



Curriculum Policy

Hylands School

	Date	Review frequency/comments
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Reviewed By	J. Harold	
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Next review date		



Principles

Hylands School was built to serve the community in which it is placed. Accordingly, we are a comprehensive, community school with a clearly defined catchment area and cater for pupils of all abilities.

Hylands School believes that every member of the school community has a right to an education free from intimidation and fear. Failure to act gives a silent but powerful message that bullying is appropriate and acceptable.

Introduction and Intent

At Hylands School, we offer a curriculum which is designed to be broad and balanced. It is fully inclusive of, and accessible by, all students whatever their start points. We are firmly committed to a progressive curriculum that supports inclusion and is tailored to a wide range of needs, aspirations and interests whilst maintaining the highest quality of teaching and learning. Our curriculum has been developed to support the school's vision of **inspire, challenge, achieve** and we believe that it should prepare students with skills necessary for life well beyond Hylands School.

Inspire

Our curriculum:

- Inspires a love of learning by creating stimulating, thought-provoking and engaging opportunities for all students
- Inspires staff to create exciting and challenging lessons which excites students and fosters a climate of independent and resilient learning
- Inspires students to be self-motivated and ready to learn whatever the situation or circumstance

Challenge

Our curriculum:

- Creates a depth of learning where all students are stretched and challenged both academically and personally
- Allows staff to have high expectations of all learners
- Challenges all students to set high aspirational goals
- Creates resilient learners who are not afraid of risk-taking and failures – we challenge them to reflect on these and learn from them in order to grow



Achieve

Our curriculum:

- Creates a culture of aspirational high achievement in both academic and extra-curricular activities
- Creates responsible and respectful students who will be able to make a positive contribution to the local and global community
- Allows everyone to experience success and prepares students to have the best possible opportunities and life chances
- Raises progress and standards of attainment
- Develops a clear path of progression over their time at Hylands School

Organisation and provision

KS3

Subject	Hours per fortnight
English	8
Maths	8
Science	8
History	3
Geography	3
R.S	1
MFL (French or Spanish)	4
Art	2
Drama	2
Music	2
P.E	2
Dance	1
Computing	2
Technology	2
Character and Culture	2
Total Hours:	50



KS4

Subject	Hours per fortnight
Core:	
English Lit/Lang	8
Maths	8
Science Double Award	8
P.E	2
Character and Culture	2 (1 for triple students)
Options:	
Science Triple Award	5 (plus core hours = 15 total)
History	6
Geography	6
Business Studies	6
Media Studies	6
R.S	6
French	6
Spanish	6
Art	6
Photography	6
Drama	6
Music	6
P.E	6
Dance	6
Computer Science	6
ICT	6
Food Technology	6
Product Design	6
Health and Social Care	6
Financial Capabilities	4 (Selected students only)
Study Support	4 (Selected students only)
Total Hours:	50

Students will study the core subjects, including triple science (from Sept 2020), and select an additional three options to include either history or geography. Students needing an altered curriculum will select three options (to include a humanity) and either Study Support or Financial Capabilities. All students will study character and culture and P.E as part of their core curriculum.



KS5

Subject	Hours per fortnight
A Level	
English Literature	8
Maths	8
Further Maths	8
Biology	8
Chemistry	8
Physics	8
Art and design	8
Photography	8
Music	8
Music Tech	8
History	8
Geography	8
Government and Politics	8
Computer Science	8
Product Design	8
Media Studies	8
Drama	8
Psychology	8
BTEC	
Business Studies	8
Applied Science	8
Health and Social Care	8
ICT	8
Sport	8
Performing Arts	8
Core	
Maths	4
EPQ	4
Total Hours:	28 or 36 plus independent study periods

All students will study three A levels, with the most able having the opportunity to study four. All students will either study core maths or EPQ and have allocated independent study periods. All students will follow the PIXL Edge programme during tutor time.



Character and Culture

Students across all year groups have access to taught character and culture lessons. Character and culture has been embedded across the school using the PIXL LORIC structure focusing on building **organization**, **leadership**, resilience and a sense of community. Taught skills in **communication** are fundamental, deepening mutual respect and allowing our students to feel safe and to express themselves. By building on **initiative**, **resilience**, and feeling a sense of belonging to their community, they can be emotionally strong, self-assured, and able to deal with challenges and difficulties. This creates an important foundation for their learning and development socially and academically.

Character and culture allows us to deliver essential aspects of the curriculum including relationships and health education, SMSC development and careers. (Please see separate policies).

Inclusion

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers 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 our Teaching and Learning policy and SEND policy.

Groupings and settings

At KS3, teaching will be in ability groups in the core and mixed ability, in a higher and lower band, in foundation subjects. These mixed ability groups are put together with the aim of producing a balance of gender, ethnicity, ability, students with statements and feeder primary school. In all teaching groups teachers will use a range of techniques and resources to differentiate the curriculum to meet the needs of all students.

At KS4, teaching will be in ability groups in the core and mixed ability in all options subjects and core P.E.

At KS5, all teaching will be in mixed ability groups.



Whenever ability groups are created the following criteria will apply:

- Students must be placed in an appropriate set to enable them to access the curriculum
- Students must not be penalised from accessing the most appropriate level of entry for an exam
- Students must be placed according to ability, not attitude or behaviour
- Higher ability sets may be larger than lower ability sets to ensure students' needs are met most appropriately

All tutor groups are mixed ability.

Internal assessment and examinations

There are robust assessment procedures in place. Please refer to the Internal Assessment policy and Exams policy for further information. Marking and feedback procedures can be found in the Teaching and Learning policy.

Extra-curricular

Students have access to a wide range of extra-curricular activities which are delivered at lunchtimes and after school. These include music, sport, academic, debating and creative clubs. Each department is expected to run a minimum of one extra-curricular club, with PE and creative arts offering significantly more. At the end of each academic year, an enrichment week occurs.

In addition to these, a wide range of pastoral opportunities are available through assemblies,

external and internal speakers and externally and internally run courses. A comprehensive support plan for year 11 including revision strategy classes, meditation and Learning Performance courses are run.

Legislation and guidance

This policy reflects 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.

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](#).



Other Policies

This policy links to the following policies and procedures:

- Teaching and Learning (including homework)
- SEND
- PSHE and Citizenship
- Careers
- Inclusion
- Exams
- Internal Assessments for external qualifications
- PSHE and citizenship
- Sex and Relationships Education