

# Haydock High School



## Curriculum Policy

Policy Review Guidance	
<b>Statutory</b>	No
<b>Review Cycle</b>	Every 3 years
<b>Reviewer (s)</b>	Headteacher
<b>Member of Staff Responsible</b>	Pastoral Assistant Headteacher
<b>Last reviewed</b>	September 2016
<b>Next Review Date</b>	September 2019

## THE SCHOOL CURRICULUM

Our curriculum should be the way in which the education of our students is organised, delivered, assessed and evaluated. The Curriculum is the medium through which the school attempts to fulfil its aims in reflecting not only National and local policy but also our own specific objectives.

### ***Purposes:***

The fundamental purpose of the curriculum is to enable every one of our students to reach their highest possible level of attainment. Achievement is used in its broadest sense including:

- Knowledge and understanding
- Practical skills and the ability to apply and transfer knowledge
- Ability to show initiative and also be involved in decision making
- Personal and social skills
- Attitudes, motivation and commitment

### ***Planning:***

In order to enhance our present curriculum we need to focus on the following over the next year: To raise expectation and attainment through a sharp and unrelenting focus on teaching and learning. In particular learning is sharply measured using GCSE Flightpaths based on Key Stage 2 standardised scores. To ensure that marking and feedback is of a consistently high standard. Ensure that all marking is in line with our common marking policy.

Please refer to the Whole school Improvement Plan for specific details.

### **Academic Organisation:**

On entry to the school students are placed in mixed ability Tutor groups and academic classes. Those students identified with significant literacy and numeracy issues may be assigned to a more structured, personalised timetable in order to address and improve their ability to cope with a more comprehensive timetable.

Years 7 and 8 will be assigned within academic sets. Students identified in Year 7 who continue to struggle to fully access the curriculum in Year 8 will still follow a more personalised timetable, allowing paced integration into the Year 8 timetable of lessons.

In addition to the provision mentioned above, there is also a dedicated MLD provision with 5 places in each year group. (allocated by the Local Authority). This enables the school to support pupils with more complex learning needs with the aim of facilitating their integration into the mainstream schooling if it is appropriate for the individual student. At Key Stage 4 the MLD pupils may study GCSE's or the ASDAN/CoPE Award where appropriate.

Haydock High School changed its curriculum in the 2015-2016 academic years to allow for a 3 Year Key Stage 4 and a 2 Year Key Stage 3. A comprehensive programme of screening

and monitoring of each student occurs at each assessment point. At KS4 we operate a differentiated pathway of either Red or Blue. The Blue pathway is aimed at supporting pupils who have a lower level of literacy or numeracy. Students will select 2 options, plus one from French Spanish, Geography or History. Their extra option will be used for 2 additional hours of Maths, 2 additional hours of English and 1 extra hour of core Physical Education. Selection for the blue pathway is done statistically via Year 8 assessments. This is in order to fulfil Progress 8 requirements. The red pathway students will pick an additional option subject. Students are not forced to pick a language.

Raising attainment, individual student assessment, the promotion of ICT across the curriculum, improving behaviour, raising the profile of Literacy and Numeracy, improving attendance and developing Key Stage 4 courses remain important issues for us. Timetables run over 2 weeks, 5 x one hour lessons – each day 2/2/1. Subjects are a number of one hour lessons per fortnight.

**Curriculum: Year 7:**

Periods/Subjects:

The majority of pupils follow the guideline hours below. However, some receive support from additional literacy and numeracy programmes, such as Lexia and Fresh start. As a result their allocated times for each subject may differ from below.

<b>En</b>	<b>Ma</b>	<b>Sc</b>	<b>CS</b>	<b>Gg</b>	<b>Hi</b>	<b>Mfl</b>	<b>Td</b>	<b>Re</b>	<b>Pe</b>	<b>Mu</b>	<b>Ar</b>	<b>Cz</b>
8/10	8/10	6	1	3/2	3/2	4/2	3	2	4	2	2	1
<b>Dr</b>												
2												

**Curriculum: Year 8:**

Periods/Subjects:

<b>En</b>	<b>Ma</b>	<b>Sc</b>	<b>Cs</b>	<b>Gg</b>	<b>Hi</b>	<b>Mfl</b>	<b>Td</b>	<b>Re</b>	<b>Pe</b>	<b>Mu</b>	<b>Ar</b>	<b>Dr</b>	<b>Cz</b>
8/10	8/10	6	1	3/2	3/2	4/2	3	2	4	2	2	2	1

### ***Curriculum Year 9/10:***

Students have been assigned to sets based on the collation of academic and pastoral data. Following personal one to one interviews with curriculum and pastoral staff, students chose appropriate options.

All students will study from a core of English, English Literature, Maths, Core and Additional Sciences (Triple Science Students will be selected at the end of Year 9), PE, Ethics and Citizenship. Student have 3 or 2 additional optional choices depending which pathway they are in. They can choose from: Art, Drama, History, Geography, Food Preparation and Nutrition, Btec Music, Computer Science, Textiles, Product Design, GCSE PE, Spanish, Health and Social Care, Media Studies, Business and Enterprise, and Ethics and Philosophy. All students follow a programme of Citizenship which includes Health and Sex Education.

### ***Curriculum Year 11:***

These students will maintain their present option courses plus the core subjects.

### **Alternative Education Provision**

Launchpad, E2S, and "in house" courses can be accessed through the LA and are run in conjunction with local employers, PRS and St Helens College. They provide an alternative education for KS4 students who are disaffected and may be unable to cope in school without seriously disadvantaging other students. This service is provided at a cost to the school and only on completion of a pastoral support plan. Application should only be made following consultation with the Deputy Head.

### **Homework**

Homework should be associated with good education and effective teaching. A successful homework policy should encourage the students to realise its purpose in offering interest and relevance.

Each HOD provides a homework timetable for their department as part of the monitoring and evaluation of homework which takes place through review.

### ***Purposes of Homework:***

1. To raise standards.
2. To extend coverage of the curriculum.
3. To allow more effective use to be made of lesson time.
4. To improve student's study skills and attitudes which they will need for successful independent learning.

***Non-completion:***

1. First time: punishment of relevant extra work and note made in the school Planner and staff mark book. Parent to sign diary as part of "information process".
2. Further non-completion: strong comment in exercise book and planner. Detention possible.
3. Still not completed: letter home - standard to Department, signed by the class teacher having approval of HOD: Departmental Detention.

**School Planner:**

Parents are involved in this procedure through the Home/School Agreement and consequently every student, at the beginning of the year, will be given a **SCHOOL PLANNER** which they are to complete daily. Parents and form tutors will sign the planner weekly.