

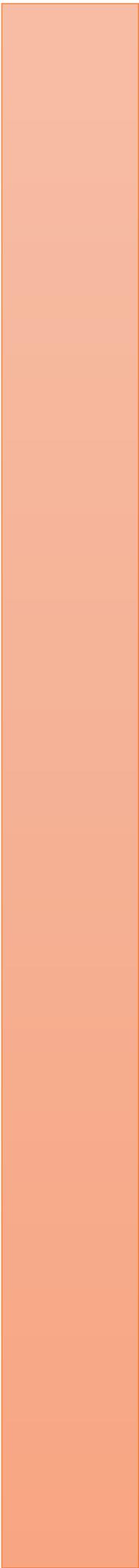
Handsworth Grange Community Sports College

Curriculum Policy



Current Policy as of: September 2021

LT Responsibility: Kate Grapes



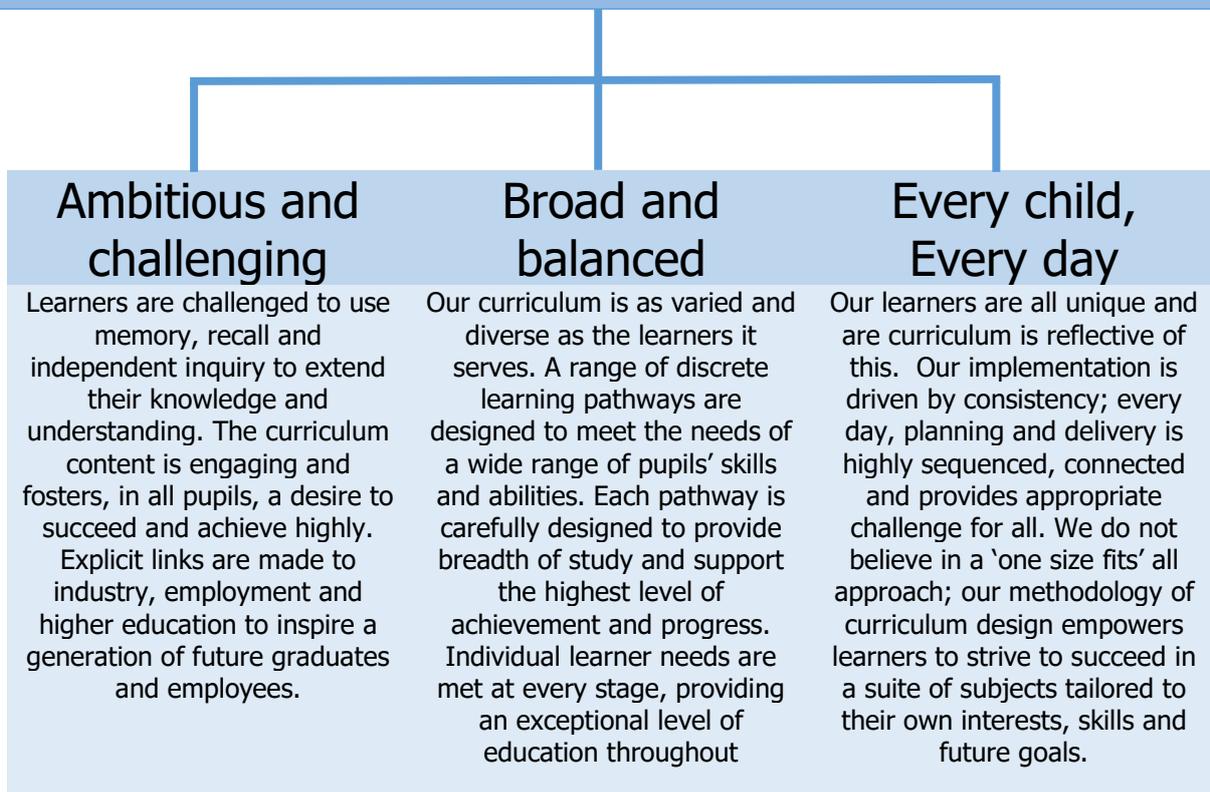
Curriculum Policy
(including Framework)
2020-21

Curriculum Intent

HGCSC Mission	Exceptional education for every student, every day
Priority	Provide a broad and balanced curriculum that challenges everyone

OUR INTENT

“To deliver an ambitious and challenging curriculum that is broad and balanced, providing an exceptional education for every child, every day.”



