

Highcliffe School

Curriculum Policy

September 2022

Adopted by Governors: 14 October 2022

Mission Statement

To provide a safe, nurturing environment that promotes happy confident learners possessing self-discipline, self-motivation, and respect for others, who acknowledge their responsibilities toward each other and the wider community.

Through our teaching, to allow students to develop into talented, ambitious young adults equipped with the intellectual and practical skills to enhance their own lives and of those around them.

To use our resources responsibly to secure maximum achievement in all aspects of our students' education.

Curriculum Intent

Key Stage Three

Provide a broad and balanced curriculum which gives all ability ranges an education equipping them with critical core knowledge, understanding and skills in each subject. The curriculum prepares students effectively for future learning without limiting their learning to examination preparation. It balances a strong focus on numeracy, literacy, and scientific learning with a holistic education in the arts, performing arts, languages, humanities, technologies and computing so that students develop a rich cultural capital associated with each subject. Engagement is inspired by a rich and varied learning experience, where progress made in learning and as an individual is celebrated. Progress in learning is enhanced by a stimulating and high-quality extra-curricular education available to students across the Key Stage.

Key Stage Four

Provide a curriculum that enhances student's cultural understanding, core knowledge and is suited to our student profile, balancing compulsory learning with pathways for sub-groups or individuals, which inspire and engage students whilst keeping future choices open and developing their academic and personal resilience. Engagement is inspired by a rich and varied learning experience, where progress made in learning and as an individual is celebrated. Progress in learning is enhanced by a stimulating and high-quality extra-curricular education available to students across the Key Stage.

Key Stage Five

To provide an academic curriculum progressing learning from Key Stage 4 or opening-up new opportunities, which is matched to our student intake profile and is delivered through differentiated Pathways for individuals (informed by prior attainment). The curriculum inspires and engages students whilst also equipping them with cultural capital successfully broadening horizons and preparing them for progression at 18, and for their future life as learners, employees, employers, and informed citizens.

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Statement of intent

Highcliffe School understands that implementing a broad and balanced curriculum is fundamental to providing students with the education they need to succeed in later life. At our school, we aim to inspire students 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.
- The organisation, delivery, and implementation of the curriculum for students post-16.
- The teaching, learning, and planning arrangements for the curriculum.
- The assessment arrangements for students in all years.

1. School policies

1.1. This policy has been created in accordance with, and will be implemented alongside, the following school policies:

- Marking and Feedback
- SEND
- Careers
- Home Study
- Sex and Relationships

1. Roles and responsibilities

1.0. The headteacher is responsible for:

- Ensuring that any statutory elements of the curriculum, and those subjects which the school chooses to offer, are organised to reflect the aims and ethos of the school as well as the whole-school curriculum intent.
- Alongside subject leaders and heads of achievement/year, ensuring that all aspects of the curriculum include how it will be organised, delivered, and assessed, and how individual needs of students will be met.
- Ensuring there is adequate time available for the implementation of the curriculum effectively.
- Where appropriate, ensuring the individual needs of students 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 students are adequately informed of progress and attainment.
- Ensuring the governing body is fully informed of aspects relating to the curriculum, including information on progress and to inform decisions.
- Ensuring all staff members, in particular subject leaders and heads of achievement, are aware of their responsibilities in relation to this policy.

1.1. Subject leaders are responsible for:

- Reviewing how their subject area can support, enrich, and extend the curriculum, linked to the whole-school curriculum intent.
- 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 school intent.
- Reviewing changes within their subject area and advising on their implementation in the curriculum.
- Monitoring the impact of teaching and learning of their subject area, providing support for staff where necessary.
- Ensuring the curriculum in their subject area is adequately planned, the implementation reflects the subject intent, and all teaching staff are aware of the syllabus content.

- Ensuring the continuity and progression from year group to year group by working with heads of achievement.
- Encouraging staff to provide effective learning opportunities for students, linked to the subject curriculum intent.
- Helping to develop colleagues' expertise in their subject area.
- Liaising with subject teachers across all year groups and phases.
- Ensuring there is consistency in the implementation of their subject curriculum.
- Being aware of, and communicating, developments in their subject area to all teaching staff, including subject specific knowledge and pedagogy.
- 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 data to the headteacher, heads of achievement/year and governing board, where required.

