



Howden School Curriculum Policy

Effective Date: September 2021

Date of Minuted Approval by the Local Governing Board:

Review Committee: Local Governing Body

Review Date: Currently Under Review

Owner: Deputy Headteacher (Curriculum)

Contents:

Statement of intent

- 1. Roles and responsibilities**
- 2. Curriculum rationale**
- 3. KS3 curriculum organisation**
- 4. KS3 curriculum delivery**
- 5. KS4 curriculum organisation**
- 6. KS4 curriculum delivery**
- 7. Further curriculum information**
- 8. Resources**
- 9. Equal opportunities**
- 10. Monitoring and review**

Statement of intent

Our intent is to provide a curriculum that will secure for all students, irrespective of social background, culture, race, gender or sexuality, differences in ability and disabilities; an entitlement to high quality learning to deliver a set of **skills and knowledge** development that is age appropriate and offers breadth and balance to enrich their life and educational experience and **enable them to progress beyond compulsory schooling to a subsequent challenge of their choosing**.

We are proud of our curriculum and the flexibility it offers to enable us to **adapt** our provision to meet the needs of different cohorts of learners ensuring that the curriculum is in line **with our Vision and Values as a school**. We believe it enables the 'right students to access the right courses' whilst promoting **high aspiration and a culture of achievement**. Our decision making around curriculum suitability is fundamentally based on the moral and ethical needs of each individual student. Our decisions are student centred, well informed and based on academic profile, rigorous and robust data analysis, student preference and an understanding of their personal ambitions.

Our curriculum not only provides a **broad and balanced** academic delivery but enriches the learning experience of our students through a variety of both formal taught experiences and theme events. These aspects of our provision ensure that learners develop character and the necessary 'softer' skills to lead successful and fulfilling lives with an active interest in learning new skills and knowledge. Our enrichment programme ensures students have access to an appropriate Impartial Careers Information Advice and Guidance (ICIAG Statutory Guidance December 2017).

Howden School understands that implementing a broad and balanced curriculum is fundamental to providing pupils with the education they need to succeed in later life. At our academy, we aim to inspire pupils through our curriculum, and encourage them to seek the paths they desire for their future careers.

This policy outlines our approach to the curriculum and provides clarity on:

- The responsibilities of key members of staff.
- The organisation, delivery and implementation of the curriculum for KS3 and KS4.

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

1. Roles and responsibilities

1.1. The **Head teacher** is responsible for:

- Ensuring that any statutory elements of the curriculum, and those subjects which the academy chooses to offer, are organised to reflect the aims and ethos of the academy.
- Alongside subject leaders and faculty leaders ensuring that all aspects of the curriculum include how it will be organised, delivered and assessed, and how individual needs of pupils will be met.
- Ensuring there is adequate time available for teaching the curriculum effectively.
- Where appropriate, ensuring the individual needs of pupils are met by disapplication of the curriculum, such as those with SEND.
- Ensuring that all procedures for statutory assessment are adhered to and that parents and pupils are adequately informed of progress and attainment.
- Ensuring the board of governors is fully informed of aspects relating to the curriculum, including information on progress and to inform decisions.
- Ensuring all staff members, in particular subject leads and faculty leaders are aware of their responsibilities in relation to this policy.

1.2. **Key stage learning managers** are responsible for:

- Ensuring the continuity and progression from year group to year group.

1.3. **Faculty leaders** and **subject leads** are responsible for:

- Reviewing how their subject area can support, enrich and extended the curriculum.
- Monitoring the ways in which developments within their subject area can be assessed and records maintained.
- Reviewing how their subject area can benefit the aims and objectives of the whole academy.
- Reviewing changes within their subject area and advising on their implementation in the curriculum.
- Monitoring the teaching and learning of their subject area, providing support for staff where necessary.
- Ensuring the curriculum in their subject area is adequately planned and all teaching staff are aware of the syllabus.
- Ensuring the continuity and progression from year group to year group by working with Key stage learning managers.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in their subject area.
- Organising the deployment of resources and carrying out audits of all subject-related resources.
- Liaising with subject teachers across all year groups and phases.
- Ensuring there is consistency in the delivery of their subject area.
- Communicating developments in their subject area to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in their subject area.

- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of their subject area to other curriculum subjects, including cross-curricular links and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of their subject area in subsequent years.
- Communicating assessment where required.

1.4. Classroom teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Ensuring progression of pupils' skills, with due regard to the subject syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Liaising with subject leaders about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject/faculty leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.
- Sharing best practice amongst colleagues.
- Working in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- Working with teaching assistants to ensure curriculum access for all learners and directing TA's in their classroom deployment role.

1.5. The SENCO is responsible for:

- Liaising with faculty/subject leaders in order to implement and develop the curriculum throughout the academy.
- Organising and providing training for staff regarding the curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of curriculum objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

2. Curriculum rationale

2.1. Howden school curriculum includes the 'national curriculum', as well as religious education and relationships and sex education. The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things.

It covers what subjects are taught and the standards children should reach in each subject. Other types of school like academies and private schools do not have to follow the national curriculum. Academies must teach a broad and balanced curriculum including English, maths and science. They must also teach religious education.

The National Curriculum during Key stage 3 and 4

Key stage 3 - Compulsory national curriculum subjects are:

- English
- maths
- science
- history
- geography
- modern foreign languages
- design and technology
- art and design
- music
- physical education
- citizenship
- computing

To follow the National Curriculum schools must provide religious education (RE) and sex education from key stage 3 but parents can ask for their children to be taken out of the whole lesson or part of it.

Key stage 4

During key stage 4 most pupils work towards national qualifications - usually GCSEs. The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.

Core subjects are:

- English
- maths
- science

Foundation subjects are:

- computing
- physical education
- citizenship

Schools must also offer at least one subject from each of these areas:

- arts
- design and technology
- humanities
- modern foreign languages

To follow the National Curriculum schools must also provide religious education (RE) and sex education at key stage 4.

English Baccalaureate (EBacc)

At Howden school all students can select subjects which would lead to the EBacc qualification. The EBacc is a way to measure how many pupils in a school choose to take a GCSE in these core subjects:

- English language and literature
- maths
- the sciences
- history or geography
- a language

2.2. The academy has developed a broad and balanced curriculum that aims to:

- Inspire and motivate pupils.
- Encourage pupils to achieve to their full potential.
- Help pupils develop personal moral values, respect for religious values and an understanding of other races, beliefs and ways of life.
- Help pupils understand the world we live in.
- Help pupils develop self-esteem, self-worth and self-confidence.
- Meet the different needs of individual pupils, ensuring they have full access to the curriculum, or that alternative arrangements are in place wherever required.
- Incorporate effective and varying teaching methods to provide diversity in the delivery of the curriculum.
- Fulfil statutory assessment requirements and ensure pupils are adequately prepared for any assessment.
- Prepare pupils to make informed choices at the end of KS3, KS4 and beyond.
- Ensure continuity between year groups and phases.

Tutor time

Tutor time is central to Team Howden and it is a place where every student can belong. Supported by the Howden House system student cover a range of content in tutor time centred around being part of a Team and looking after each other.

2.3 Tutor time includes...

- Teams games and competition
- Safeguarding focus
- PSHE and RSE coverage
- Literacy and Numeracy catch up
- Cultural catch up
- Careers activities and managing transitions
- Reading
- Community activities
- Curriculum Challenges
- Humanities and Language for all
- Mental Health and well being guidance

3. KS3 curriculum organisation

3.1. During KS3, lessons are taught as five, one hour lessons per day.

3.2. The table below outlines the subjects that are taught during Year 7 and 8.

Year 7	Year 8
<ul style="list-style-type: none">• English• Maths• Science• Art• ICT• D&T• Drama• MFL – French• History• Geography• Music• PE• Ethics and Philosophy - RE• PSHE• LP – Literacy plus• Life long Learning	<ul style="list-style-type: none">• English• Maths• Science• Art• ICT• D&T• Drama• MFL – French• History• Geography• Music• PE• Ethics and Philosophy - RE• PSHE

3.3. The content of each subject taught at Years 7, and 8 can be found in appendices of this policy.

3.4 In year 7 the academy uses 5 sets to appropriately allocate pupils within groups where they are amongst peers with similar progress and attainment.