CURRICULUM AIMS

- To foster a love of learning
- To support and grow the learner as a whole
- To rapidly develop literacy and numeracy skills
- To enhance cultural capital and enrich lives
- To drive personal development and understanding of society and the wider world
- To raise aspirations and inspire learning
- To provide purposeful, real world learning opportunities
- To support and encourage progression to further education and training leading to higher education and employment

1. Introduction

All students at Handsworth Grange Community Sports College receive a broad and balanced curriculum that is fit for purpose in today's society. Every student, regardless of their starting point, background or circumstance, will receive a curriculum that will enable them to:

1. Gain the skills, knowledge and qualifications they need to be successful in life
2. Develop skills and qualities that will allow them to contribute positively to society.

2. Curriculum Vision

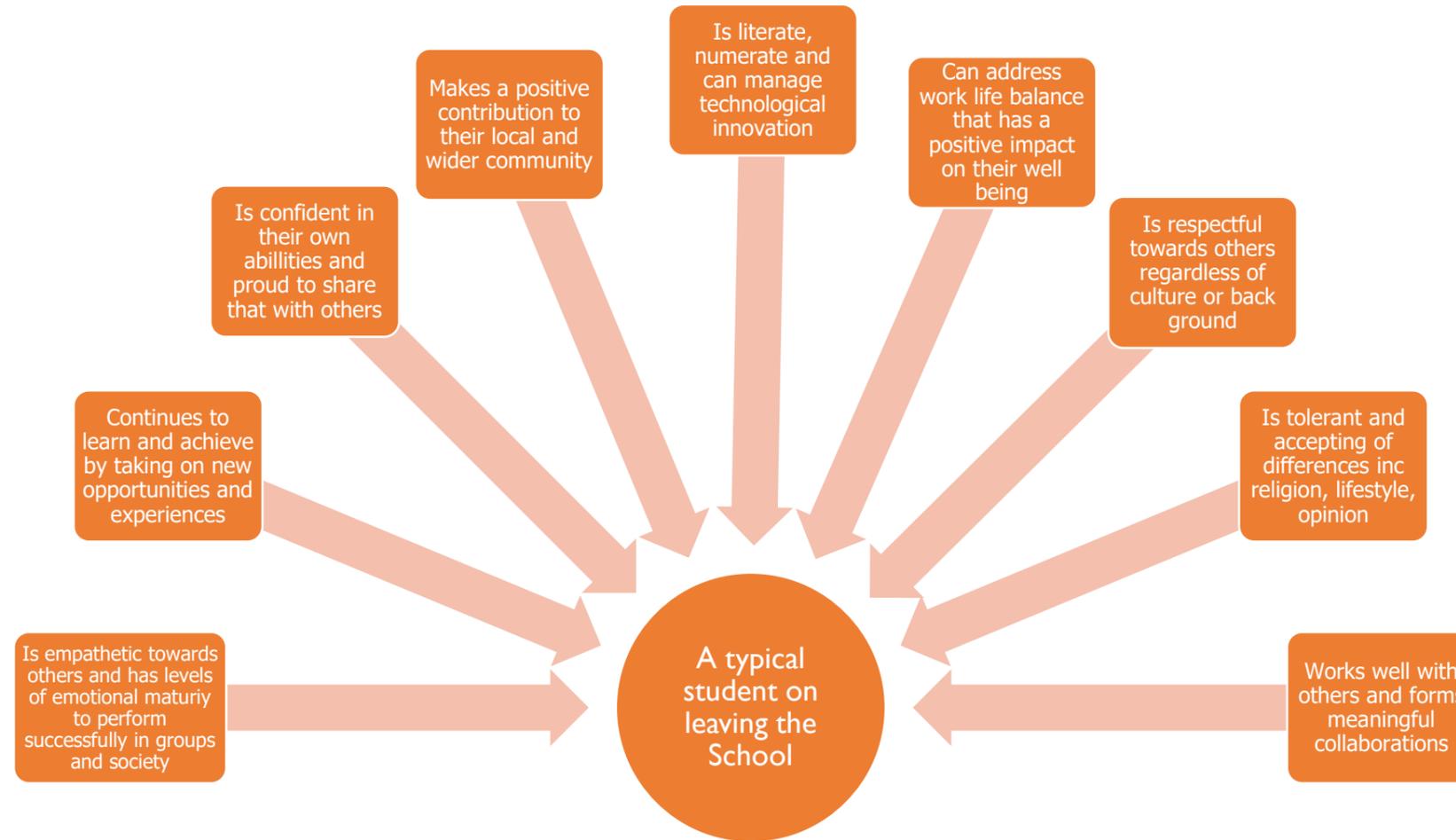
The curriculum at Handsworth Grange Community Sports College is personalised to meet the needs of all individuals. It is meticulously planned and rigorously evaluated, to ensure improvements are made swiftly to enable sustainable progress for all.

