

Handsworth Grange Community Sports College Curriculum Handbook 2024-2026

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Overview

Here at Handsworth Grange our mission is to provide an exceptional education for every student, every day.

To achieve our mission, we will:

Provide a broad and balanced curriculum that challenges everyone.

Provide care and support to break down barriers to learning.

Improve our students' vocabulary, comprehension and reading skills.

Demand high levels of progress and achievement from all students.

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:

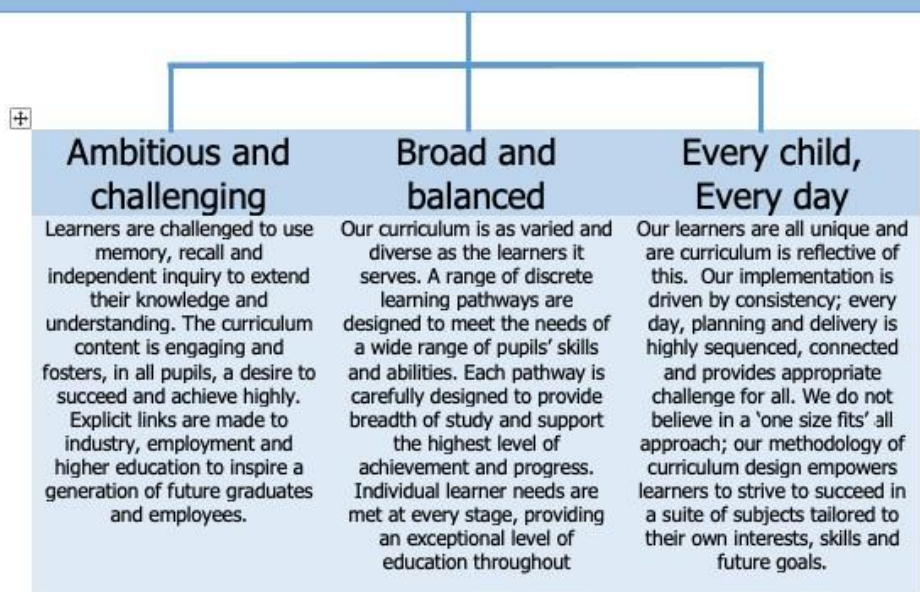
1. gain the skills, knowledge and qualifications they need to be successful in life
2. develop skills and qualities that will allow them to contribute positively to society.

