

CURRICULUM POLICY



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Ratified by	Curriculum and Teaching and Learning Committee
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Notes:	
SLT responsible:	Headteacher
Signatures:	
Chair of Governor	
Headteacher	

FEARNHILL SCHOOL

The Curriculum at Fearnhill School

Aims

At Fearnhill School the curriculum is led by our vision of the 'Fearnhill Student', a young person equipped with the knowledge, skills and personal attributes needed to succeed in an ever changing, challenging world. The curriculum is designed to:

- Ensure that all students experience a broad and balanced range of academic subjects, leading to the highest possible standards of achievement and preparing them for the next stage in their learning
- Harness and bring together the full range of experiences outside the classroom that contribute to our vision of a holistic education to promote spiritual, moral, social and cultural growth. This includes extracurricular and enrichment activities as well as timetabled subjects.
- Grow young people with a strong sense of themselves and their place as citizens in modern Britain, engaged with their community at both local and national level.

Curriculum Structure

The taught curriculum is delivered in five one hour subject lessons per day, as well as ten minutes of form time each morning and fifteen (Tuesday and Friday) or thirty (Monday, Wednesday and Thursday) minutes each afternoon. Form time is used for assemblies, pastoral development, literacy and dealing with day to day issues. The role of the form tutor is key to the development of the 'Fearnhill Student'.

At Key Stage Three subjects are taught in mixed ability settings except in maths and science. Teaching groups are kept under continual review and student progress is closely monitored. The school employs intervention teachers in English and maths, and these colleagues are deployed according to identified need across the key stage as well as working with those students who enter Fearnhill below age-related expectations in the core subjects. The Key Stage Three curriculum is designed to give students a broad experience in all national curriculum subjects, as shown in the flowchart.

At Key Stage Four students are encouraged to take EBacc subjects unless a different pathway is better suited to their needs and aspirations. The guiding principle for transition at Fearnhill is to match the curriculum to the needs of individual students, and we keep our courses under continual review to ensure the best possible match. This is underpinned by high quality and personalized CEIAG at every stage and regular liaison with outside providers to provide bespoke programmes where appropriate.

At Key Stage Five students have the opportunity to pursue a full course of A Level and Level 3 BTEC study in preparation for application to university, higher education or apprenticeships. There is also a full vocational option at Level 2, combining BTEC courses with work experience and core teaching in English and maths.

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

Please see related policies on Teaching and Learning, Inclusion, CEIAG, PSHE and Sex and Relationships.