Handsworth Grange Community Sports College's curriculum policy is based on the following aims:



3. Curriculum Outcomes

The curriculum at Handsworth Grange Community Sports College has been crafted to provide all students with the key skills and qualities required to ensure success in future their ventures. As such, the diagram below outlines the skills and qualities that the curriculum will develop in all students by the time they leave Handsworth Grange Community Sports College at the end of Year 11:



4. Roles and Responsibilities

The Head teacher will ensure that:

All statutory 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. This will include how the subject will be taught and assessed.

- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Trustees annually.
- 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/carers receive information to show how much progress the students are making and what is required to help them improve.
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

The Trustees will ensure that:

- It considers the advice of the Head teacher 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.

SLT, as Subject Link Line Managers will ensure that:

- They have an oversight of curriculum structure and delivery within their departments.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within their departments.
- Schemes of learning are monitored and reviewed on a regular basis.
- Robust and regular assessment procedures are in place.
- Levels of attainment and rates of progression are discussed with Subject leaders (SL's) on a regular basis and that actions are taken where necessary to improve these.

Subject Leaders will ensure that:

- Long term planning is in place for all courses. Schemes of learning will be designed using the School pro-forma and will contain curriculum detail on: context, expectations, key skills, lesson purposes, learning outcomes, learning activities, differentiation resources stretch and challenge
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning 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 SLT link line manager informed of proposed changes to curriculum delivery.
- 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 CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- Ensure that the School curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects and deliver quality first teaching
- 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 School 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 coordinated support to enable them to make the appropriate curriculum choices at KS4.

Parents and carers 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.

5. Monitoring, Evaluation & Review

The governing body will receive an annual report from the Head teacher on:

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

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

6. The Explicit Curriculum – Our Curriculum Model**6a. Curriculum Structure**

The School day starts at 8.50 am and ends at 3.00 pm and consists of five 60 minute lessons . Morning break is from 11:15am – 11:30am. Lunch time for all students is from 12:30pm to 1pm. There is a weekly assembly for each year group (linked to RSE and cultural capital). In Y11 there is an Intervention programme for one hour after school where students are targeted for exam preparation and consolidation of learning.

8.00-8.45	Breakfast Club
8.50-9.15	Personal Development
9.15-10.15	Period 1
10.15-11.15	Period 2
11.15-11.30	Break
11.30-12.30	Period 3
12.30-1pm	Lunch
1-2pm	Period 4
2-3pm	Period 5

On entry to the School students are placed in mixed ability tutor groups of approximately 29 students. The year group is banded into an X band and a Y band for the subjects of English, Maths, Science, PE and Technology/Art. Classes in some core subjects are setted to allow for appropriate support and challenge. All other subjects are taught in mixed ability groups.

Key Stage 3**Years 7, 8 & 9**

Students embark on a 5 year GCSE journey as soon as they start at the School. Curriculum plans and schemes of learning in all subjects have strategic five year plans in place throughout which the key skills, knowledge and understanding required for success at GCSE courses have been mapped out. Transition is eased by staff delivering a curriculum that strengthens and builds on their KS2 knowledge and skills.