Whole School 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

Curriculum Vision

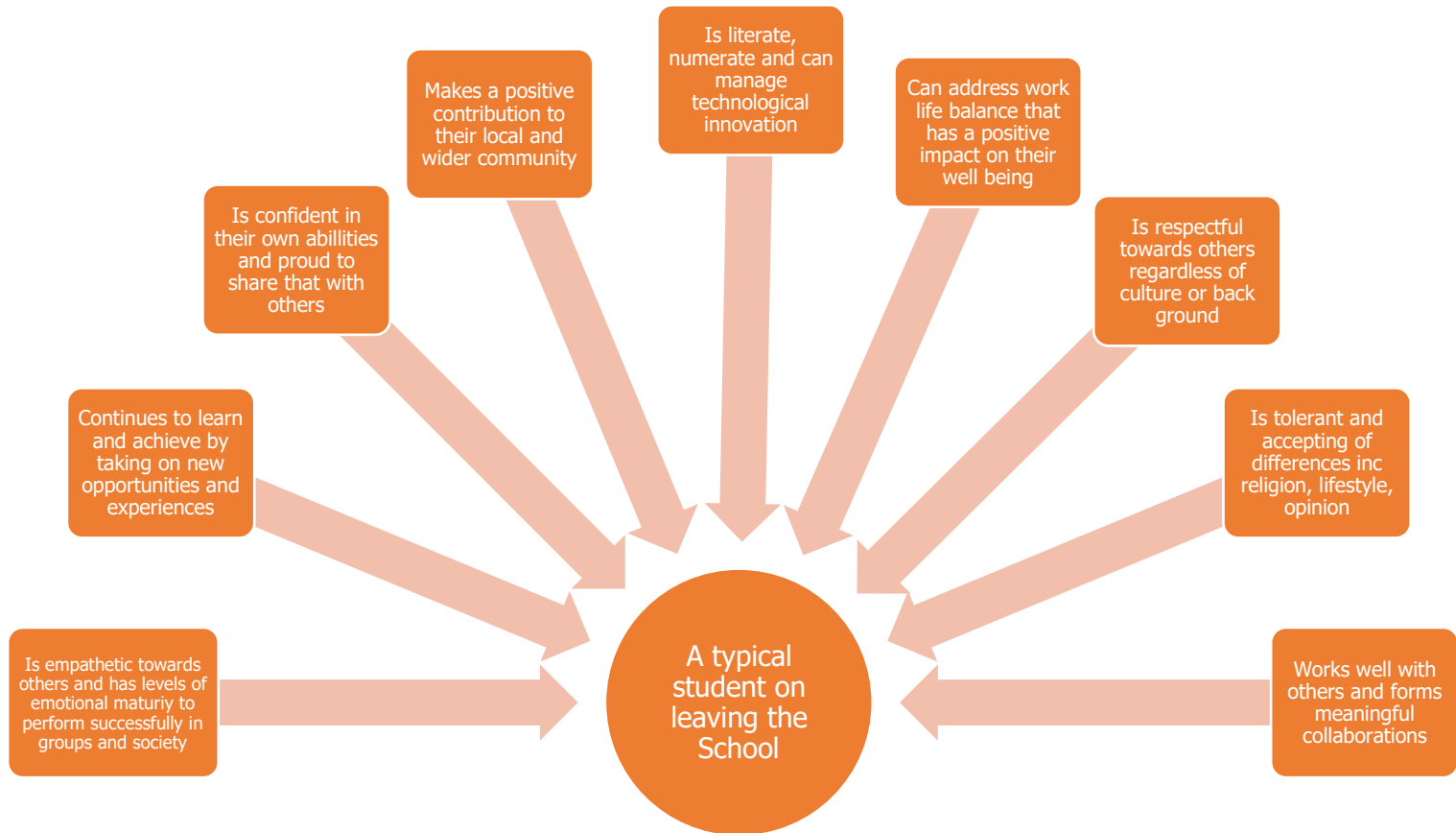
The curriculum at Handsworth Grange Community Sports College is personalised to meet the needs of all individuals. It is meticulously planned and rigorously evaluated, to ensure improvements are made swiftly to enable sustainable progress for all.

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



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 their future 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:



The Local Context

Our curriculum and our subject level curriculum and assessment plans are designed to meet the school's local context. Literacy, aspiration, and personal development are areas that are important in meeting our students' needs and form an emphasis on the local context.

- Our subject level curriculum meets the literacy needs of all our students- our curriculum is adapted through T&L and literacy strategies- see the T&L and the literacy handbooks.
- Our subject level curriculum meets the personal development needs of all our students so that our students learn what it means to be a strong character and follow the values of the school (be kind, be brave, be present).
- Our subject level curriculum focusing on opportunities to promote aspiration and careers, so students move on to the next stage of their education or training

More information about how subjects meet the local context needs of our students can be found in each subject's curriculum and assessment plans.

The National Curriculum

The school follows the National Curriculum- where there are differences, the differences are included in a rationale included in the subject curriculum planning documents. If there is a rationale that explains why there is a difference from the NC, this can be found in a subject's Ofsted documentation folder.

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 to make informed decisions.

The Trustees will ensure that:

- it considers the advice of the Head teacher when approving the 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 Curriculum Leaders on a regular basis and that actions are taken where necessary to improve these.

Curriculum 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 etc

- 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. 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 regarding curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school's 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/ 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.

Our Subject Intents and Learning Journeys

All of our subjects have a Subject Intent and a Learning Journey. These are on our website and have been designed for parents to use. More information can be found in the subject's curriculum and assessment plans. The learning journeys have been designed to be easy to use and enable parents/carers to see the core knowledge, key themes, and curriculum topics. Below are some examples of these documents.


Hemel Hempstead Grammar School

ART CURRICULUM INTENT

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

ART DEPARTMENT INTENT

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

OBSERVATION	RESEARCH	DEVELOPMENT
Pupils will learn to use a range of media and techniques to record their observations. They will work from a range of 1st and 2nd hand sources that are relevant to their intentions. Pupils will focus on accuracy, shape, detail, tonal work and texture.	Pupils will learn about the history of art, craft and design including periods, styles and major movements and cultures. They will develop their knowledge on artists (past, present and local), craft makers and designers, and understand the historical and cultural development of their art forms.	Pupils refine their work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes. Pupils will develop their ideas through investigating and demonstrating a critical understanding of sources. They will analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. They will develop their work in order to produce creative work, exploring their ideas and recording their experiences to present a personal and meaningful response that realises their intentions.