3.5 In order to group pupils into sets, information is used from prior attainment information during **KS2 and performance data collected during year 7**. Subject/Faculty leaders and classroom teachers are responsible for reviewing data throughout the year and may move pupils into different sets as appropriate.

3.6 Sets 1-3 contain between 25-33 pupils. Wherever possible, set 4 and 5 is smaller in size consisting of 12-24 pupils, to allow for more focussed teaching for pupils with lower attainment.

4 KS3 curriculum delivery

4.4 Throughout KS3, pupils receive a set number of lessons per subject based on organisation of the curriculum.

4.5 The delivery of the **KS3** curriculum is shown below across Years 7 and 8 :

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
7R	Art	Drama	ENG	ENG	ENG	Ethics	French	French	Geography	Geography	History	History	IC	MATHS	MATHS	MATHS	Music	Ps	SCI	SCI	SCI	Pe	Pe	LLL	Tk
7S	Art	Drama	ENG	ENG	ENG	Ethics	French	French	Geography	Geography	History	History	IC	MATHS	MATHS	MATHS	Music	Ps	SCI	SCI	SCI	Pe	Pe	LLL	Tk
																									Tk
7T	Art	Drama	ENG	ENG	ENG	Ethics	French	French	Geography	Geography	History	History	IC	MATHS	MATHS	MATHS	Music	Ps	SCI	SCI	SCI	Pe	Pe	LLL	Tk
7U	Art	Drama	ENG	ENG	ENG	Ethics	French	French	Geography	Geography	History	History	IC	MATHS	MATHS	MATHS	Music	Ps	SCI	SCI	SCI	Pe	Pe	LLL	Tk
																									Tk
7V	Art	Drama	ENG	ENG	ENG	Ethics	French	French	Lp	Lp	Lp	Lp	IC	MATHS	MATHS	MATHS	Music	Ps	SCI	SCI	SCI	Pe	Pe	LLL	Tk

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
8R	Art	Drama	Music	Ps	ENG	ENG	ENG	Ethics	French	French	Geography	Geography	History	History	IC	MATHS	MATHS	MATHS	SCI	SCI	SCI	Pe	Pe	Tk	Tk
8S	Art	Drama	Music	Ps	ENG	ENG	ENG	Ethics	French	French	Geography	Geography	History	History	IC	MATHS	MATHS	MATHS	SCI	SCI	SCI	Pe	Pe	Tk	Tk
																								Tk	Tk
8S	Art	Drama	Music	Ps	ENG	ENG	ENG	Ethics	French	French	Geography	Geography	History	History	IC	MATHS	MATHS	MATHS	SCI	SCI	SCI	Pe	Pe	Tk	Tk
8S	Art	Drama	Music	Ps	ENG	ENG	ENG	Ethics	French	French	Geography	Geography	History	History	IC	MATHS	MATHS	MATHS	SCI	SCI	SCI	Pe	Pe	Tk	Tk
																								Tk	Tk
8T	Art	Drama	Music	Ps	ENG	ENG	ENG	Ethics	French	French	Geography	Geography	History	History	IC	MATHS	MATHS	MATHS	SCI	SCI	SCI	Pe	Pe	Tk	Tk
																						Pe	Pe	Tk	Tk

4.6 Pupils within the nurture group (7V) receive less humanities lessons in year 7 and undertake additional Literacy support in Literacy plus lessons.

4.7 We have introduced the subject of Life Long Learning in 2021.

During 2020 and 2021 we have looked at different ways to deliver “catch up” experiences for our learners. The range and variety of experiences students have missed during pandemic is diverse. We know that students have missed out on academic experiences but they have also missed working with others, school trips and residential and extra-curricular activities.

