



# Hurstmere School

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## Curriculum Policy

**Responsible:**  
Vice Principal – Mr B Lyon

**Ratified by Governors:**  
Teaching and Learning Committee

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### REVIEW HISTORY

REVIEWED	RATIFICATION	CYCLE	REVIEW	NOTES
Autumn 2018	26 <sup>th</sup> September 2018	1	Autumn 2019	Minor amendments
Autumn 2021	11 <sup>th</sup> February 2022	1	Autumn 2022	Updated responsibility

# Curriculum Policy

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**Next Review: Autumn 2022**

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## 1. Curriculum aims

Hurstmere School’s curriculum aims/intends to:

### Curriculum Intent

The boys Believe and Achieve. In order to become the ‘Best that they Can Be’ the school provides a rich and varied curriculum, which is ambitious and challenging, and accessible for pupils.

The school’s coherently designed and sequenced curriculum ensures that they are equipped to mould the exciting futures they dream of.

The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces the pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

It is, however, just one element in the education of the pupils. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.

The school delivers the national curriculum, in its entirety. The school recognises the flexibility to offer more in their wider school curriculum. As such they enhance the pupils learning with a range of Technical and additional options at Key Stage 4 as well as Character Education, the Enrichment Curriculum and a range of Extra-Curricular opportunities too.

## Key Stage 3

**Pupils embark on a five-year journey, as soon as they start at Hurstmere School and which the school hopes will instil a love of learning but also one which lays the foundations for their next stage of education and the futures that they dream of.**

In Years 7-9, the two-week timetable consists of fifty lessons, five a day, in groups set according to pupils' levels of ability.

All pupils study English (including literature), Mathematics, Science, Technology, Art, Drama, MFL (French), Geography, History, ICT, Music, PE, RE and Citizenship/Learning for Life.

In each subject area, a wide range of teaching methods and differentiated teaching materials and resources are used to cater for pupils' different needs and learning styles, offer challenge and support as appropriate and enhance the learning experience of all pupils.

To promote personalised learning and creativity a flexible approach is offered during Activities Week when the formal timetable is suspended. This provides pupils with opportunities to engage and excel in activities outside the normal confines of the classroom, developing their confidence as individuals and work as part of a team.

## Key Stage 4

**Pupils take their options in Year 9, ready to commence their externally examined courses in Year 10. They enjoy taking a lead in the shaping of their curriculum and committing to the extra drive required to build the profile that they wish to take to the next stage**

The timetable consists of fifty, one hour, lessons within the two-week structure as outlined for Key Stage 3.

Compulsory subjects are English Language, English Literature, Mathematics, Science combined or triple), Physical Education (non-exam), Citizenship (non-exam) and RE (non-exam). Pupils must also choose at least one subject from a block of 'EBACC' subjects, i.e. Geography, History, French or Computer Science.

Pupils then choose three option subjects following guidance (specifically in terms of further education post-16 and career pathways) on 'Options' Parents Evening, special assemblies and individually with senior staff as appropriate. Option subjects are chosen from the following subjects: Art, Business Studies, French, Geography, Computer Science, Digital Applications, Design Technology, Engineering, History, Media Studies, Music, Music Technology, PE, Sports, RE and Catering. Further subjects with a more vocational bias may be offered, and an important part of Hurstmere's curriculum policy is that pupils (and their parents) are guided in their choices; pupils are not forced onto a particular "pathway" or combination of courses.

## Reading, Literacy and Numeracy

**The school recognizes that a reading age of 13 years is usually the minimum requirement to access the GCSE papers, with a reading age of 15 years usually required to access the full range of grades. As such it is a clear school priority to ensure that pupils are supported across the curriculum to develop both their reading and wider literacy. All pupils have their reading ages assessed annually and these ages are shared with teachers so that they may adjust their lessons and**

resources in order to make them both accessible but also appropriately challenging. Curriculum Leads review their schemes of work and resources to ensure that these have been differentiated accordingly.

