

Curriculum Statement

The curriculum at Heron Hall Academy encompasses targeted planning, assessment, feedback, ethos through our Strive values, a rich and flourishing learning experience, to foster a love of learning and skills to increase life opportunities. Our aim is to provide an extensive and challenging broad and balanced curriculum, which meets the needs of our learners and enriches their future pathways.

The curriculum has two principal aims:

- To provide opportunities for all students to learn and achieve to their highest potential, and to become successful lifelong learners
- To promote students' spiritual, moral, social and cultural development ensuring diversity is embraced, and prepare them to become responsible citizens

Our student's learning journey is split between 3 years at key stage 3 and 2 years at key stage 4. As from September 2023 there will be an additional 2 year key stage 5.

During key stage 3 students are exposed to our full complement of arts, languages, humanities, and technical subjects in addition to the core subjects. During year 9 students can choose from a broad range of GCSE and BTEC qualifications so that their programme of study is suited to their individual needs, interests, skills, and aspirations with guidance. Both these qualifications have equal rigour and currency but are composed of a different assessment structure. During the option process students' study 9 subjects which consists of the compulsory subjects English Language, English Literature, Mathematics, Science, Religious Studies, and Physical Education. Students will choose 3 option subjects to study. This will be a total of 9 GCSE subjects.

Students from year 7 also study a programme of Personal, Social, Health and Economic education which forms part of our Strive values. This is delivered through a mixture of form time activities, Strive days and workshops throughout the student's time at Heron Hall.

Our academic year is organised into 6 half terms. During each half term student's complete units of work, in line with the programs of study culminating in standardised formal assessments.

At key stage 3 the assessments are a knowledge check in terms 1, 3 and 5 which will test each student's knowledge gained throughout the year, and an application check in terms 2, 4 and 6; which tests not only knowledge but the students ability to apply the knowledge. At Keystage 4 students are assessed in the style of GCSEs. During year 10 these assessments will be based on only what a student has being taught so far. In year 11 there are two sets of full marks.

This information is used to inform planning and provides an opportunity for students to act on feedback, demonstrate further progress and identify the strengths and weaknesses in their learning. Feedback is a live and active part of classroom-based teaching and students are provided with on-going praise, support, and guidance on how to enhance their performance.