



# HALL GREEN SCHOOL

## CURRICULUM POLICY March 2019

<b>Adopted:</b>	November 2019
<b>Next Review:</b>	November 2021
<b>Governing Committee:</b>	Pastoral and Curriculum Committee
<b>Responsibility:</b>	Mr D Adams - Headteacher Mr A Simson - Deputy Headteacher Mr M Hosfield - Deputy Headteacher Mrs P Evans - Assistant Headteacher Mr R Slattery - Assistant Headteacher

# **CURRICULUM POLICY**

## **Values**

As part of the education community in Birmingham, Hall Green School has based this curriculum policy on the Birmingham Curriculum Statement, and adheres to its stated values:

‘Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in Birmingham, rich in diversity of culture, faith, ethnicity, sexual identity, gender and social backgrounds.

‘Through the ethos and curriculum of our schools in Birmingham we can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

‘Everyone in Birmingham has a duty to address issues of how we live together and deal with difference, however controversial and difficult this may sometimes seem, on the understanding that *we are all different but equal.*’

Within this framework, the school has its own aims:

- Every pupil makes outstanding progress
- Every pupil leaves with personal belief in and aspiration for their own successful future, and as a result takes responsibility for their learning
- Every pupil has the skills and attitudes to make a positive contribution to society as an active and engaged citizen
- Every pupil shows care and respect for others
- Every pupil values and celebrates diversity
- Every pupil is aware of and sympathetic to the needs of others, particularly those less fortunate than themselves.

Our curriculum statement shows how Hall Green School intends to achieve these aims.

## **Hall Green Curriculum Statement**

ALL children in Birmingham will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. It will prepare them for adult life by:

- enabling them to play an active role in their school and community
- experiencing a culturally rich and diverse life
- developing and benefitting from a range of positive relationships.

The curriculum will:

- promote children’s engagement in learning through a variety of approaches, shown by evidence to be effective, that develop skills, dispositions and attitudes to learning

- equip children for their futures in a rapidly changing world recognising the importance of technology, science, languages and communication for dialogue and understanding between different groups
- value, celebrate and build on children's religious and cultural heritage and develop a sense of identity, honouring the UN Convention on the Rights of the Child
- promote the fundamental shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- help children develop an understanding of all faiths and none, and participate in the celebration of different religious events in understanding and accepting differences
- develop children holistically: their intellectual, practical, aesthetic, spiritual, social and emotional capacities
- ensure an understanding of protected characteristics of the Equality Act and how through diversity they can be celebrated
- encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

All children and young people will be given the opportunity to learn the benefits of physically and emotionally healthy lifestyles, by participating in high quality personal, social and health education including sex and relationships education.

At school, *all* children will have opportunities to explore their talents and abilities through:

- developing an appreciation of the arts
- taking part in a wide range of physical activities, sports and games, including swimming and dance
- developing a sense of self in a non-judgemental, mutually supportive environment experiencing music and its intrinsic value for enjoyment and self-expression through performing, singing and the playing of instruments
- experiencing social, moral, spiritual and cultural education that broadens children's awareness and understanding of the world and their place within it
- independent careers advice that inspires and motivates them to fulfil their potential.

In this way we work together to:

***Equip children and young people to be happy, talented, confident and ambitious citizens of Birmingham and of the world***

### **Key Stage 3**

When pupils join the School at the age of eleven they all study the same subjects.

The teaching week is divided into 25 periods, each lasting one hour, split into a 4 period morning and 1 period afternoon.

From the start of Year 7, pupils are placed into teaching groups based on a range of information: prior attainment at KS2, information from our junior school partners and performance in internal baseline tests. They are taught the majority of their lessons in Year 7 in these teaching groups. Pupils are placed in upper groups, 7H, 7L or 7A, middle groups, 7G, 7R or 7E, or a lower group,

7N. This enables pupils to be timetabled together with others of similar ability and pace of learning.

For more practical lessons, pupils are grouped into smaller classes, again based on prior attainment. All pupils, except those in N, study a modern foreign language from the start of Year 7, which is either Spanish or French, depending on which group a pupil is placed in.

As pupils move through Year 8 and 9, some classes are timetabled together for certain subjects (called blocking) to allow pupils to be moved into different ability groups for those subjects. Blocking for mathematics is introduced in Year 8, and science blocking is added in Year 9.