The school also recognizes that the development of pupils' numeracy is more than the responsibility of the Maths Department. Alongside specific work in other subjects which directly deliver learning based around numeracy on a regular basis such as Geography, Science and Computing, all Curriculum Leads take a lead in ensuring that numeracy is dealt with consistently in their subject areas. The school recognises that numeracy skills need to be taught and, just as they do for literacy, should be planned for rather than assumed.

### Across the school from 2:50 onwards – the Enrichment Curriculum

The school has a wide range of enrichment activities ranging from the Honours Programme for their highest achieving Year 7 pupils through to STEM and History Clubs and their hugely popular Music and Sports offer.

The majority of the pupils are engaged with at least one of these opportunities and all are invited to take part.

✓ <i>Compulsory</i> ✓ <i>Optional</i>	Key Stage 3	Key Stage 4
Ages	11-14	15-16
<b>Core Subjects</b>		
English	✓	✓
Maths	✓	✓
Science	✓	✓
<b>Foundation Subjects</b>		
Art and Design	✓	✓
Citizenship	✓	✓
Computing	✓	✓
Design and Technology	✓	✓
French	✓	✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical Education	✓	✓
<b>Statutory Provision</b>		
Religious Education	✓	✓
Relationships and Sex Education	✓	✓
<b>In addition, Pupils at Hurstmere receive:</b>		
<b>Additional GCSEs and Technical Qualifications</b>		
Business Studies		✓
Psychology		✓
Media		✓
Sport Science		✓
Hospitality and Catering		✓
Music Technology		✓
<b>Character Education</b>		
Learning for Life	✓	✓
Citizenship	✓	✓
Careers Programme	✓	✓
<b>Enrichment/Extra-Curricular Curriculum</b>	✓	✓

As well as providing an engaging platform to further develop the core values including teamwork, leadership and resilience these all give pupils a chance, beyond academic study to develop their love of the activities and of school in the round.

### **Skills the boys will develop ...**

The school's 'R-Trails' are embedded throughout the curriculum, and everything the school does. They help shape the pupils' mindsets and behaviours enabling them to become active and successful contributors as society's future adults

- ✓ Respect
- ✓ Teamwork
- ✓ Resilience
- ✓ Ambition
- ✓ Integrity
- ✓ Leadership
- ✓ Self-Belief

The pupils gain specific learning skills in order to acquire the knowledge required to put their values into practice. The pupils:

- ✓ Read widely and often
- ✓ Have practiced oracy sufficiently to be articulate when expressing viewpoints or discussing their learning
- ✓ Are numerate and comfortable resolving problems that they face
- ✓ Make links between elements of their learning, between their various subjects and with themes that they encounter in the outside world
- ✓ Self-direct their learning including the ability to work independently and choose how most effectively to do so
- ✓ Recognize the importance of building a record of success and recognizing their own achievements
- ✓ Ask intelligent questions to consolidate their learning and to push themselves to deeper understanding

They also develop subject specific skills essential to success in each area of the curriculum.

How to articulate their learning ...

At Hurstmere the pupils are aspirational and want to do well in their exams. They are able to articulate:

- ✓ Why they enjoy their learning
- ✓ How they are making progress within and across their subjects
- ✓ That they remember what they have learned and strategies to do so readily
- ✓ Their understanding of the value of their learning to their futures
- ✓ The connections between their learning in different subjects, to the world they live in and beyond

When articulating their understanding about their learning boys readily refer to Rosenshine principles in action in their lessons and wider learning:

- ✓ Retrieval practice and regular reviews of learning to aid recall of knowledge
- ✓ Having clear success criteria regularly referred to and high rates of achieving these
- ✓ Scaffolding of tasks to make them accessible when first encountering new challenges
- ✓ Breaking complex tasks and challenges into smaller parts
- ✓ Modelling of techniques, approaches and potential answers
- ✓ Guided practice
- ✓ Independent learning

Additionally, in their individual subjects, the pupils confidently use subject specific terminology when describing their learning

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

## 3. Roles and responsibilities

### 3.1 The Governing Board

The Governing Board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The Governing Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 3.2 Principal

The Principal 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 pupils 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other key people involved in the success of the curriculum

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

The **Vice-Principal** leading the Quality of Education over time, Teaching and Curriculum will have strategic oversight and accountability for the quality of implementation.