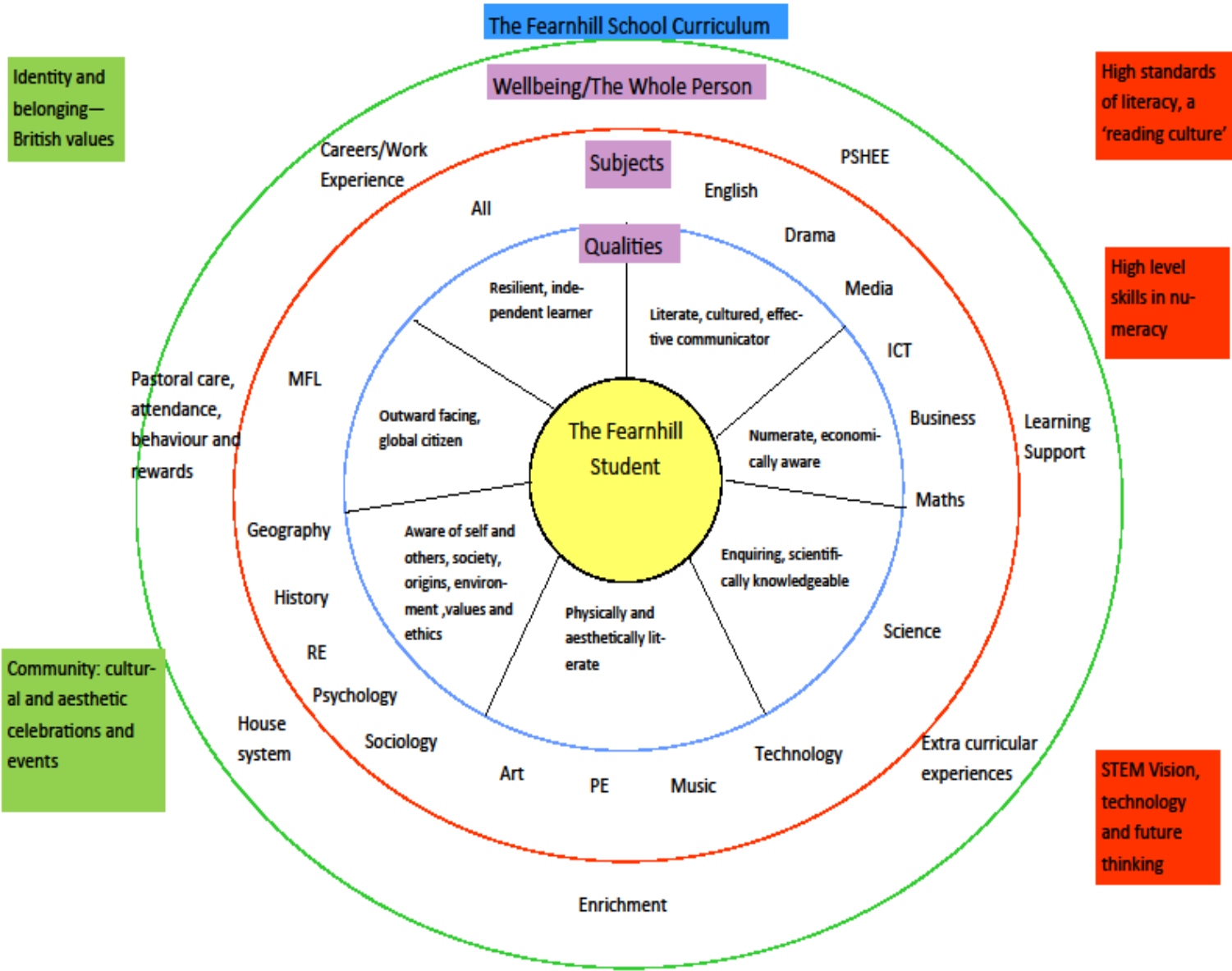
Implementation

At Fearnhill each senior middle leader has a specific role in promoting our development of the 'Fearnhill Student'. This focuses on a series of 'entitlements'; activities and experiences that all our students will engage with during their time with us. This strategic approach, carefully mapped and monitored, will mean we can ensure that all students, including our most vulnerable, benefit from extra provision and grow into the young adults we are seeking to develop.

The diagram identifies five specific areas of provision. The colleague responsible for leading, coordinating and assuring the quality of delivery of each area is as follows:

- High standards of literacy, a reading culture – Head of English
- High level skills in numeracy – Head of Maths
- STEM Vision, technology and future thinking – Head of Science
- Community: cultural and aesthetic celebrations and events – Head of Performing and Expressive Arts
- Identity and belonging; British values – Head of Humanities

Specific activities throughout the school year, both within lessons and outside them, are designed to ensure that every student at Fearnhill benefits from a rich and varied experience that delivers our core purpose and grows a dynamic and creative learning community.



Roles and Responsibilities:

The Headteacher will:

- Ensure that this policy is adhered to, and that 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
- Ensure the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Ensure, where appropriate, that the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- Manage requests to withdraw children from curriculum subjects, where appropriate
- Ensure the school's procedures for assessment meet all legal requirements
- Ensure the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Ensure the governing body is advised on whole-school targets in order to make informed decisions
- Ensure proper provision is in place for students with different abilities and needs, including children with SEN

The Deputy Headteacher will:

- Provide strategic leadership for the curriculum, ensuring it is matched to the needs of Fearnhill students, working with the Headteacher, middle leaders and the Assistant Headteacher for Teaching and Learning to check that choice of course and specification, resourcing, training and quality assurance are rigorously monitored
- Keep abreast of national developments to ensure that the curriculum design at Fearnhill represents best practice
- Lead and manage all aspects of curriculum transition (KS2-3, KS3-4, KS4-5), liaising with Heads of Key Stage and senior leaders as needed
- Report regularly on all matters of the curriculum to the Governors Curriculum and Teaching and Learning Committee

Senior Middle Leaders will:

- Promote and carry out the particular aspect of their role linked to the development of 'The Fearnhill Student', implementing, monitoring and reporting back to the Senior Leadership Team and governors as required and in line with whole school monitoring schedules

Heads of Key Stage will:

- Have a thorough knowledge of their cohort, contributing with the Deputy Headteacher to curriculum planning that matches the strengths and aptitudes of students to the highest possible quality of provision

Subject Leaders will:

- Work with line managers to keep the curriculum under constant review, liaising with fellow professionals and examination boards as appropriate to ensure a good understanding of standards and best practice
- Engage with professional development opportunities to deliver the best possible teaching and learning practice

Teachers will:

- Follow school policies and work collaboratively with colleagues to deliver the best possible learning experience to students
- Reflect upon curriculum delivery as part of their professional development, taking responsibility for their own continuous growth and improvement as practitioners

Students will:

- Engage fully with the curriculum, both within lessons and through extracurricular and enrichment activities, taking responsibility for their own growth and development

Parents will:

- Support the achievement of their child and work in partnership with the aims of the school, engaging positively with events and opportunities where their child's progress and future plans are discussed.

