Highams Park
Academy Trust

Highams Park Academy Trust

Policy and Procedure for Curriculum

This policy applies to all teaching and support staff

This Policy is taken from the EPM template and has had minor amendments made to it with the approval of the Body of Trustees to tailor the Policy for Highams Park School.

Date of Review	SLMT Lead	Trustee Approval
15 October 2018	Nick Hyde	15 October 2018
18th March 2021	Nick Hyde	18 March 2021
8 December 2022	Nick Hyde	8 December 2022
7 December 2023	Nick Hyde	7 December 2023
5 December 2024	Nick Hyde	5 December 2024

Date of next review: December 2025

Highams Park School

Highams Park School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of Academy life.

Our aim is to meet the needs of young people in Waltham Forest preparing them for adult and working life in the 21st century.

School Values

We believe the values expressed in the list below best sum up the spirit and ethos of the school and act as a set of guiding principles steering the school in the right direction.

We aim to:

- Remain a fully comprehensive mixed 11-18 local school providing a broad and balanced curriculum;
- Ensure high standards of work, behaviour, dress and achievement for all students;
- Develop cheerful, hardworking, honest and well behaved, fit and healthy young adults;
- Ensure a safe learning environment where all are valued;
- Ensure equality of opportunity for all;
- Produce people willing and able to play an active and positive role in a rapidly changing world;
- Develop students' sense of respect for themselves and others;
- Provide opportunities for students to develop their own spiritual and moral capacities;
- Promote students' appreciation of their own and other cultures;
- Encourage students to accept their responsibilities to themselves, the school, and the local and wider communities;
- Continue to develop as an important part of the local community;
- Develop continually as an organisation committed to learning for students, staff and the local community.

Highams Park Academy Trust

Curriculum Policy Aims

Highams Park School's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Nurture the talents of all and celebrate success.
- Work with Primary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Be in a learning environment that is above all else inspiring.

Curriculum

1. Curriculum aims (Intent)

The curriculum should inspire and challenge all learners and prepare them for the future. The academy's aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the Curriculum Intent is to enable our students to:

- achieve high standards and make good/excellent progress.
- enable those not achieving age-related expectations (including reading) to narrow the gap and catch up with their peers, including non-examined measures and expectations such as reading age.
- have and be able to use high quality personal, learning and thinking skills (plts) and become independent learners.
- have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.

- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning, to 19 and beyond.
- value their learning outside of the curriculum and relate to the taught curriculum.

2. The curriculum outcomes (Impact)

Highams Park School's curriculum will:

- lead to qualifications that are of worth for employers and for entry to higher education.
- fulfil statutory requirements.
- enable students to fulfil their potential.
- meet the needs of young people of all abilities at the academy.
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- prepare students to make informed and appropriate choices at the end of ks3, ks4 and beyond.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the academy and between phases of education, increasing students' choice during their academy career.
- help students to use language and number effectively.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help students understand the world in which they live.
- develop the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- provide a post-16 route which provides a "bridging year" between level 2 and level 3 qualifications. This will allow students an additional year of study to prepare more thoroughly in order to follow the post-16 courses on offer.
- benefit other secondary and primary schools in the area.

3. Roles and responsibilities

The Board of Trustees will ensure that:

- the senior leadership team is held to account in terms of the provision of a suitable curriculum that has supporting the needs of students and developing their academic knowledge and personal character as its prime motive.
- ensure the curriculum enables good progress to be made at both and individual level and a whole school level in all subject areas.
- the SLMT keep the board of trustees fully informed of all curricula developments
- they consider the advice of the principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

The Principal will ensure that:

- all statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements and students and their parents receive information to show how much progress the students are making and what is required to help them improve.
- the board of trustees is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- the board of trustees is advised on statutory targets in order to make informed decisions.
- The board of trustees will ensure that:
- it considers the advice of the principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.

- it contributes to decision making about the curriculum.

Deputy Principal in charge of Quality of Education will ensure that:

- they have an oversight of curriculum structure and delivery (Curriculum Implementation) within their key stage
- detailed and up-to-date schemes of work are in place for the delivery of courses within their key stage.
- schemes of work are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with HOD / KS coordinators on a regular basis and that actions are taken where necessary to improve these.
- regarding curricular trips with students who exhibit challenging behaviour, the school will consider all reasonable options to help the pupil go on the trip safely.
- regarding curricular and extra-curricular trips with students who exhibit challenging behaviour, it may be reasonable and necessary to prevent a pupil with challenging behaviour from coming on a trip to protect their safety and the safety of the other pupils attending. This can only be as a last resort for curricular trips.

Heads of Department and key stage coordinators will ensure that:

- long term planning is in place for all courses. Such schemes of work will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Curriculum Intent documents are kept up to date and reflect the current content and rationale for the curriculum that is being delivered. These documents will be uploaded to the website and will be available for OFSTED inspectors.
- schemes of work encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery (Implementation). Schemes of work should be in place and be used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.

- they keep the appropriate key stage SLMT member informed of proposed changes to curriculum delivery.

- New course proposals are approved by the Deputy Principal before being taken to Trustees for final approval.

- all relevant information/data is shared with the exams team. This includes meeting deadlines related to exam entries etc.

- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.

- they share best practice with other colleagues in terms of curriculum design and delivery.

- oversee CPDL needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the academy curriculum is implemented in accordance with this policy.

- Ensure familiarity with the curriculum Intent documents so that their teaching fits within the rationale of the department strategy and vision.

- keep up to date with developments in their subjects.

- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.

- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.

- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- be treated as partners in their learning, contributing to the design of the curriculum.

- have their individual needs addressed, both within the academy and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.

- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

- receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.

Parents will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

4. Monitoring, evaluation and review

The board of trustees will receive an annual report from the deputy principal on:

- the standards reached in each subject compared with national and local benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

The policy will be promoted and implemented throughout the academy.

5. Curriculum content

- The curriculum content is continually developed in order to fulfil national expectations and to reflect national changes. The school website www.highamsparkschool.co.uk gives a summary of the content covered in every subject in each year throughout KS3, KS4 and KS5 including the departmental Curriculum Intent documents.
- Resources relating to these courses are found on Microsoft SharePoint – students and staff will access these resources using both SharePoint and Teams. Students have access to this online resource as their central hub for information relating to their studies whilst the public website gives the overview of content covered and where appropriate the exam board studied.