As such this year we have made an alteration to the school curriculum to address some of these needs. In year 7, 9 and 10 we have introduced a subject called **Life Long Learning**. The aim of this subject is to:

1. To help students enjoy learning and see how education can support their aspirations
2. To develop a range of life skills and make links to careers
3. Improve study/learning skills and independence
4. To support mental health and well-being throughout this course by helping student find solutions to problems, developing communication skills and through learning technique's to manage stress and anxiety
5. To develop a unique “catch up” experience Deliver additional academic catch up
6. Teach accelerate learning techniques proven to boost learning

In Life Long Learning students will complete multiple short units within each year. Each unit has been chosen to support the wider curriculum and catch up.

In Year 7 students will study...

Unit	Delivered by	Description
Metacognition	Mrs Issatt	Students will be developing different approaches to learning, improve their independence and problem solving.

Cognitive Acceleration through Science	Mr Harris	Cognitive Acceleration through Science Education (CASE). Student design and carry out practical's and investigations.
Communication and Literacy	Mrs Hilyard	Literacy and communication skills in context. Sports writing, Media, Careers skills and Stories
Numeracy in the real world	Miss Goodall	Maths and Mental arithmetic taught within real life situations. Money, Patterns and the use of maths in specific careers
Outdoor pursuits	Miss Scott	Outdoor pursuits, team skills, problem solving Outdoor games – mental health and well being

5 KS4 curriculum organisation

5.4 During KS4, lessons are taught as 5, 60-minute lessons per day.

5.5 In KS4, pupils are taught 5 compulsory, core subjects, and are able to choose a further 4 choices from the optional subjects to study at GCSE level.

5.6 The table below outlines the subjects that are taught during Years 9, 10 and 11:

Year 9	Year 10	Year 11
Core subjects		
<ul style="list-style-type: none"> English Maths Science PE RE Life Long Learning Sports Leaders 	<ul style="list-style-type: none"> English Maths Science (Including Triple Science) PE RE Life Long Learning 	<ul style="list-style-type: none"> English Maths Science (Including Triple Science) PE

Optional subjects		
<ul style="list-style-type: none"> • Geography • History • MFL – French • MFL – Spanish 	<ul style="list-style-type: none"> • Geography • History • MFL – French • MFL – Spanish 	<ul style="list-style-type: none"> • Geography • History • MFL – French • MFL – German •
<ul style="list-style-type: none"> • Art and design • D&T • Food technology • 3 Dimensional Design • Textiles 	<ul style="list-style-type: none"> • Art and design • D&T • Food technology • 3 Dimensional Design 	<ul style="list-style-type: none"> • Art and design • D&T • Food technology
<ul style="list-style-type: none"> • Drama • Media studies • Music 	<ul style="list-style-type: none"> • Drama • Performing Arts • Media studies • Music 	<ul style="list-style-type: none"> • Drama • Performing Arts • Media studies • Music
<ul style="list-style-type: none"> • Health and social care • GCSE PE • Sports Studies 	<ul style="list-style-type: none"> • Health and social care • GCSE PE • Sports Studies 	<ul style="list-style-type: none"> • Health and social care • GCSE PE
<ul style="list-style-type: none"> • Business studies • ICT • Computer Science 	<ul style="list-style-type: none"> • Business studies • ICT 	<ul style="list-style-type: none"> • Business studies • ICT • Computer Science

5.7 The optional subjects outlined in 6.3 are allocated to 4 blocks (A, B, C and D) – pupils choose one subject from each block at the end of Year 8 to study at GCSE level, throughout Year 9, 10 and 11 for timetabling purposes.

5.8 Wherever possible, the academy will try to adhere to pupils' wishes, e.g. if they wish to select two subjects from one block; however, the academy cannot guarantee that this will be the case and, as such, has included subjects in more than one block in an attempt to ensure as many options as possible are available.

5.9 The blocks available can be found in the options policy, the subject block does vary from year to year. This is a result of surveying each year group before the blocks are designed in an attempt to meet the needs of all learners.

5.10 The content of each subject taught can be found in the options curriculum booklet which is updated every year before being provided to the students before they begin the options process.

5.11 In KS4, the academy use 5 or 6 sets to appropriately allocate pupils within groups where they are amongst peers with similar progress and attainment – these are only applied in English, maths and science as the options subjects are not taken by the whole year group.