1.2. Heads of achievement are responsible for:

- Working alongside the headteacher and subject leaders to design the curriculum to meet the intent of the curriculum, including how it will be organised, delivered, and assessed, and how it will cater for students' individual needs.
- Holding subject leaders to account for the impact the implementation of the curriculum has on pupil progress and attainment across a year group.
- Collating and analysing pupil assessment data and implementing interventions where necessary.
- Ensuring the continuity and progression from year group to year group by working with subject leaders.

1.3. Classroom teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Ensuring progression of students' 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 students.
- Monitoring the progress of students in their class and reporting this on an annual basis to parents.

- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary to effectively teach the subject.
- Sharing best practice amongst colleagues.
- Working in partnership with other agencies to provide an appropriate range of curriculum opportunities.

1.4. The SENDCO is responsible for:

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

2. Curriculum rationale

2.0. The school has developed a broad and balanced curriculum with the intent to:

- Inspire and motivate students.
- Encourage students to achieve to their full potential.
- Help students develop personal moral values, respect for religious values and an understanding of other races, beliefs, and ways of life.
- Help students understand the world we live in.
- Help students develop self-esteem, self-worth, and self-confidence.
- Meet the different needs of individual students, 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 students are adequately prepared for any assessment.
- Prepare students to make informed choices at the end of KS3, KS4, KS5 and beyond.
- Ensure continuity between year groups and phases.

3. KS3 curriculum organisation and implementation (Years 7 to 9)

3.0. During KS3, lessons are taught as five, 55-minute lessons per day. The timetable is organised on a fortnightly rotation.

3.1. The table below outlines the subjects that are taught during Year 7, 8 and 9.

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> English Maths Science Art Computing Technology# Drama MFL – French or Spanish History Music PE RE Ethics and Personal Development (PSHE) 	<ul style="list-style-type: none"> English Maths Science Art Computing Technology# Drama MFL – French or Spanish History Music PE RE Ethics and Personal Development (PSHE) 	<ul style="list-style-type: none"> English Maths Science Art Computing Technology# Drama* MFL – French or Spanish* History Music* PE* RE Ethics and Personal Development (PSHE)

#Carousel of Food, Graphics, Product Design, Textiles and Problem Solving

* Students select a 'mini option' preference in Year 9 for which of these subjects they will undertake. They can opt to start an additional language. PE core will stay but students may opt for PE theory in addition.

3.2. The content of each subject taught at Years 7, 8 and 9 can be found online at <https://www.highcliffe.school/CurriculumInformation>

3.3. KS3 is made up primarily of mixed ability teaching groups. Setting by ability is undertaken as below:

Year	English	Maths	Science
7	Mixed Ability	Mixed Ability	Mixed Ability
8	One top set in each 1/3 rd of year and 2 mixed sets	Set using Year 7 assessment data	Mixed Ability
9	One top set in each 1/3 rd of year and 2 mixed sets	Set using Year 8 assessment data	Set using Year 7 and 8 assessment data.

3.4. To group students into mixed ability teaching groups, information is used from prior attainment information during KS2 and prior years; however, classroom teachers are responsible for reviewing throughout the year and may move students into different sets as appropriate.

4. KS4 curriculum organisation and implementation (Years 10 and 11)

- 4.0. During KS4, lessons are taught as five, 55-minute lessons per day. The timetable is organised on a fortnightly rotation.
- 4.1. In KS4, students are taught five compulsory, core subjects, and choose a further four choices from the optional subjects to study at GCSE level. Full information about the Key Stage 4 options process is at <https://www.highcliffe.school/OptionsPortal>
- 4.2. The table below outlines the subjects that are taught during Years 10 and 11:

Year 10	Year 11
Core subjects	
<ul style="list-style-type: none"> ● English ● Maths ● Science (Double) ● PE ● RE and EPD 	<ul style="list-style-type: none"> ● English ● Maths ● Science (Double) ● PE ● RE and EPD
Optional subjects	
<ul style="list-style-type: none"> ● Business ● Citizenship ● Computing ● Drama ● Fine Art ● Food Preparation and Nutrition ● French ● Geography ● Graphics ● History ● Information Technology ● Music ● Physical Education ● Product Design ● Religious Education ● Separate Science ● Spanish ● Sport Science ● Textile Design ● Three-Dimensional Design 	

- 4.3. The optional subjects outlined above are started in Year 10 with students making their option choices in the second half of Year 9. Students select 4 subjects from the list where one must be History or Geography and for the majority of students a second being French or Spanish.

