **7. Monitoring arrangements**

7.1 Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Monitoring and evaluation of documentation and reports including the curriculum and staffing plans
- Visits to school
- Meetings with key stakeholders

7.2 The Senior Leadership Team and Curriculum Leaders monitor the way subjects are taught throughout the school through:

- Recognition walks (rWalks) and lesson observations
- Work scrutiny or ‘book looks’
- Subject reviews
- Line management and curriculum meetings



- Quality assurance of planning and resources
  - Student voice activities
- 7.3 Curriculum Leaders also have responsibility for monitoring the way in which resources are stored and managed.
- 7.4 This policy will be reviewed annually by the Assistant Headteacher with responsibility for Curriculum. At every review, the policy will be shared with the full governing body.

## **8. Linked policies and procedures**

This policy will be supported by the following policies and procedures:

- Behaviour Strategy
- CEIAG Policy
- Cover Supervision Policy
- Equality Policy and Accessibility Development Plan
- Examinations Policy
- Medical Needs Policy
- NEA Policy
- Relationships and Sex Education (RSE) Policy
- Safeguarding and Child Protection Policy
- SEND information Report
- SEND Policy
- Teacher Routines and Expectations
- Teaching and Learning Policy