

2019

Heron Hall Academy Curriculum Policy



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RATIONALE

Heron Hall Academy aims to:

- Provide a skilful and knowledge-rich curriculum which centres around how children learn to ensure all students strive to make the most progress they can
- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide educational experiences to meet the needs of our students and our local area
- Have a curriculum that is fit for purpose, offering differentiation and personalisation
- Prepare all students the next stage of their education and for a successful adult and working life in modern society
- Strive to achieve and then exceed national standards in achievement, attainment and progress
- Be committed to excellence and continuous improvement.
- Nurture the talents of all and celebrate success
- Provide equal opportunities for all students regardless of gender, aptitude or cultural, ethnic or religious background

CURRICULUM

A. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a broad and balanced curriculum that builds on young people's experiences in the primary phase and helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- develop a life-long love of learning recognising the importance and power of knowledge and its capacity to shape their future.
- achieve high standards and make good or excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- have and be able to use high quality functional skills, including key literacy, numeracy and computing skills.
- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning, to 19 and beyond.
- value their learning outside of the curriculum and relate to the taught curriculum.

B. Curriculum outcomes

Heron Hall Academy's curriculum will:

- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- lead to qualifications that hold currency for employers and for entry to higher education.
- enable students to fulfil their potential.
- meet the needs of young people of all abilities.
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- fulfil statutory requirements.

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 students will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students 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 Deputy Head, Head of Teaching and Learning and Curriculum Lead will ensure that:

- they have an oversight of curriculum structure and delivery within each link department
- detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with HoD on a regular basis and that actions are taken where necessary to improve these.

Heads of Department will ensure that:

- long term planning is in place for all courses. Such schemes of learning will be designed using the school proforma and will contain curriculum detail on: context, key skills, learning objectives, learning outcomes, learning activities, differentiation, literacy and success criteria.
- schemes of learning encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of learning 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 students.
- where necessary 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 students following particular courses. There should be consistency of approach towards assessment.
- they keep the Head of T&L, Deputy Head and Curriculum Lead informed of proposed changes to curriculum delivery.

- 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 within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school 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 student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- 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 students and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students 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 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.

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.

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 taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The Head of Teaching Learning and the Curriculum Lead shall:

- conduct a yearly audit of Departments' curriculum provision
- liaise with the subject HoD to review curriculum provision
- quality assure the consistency of approach in curriculum provision and AfL opportunities for all students

CURRICULUM DELIVERY

A. Curriculum Timetabling

The school day is arranged into six 55-minute lessons and is timetabled over one week.

B. Teaching Groups, Class Sizes and Ability Grouping

At Heron Hall, the endeavour is to always keep class sizes below 30 students. On occasions, mainly in the higher sets at Key Stage 3, there may be up to 32 students in a class.

Year 7 Setting

Year 7 are set in English and Maths and Science and taught in their mixed ability form groups, EQUALITY, in other subject areas.

Year 8 Setting

Year 7 are set in English and Maths and Science and taught in their mixed ability form groups, EQUALITY, in other subject areas.

Year 9 Setting

Year 9 are set in English and Maths and Science and taught in their mixed ability form groups, EQUALITY, in other subject areas.

Year 10 Setting

Year 10 are set in English and Maths and Science and taught in their mixed ability form groups, EQUALITY, in other subject areas.

Year 11 Setting

Year 11 are set in English and Maths and Science and taught in their mixed ability form groups, EQUALITY, in other subject areas.

C. Curriculum Content

Key Stage 3

➤ Art

In Year 7 & 8, Art is taught as a one 55-minute lesson throughout the year. As students arrive at Heron Hall Academy with various skills and ability in Art, the department aims to teach students basic drawings skills, which are then reinforced and further developed if they choose to continue with Art at GCSE level

HOMEWORK

Students are set homework every fortnight. Tasks set are used to reinforce, develop and improve techniques taught within the lesson. Homework set should take students about 30 minutes to complete and is to be presented on A4 paper or in their sketchbooks.

Year 7: Tone, mark making the line, Observation drawings, Colour

Theory, Watercolour painting, Pop Art and Lino Printing

Year 8: Tonal studies of masks, Leonardo DaVinci's works, designing

masks and Paper masche, Creating clay gargoyles, 2D tonal optical

illusions and 3D optical illusions

➤ Design and Technology

Design and technology prepares students to participate in tomorrow's rapidly changing technologies. They learn to think and intervene creatively to improve quality of life. The subject calls for students to become autonomous and creative problem solvers, as individuals and as members of a team. They must look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems. They combine practical skills with an understanding of aesthetics, social and environmental issues, function, design and technology, and it uses and effects. Through design and technology, all students can become discriminating and informed users of products and become innovators. Students will be given opportunities to work with a range of materials in Product Design, Graphics, Food, CAD-CAM and Systems & Control.