- 4.4. Students that select Separate Science will do less PE and EPD to allow them to access 12 hours of science each fortnight.
- 4.5. Wherever possible, the school will try to meet the requests of students, but in certain cases this is not always possible due to class sizes, or the mix of subjects selected. If this occurs, the school will work with the student and parents to select a second-choice subject.
- 4.6. The content of each subject taught at Years 10 and 11 can be found online at <https://www.highcliffe.school/curriculum>
- 4.7. To group students into sets, information is used from prior attainment during end-of-year assessments at Year 9; however, classroom teachers are responsible for reviewing throughout the year and may move students into different sets as appropriate.
- 4.8. Setting is used across the core subjects as below

Year	English	Maths	Science
10	One top set on each half of year and then multiple mixed ability sets	Set by ability using assessment data from Year 9 across each half of year.	Set by ability using assessment data from Year 9 across each half of year.
11	One top set on each half of year and then multiple mixed ability sets	Set by ability using assessment data from Year 9 across each half of year.	Set by ability using assessment data from Year 9 across each half of year.

5. Further curriculum information

- 5.0. Relationship and Sex Education for KS3 and KS4 is delivered through the EPD (Ethics and Personal Development) lessons. It is also delivered as part of the Core Enrichment programme in KS5.
- 5.1. PSHE education is delivered via Ethics and Personal Development lessons which are timetabled across all of Year 7 to 11.

Both policies can be viewed at <https://www.highcliffe.school/Policies>

6. Post-16 curriculum and implementation (Years 12 and 13)

- 6.0. Highcliffe School offers post-16 education with a focus on academic subjects with a small number of single award vocational subjects which complement the A Levels on offer.
- 6.1. Students must have achieved 6 grade 4's or above at GCSE grades with Maths and English (best of Language or Literature) at Grade 5 or above. Some subjects require a GCSE at grade 6 or above to study.
- 6.2. The full list of KS5 courses can be found at <https://www.highcliffesixth.com/Courses> where the content of each course is also documented.
- 6.3. During Sixth Form, lessons are taught as 55-minute lessons per day – students may have between 3-5 lessons a day and are provided with 'study periods' in between these lessons where they can undertake their own study. Students are required to access our core enrichment programme for the delivery of PSHE content and can access multiple optional enrichment opportunities in Year 12. The timetable is organised fortnightly. Our enrichment programme can be found by clicking on this link <https://www.highcliffesixth.com/Enrichment>
- 6.4. The delivery of the sixth-form curriculum for Year 12 and Year 13 is shown below:

	Year 12	Year 13
	Lessons taught	
Option 1	9	9
Option 2	9	9
Option 3	9	9
Option 4	9 (if taken)	9 (if taken)

Note: Most students will take 3 courses to enable them to get the highest possible grades which are required for university access.

7. The Implementation of the Curriculum: Whole School Teaching and Learning Priorities

The teaching of the curriculum will ensure that pupils of all abilities are able to engage with the curriculum as effectively as possible, enhancing their knowledge and skills and retaining this knowledge to lead to life-long learning.

The curriculum at Highcliffe is inclusive, taking into account the needs of our SEND students. Retrieval practice and spaced practice are embedded within the design of the curriculum as well as some subjects opting for a spiralled curriculum to increase accessibility. Every subject area has a Learning Journey to highlight core taught knowledge and skills within the subject specialism. All Learning Journeys are supported by more in-depth Unit Summaries to help generate a greater understanding of taught content and offer pre-learning opportunities.