CURRICULUM AIMS

Our art and design curriculum aims to ensure that all pupils:

- Become proficient in drawing, painting, printmaking, ceramics and other art, craft and design techniques
- Produce high quality creative work, exploring their ideas and recording their experiences
- Evaluate and analyse creative works using the language of art, craft and design
- Develop their knowledge on artists (past, present and local), craft makers and designers, and understand the historical and cultural development of their art forms

5 YEAR PLAN

Give an overview of what your curriculum will achieve (in the classroom and through enrichment opportunities):

By the time pupils complete their studying of Art and Design they will be creative thinkers, experienced in using a wide range of media and have gained knowledge of how to manipulate it to suit their intentions. They will have learnt how to critically evaluate their own and others work and be able to develop and improve their work appropriately. They should have an understanding how art plays an important role in developing our creative culture in society.

SKILLS

List the main skills pupils will learn and develop over the curriculum:


- To evaluate, analyse and assess their own and artists work
- To be able to observe and record images using a wide range of media
- To work independently and collaboratively
- To develop their own ideas and reflect on these
- To be manipulate materials to suit purpose

Skills in media
 Pencil, biro, oil pastel, charcoal, ceramics, printmaking, chalk, soft pastel, acrylic water colour, pencil crayon, collage, photography.

KNOWLEDGE

List the main subject knowledge pupils will learn and develop over the curriculum:

- Pupils will know a wide range of subject specific vocabulary and be able to use it accurately
- Pupils will study a wide range of media and techniques
- They will learn about a range of different art movements, cultural art, contemporary local artists and other famous renowned artist


Hemel Hempstead Grammar School

MFL CURRICULUM INTENT

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

MFL DEPARTMENT INTENT

The Languages Department aims to produce confident, capable and passionate linguists who can work independently in their speaking and writing with a range of vocabulary, tenses and complex structures.

CONFIDENT, CAPABLE AND PASSIONATE LINGUISTS	WORK INDEPENDENTLY IN THEIR SPEAKING AND WRITING	VOCABULARY, TENSES AND COMPLEX STRUCTURES
To develop informed and empathetic pupils who are able to communicate with people from around the world and who have an understanding of different cultures	To develop pupils' confident in a range of transferable skills such as communicating, listening, interpreting and understanding	To develop pupils' ability to express opinions and offer justifications, as well as the ability to narrate events in the past, present and future

CURRICULUM AIMS

- To provide students with opportunities to master the four skill areas of listening, speaking, reading and writing.
- To regularly offer opportunities to learn and work from memory to ensure students are fully prepared for the demands of the new GCSE.
- To provide students with a range of enrichment opportunities outside the classroom, such as European Day of Language and residential visits to Spain and France.

5 YEAR PLAN

Give an overview of what your curriculum will achieve (in the classroom and through enrichment opportunities):

By the time pupils complete their MFL education at HGCS, they will have a deep understanding of the grammar and vocabulary following five years of sequential learning and exposure to high-level thinking. The course is a five-year programme that starts in year 7 by developing pupils' communication skills and by enriching their lives through the knowledge of other cultures. During the five-year period, pupils will have had opportunities to experience the language in the real world, through residential trips, pen-pal schemes, and after school intervention.

SKILLS

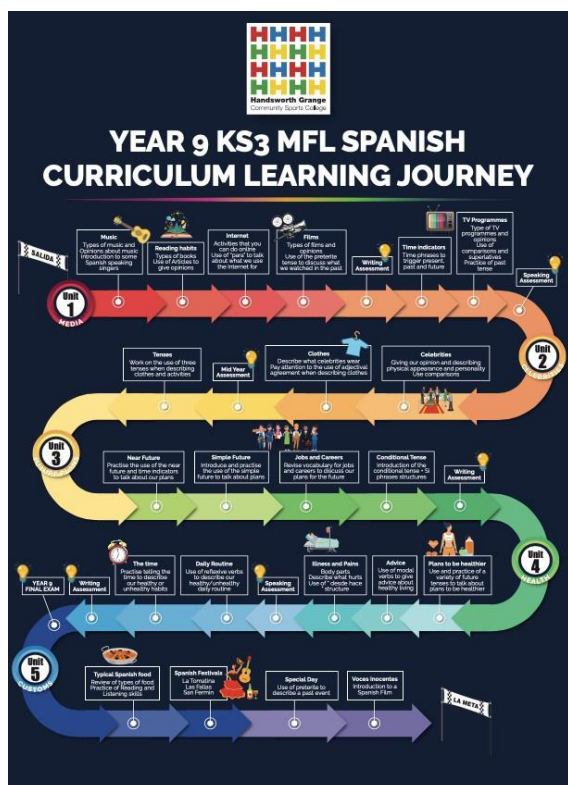
List the main skills pupils will learn and develop over the curriculum:

- Describing a photo with follow up questions
- Role play activities
- Using verb tables
- Vocabulary quizzes
- Using and understanding of a variety of tenses in writing and speaking
- Understanding of long written and spoken texts in the target language (real life and fictional texts)
- Understanding how to listen
- Understanding and using a variety of grammatical structures
- Using idioms (higher candidates)
- Dictation
- Reading aloud

KNOWLEDGE

List the main subject knowledge pupils will learn and develop over the curriculum:

KS3 <ul style="list-style-type: none"> • Basic introductory language (greetings, numbers, ages, colours) • Family and friends • School • House and area • Hobbies • Environment • Food and drink • Holidays • Jobs and careers • Fashion and clothes • Technology • Media • Celebrities • Healthy living • Traditions and Festivals • Film and culture 	KS4 <ul style="list-style-type: none"> • Family, marriage and relationships • Food, healthy living and lifestyle • School and education • Jobs and careers • Free time • Customs, festivals and celebrations • Celebrity culture • Holidays • Media and technology • Home and local area • Environment
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Curriculum Milestones

The curriculum milestones is a document that maps the intent of the curriculum to key points over a course of study. These milestones should easily identify what pupils should know / be able to do by that point. An end of year should be the minimum milestone expectation, but these might be broken down by term or a unit of study.

A milestone document should be an easily accessible document that can be used by teachers, pupils and parents to understand the curriculum expectations which the pupil is being assessed against. For the curriculum milestones to be effective it must be specific to the knowledge and skills that pupils are expected to acquire. However, for the document to be usable should be specific and contain sufficient detail but not too granular with too many statements. Similarly, it is important that the statement do not contain descriptions of broad generic skills. For example, in History: 'pupils are able to describe the impact of historical events.' This is a generic skill that might be true for a one historical event, but not another.

Curriculum milestones can effectively communicate the aims of the curriculum and be a tool to help pupils understand what they need to know, support self-reflection and aid pupils to understand the gaps in their learning, and therefore, areas of for improvement. Curriculum milestone documents should be easily accessible to pupils, such as stuck in the front of books.

Year <X> <Subject> Curriculum Milestones	
<Topic/Unit/Term>	
Learning aim	Judgement
1.1 statement	Use any approach to review the statement
Note:	
1.2 statement	
Note:	
2.1 statement	
Note:	

The curriculum map should be a simple document not longer than a page. The document should provide the opportunity for pupils and teachers to identify progress, gaps in learning and specific targets for improvement.

Assessment maps

An assessment map is a document that outlines the range of assessment points that will be used across the curriculum to help teachers identify the standard at which a pupil is working. At Key Stage 3 the assessment maps will identify those artifacts that will inform whether a pupil is achieving the curriculum milestones in that subject. At GCSE and A level, the artifacts will be used to identify the standard a pupil is working at expressed as a grade. Here, the term artifact is used because an assessment could refer to a traditional test based on exam-style questions, or any other piece of work produced by a pupil that can be judged. There is also no requirement for an artifact to be marked and teacher written feedback given. The choice and format of these artifacts should fit the curriculum but provide a blend of checkpoints to help teachers make a judgement about a pupil's attainment and progress.

Template for an assessment map

Year <X> <Subject> Assessment Map		
<Topic/Unit/Term>		
Assessment/Artifact	Feedback	When
Assessment 1 description	Written / class feedback / selfassessed / peer assessed	Planned date / lesson
Assessment 2 description		
Assessment 3 description		

The curriculum milestones and assessment map might be combined into one document to identify the aspect of the curriculum and how it will be assessed.

Curriculum Structure

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. All core subjects are setted to allow for appropriate support and challenge. All other subjects are taught in mixed ability groups however wherever there are opportunities in the blocking of the timetable, classes are streamed.