- Throughout KS3, students receive 4 hours of English and maths every weeks. Science deliver 3 hours every week; 1 each of Biology, Chemistry and Physics.
- Students below national average for English and maths on entry study a bespoke curriculum that focusses on catch up in English and maths through additional literacy and numeracy based learning; Geography, History and MFL are combined into Humanities lessons, with a focus on literacy-based culture exploration. They also receive additional maths, ICT, Art and Technology lessons.
- Some students below national average in English and maths follow a bespoke learning pathway (Yellow Pathway). These pupils are withdrawn from MFL and some Geography and History and receive additional learning through ICT, Literacy and Technology. They are taught by a small group of select teachers who work together to develop the curriculum. These students are encouraged to follow the Purple Pathway at KS4 although this is not obligatory.
- In addition, all students in KS3 have a 'Let's Think' English lesson once a week in KS3. This is focused on developing oracy skills of pupils SMSC and Personal Development are delivered through an alternative learning curriculum; this is comprised of a combination of assemblies, drop down days, form time activities and external providers. * From Dec 2019 all KS3 students will have a taught lesson for 2 hours per week as part of the curriculum rotation. This will continue for 2020-21.
- Y9 students will take their Options through a guided Pathway structure after October half term to allow them to continue from their KS3 learning or start a new subject 2 year course for KS4 in Year 10.
- Technology – During the Academic year each student will study Resistant Materials, Engineering, Food Technology & Arts. Personal Development (RSE, RE and Cultural Capital) will be taught as part of this rotation from December 2019.

Currently years 7 and 8 students have the following number of periods per subject every week:

Year 7:

Subject	Periods
English (Literature & Language)	4
Maths	4
Science	3
Physical Education	2
Technology/Art/PD	2*
MFL	2
Computer Science	1
History	2
Geography	2
Drama	1
Music	1
Let's Think English	1

The schematic below illustrates the curriculum model for Y7 with subject and hours taught every two weeks. As part of the curriculum model for Y7 those students below national average in English and Maths at KS2 receive additional intervention on the Yellow Pathway.

Y7

En	LT	Ma	Sc	MFL	Ge	Hi	Dr	Mu	Pe	Te/Ar/P D	Cs
4	1	4	3	2	2	2	1	1	2	2	1

En	LT	Ma	Sc	Pe	Te/Ar/P D	Tk	Hu	Dr	Mu	IT	Ar
4	1	5	3	2	2	1	2	1	1	2	1
Taught as Yellow Pathway											



Year 8:

Subject	Periods
English (Literature & Language)	4
Maths	4
Science	3
Physical Education	2
Technology/Art/PD	2*
MFL	2
Computer Science	1
History	2
Geography	2
Drama	1
Music	1
Let's Think	1

The schematic below illustrates the curriculum model for Y8. As part of the curriculum model for Y8 those students who are significantly behind on making time related progress in English and Maths receive additional intervention on the Alternative Learning Pathway (ALP).

Y8

En	LT	Ma	Sc	MFL	Ge	Hi	Dr	Mu	Pe	Te/Ar/P D	Cs
4	1	4	3	2	2	2	1	1	2	2	1

En	LT	Ma	Sc	Pe	Te/Ar/P D	Tk	Hu	Dr	Mu	IT	Ar
4	1	5	3	2	2	1	2	1	1	2	1

Taught as Yellow Pathway



Year 9:

Subject	Periods
English (Literature & Language)	4
Maths	4
Science	3
Physical Education	2
Technology/Art/PD	2*
MFL	2
Computer Science	1
History	2
Geography	2
Drama	1
Music	1
Let's Think	1

The schematic below illustrates the curriculum model for Y9. As part of the curriculum model for Y9 those students who are significantly behind on making time related progress in English and Maths at KS2 receive additional intervention on the Yellow Pathway.