5.12 In order to group pupils into sets, information is used from prior attainment during end-of-year assessments, however, classroom teachers are responsible for reviewing throughout the year and may move pupils into different sets as appropriate.

5.13 Sets 1-3 contain between 25-33 pupils. Wherever possible, set 4-5 is smaller in size, consisting of 15-24 pupils, to allow for more focussed teaching for pupils with lower attainment.

6 KS4 curriculum delivery

6.4 The delivery of the **KS4** curriculum is shown below across Year 9:

Set	English	Maths	Science	Option 1	Option 2	Option 3	Option 4	RS	Life Long Learning	PE	Sports Leaders	PSHE
All	4	3	4	2	2	2	2	1	1	2	1	1

6.5 The delivery of the **KS4** curriculum is shown below across Year 10:

Set	English	Maths	Science	Option 1	Option 2	Option 3	Option 4	RS	Life Long Learning	PE
All	4	4	5	2	2	2	2	1	1	2

6.3. The delivery of the **KS4** curriculum is shown below across Year 11:

Set	English	Maths	Science	Option 1	Option 2	Option 3	Option 4	Careers	PE
All	5	4	5	2	2	2	2	1	2

7 Further curriculum information

7.4 Additional Citizenship, Careers, enrichment, PSHE education is delivered via:

- Six collapsed curriculum days per term (Deep learning days)
- Dedicated assemblies
- Tutor time

Life Long Learning in Year 9 and 10 covers;

In Year 9 and 10 students will study...

Unit	Teacher	
ICT Functional Skills ICT	Mr Marshall	Equips learners with the basic ICT skills they need to operate confidently, effectively and independently in education, work and everyday life.

The World and its History	Mrs Issatt and Mr Perkins	Significant historical events that everyone should learn about.
Arts Award	Mr Steels	Creativity, culture, art and its place in the 21 st century. Students will embark on an arts based project.
Linguistics	Miss Brownlee	Language skills for life. Linguistics is the scientific study of language. It encompasses the analysis of every aspect of language, as well as the methods for studying and modelling them.
Oracy	Mr Campbell	<i>Oracy</i> is to speaking what numeracy is to mathematics or literacy to reading and writing. Students will learn about body language, public speaking Presenting.
Heath and well being	Mrs Lowe	Students will learn to look after their mental health and well-being.

4. Resources

- 4.1. Subject leaders are responsible for the management and maintenance of resources, as well as for liaising with the Academy Business Manager in order to purchase further resources.
- 4.2. Resources will be stored in each classroom, including workbooks, text books and any other materials, e.g. calculators.
- 4.3. Resources which are not required regularly, and those in relation to key whole-academy topics, will be stored in the department offices.
- 4.4. Display walls will be utilised and updated on a regular basis, in accordance with a particular area of the subject being taught at the time.
- 4.5. Equipment and resources will be easily accessible to pupils during lessons.
- 4.6. Subject Leaders will undertake an audit of equipment and resources on an annual basis.
- 4.7. The SENCO is responsible for the effective deployment of support for students with additional needs. This includes TA deployment.
- 4.8. It is the role of the classroom teacher to communicate effectively and direct TA support within their classroom. This should be clear at the start of each lesson and should be part of an ongoing dialogue, evaluating the impact of support and strategies undertaken.

5. Equal opportunities

- 5.1. Howden School ensures that all pupils, regardless of gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances, will have equal access to the curriculum.
- 5.2. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- 5.3. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons.
- 5.4. Howden school aims to provide all students with the opportunity to extend their thinking through extension activities, e.g. problem solving, discussion exercises, investigative work and research. The expectations for all students including the more academically-able pupils should match their potential.

6. Monitoring and review

- 6.1. This policy will be reviewed annually by the headteacher in conjunction with subject/faculty leaders and key stage learning managers.
- 6.2. Any changes made to this policy will be communicated to all members of staff.

- 6.3. SLT with Subject and Faculty leaders will monitor teaching and learning in the subject, ensuring that the content of the curriculum is covered across all phases of pupils' education.
- 6.4. All members of staff directly involved with the teaching of the curriculum are required to familiarise themselves with this policy.
- 6.5. The scheduled review date for the policy is September 2022.