Common language is used throughout curriculum subjects. This includes language around vocabulary (Tier 1, 2 and 3); language around making learning 'stick' such as 'retrieval practice', and language around concentration and focus such as 'sustained intense concentration'. There is an appreciation that each subject area has technical terminology and specialist vocabulary, and this is taught within the curriculum.

Pupils will undertake independent work and have the opportunity to work in groups and discuss with their peers. Collaborative learning is actively encouraged.

Teachers use a variety of teaching methods to provide variation and enhance pupils' understanding. Highcliffe School adopts 'adaptive teaching' when necessary. Teachers will adapt their methods to enhance the progress of all pupils, with a particular focus on: SEND students; middle ability girls; pupil premium students and high KS2 achieving boys.

Highcliffe School aims for consistency across the taught curriculum with teachers embedding the School Development Priorities into their teaching. The development priorities for teaching and learning are always based upon evidence-informed practice.

8. Intent and Implementation of Subject Curriculum

9.0. Every subject area has developed a curriculum intent statement and reviewed their curriculum design to ensure it is in line with their curriculum intent.

9.1. Teachers will use the learning content identified in the subject's curriculum design as a source for their planning.

9.2. Long-term planning will be used to outline the units to be taught within each year group. This is communicated to the students through Learning Journeys.

9.3. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment. This is communicated to the students through Unit Summaries.

9.4. Medium-term plans will identify learning opportunities, big questions, retrieval practice opportunities and key assessments.

9.5. Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, considering pupils' needs and identifying the method in which topics could be taught. All subject areas will have a central area where key resources will be shared and disseminated.

9.6. Wherever possible, curriculum subjects will provide opportunities to establish links with other curriculum areas.

9.7. Wherever possible, curriculum subjects will provide enrichment opportunities and will identify these opportunities in their long term and medium-term planning.

9. Impact: Assessment and Reporting

10.0 Assessments tasks must be well planned, organised and hold value to both the student and the teacher. There are many different approaches to marking and feedback and it is crucial that students understand their own performance and their own areas of weakness. Our whole school marking policy can be viewed at <https://www.highcliffe.school/Policies>

10.1. Our principles of assessment are to ensure that:

assessment is a continuous process which is integral to teaching and learning, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education

high quality teaching is supported and informed by high quality formative assessment (ongoing assessment)

the school ethos promotes and emphasises the opportunity for all children to succeed when taught and assessed effectively

there is always a clear purpose for assessing and assessment is fit for its intended purpose
assessment is used to focus on monitoring and supporting student's progress, attainment, and wider outcomes

assessment supports informative and productive conversations with staff, students, and parents

children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve

we achieve our assessment without adding unnecessarily to teacher workload

assessment is inclusive of all abilities

a range of assessments are used 'day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment

10.2. Students will be assessed, and their progression recorded by teaching staff. This information is used to identify gaps in student's skills, understanding and application to allow teachers to adjust their planning to support students in improving in these areas.

10.3. Highcliffe School offers primarily GCSE qualifications at the end of Year 11 and A Levels at the end of Year 13. At both these key points we also offer a limited number of vocational courses found here <https://www.highcliffe.school/CurriculumInformation>

In-school formative assessment

10.4 Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons

Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

10.5. A range of day-to-day formative assessments will be used including, for example:

Rich questioning

Written and verbal feedback of children's work

Observations

Student self-assessments

Peer marking

In-school summative assessment

10.6. Effective in-school summative assessment enables:

Senior Leadership Team to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals

Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching

Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

Parents to stay informed about the achievement, progress, and wider outcomes of their child across a period

10.7. A range of in-school summative assessments will be used including, for example,

Formal internal examinations

Short end of topic or unit tests or tasks

Reviews of progress against individual targets for pupils with SEN

10.8. To help students prepare for the terminal examinations and provide teachers with additional information we will undertake a series of internal examinations. The main

examinations per year are shown above but other formal assessments will occur over a student's time at Highcliffe School.