Product Design

Structures - the bridge project
Introduction to metals and wood
The candle holder project
An Introduction to Computer Aided Design

Food Technology

Packed lunch
Fruit salad
Biscuits
Little cakes
Sandwiches

➤ Drama

In Year 7, we start by assessing the student's ability in drama, introducing them to the drama studios and the expectations of these spaces, whilst focusing on creating a fun, structured and safe environment for creative drama to take place. Students are encouraged to work in teams displaying teamwork, cooperation, communication and concentration. After the introductory phase in the first half term students begin to develop and work on drama skills through the exploration of issues and the use of scripts. Students study one unit of work each half term, producing an assessed task at the end of each unit which is given a National Curriculum level. Students are also given a National Curriculum Level during each term which we use to compile individual assessment data. We aim to make all our lessons interactive, catering for a range of diverse learning styles and abilities by utilising exciting multi-media resources, such as interactive whiteboards, film clips, music, costume, lighting and masks. We also emphasise the fundamental skills of speaking and listening and reading as outlined by the National Curriculum and help to promote literacy.

	In the autumn term, the students will study:	In the spring term, the students will study:	In the summer term, the students will study:
YEAR 7	Greek Theatre Medieval Theatre	Characterization Oliver Twist	Blood Brothers Haunted House
YEAR 8	Commedia Del'Ante Crime and Punishment	Macbeth Superhero's	DNA Issue based Theatre

➤ English

In Year 7, we deliver a programme of study in line with the national curriculum which covers the study of Fantastic Tales, poetry, Travel Writing, Prose fiction, Auto/Biography and A Midsummers Night Dream. In Year 8, students cover, Conflicts, War horse, Persuasive Speeches, War horse, States of Mind and The Merchant of Venice. Students study one unit of work each half term, producing an assessed task at the end of each unit where students achieve a national curriculum level, however weekly assessment is also conducted focussing on Literacy skills. Students are also given an assessment in reading, writing, speaking and listening at the end of each half term, which we use to compile individual assessment data. All our lessons are interactive, catering for a range of diverse learning styles and abilities by utilising exciting multi-media resources.

ACCELERATED READER

The Accelerated Reader programme is part of the year 7 curriculum. This accelerated reading programme ensures that all students are actively engaged in reading. All students complete a star reading test that generates their reading ages and national curriculum level. We then use this data to track and monitor pupil progress. Students have a lesson in the library once a week and during this time they read and take a quiz after they have finished reading it. Students are also encouraged to read for at least 20 minutes a day and to take their quizzes during lunch times and after school. This helps

improve reading ages and inculcates an enthusiasm for reading. The programme is designed to improve reading skills not only in English but across all subject areas.

HOMEWORK

Homework is set on a weekly basis and is specific to whichever unit of work is being studied.

In the autumn term, the students will study:	In the spring term, the students will study:	In the summer term, the students will study:
Poetry Non-fiction Prose	Media Poetry 20 th Century novel	Drama Short Stories

➤ Humanities

Humanities is the study of both History and Geography. In Year 7 & 8, students are taught for four periods a week. Two periods a week for both History and Geography will be taught. Students are taught from teacher-developed schemes of work which include many worksheets and textbooks. Students have regular tasks designed for them to measure their learning. Both subjects are designed to be interactive and the schemes of work are constantly updated to encompass learning styles.

HOMEWORK

Homework is set and marked regularly and is seen as an essential tool to aid learning in the classroom.

In the autumn term, the students will study:	In the spring term, the students will study:
<p>Geography Global issues UK Landscape Resource Consumption</p> <p>History Family History Life in the Middle Ages</p>	<p>Geography Urban Issues Weather and Climate Tectonic Hazards</p> <p>History The Islamic Empire King John</p>

➤ Mathematics

Students are taught Mathematics in sets which are created according to the students ability. In year 7, students are allocated to a set based on their primary school maths results and also on the basis of their result in an internal examination carried out on the transition days. Students are taught maths for five periods per week. HOMEWORK The homework set by teachers should take between 30 and 45 minutes to complete.

Homework is set on a weekly basis. We strongly encourage the use of the Mymaths to support pupils with their homework and also set a variety of homework on mathematical based internet sites.

All students cover the four main strands of mathematics throughout the year:

Number	Algebra
Fractions, decimals and percentages	Using letters to represent numbers
Multiplying and dividing numbers	Collecting like terms
Order of operations	Solving equations
Estimation and checking answers	Plotting graphs

Each set has a detailed scheme of work covering the four areas which is written according to the needs and ability of the group. With the new revised curriculum now in place, functional skills have been integrated into the schemes of work in order to encourage pupils to think independently and explore the various areas of Mathematics via investigational work and rich based tasks. At the end of each half term, students will take an end of module test in order to assess and monitor the progress they are making. At the end of year 7 & 8, students will sit a calculator and a non-calculator examination.

➤ MFL

Either French or Spanish is taught for 2 lessons per week. The course books used in the department is Expo for French; and Mira! for Spanish but there is a large amount of teacher material and interactive whiteboards and websites used in both languages. Students are taught in bands in Year 7 and from Year 8, they are taught in ability sets. Each half term learners are tested on an End of Unit task to show what has been learned during that particular unit of work. The department makes use of songs and rhymes and interactive whiteboard activities in language classrooms and from the start, the emphasis is on using the four skills: Listening, Reading, Speaking and Writing. There is also a big emphasis on ICT with laptops available in languages to students once a week.