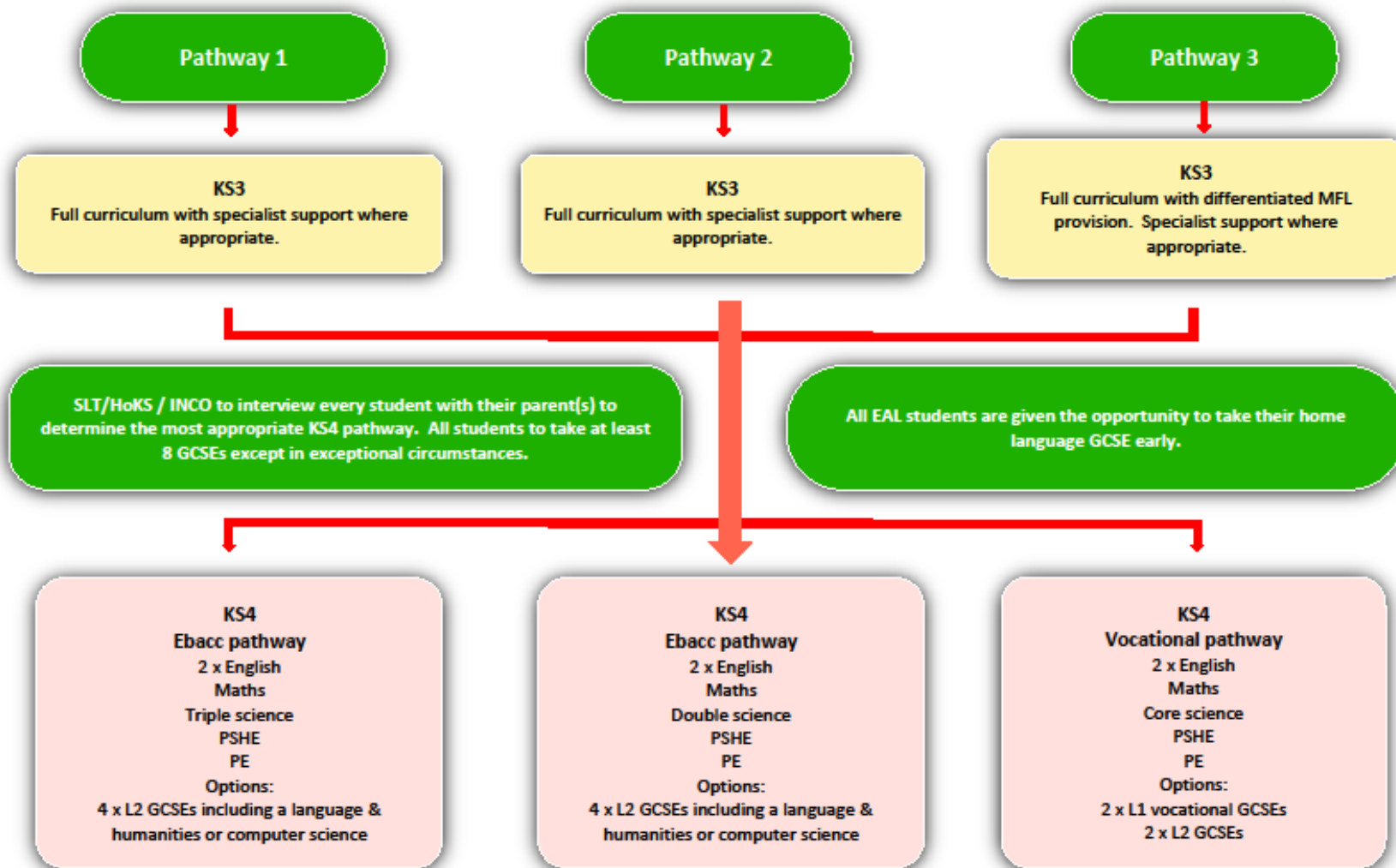
Governors will:

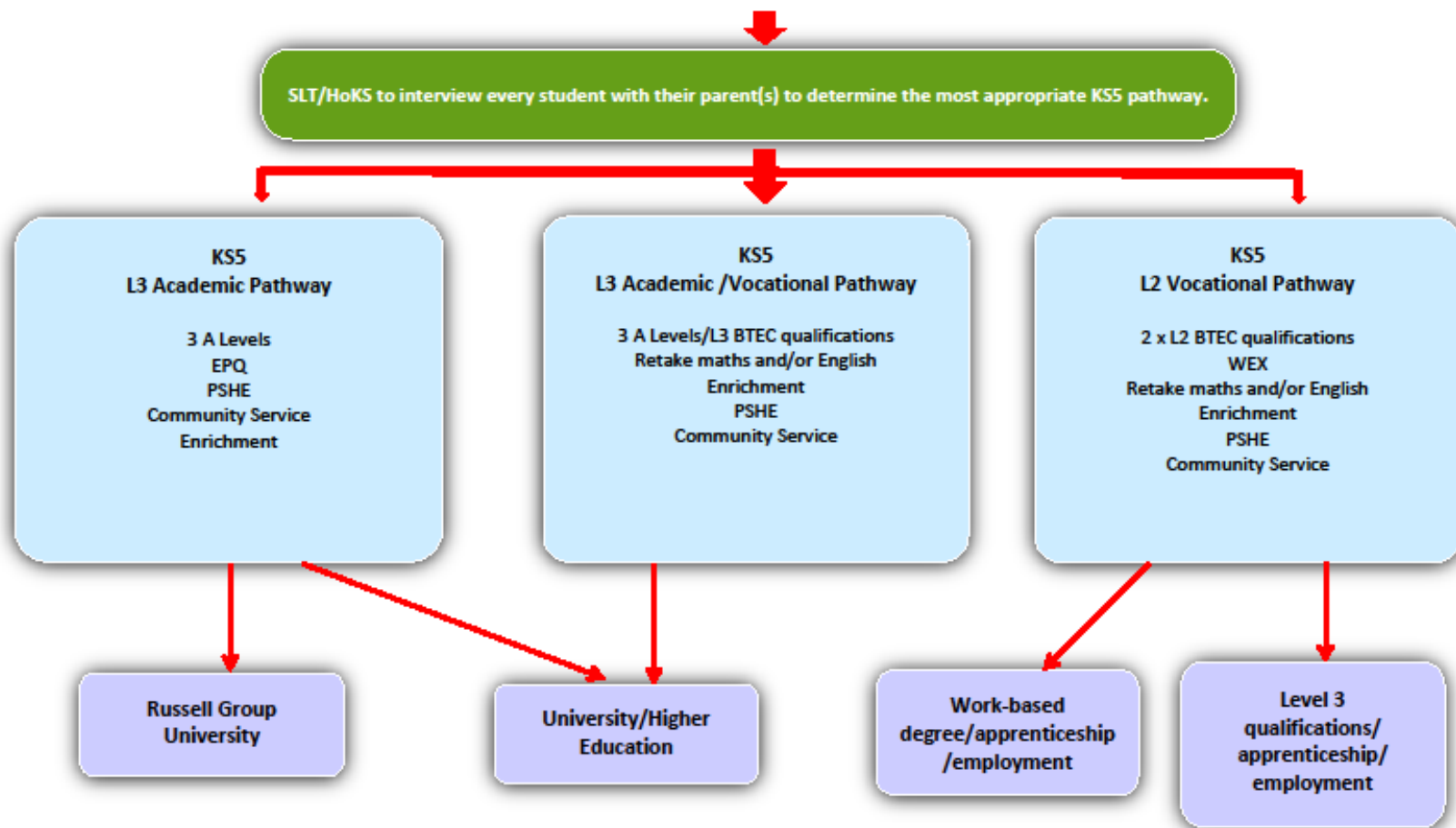
- Monitor the quality of curriculum provision through the work of the Governors' Curriculum and Teaching and Learning Committee

Organisation and Procedures:



Curriculum Progression at Fearnhill School





All students receive CEIAG throughout their time at Fearnhill.

Monitoring and Evaluation

The curriculum at Fearnhill is reviewed annually through the Governors' Curriculum and Teaching and Learning Committee, to ensure it remains fit for purpose and matched closely to our students' needs and aspirations. Breadth and balance are guiding principles, along with a commitment to respond to national developments and improvements where our students can benefit.

