



THE HESSLE ACADEMY
Hessle High School and Sixth Form College

Curriculum Policy

Effective Date:
May 2015

Date of minuted/ review approval by the Board of Governors:
16 June 2016, 28 April 2016

Review Committee:
Secondary Local Board and Sixth Form Local Board

Review Date:
June 2018

Owner:
Deputy Head – Director of Studies

“Every child is capable of extraordinary achievement”

The school curriculum comprises all learning and other experiences that the school provides for its students. The curriculum will be balanced and broadly based and will include the Religious Education, Sex & Relationship Education, Citizenship and Careers Education.

The school curriculum has four aims:

- to support the delivery of the Academy Trust Vision
- to provide opportunities for all students to learn and achieve
- to promote students’ spiritual, moral, social and cultural development and an appreciation of British Values
- to prepare all students for the opportunities, responsibilities and experiences of life.

The curriculum will secure for all students, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfillment and development as active and responsible citizens.

The school will modify, as necessary, curriculum programmes of study to provide all students with relevant and appropriately challenging work at each Key Stage. Teachers will have due regard to the four principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges that enhance the progress of students
- responding to students’ diverse learning needs
- having high expectations for all
- overcoming potential barriers to learning and assessment for individuals and groups of students.

There may be times when the school makes a decision about provision that is provided by a partner school or provider to ensure that students have the best opportunity for successful outcomes both socially, personally and academically. These will be well informed decisions and will be discussed with parents.

The school will provide a full range of extra-curricular activities, in and outside school time and in and beyond the confines of the school. There will be extra support for students in the approach to

examinations and the school's 'Homework Policy' and 'Marking and Feedback Policy' will support their learning throughout.

LIFE (Citizenship) will include personal, social, health and careers education as well as Religious Education, offering opportunities to discuss key issues for a life in modern Britain, including democracy, the rule of law, respect and tolerance. Learners will be provided with opportunity to demonstrate skills and attitudes in line with the school ethos to promote positive contributions to a pluralistic society. It will encompass a taught programme, special events and projects and the involvement of outside agencies and organisations.

The Religious Education elements will provide the core contribution to developing students' self-awareness but there will be opportunities for reflection in other curriculum areas and through seminars and guest speakers. We shall make provision for students to learn through work, about work and for work. Impartial Careers Information, Advice and Guidance (ICIAG) is a planned programme and is an entitlement for all students and will be delivered through the LIFE programme and separate one-off events.

General	Y7	Y8	Y9	Y10	Y11
English	9	9	9	9	9
Maths	10	9	10	9	9
Science	5	6	9	9	9
History	3	3			
Geography	3	3			
Life	2	2	2	1	1
MFL	2/4	2/4			
Reading efg	2	2			
ICT	2	2	2	2	2
PE	2	3	2	2	2
Drama	2	1			
Music	2	1			
Art	2	3			
Res Mat	1	1			
Textiles	1	1			
Food	2	2			
Option P			4	4	5
Option Q			4	4	5
Option M			4	5	4
Option N			4	5	4
Voc				10	10
TOTAL	50	50	50	50	50

Foundation	Y7	Y8	Y9	Y10	Y11
English	9	9	9	9	9
Maths	10	9	10	9	9
Science	5	6	9	9	9
History	2	2			
Geography	2	2			
Life	1	1	2	1	0
Reading	1	0	2	1	
FL PSHCE	2	2	2	4	5
ICT	2	2	4	4	2
PE	2	3	2	2	2
FL (extra) PE	2	2			
Drama	4	3			
Music	2	2			
Art	2	3			
Res Mat	1	1			
Textiles	1	1			
Food	2	2			
Option N			4	5	4
Option M			4		
Voc			2	6	10
TOTAL	50	50	50	50	50

College/Training Provider full /half day release

Reading for some lower ability groups, reducing MFL time

Foundation Learning support

In the majority of curriculum areas, the Key Stage 4 phase of education begins in Year 9 with a focus on both skill and knowledge acquisition.

Students study 50 lessons per fortnightly cycle spread over 25 hours in lessons of 60 minutes.