Y9

En	LT	Ma	Sc	MFL	Ge	Hi	Dr	Mu	Pe	Te/Ar/PD	Cs
4	1	4	3	2	2	2	1	1	2	2	1

En	LT	Ma	Sc	Pe	Te/Ar/PD	Tk	T&T	PD	Dr	Mu	IT	Ar
4	1	5	3	2	2	1	1	1	1	1	2	1
Taught as Yellow Pathway												



Key Stage 4

Year 10 & 11:

Students start their KS4 qualifications programme in Year 10 and opt in Year 9. During the Options process information for each student is carefully analysed and each child is directed towards an appropriate Pathway that facilitate the best outcomes and best engage them. A wide range of subjects and types of qualifications are offered in order to suit all learning styles. It is expected that at least 90% of students will fill all Progress 8 buckets and that: all students will study a Humanities subject in addition to the core subjects of English, maths and science. The EBacc pathway is strongly recommended to targeted students but is available to all if appropriate.

Preparation for key knowledge, skills and understanding for final examination has been built into curriculum planning from Year 7. In Year 9 students will choose from a range of Option subjects to study a two year GCSE Pathway in order to:

1. Raise aspirations
2. Enhance behaviour and engagement in Year 10 so that no learning time is lost due to students no longer 'coasting in Y9 until they take their GCSEs'
3. To provide greater stretch and challenge for all students throughout KS4
4. Maximize progress and attainment for students
5. Allow greater depth of learning and aid memory recall within a linear exam system
6. To prepare the students for external exams and internal assessments more rigorously.
7. Provide greater opportunities for students to explore higher level content which prepares students better for Post16 courses.
8. Give flexibility within the curriculum to run year group activities -such as visiting speakers, workshops, super learning days with less impact on other subjects.
9. Increased time in GCSE academic study will help us to raise student aspiration, and help them pursue their next step.

Year 10 & 11 Curriculum Overview

Subject	Periods
Maths	4
English (Literature & Language)	4
Science	6
Physical Education	2
Option subjects include: Art & Design (Fine Art), Enterprise, Computer Science, Drama, Engineering, Health & Social Care, Hospitality & Catering, Digital Information Technology, Music, BTEC Sport, Travel & Tourism, Sociology	3 hours per week from 2020

SMSC and Personal Development is delivered throughout the curriculum as well as in Assemblies, Tutor time and half-termly Personal Development sessions.

The schematic below illustrates the curriculum models for Y10 & Y11.

The Purple Pathway includes additional English and Maths for learners with lower literacy and numeracy levels.

In Y11 extra capacity is also built in to PE time to remove targeted, underperforming students who will benefit from extra English, Science or Maths learning. GCSE Statistics also runs in PE time for HPA students and other students targeted using whole school data.

Y10&11

Stats/PD/T&T

En	Ma	Sc	Op1	Op2	Op3	Pe
4	4	6	3	3	3	2

En	Ma	Sc	Pe/T&T	Op1	Op2	Op3
4	4	6	2	3	3	3

Purple Pathway Provision
21 students

7. Curriculum Planning Process & Links to Assessment

The curriculum planning process at Handsworth Grange Community Sports College directly links to the School's approach to Life after Levels. Curriculum planning, just like Life after Levels, starts by looking at the requirements for students to be successful at GCSE and it maps these key concepts, skills and knowledge across year's 7 to 11. This is a skills and concept based approach rather than one which is content driven.

When developing Schemes of Work (SoW) a key focus is placed upon depth and not breadth in order to ensure students master the key concepts, skills and knowledge before moving on within the SoW. This allows more time to be built in to review assessments and students' learning in order to check understanding, facilitate regular application and practice of key skills and enhance students' retention and recall of knowledge. Teachers should teach less content in more depth.

Formal assessments happen at least three times per year in all year groups:

- Years 7, 8, 9 – standardised and moderated assessments through each respective year with an end of year exam in Term 3 for all subjects. Each assessment interleaves prior knowledge from the previous terms to enhance recall skills e.g. the end of Year 8 exam tests all knowledge from Year 7 and 8
- Year 10 – standardised and moderated assessment during the year plus one formal set of in-school exams for all subjects
- Year 11 – ongoing, standardised and moderated assessments with two in-school exam windows for all subjects

(see Teaching and Learning Policy for more guidance on expectations and frequency of assessments).

A formal assessment cycle is written into the School calendar and a whole-school assessment calendar maps the key points for knowledge review across year groups and subject areas.