KS3 Curriculum Structure

Students embark on a five-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. The curriculum operates on a 2-week timetable to facilitate the broad and balanced offer that we promote.

- Throughout KS3, students receive 8 hours of English and 7 hours of maths every fortnight. Science delivers 2 hours every fortnight 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. They are taught by a small group of select teachers who work together to develop the curriculum. These students are encouraged to follow the Vocational Pathway at KS4 although this is not obligatory. See "Accelerate" below.
- 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.

Year 7:

Subject	Periods
English (Literature & Language)	8
Maths	7
Science	6
Physical Education	3
Technology	3
Art	3

Curriculum Handbook 2024-26

MFL	4
Computer Science	2
History	3
Geography	3
Drama	2
Music	2
PSHE and Citizenship	2
RE	2

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.

En	Re	Ma	Sc	MFL	Ge	Hi	Dr	Mu	Pe	Tk	Cs	Ar	LiCi
8	2	7	6	4	3	3	2	2	3	3	2	3	2

Year 8:

Subject	Periods
English (Literature & Language)	8
Maths	7
Science	6
Physical Education	3
Technology	3
Art	3
MFL	3
Computer Science	2
History	4
Geography	3
Drama	2
Music	2
PSHE and Citizenship	2
RE	2

Curriculum Handbook 2024-26

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.

En	Re	Ma	Sc	MFL	Ge	Hi	Dr	Mu	Pe	Tk	Cs	Ar	LiCi
8	2	7	6	3	3	4	2	2	3	3	2	3	2

Year 9:

Subject	Periods
English (Literature & Language)	8
Maths	7
Science	6
Physical Education	3
Technology	3
Art	3
MFL	3
Computer Science	2
History	3
Geography	4
Drama	2
Music	2
PSHE and Citizenship	2
RE	2

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.

En	Re	Ma	Sc	MFL	Ge	Hi	Dr	Mu	Pe	Tk	Cs	Ar	LiCi
8	2	7	6	3	4	3	2	2	3	3	2	3	2

KS4 Curriculum Structure

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 to suit all learning styles. It is expected that at least 95% of students will fill all Progress 8 buckets and that: all students will study a Progress 8 'EBacc' 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.

Year 10 & 11 Curriculum Overview

Subject	Periods per fortnight
Maths	8
English (Literature & Language)	8
Science	1 2
Physical Education	2
PHSE, Citizenship and RE	3
Option subjects include: Art & Design (Fine Art), Enterprise, Computer Science, Drama, Health & Social Care, Hospitality & Catering, Digital Information Technology, Music, BTEC Sport, Sociology, RE, Textiles	5 hours per subject 4 subjects are selected

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

Y10 (and 11 2024 onwards)									
En	Re	Ma	Sc	O1	O2	O3	O4	LiCi	Pe
8	1	8	10	5	5	5	5	1	2

Curriculum and Assessment QA tool- “Curriculum Conversations”

There are calendared “Curriculum Conversations” that take place during the year between the Deputy Headteacher for Quality of Education and the Curriculum Leaders. This is an opportunity to QA the subject’s curriculum and assessment maps in the form of a conversation so that the Curriculum Leader has an opportunity to articulate the curriculum development intention and implementation. The outcome of this conversation is the completion of the school’s Curriculum and Assessment QA tool where each subject will get a % for each year’s curriculum and assessment plans. The % is based on the Minerva Learning Trust’s “How to design a high-quality curriculum” document and includes best practice in this field.

The above conversations provide the Curriculum Leader with quantitative data so they can focus their efforts on the areas for development needed to improve their curriculum and assessment planning.

Curriculum Planning Key Considerations

- **Why?** Do you know why your curriculum exists do you know why you have picked the topics and units that you have elected to teach?
- **Ethos aligned?** Is your curriculum in line with the school’s ethos?
- **Vision and values aligned?** Does your curriculum support and allow for development and teaching of the school’s vision and values?
- **Character promotion?** Where does your curriculum domain seamlessly weave in the teaching and development of character?
- **Behaviour in your subject?** Where does your curriculum allow for the explicit teaching of behaviour and where are behavioural reboots built in?
- **Expectations?** Is the curriculum and its contents sufficiently challenging to allow pupils to make progress, but does it also support, build on and develop their wider acquired knowledge?
- **Big questions?** Have you considered the big questions and ideas that you want the pupils to know and how these questions manifest at a lesson-specific level?
- **Knowledge?** Have you considered the subject specific domain knowledge and subject domain skills you want the pupils to know and have learned both holistically and at a lesson specific level?
- **Sequencing, interleaving and retrieval?** Have you carefully considered where these three key interlinking elements should reside and support learning?