Summary of key features of the KS3 curriculum at Hessle High School (Year 7 and Year 8)

- the student population is banded into 3 groups based on prior academic ability and potential, within these bands they are placed into Homegroups. We then firm set within bands for English and Maths to maximise progress
- students spend just under half their time in Homegroups in Year 7 and Year 8. The rest of lessons are either in sets or in other mixed practical groups
- there is a strong emphasis on English, Maths and Science with Humanities for all and Modern Foreign Languages for a significant majority, ensuring future access and availability to an EBacc curriculum if appropriate. Following a review of the English, Maths and Science curricula, greater emphasis has been placed on the skills required to enable students to arrive in Y9 “GCSE ready”
- identified groups follow a guided reading scheme in both Year 7 and Year 8 to advance reading and spelling ages
- a broad curriculum to ensure full coverage of Art and Technology subjects, with Drama and Music for all students
- 95% of students do a Modern Foreign Language in Year 7 and Year 8
- there are smaller class sizes for key vulnerable groups in the bottom 20% ability range with a very small Foundation Learning group who receive additional literacy, numeracy and life skills input through the Nurture programme
- LIFE combines the RE and PSHCE curriculum and is supplemented with whole year seminar sessions
- In core subjects students are assessed for their ‘secondary school readiness’ and programmes of study to support learning to bridge current issues with KS2 and KS3 expectation gaps are addressed swiftly

Summary of key features of the KS4 curriculum at Hessle High School (Year 9, Year 10)

- KS4 starts in Year 9 after students choose their option subjects during the Pathways programme in Year 8
- English, Maths and Science groups have an average size of 23 in Year 10 and Year 11 with curriculum flexibility to adjust group membership to provide specific interventions
- our Pathways programme, whilst having an eye on accountability measures, has enough balance and choice in terms of academic and vocational qualifications to ensure the ‘right student takes the right course’ to maximise attainment
- 30-40 % of students take a Modern Foreign Language from year 9
- we encourage entry at the highest possible level. Although we offer academic with vocational alternatives in several areas we look to give students the opportunity to access GCSE qualifications (our entries as a percentage of cohort are above national average in all the EBacc subjects and significantly so in some)
- currently all students study Combined Science and approximately 25% study Separate Science, though this is flexible to accommodate the academic ability of the cohort
- a high proportion of students study both English Language and English Literature (80% compared to 70% nationally)
- we are fully committed to an off-site vocational offer with strong links with GTA Motor Trades, a local training provider and both Hull College and Bishop Burton College. This includes a Foundation Learning taster programme in Year 10 delivered in conjunction with our Consortium partners and South Hunsley School
- all students follow courses and complete qualifications in ICT
- the majority also follow a qualification in RE demonstrating our commitment to ensuring students have full access to a curriculum and qualification that enhances and demonstrates the importance of our pluralistic society
- the Foundation Learning (FL) programme provides support for some of our most vulnerable students across the curriculum with the FL team delivering the English GCSE, Asdan Bronze Award and a BTEC Work Skills qualification. Reading lessons continue in Year 9 for lower ability students.

KS5 curriculum at Hessle Sixth Form College

Hessle High School and Sixth Form is in a long standing and strategically developed Consortium with Wolfreton School and Sixth Form College and Cottingham High School. Students follow 3, 4 or 5 four-hour A Level or Level 3 courses split into a morning and afternoon block to allow for transport between the three Sixth Form College campuses.

A Level and Vocational courses at Hessle Sixth Form College	Other A Level and Vocational courses offered by Consortium
Art Biology Business Chemistry English Language English Literature Geology German Geography History Music Maths Further Maths PE Physics Photography RE Textiles	Classical Civilisation Economics French Health & S Care Japanese Law Music Technology Politics Psychology Sociology Spanish Theatre Studies Travel & Tourism
BTEC Applied Biology BTEC Applied Chemistry BTEC Applied Physics ICT OCR National BTEC Performing Arts BTEC Sport BTEC Sport Double GCSE English GCSE Maths	BTEC Engineering BTEC Media Production BTEC Health & S Care BTEC Applied Science

The Consortium offers an enrichment programme to all of its students. These activities enable useful practical skills to be gained, some of which award nationally recognised qualifications and support students with life-skills and additional skills for progression on to their next stage of life and learning.

Emergency First Aid Qualification TEFL
 Open University Short Courses
 National Pool Lifeguarding Qualification Community Sports Leaders Award
 Higher Sports Leaders Award
 In School Work Experience
 Extended Project Qualification