Appendices

1. 'The Fearnhill Student' – Expectations and Opportunities
2. Student Activity Record

Appendix 1: Expectations and Opportunities

High standards of literacy and a reading culture:

All students are **expected** to:

- develop their love of wider, independent reading
- become effective communicators in speech and writing through active engagement with a variety of literary and non-literary texts and activities in the English curriculum
- engage with the Accelerated Reader programme at KS3
- write their own poetry and enter a poetry competition

They will have the **opportunity** to:

- attend a live theatre performance
- visit a literary themed museum or location
- listen to a professional writer talk about his/her work
- enter a public speaking competition or contribute to Speaker's Corner
- join a book club
- participate in a spelling bee
- take part in a drama performance
- read and respond to poetry and use it as a stimulus for work in other subject areas

High level skills in numeracy:

All students are **expected** to:

- be able to recall their times tables (up to 12)
- come to school prepared with their maths equipment with them for every maths lesson (pen, pencil, ruler, protractor, compass, and calculator)
- attempt to use mathematical vocabulary during maths lessons
- follow the maths department expectations when presenting work
- work collaboratively with peers and have mathematical discussions
- regularly use online resources for independent learning
- engage fully in homework, completing it to the best of their ability

They will have the **opportunity** to:

- participate in a UK Maths Challenge
- represent their house in a Fearnhill Mathalon
- regularly participate in times tables challenges
- raise money for the NSPCC on National Number Day
- participate in a maths puzzle during form time
- become Maths student of the half term

- attend homework club to receive support or challenge themselves further
- lead their own and others' learning in maths as student leaders
- develop their personal financial management skills in preparation for life

STEM Vision, technology and future thinking:

All students are **expected** to:

- investigate and explore new methods of working and learning through practical application
- reflect on hypotheses and adapt their approach to gain the best outcome
- be resilient when experiments and projects don't go as planned, constantly striving to develop and improve ideas
- appreciate and respect the work of peers

They will have the **opportunity** to:

- engage and participate in science club, Science Week and other extracurricular activities
- visit a zoo to look at adaptations and habitats of animals
- explore the Science Museum in London
- observe the night sky with the University of Hertfordshire Planetarium and Observatories
- listen to inspirational talks from real life scientists and engineers
- develop a science project to enter in the Science Fair
- go on a Study Experience trip to Disneyland, Paris
- carry out a scientific or engineering work placement in a pharmaceutical or construction company, locally or further afield
- get involved in SETPOINT engineering challenges
- earn their Bronze and Silver CREST award

Identity and Belonging – British Values:

All students are **expected** to:

- learn about and respect other cultures and faiths, extending their own cultural experiences through an open mind and willingness to engage with difference
- understand British values and engage in debate about our rights and responsibilities
- appreciate the nature of democracy and learn how they can voice their opinion to effect change
- be interested in learning about current events in the world

They will have the **opportunity** to:

- visit another country
- visit a museum or art gallery
- take part in an act of remembrance for those who have died in war

- remember the victims of genocide on Holocaust Memorial Day
- visit a place of worship
- voice concerns on issues, becoming involved in a campaign with e.g. Amnesty International, communicating with the local MP and others to raise awareness
- speak to someone from another country in their language
- visit a famous historical site
- visit the Palace of Westminster and learn about the democratic history of the UK
- take an assembly
- start up an 'interest' group
- represent their year group on Student Voice
- raise money for charity

Community- cultural and aesthetic celebrations and events:

All students are **expected** to:

- engage with and participate in the performing and expressive arts
- appreciate and respect the different cultures they may encounter in performing and expressive arts
- appreciate and respect the work of their peers
- be open to and prepared for engagement in new, challenging experiences and practical activities
- take advantage of the opportunities available to them as a Fearnhill student

They will have the **opportunity** to:

- represent the school in a sporting fixture, including sports tours
- perform a musical act in front of an audience, inside and outside school
- complete an art work that is showcased in an exhibition
- watch a live sporting event
- be part of a school production
- learn to play a musical instrument
- learn a new sport
- be nominated for district/county trials in a sport
- take on leadership roles to organize events, including coaching younger (primary school) students
- represent their house in a sporting competition
- research artists, musicians and sports performers who inspire them
- have their contribution to school sport acknowledged through colours
- seek local opportunities to progress to lifelong participation in sport

EXAMPLES OF ACTIVITIES

I have...

- Received a GRIT award
- Supported a charity event
- Represented the school in a sporting event
- Been to a 'live' sporting event
- Visited a theatre
- Taken part in a musical activity
- Visited a foreign country with the school
- Taken part in an assembly
- Spoken to my tutor group about an area of interest
- Taken part in a mock election
- Received an award in the Celebration of Achievement
- Visited an art gallery
- Helped at a Parents Evening
- Been involved in a school drama or music production
- Gained an award for ATL
- Gained an award for academic effort
- Visited an important site in London e.g. Palace of Westminster
- Produced a display for a notice board in the school
- Joined a school club
- Joined in a school 'reflection' event

...and many more!