

## PRINCIPLES

### We aim to:

- Provide a broad and balanced curriculum for all students that fosters a love of learning and enables all students to achieve their highest academic potential
- Plan a personalised curriculum that is coherent and sequenced in a way that enables all students to develop knowledge, understand concepts and acquire skills that will enable them to move successfully on to higher education, employment or training
- To meet the needs of individual students, adapting the core curriculum, where appropriate and within constraints, to provide a range of learning experiences
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health
- Promote a positive, engaged, attitude towards learning
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
- Provide a broad curriculum that prioritises a strong academic core of subjects, such as those offered in the EBacc

Date of Review	August 2021			
Reviewed by	Faye Mulholland   Deputy Head			
Date of Approval	<i>Pending</i>			
Approved by	Governing Body			
Date of Next Review	Summer 2022			
Location	L:drive	✓	Website	

# PRACTICE

## 1. LEGISLATION AND GUIDANCE

- 1.1. This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010. The school has assessed its curriculum against the National Curriculum programmes of study to ensure appropriate breadth and depth of study across all core subjects.
- 1.2. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## 2. ROLES AND RESPONSIBILITIES

- 2.1. The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.
  - 2.1.1. They will ensure that the school teaches a broad and balanced curriculum which includes English, maths, science, humanities, Modern Foreign Languages and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for students to cover the required content as set out in schemes of work and maps of learning.
  - 2.1.2. They will ensure that proper provision is made for students with different abilities and needs, including students with special educational needs (SEN)
  - 2.1.3. They will ensure the school implements the relevant statutory assessment arrangements, that all qualifications provided, such as GCSE and A levels, are approved by the secretary of state.
  - 2.1.4. They will ensure that students from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.
- 2.2. The Head is responsible for ensuring that this policy is adhered to and that:
  - 2.2.1. All required 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;
  - 2.2.2. The amount of time provided for teaching the required elements of the curriculum is adequate;
  - 2.2.3. The school's procedure for assessment meet all legal requirements;

- 2.2.4. The governing body is fully involved in the decision-making processes that relate to the breadth and balance of the curriculum;
- 2.2.5. The governing body is advised on whole-school targets in order to make informed decisions;
- 2.2.6. Proper provision is in place for students with different abilities and needs, including students with SEN.
- 2.3. The member of the Leadership Team with responsibility for the curriculum is responsible for:
  - 2.3.1. Planning a broad and balanced curriculum that takes into account staffing, resources and other limitations;
  - 2.3.2. Securing continuity, sequencing and progression throughout the curriculum by quality-assuring each subject's Map of Learning and Schemes of Work for each year group;
  - 2.3.3. Designing an options programme for KS4 study that offers choice, breadth and meets the needs of all students, and also reflects staffing limitations and is operational financially and practically;
  - 2.3.4. Ensures classes are financially and practically viable.

### 3. CURRICULUM ORGANISATION AND PLANNING

- 3.1. The school provides a broad and balanced curriculum that meets and extends beyond the National Curriculum. Students will study mathematics, English and science in all year groups. This is supplemented by a broad range of humanities, arts and languages at KS3 and with options subjects from Year 9 onwards.
- 3.2. In Key Stage Three, whilst the school recognises the centrality of English and mathematics to the curriculum, it also promotes the EBACC subjects and seeks to offer opportunities to experience diverse subjects beyond this. Many students will have the opportunity to study one or more of DT, music, art, photography, business studies, languages, PE and computer science over the course of KS3 and 4.
- 3.3. In Key Stage Four students continue to study the core subjects of English, mathematics and science. Between Year 9 and 11 students will have the opportunity to identify preferences for their GCSE study, which vary annually based on staffing, class size and timetabling restrictions. Identifying a preference does not guarantee that a student will be placed on that course of study although every effort will be made to accommodate at least one student preference each year.