HOMEWORK

Homework is set each week. The last homework before a holiday is always the End of Unit task. We work on a 2-week cycle for homework tasks. One week the task will be a worksheet and the following week it will be an oral task.

In the autumn term, the students will study:	In the spring term, the students will study:	In the summer term, the students will study:
Introductions Family - brothers, sisters and pets Adjectives (colours and nationalities).	At home: describing where I live In my town: describing my town	My routines: describing my routines at school and home Revision: End of year tests preparation on all topics

➤ Music

By engaging students in making and responding to music, students develop their understanding and appreciation of a wide range of music. Students extend their own interests and increase their ability to make judgements about music quality. Music teaching in key stage 3 is about developing each of the interrelated skills of performing, composing and

appraising in all activities. In particular, students should acquire and apply knowledge and understanding of: how music is constructed, the use of musical elements and devices; how music is produced, the use of instruments, ICT (Music technology), musical processes and procedures, including relevant symbols and notations; and how music is influenced by time and place.

HOMEWORK

Homework is given to reinforce what students learn at school. Music is an integral part of the curriculum and children may receive music to practice once a week.

In the autumn term, the students will study:	In the spring term, the students will study:	In the summer term, the students will study:
Year 7: Notation & Elements Musical Stories	Year 7: Binary Riff Song Writing	Year 7: Musical Cliches The Radio Advert
Year 8: Scores and Parts Variations	Year 8: Jazz and Blues Soundscapes	Year 8: Rock and Pop Music Media

➤ Physical Education

Students receive 2 lessons of PE each week in year 7 and 8. It is taught in single sex groups. The key stage 3 curriculum offers students a wide range of activities. Students have the opportunity to participate in up to 10 different activities throughout the year, with each activity taught in a 6-8 week block.

Each student has the opportunity to:

- Experience a wide range of physical activities.
- Develop knowledge and understanding of the principles of physical activity and safety.
- Acquire physical, cognitive and social skills.
- Learn the benefits of a healthy lifestyle and how to measure and record their own fitness level.
- Develop an appreciation of the creative aspects of movement.
- Apply rules to activities during performance and as an official.

In the autumn and spring terms the students will study:	In the summer term, the students will study:
Basketball Netball Trampolining Football Rugby Gymnastics Volleyball Dance	Rounders Cricket Athletics

➤ PSHE & Citizenship Education

Personal, Social Health and Citizenship education concentrates on the development of the 'whole' child. PSHC lessons are taught to every student across the school for one lesson per week and aim to equip our students with the skills necessary for being a happy, healthy and productive member of our community both in school and out. We cover topics such as sex and relationships education, drugs education, self-esteem, boosters, anti-bullying, health matters, cancer awareness, careers education, anti-crime projects, and economic, financial and political awareness. During key stage 3, students learn about themselves as growing and changing individuals and as members of their communities with maturity, independence and power. They become more self-aware, and capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of their views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in key stage 2, learning new skills to help them make decisions and play an active part in their personal and social life. They learn how to plan and manage choices for their courses and career. Students continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn how to cope with changing relationships and understand how these can affect their health and well-being. They make the most of new opportunities to take part in the life of the school and its communities. Our main aims are to promote self-esteem and personal values, to provide the knowledge and understanding that promotes active and constructive citizenship, to encourage healthy lifestyles as well as independent learning and an increased responsibility for organising their studies and plans for their future.

HOMEWORK

Homework is set every lesson and will be linked to the main objectives of the lesson or the unit of work. Due to the nature of the subject, homework may be research based or even involve group work.

What is citizenship?
School council
Animal rights
Sex and relationship education

Diversity and refugee awareness
Local democracy and government
Family conflict
First aid

➤ Religious Education

Religious Education offers people the opportunity to understand and respect the different religions beliefs, values and traditions. It also helps them to understand the influences these may have on individuals, societies, communities and cultures.

HOMEWORK

Homework should be set every two weeks to check on that has happened in class and to research new topics. A variety of tasks should be set in each unit

In the autumn term, the students will study:	In the spring term, the students will study:	In the summer term, the students will study:
Why religion? Different religions Places of worship Worshippers Sacred texts Which religion are you?	In the spring term, the students will study: Where do people worship?	In the summer term, the students will study: Key founders in the six major faiths

➤ Science

Students in year 7 are taught in their tutor groups for the first half term and then grouped by ability thereafter. In Year 8, students are taught in sets based on their ability. Students' progress is carefully and regularly monitored allowing students to move up and down the groups depending on performance. The students are assessed throughout the year in various topics

HOMEWORK

Homework is set every week and is in line with the school homework policy. Homework includes research work, project work and can be used as a continuation of class work.

Biology Units	Chemistry Units	Physics Units
Cells Reproduction Differences Classification	Acid reactions Particles Elements & compounds Chemical reactions	Electricity and Magnetism Energy Forces Space

➤ Sex and Relationship Education

Sex and Relationship Education is delivered via: P