Below is an example of the summary dashboard and an example of the individual curriculum criteria taken from the “How to design a high-quality curriculum” document.

An example Curriculum and Assessment QA Tool which can be used for self-evaluation purposes can be found in the QA folder.

Curriculum Handbook 2024-26

Average	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Subject Curriculum and Assessment QA tool					
	Y7	Y8	Y9	Y10	Y11
1 ENGLISH	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
2 MATHS	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
3 BIOLOGY	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
4 CHEMISTRY	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
5 PHYSICS	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
6 PE	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
7 TECHNOLOGY (all at KS3)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
8 ART	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
9 RE, ETHICS & PHILOSOPHY (REP)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
10 CITIZENSHIP & PSHE (CaP)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
11 DRAMA	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
12 MUSIC	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
13 SPANISH	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
14 FRENCH	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
15 GEOGRAPHY	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
16 HISTORY	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
17 COMPUTER SCIENCE	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
18 STATISTICS				#DIV/0!	#DIV/0!
19 SOCIOLOGY				#DIV/0!	#DIV/0!
20 FOOD PREP & NUTRITION (KS4)				#DIV/0!	#DIV/0!
21 BUSINESS				#DIV/0!	#DIV/0!
22 DESIGN TECHNOLOGY (KS4)				#DIV/0!	#DIV/0!
23 HEALTH & SOCIAL CARE				#DIV/0!	#DIV/0!
24 ICT BT&C				#DIV/0!	#DIV/0!
25 TEXTILES				#DIV/0!	#DIV/0!
26 RE				#DIV/0!	#DIV/0!

Subject Curriculum and Assessment QA tool		
e.g. a past paper used for Nav assessment because...?		
Are assessment consolidation and feedback weeks identified?		
Is homework clearly written into the curriculum plan?		
Does homework reflect the curriculum?		
Subject association links?		
Ofsted subject research reports?		
Subject Intent clear?		
5 - year overview?		
Visual?		
Assessment summary online?		
Can parents understand and use?		
Is homework clearly embedded within the curriculum?		
Does the provision of homework complement the curriculum?		
Is SIMS Parent App being used consistently to inform parents when homework is set and when it is completed? (This is the main issue coming out of Parent Voice for homework)		
PROGRESS	#DIV/0!	% of Curriculum Plan/s meets the criteria on the Trust's "high quality curriculum design" document
Is the curriculum explicit (strong articulation...) RAG only- no comments.		
Within lessons?		
Within student work?		
With staff?		

Below are some basics that we aim to ensure that our curriculum planning is high quality and up to date.

Curriculum planning: Key language to use when discussing curriculum plans

- Experiences & opportunities
- "Not just the collection of plans made for lessons, but the curation of all the experiences a learner can have during their time attending school"
- Intentional
- "The vehicle for leaders and teachers to be intentional about everything they do with their pupils"
- Memorable
- "An opportunity to think deeply about the long-term impact we want to have- what will make the learning stick?"
- Retrieval and spaced practice
- "Ensure curriculum plans include opportunities to build automatic recall of knowledge"

Curriculum planning: What we look for in high quality subject level curriculum design

- Subject specific knowledge and different types of knowledge are embedded into all learning outcomes
- NC Compliant or better: National curriculum where appropriate or a curriculum of comparable breadth and ambition. Links made to before (KS2 curriculum) and after (KS5 curriculum)
- 2-, 3- or 5-year overview & medium-term plans: Content is demanding, coherently planned and sequenced towards cumulatively sufficient knowledge and skills over multiple years to secure foundations for future learning and employment.
- Appropriately differentiated: The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- Interleaving and retrieval practice built in: A sequenced curriculum structure is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. Misconceptions are addressed through responsive teaching opportunities.
- Assessment planned and well placed: Formative and summative assessment is well planned for, to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Plans show an understanding of the limitations of assessment, minimising unnecessary burdens on staff or pupils.
- Well resourced: Curriculum plans include references to high quality resources. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Strong outcomes data: Pupils develop detailed knowledge and skills resulting in positive achievement. This is reflected in outcomes measures including destination data (linking subjects to careers pathways)
- Our curriculum develops our students' characters to become safe, respectful, resilient and responsible citizens

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 skill 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 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 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.