Pupils' progress is periodically reviewed throughout the year. On occasions pupils are moved into a more appropriate group when they are seen to be making noticeably more or less progress than their peers in the group.

PE is taught in mixed gender groups from the start of Year 7 to Year 11. Design & Technology is an umbrella title for a course which currently includes a wide range of disciplines including: Food Technology, Resistant Materials, Graphics and Textiles.

### **Key Stage 3 Subjects**

English	Mathematics	Science	
Geography	History	Languages	Religious Education
Art	Design Technology	ICT/Computing	Music PE

### **Special Needs**

It is the policy of the School that all pupils with SEND are fully integrated into all aspects of school life. Inclusion is a whole school process, which underpins the fundamental ethos of the School. When pupils first come to Hall Green they undergo a 'screening' process to help us to identify the most appropriate support. For more information, please refer to the school Special Needs Policy.

### **PSHE - Personal, Social, Health and Economic Education**

PSHE is taught through a combination of curriculum subjects, whole school and year group assemblies and special focus days. For further information, see the school PSHE policy, its Sex and Relationship policy, and its Career and Work Experience policy.

### **Homework**

Homework is assigned to enrich and reinforce concepts and skills that have been developed in the classroom. It helps pupils to learn to work on their own. It teaches them how to plan and organise their work. From the start of Year 7 teachers set homework tasks of a nature and at a time that, in their judgement, will best add to pupils' learning, rather than in response to a rigid timetable. Homework is recorded using Class Charts software, which allows pupils and parents to access clear information about homework set from any computer or Smartphone. Student Planners are also provided for the benefit of pupils and parents.

## Key Stage 4

During Year 9 pupils, choose their examination courses for the next two years. Parents and pupils are provided with detailed guidance as to appropriate pathways to qualifications at KS4, including both the Options Evening and individual interviews with senior members of staff.

All pupils at KS4 follow a core curriculum of:

- English Language
- Mathematics
- Science
- Physical Education
- Religious Education
- Personal, Social, Health Education (PSHE).

In addition, all pupils in 9H and 9L are required to continue studying a language to GCSE level. This will increase to all pupils in 9H, L and A when this system reaches year 9 (in September 2020).

Most pupils study combined science (worth two GCSEs) with Set 1 taking three separate sciences instead.

All pupils then have a choice of which pathway to take when choosing options. There are three pathways in Key Stage 4. Each pupil is guided down the pathway of study that is the most appropriate for them. This will be discussed with each pupil as part of their options interview.

### Pathway 1

Pupils in H and L teaching groups must continue to study a modern foreign language and then select two option subjects. It is the school's aspiration to increase the proportion of pupils studying a modern foreign language to GCSE, partly achieved through expanding the top band to a third teaching group (A) (for the cohort who will sit GCSE in 2023).

### Pathway 2

Most pupils from teaching groups G, R, E & N will select 3 options. One of these must be from the "Ebacc" group: History, Geography, Computer Science or a Modern Foreign Language.

### Pathway 3

A small number of pupils will be guided to the Foundation Learning course.

### Qualifications from 2018

<i>Subject</i>	<i>Qualification</i>	<i>Board</i>
Art, Craft and Design	GCSE	AQA
Art Textiles	GCSE	AQA
Business Studies	GCSE	Edexcel

Technical award in Enterprise	BTEC Level 1/2 Technical Award	Edexcel
Design and technology	GCSE	WJEC Eduqas
English Language	GCSE	AQA
English Literature	GCSE	AQA
Geography	GCSE	AQA
Technical award in Health and Social Care	BTEC Level 1/2 Technical award	Edexcel
Food preparation and nutrition	GCSE	AQA
History	GCSE	AQA
Creative i-Media	Level 1/2 Cambridge National Certificate	OCR
ICT: Computer Science	GCSE	OCR
Mathematics	GCSE	Edexcel
Music	GCSE	OCR
MFL: French	GCSE	AQA
MFL: German	GCSE	AQA
MFL: Spanish	GCSE	AQA
Religious Education	GCSE	Edexcel
Sports Science	Level 1/2 Cambridge National Certificate	OCR
Sports Studies	Level 1/2 Cambridge National Certificate	OCR
Combined Science	GCSE	Edexcel
Biology, Chemistry, Physics	GCSE	Edexcel
Workskills	BTEC Entry level 3	Edexcel
English, Mathematics, ICT	Functional skills entry level and level 1	Edexcel

Further information on the school curriculum is posted on the school website.