- 3.4. At A Level, the choice of subjects reflects student demand. Students are academically able and have a preference for A level subjects over BTECS and other technical qualification. The curriculum in the Sixth Form therefore aims to encourage scholarship and independence, as well as provide a safe and supportive environment in which to take intellectual risks and read widely.
- 3.5. The school delivers Relationships and Sex Education, health education and provides careers guidance through daily tutor time sessions in accordance with statutory requirements.
- 3.6. All subjects have Maps of Learning that are printed in the front covers of workbooks. This maps the curriculum across each academic year for all year groups and for all subjects.
- 3.7. From Maps of Learning stem Schemes of Work, which outline the key learning objectives of each unit of study and each lesson.
- 3.8. Teachers plan individualised lessons to meet the needs of their particular learners from the Schemes of Work in accordance with the subject team policy. Lesson plans are saved centrally for the week by 08.30 on a Monday morning on the L:Drive so that practice can be reviewed and shared.
- 3.9. Teachers are expected to plan to develop students' literacy, oracy and numeracy skills, to include elements of SMSC and British Values, to incorporate memorable moments for students and to differentiate to meet the needs of all learners. This should be evident weekly in lesson plans.

#### 4. ACCESS, ENTITLEMENT AND BREADTH

- 4.1. Methods of assessment in all subjects differ, depending on the nature of the discipline. As in all forms of assessment, the purpose of assessment is to inform and improve learning and the scope of the assessment is intended to provide students with opportunities to demonstrate, practice and receive feedback on the full spectrum of skills and knowledge they have developed.
- 4.2. The option structure at Key Stage Four offers a great deal of breadth with all students having access to the EBACC – even students with significant educational needs – and the vast majority of students having the opportunity to leave with 9 or more different GCSEs (five of which are compulsory).
- 4.3. Teachers set high expectations for all students. They will use appropriate assessment to set plan challenging work for all groups, including:
  - More able pupils
  - Pupils with low prior attainment
  - Pupils from disadvantaged backgrounds
  - Pupils with SEN
  - Pupils with English as an additional language (EAL)

- 4.4 Teachers will plan lessons so that students with SEN and/or disabilities can access the full curriculum, wherever possible. Where this is not possible, students will be provided with an alternative curriculum that leads to suitable qualifications and is accessible.

## 5. CURRICULUM GROUPING AND OPTIONS ALLOCATIONS

- 5.1 All groups will be capped at a maximum of 30. The minimum group size will be 15, unless it is agreed that the benefits of running a course outweigh the financial and staffing implications of running a course. For example, the running of GCSE Latin and Music help ensure an offering of a broad curriculum and so may run with lower numbers.
- 5.2 All students will be provided with an opportunity to express their preferences for GCSE subjects. The school cannot commit to fulfilling students' preferences but will endeavour to ensure students are placed into one of their preferred choices, although this is not possible in every instance.
- 5.3 The options subjects on offer to students will vary annually dependent on teacher availability, expertise and demand but will always provide a broad choice. Courses may have to be shut and options may have to be changed from students' initial allocations should staffing alter.
- 5.4 For more information on grouping, please see the grouping policy.

## 6. PROGRESSION AND CONTINUITY

- 6.1 The registrar's team is responsible for the transition of students from primary school to Holland Park School. Alongside the school's SENDCo (where appropriate) they ensure that adequate provision is made for individual needs.
- 6.2 Key Stage Three programmes of study build on that which is studied at Key Stage Two under the National Curriculum.
- 6.3 The transition from KS4 to Holland Park Sixth Form and from the Sixth Form to Further or Higher Education and the world of work is the responsibility of the Leadership Team member with responsibility for the Sixth Form and the member of staff who is responsible for careers.
- 6.4 The school is committed to meeting its statutory obligation to provide impartial guidance to students. Information and advice relating to careers, further education and guidance is overseen by a member of the leadership team for students in KS4 and by the leader of Sixth Form for students in KS5.

## 7. MONITORING ARRANGEMENTS

- 7.1 Leaders' commitment to reviewing, maintaining and supporting the quality of curriculum delivery is realised through:
- 7.1.1 their annual review of schemes of work in all areas of the curriculum;
  - 7.1.2 lesson observations both on a planned and scheduled basis and on an informal and unscheduled basis;

- 7.1.3. the review of student workbooks;
- 7.1.4. the review of lesson plans;
- 7.1.5. the analysis of performance data from practice and real examinations;
- 7.1.6. views from stakeholders, including students and parents;
- 7.1.7. the review of the school's School Improvement Plan;
- 7.1.8. the invitation of external audiences to provide feedback about teaching and learning.