For details about assessment at the school, please refer to the Assessment and Data handbook.

Design 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?

Design Stage 2

Once Curriculum 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.

Curriculum Leaders should then sequence core concepts, key skills, and knowledge backwards – from to GCSE, to KS3 on the Five-Year Plan template. This should be done by breaking down the core concepts, skills and knowledge required per year group and then splitting it down further into 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.

Design Stage 3

Once the core concepts, key skills and knowledge and sequencing is complete Curriculum 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.

Curriculum Leaders are asked to identify the knowledge types in their curriculum. The school has focused on the four types of knowledge; however, subjects are able to expand on this if they desire. The types of knowledge are:

Procedural knowledge – the knowledge applied in the performance of a task; HOW to do something subject-related.

Substantive knowledge – knowledge that we teach to be fact, as is, unchanged, including vocabulary and terminology

Disciplinary knowledge – knowledge that is gained or applied through substantive knowledge, or necessary to have substantive knowledge. Knowledge that turns subjects into a discipline or practice, not simply content

Inter-disciplinary knowledge – know that is shared across subjects

*Substantive and Disciplinary knowledge often inter-link or overlap. In History for example, is a revolution a **substantive, factual event that historians' study**, or is it a **conceptual framework applied to events**? It is therefore possible, to argue that it is both, depending on the context.

Examples of what this looks like in subjects are below.

Subject	Procedural Knowledge	Substantive Knowledge	Disciplinary Knowledge	Inter-disciplinary Knowledge How does your subject connect with others through knowledge?
PE	HOW to do a forward roll-the position of the head, hands, feet, force required etc	If you hit a shuttle cock harder it will travel further	Understanding of rules and regulations and the history of purpose of these	
ART	How to mix paints to create new colours	Yellow, blue and red are primary colours	Knowledge of artists, techniques and art history	
DRAMA	How to project voice to different audiences	A Director commands production	Understanding of the cultural capital links for drama and dramatic performance	
HISTORY	Drawing a timeline	The Battle of Hastings was in 1066	How historian investigate the past, construct claims, arguments and accounts	

Curriculum Handbook 2024-26

SCIENCE	How to draw a graph	The knowledge of laws, models, theories. Periodic table and it's structure for example.	The knowledge of the practices of science. The evidence behind the substantive knowledge	
GEOGRAPHY	Using a scale on a map	Tsunamis occur most in the Pacific Ocean	Recording rainfall to support or gain the knowledge that June is a drier month than November	
MUSIC	Reading music, playing the piano	Knowledge of types of instruments	Understanding of the different dimensions of music i.e pitch, pace, and how they are combined in performance	
COMP SCI/IT	How to send an email	CPU = Central Processing Unit RAM is the hardware component used to store data	Application of coding and algorithms	
BUSINESS	Steps for writing a business plan	Revenue = price x units sold	Understanding of marketing strategies	
SOCIOLOGY		Crime rates are higher in disadvantaged population areas	Understanding the root of Marxism	
H&SC	How to write a care plan	Human life span exists in stages	Application and evaluation of care values	
D&T	Building a joint Threading a needle	Wood and metals are examples of different material types	History of the development of machinery to support manufacturing	
FOOD TECH	Kneading bread	Fruit and vegetables contain high levels of vitamins and minerals	A balanced diet contributes to well being	
MATHS	How to balance equations	1,3,5 are examples of prime numbers	Knowledge of the history of algebra	
ENGLISH	Constructing grammatically correct sentences.	The ability to decode and sight-read words.	Annotation and analysis of poetry or literature to determine meaning and context.	
MFL	Using a bilingual dictionary Spoken language and pronunciation	Vocabulary and grammar structure for French and Spanish	Sentence structure Cultural understanding and application of vocabulary	

ALPS and the AP curriculum

Alongside our mainstream curriculum, we have an Alternative Learning Pathway and an Alternative Provision. Our Alternative Learning Pathway is called "Accelerate" and our Alternative Provision is called "Phoenix". Both have handbooks of their own with more detail about the curriculum we provide in these two areas.

The PD and RSE curriculum

Please refer to the Personal Development handbook for more information on the PD and RSE curriculum.

- T&L handbook
- QA handbook
- Literacy handbook
- Assessment and data handbook
- Accelerate handbook
- AP handbook
- PD handbook
- Options booklet