**Curriculum Leads** will ensure that the intent and implementation of the curriculum in their subjects is effective.

The school **SENCO** will be responsible for the quality assurance and support of the curriculum provision for any pupil with Additional Educational Needs. They will review schemes of work, alongside Curriculum Leads to see that the differentiation of resources is designed appropriately and deliver CPD to support all staff in their delivery of quality first teaching. They will also co-ordinate and implement interventions to equip boys to access the wider curriculum where required.

**Teaching Staff** will play an active and collaborative part in the planning and design of schemes of work and ultimately deliver these to the high standards we demand. All teachers will be aware of the needs of their pupils, which we support through a common seating plan app which carries all relevant pupil information and adapt the curriculum to the classes in front of them accordingly.

**Teaching Assistants** will support individual pupils both in class and out of class for more specific interventions targeted at increasing boys' ability to access the wider curriculum. Where possible they will liaise with teachers and support in the differentiation of materials for the pupils that they support.

The **pupils** themselves are far from just passive recipients of information at school. They are actively engaged in their learning and are asked regularly for feedback on what is working and what need to be improved. We ask them to respond to feedback from their teachers, ask questions in class and to tell us what they think about their curriculum. In Year 9 they will take their options and get the chance to directly mould their choices at Key Stage Four and we recognise that they are much better placed to do so when they have been discussing their subjects regularly.

The school asks that **parents** support their children by talking to them about their learning on a regular basis and looking at their books. The school also asks in their Home School Agreement that they communicate with the school where there are any issues, and this includes anything that they are noticing about the relevance and effectiveness of the curriculum being covered.

#### 4. Organisation and planning

Each Curriculum Leader had designed their Curriculum to deliver their intent and to prepare pupils to develop a love of learning and to develop the skills and subject knowledge to facilitate further study should they choose to do so, either at GCSE or beyond.

The Curriculum is designed to deliver its intent through a common scheme of work structure across all Departments. This common structure is built around the Rosenshine principles and that of Systematic Shared Practice.

The Common lesson structure in the schemes of work ensure that every lesson has:

<b>LO</b>	<b>Learning Objective</b>	<i>Title and what is to be learned today (content)?</i>
<b>SC</b>	<b>Success Criteria</b>	<i>What will pupils need to do to demonstrate success in this lesson? (Displayed and referred to throughout)</i>
<b>HS</b>	<b>Hook + Starter</b>	<i>How will you capture the pupils immediately? What will they do initially to get them engaged with the key concepts?</i>
<b>LR</b>	<b>Learning resources aligned to LO and SC</b>	<i>What resources are required to support the learning in this lesson – where are they?</i>
<b>TEM</b>	<b>Teacher exposition and modelling</b>	<i>How will you explain the key concepts, capture and adapt to prior learning, check on understanding throughout?</i>
<b>GP</b>	<b>Guided Practice</b>	<i>What will the pupils do to embed, apply and check their understanding? How will you monitor this?</i>
<b>PRL</b>	<b>Plenary and Record of Learning</b>	<i>How will you ensure that you know if all pupils have progressed? How will you ensure they know their own progress and have it recorded for later reference and use?</i>
<b>IP</b>	<b>Independent practice</b>	<i>What will the pupils do at home to embed, apply and check their learning and how will you check this?</i>
<b>IMS</b>	<b>Impact summary</b>	<i>How will you know the levels of success in learning and understanding in order to inform next teaching?</i>

Curriculum Leaders have designed the curriculum to deliver their Intent by sequencing the skills and content to build pupils' expertise and confidence as they progress through each Unit of Study. Careful attention is paid to the interleaving of these skills and knowledge over times to ensure both continuity but also the incremental reinforcement and building of content coverage.