In order to meet the new challenging expectations of the GCSE specifications the following common core elements should be included in all Schemes of Learning:

- Ambitious vocabulary
- Extensive and challenging reading experiences
- Opportunities to show GRIT and experience challenge, failure and success
- Extended writing practice
- Mastery of numeracy skills
- Opportunities to re-visit and re-teach common misconceptions
- Formative and summative assessment opportunities
- End of Year exams
- A focus on SPaG
- Access to problem solving activities through metacognitive approaches
- Regular and strategic opportunities within a lesson and over a unit of work to check gains in knowledge skills and understanding of students
- Explicit links to required GCSE skills throughout each short term plan
- Less content and deeper learning experiences – big ideas that contribute towards the end game

Stage 1

Subject Leaders should start by thinking about the 'whole game' of their subject at GCSE: What are the big ideas, core concepts, and key skills required to be successful? The following outlines the difference between subject content, key skills and core concepts.

Subject Content - awareness of facts / circumstances

- Tessellation is a pattern of shapes that fit together
- There are 3 metaphors in this poem
- The French Revolution happened in 1789

Key Skills - competence in the performance of a task

- I can tessellate these shapes
- I can write a paragraph analysing a poem
- I can prioritise causes according to their relative importance

Core Concepts - the deep structure or principle of the subject

- Angle rules explain why certain polygons will or won't tessellate
- Metaphor is about substitution of meaning
- How are the causes of revolutions different from the causes of wars?

Stage 2

Once Subject Leaders have identified the core concepts, key skills and knowledge that comprise the subject at KS4 then they can identify and map out the curriculum content that stems from this.

Subject Leaders should then sequence core concepts, key skills and knowledge backwards – from to GCSE, to KS3 on the Five Year Plan template below. This should be done by breaking down the core concepts, skills and knowledge required per year group and then splitting it down further in to half term blocks. Work should be set out in an age related way, and aim to teach 'junior versions' of the big ideas students will come to later at the end of Year 11.

This plan should incorporate the identified assessments that underline each topic. These should be informed by testing and identify the elements of deep learning essential to understanding the subject. Summative assessments for core subjects of English, maths and science should be included at the end of each half term. Formative assessments should be included at the end of each half term, and summative at the end of each term for all other subjects.

Stage 3

Once the core concepts, key skills and knowledge and sequencing is complete Subject Leaders should filter out and explicitly identify opportunities for Careers, Enrichment, Cultural Capital and Character Development. They should evidence where they are meeting the requirements of the Enrichment Offer; 1 extended learning opportunity, per year group per academic year.

8. The Additional & Different Curriculum

Rationale:

Students who arrive at Handsworth Grange Community Sports College with SATs scores below the National average (scaled score <100) will find it difficult to progress within their subjects as they move from Years 7 to 11. Some of these students will follow an alternative curriculum where their skills will be developed to get them to a level which enables them to be successful.

Purpose:

Our curriculum is designed for all students some make progress. In order to achieve this goal it is necessary for some students to follow a variety of Alternative Learning Pathways. Students who start Year 7 below the National standard in their KS2 tests are removed from either Language, Humanities or PE where they will be given literacy/numeracy intervention from our specialist Closing the Gap (CtG) teachers. There are different phases of intervention depending on the specific need required. Pupil Premium (PP) budget is carefully spent to provide PP students with the relevant resources in order to succeed in all areas of the curriculum. Student data is continually scrutinised by all parties to provide all students with timely intervention. The 'Yellow Pathway' supports our most vulnerable learners through bespoke provision of Humanities (History, Geography and MFL combined) which leads into our Purple Pathway provision. Pupils can leave this pathway at any given agreed point.

The alternative learning pathway, and students on it are reviewed every year by the CtG lead and SENDCO.

Expected Impact:

Our CtG specialist teachers will deliver effectively planned literacy and numeracy lessons to facilitate maximum progress of all ALP students at all levels. It is expected that students needing less intervention will remain on the ALP for 1 year and then be introduced to a differentiated curriculum the following year. Students who enter the School well below National average would be expected to remain on the Yellow Pathway for Years 7 -9.

9. The Future

Handsworth Grange Community Sports College understand and are in favour of the recent emphasis placed on Personal Development. We will work hard to develop this area of the curriculum to ensure that all pupils needs are met, both academically and personally.