Year	Scheduled Exams
Year 7	Baseline testing start of year 7
Year 7	Cognitive Ability Tests (CATS)
Year 7	Reading and Spelling Tests
Year 8	Some internal exams in subjects (short)
Year 9	Some internal exams in subjects
Year 10	Formal Internal Examinations
Year 11	Formal Internal Examinations (2 formal sessions in the year)
Year 12	Formal Internal Examinations
Year 13	Formal Internal Examinations (2 formal sessions in the year)

10.9. In Years 7, 8 and 9 we operate a central reporting system for student progress named 'Continuous Assessment'. Teaching staff have written bespoke assessment criteria for every unit of work studied in every subject, carefully mapped to introduce GCSE-related knowledge, understanding and skills early on in learning, and offering opportunities for the most motivated students to also go beyond the prescribed criteria, when they are ready to do so, to begin preparing them to succeed at A Level. Units vary in length between 4 to 5 weeks to entire terms of around 12 weeks.

10.10. It is designed to allow subjects to enter details for students, parents, and internal tracking at the right time in the subjects curriculum plan rather than at certain times of the year. Parents will receive paper copies of students Continuous Assessments at the start of the spring and summer terms. We also send one out at the end of the summer term.

Further information regarding Continuous Assessment can be viewed at

<https://www.highcliffe.school/ContinuousAssessmentInformation>

10.11. Students in Years 10 to 13 will move to receiving 'Progress Checks' which outline the current grade that a student is working at against a target grade. Target grades are generated using the KS2 data (SATS data) for Years 10 and 11 whilst in Years 12 and 13 the prior achievement at GCSE is used.

Year	Number of Progress Checks	Data used for Target
10	3 (Termly)	Prior KS2 achievement (SATS or primary school data)
11	2 (Autumn and Spring)	Prior KS2 achievement (SATS or primary school data)
12	3 (Termly)	Prior KS4 achievement (GCSE Points)
13	2 (Autumn and Spring)	Prior KS4 achievement (GCSE Points)

10.12. Highcliffe School presently uses ALPS target grades. Where KS2 SATS scores are not available we will use primary school data, CATS, and baseline tests.

10.13. A parents evening is held online once a year for each year group. Where teachers identify priority students their parents will receive a priority booking code allowing them to make bookings before general release to all parents. Each parent evening time slot will usually be 5 minutes in Years 7 to 11 and 7 minutes in Year 12 and 13. It is the school's belief that if there is necessity for a discussion longer than these timeslots then communication should occur by telephone or arrange a meeting

9.0. Homework

11.0. Home study at Highcliffe School is relevant, meaningful, and reasonable in length. It extends the studies undertaken in school and helps students to build their resilience as well as develop their capacity as independent learners who take responsibility and pride in their endeavours. Home study is not an extra: it is an integral part of all courses at all levels and vital to any student's success.

11.1. Purposes of home study

- Allowing practice and consolidation of classwork
- Providing opportunities for individual work
- Training for students in planning and organising time
- Developing good habits and self-discipline
- Creating channels for home/school dialogue

11.2. Types of home study

- There are various types of work which a student may be asked to undertake:
- Guided/Structured Revision for an examination preparation
- Written exercises
- Project work – part of longer term assignments
- Reading – continuing a book started at school or purely reading for pleasure
- Research – gathering information
- Completing work started in class

Year	Time Expectation
Years 7/8	Each home study should take a minimum of 30 minutes to complete.
Years 9/10 and 11	Each home study should take a minimum of 45 minutes to complete.
Years 12 and 13	Students should expect to spend one hour, per subject, per evening.

Out full Home Study policy can be viewed at <https://www.highcliffe.school/Policies>

10. Equal opportunities

10.0. Highcliffe School understands that students will come from diverse cultural and religious backgrounds. All efforts will be made to ensure that cultural and gender differences will be positively reflected in lessons.

10.1. 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.

10.2. The school aims to provide more academically able students with the opportunity to extend their thinking through extension activities, e.g., problem solving, discussion exercises, investigative work, and research.

11. Impact: Monitoring and Review

11.0. This policy will be reviewed annually by the school senior leadership team.

11.1. Any changes made to this policy will be communicated to all members of staff.

11.2. Subject leaders will monitor teaching and learning in the subject, ensuring that the content of the curriculum is covered across all phases of students' education.

11.3. All members of staff directly involved with the teaching of the curriculum are required to familiarise themselves with this policy.

11.4. The scheduled review date for the policy is September 2023.