In their Curriculum mapping Curriculum Leaders highlight the key skills and content to be covered, the interleaved knowledge to be used, reinforced and utilised from short- and longer-term previous learning, and the cultural capital to be embraced. Where links to the pupils' local context can be utilized or built upon Curriculum Leaders build this into the planning of units of study.

Key pieces are used to assess the extent to which pupils have mastered the skills and disciplinary knowledge taught, ranging from extended written answers to performances and tests. These occur per Unit covered with most Units incorporating two per Half Term. Each Key piece is then assessed with feedback given to pupils with lessons built around Designated Improvement and Reflection Time.

Beyond the academic curriculum the school is committed to the holistic education of all pupils and the best preparation possible for their life beyond Hurstmere. The school's programme of Assemblies,

Tutor Time sessions, Learning for Life (LFL) and Co-Curriculum lessons cover a range of wider themes and issues in order to address pupils' right to:

- Relationships and sex education, and health education
- Spiritual, moral, social and cultural development
- British values
- Careers guidance

### **Work Related Learning**

- The school promotes work related learning as part of the learning entitlement for all pupils as a means to learn “about work”, learn “through work” and learn “for work”.
- The curriculum has an emphasis on the development of key skills, with literacy, numeracy and ICT a focus for all pupils whatever age or ability, to improve each pupil's prospects of employability. Citizenship lessons promote awareness and understanding of the world of work and the economy. Many subject areas develop pupils' personal and social skills in a range of contexts.
- At the end of year 10, all pupils undertake a two-week Work Experience placement.

### **Alternative Curriculum Experience**

- For a very small number of pupils, the curriculum outlined above is not appropriate and alternative provision is offered. In purpose-built accommodation, individual pupils follow alternative courses developing life skills and gaining accreditation in adult literacy and numeracy courses. Individual pupils have varying amounts of time in the ACE Room, continuing with the core and option subjects as appropriate.

### **Religious Education**

- RE is taught throughout the school and follows the “Bexley Agreed Syllabus”. In Key Stage 4 RE is delivered through the Citizenship and Morality lessons carousel, and pupils have the opportunity to follow the GCSE RE examination course. Parents have the right to withdraw their son from RE if they wish but are invited to discuss the matter in advance with the Principal.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils ([See Responsibility for High Prior Attainers and More Able Pupils](#))
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

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

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

Further information can be found in the school's statement of equality information and objectives, and in their SEN policy and information report.

## **6. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Link Governors visit and meet Curriculum Leads and Line Managers throughout the Year and report back to the Governing Body
- The Governing Body receive reports from SLT on their Monitoring, Quality Assurance and Performance Management data on a termly basis

Curriculum Leaders monitor the way their subject is taught throughout the school by:

### **Outcomes**

The school tracks this within departments through their Key Pieces and across the school term through their data collections.

In each case Curriculum Areas, Year Teams, the SEND team and Inclusion:

- Check the validity of all data gathered through standardisation and moderation.
- Analyse the data for patterns of success and areas of weakness at a curricular level i.e. are there any elements that have clearly been well taught / need revisiting or addressing?
- Analyse the performance of individuals and cohorts relative to their target grades and levels of performance
- Devise simple, observable responses to the data to further develop pupil progress including, as a minimum, reviewing their seating plans

### **Observations and Learning Walks**

- All teachers are observed up to three times annually
- Learning Walk monitoring visits are carried out for lessons and Tutor times on a rolling cycle across the academic year

### **External reviews**

- Borough
- Audits of Pupil Premium Provision (March 2019)
- Audit of the Curriculum Intent (October 2019)

- Safeguarding (January 2020)

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by Mr B. Lyon, Vice Principal. At every review, the policy will be shared with the full Governing Board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- Remote Learning Policy
- Relationship and Sex Education Policy

CURRENTLY UNDER REVIEW