



<b>CONTENTS</b>	<b>Page</b>
<b>1.0 INTRODUCTION.....</b>	<b>1</b>
<b>2.0 CURRICULUM INTENT .....</b>	<b>1</b>
<b>3.0 ORGANISATION .....</b>	<b>2</b>
<b>4.0 IMPLEMENTATION – TEACHING AND LEARNING .....</b>	<b>4</b>
<b>5.0 RESPONSIBILITIES .....</b>	<b>5</b>
<b>6.0 IMPACT – REVIEWING AND MONITORING THE CURRICULUM.....</b>	<b>5</b>
<b>7.0 KEY STAGE 1 AND 2 CURRICULUM .....</b>	<b>5</b>
<b>8.0 TRANSITIONARY CURRICULUM.....</b>	<b>6</b>
<b>9.0 KEY STAGE 3 CURRICULUM.....</b>	<b>6</b>
<b>10.0 KEY STAGE 4 AND POST 16 CURRICULUM.....</b>	<b>6</b>
<b>APPENDIX 1-REFERENCES AND LEGAL CONTEXT .....</b>	<b>7</b>

## **1.0 INTRODUCTION**

---

The curriculum is all the planned activities that are organised in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular and recreational activities that the school organises in order to enrich the experience of the students and develop skill in vocational areas. It also personal skills that students learn from the way they are treated and expected to behave. We aim to teach students how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Our school curriculum is underpinned by the values that are important in our school. The curriculum is the means by which the school achieves its objective of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all students are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual, physical and social growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

## **2.0 CURRICULUM INTENT**

---



The intent of our curriculum is:

- to enable all students to learn and develop their skills to the best of their ability
- to enable students to achieve their potential at all key stages, with reference to prior attainment
- to promote a positive attitude towards learning, so that students enjoy coming to school and acquire a solid basis for lifelong learning
- to teach students the basic skills of literacy, numeracy and information technology (ICT), with an understanding that positive literacy is the key to unlocking the curriculum
- to enable assessment and assessment for learning to be an integral part of the curriculum
- to enable students to be creative and to develop their own thinking
- to teach students about their developing world, including how their environment and society have changed over time
- to help students understand British values by embedding knowledge of them within the curriculum
- to enable students to be positive citizens in society
- to teach students to have an awareness of their own spiritual development and to understand right from wrong, with students developing positive skills to manage emotions, and take responsibility for their own actions
- to enable students to have respect for themselves and high self-esteem; to be able to live and work co-operatively with others.
- To provide the culture capital our students need to enable them to be confident in all later life scenarios, going in to new situations with confidence, and an awareness of the world around them

### 3.0 ORGANISATION

Intent	Implementation	Impact
Every lesson builds on knowledge, skills and understanding from previous lessons and prior learning in earlier year groups.	Planning for all lessons is done using either National Curriculum Programmes of Study and its Attainment Targets, or the specific requirements and attainment requirements of the accredited course being run (e.g BTEC, GCSE, LASER, ASDAN). This ensures that knowledge, skills and understanding is developed throughout the year (short-term) and the Key Stage (long-term). Planning is sequenced, using a visual map for Key Stages 1-3(shared with parents and Students), and individual subject plans for Key Stage 4 and 5 so that new knowledge and skills build on what has been taught before and towards defined end points.	Students develop their knowledge and skills in each subject over the 5 Key Stages.
Lessons are taught in a logical progression, systematically and explicitly enough for all students to acquire the intended knowledge and skills. Lessons follow a recognisable sequence	There is joined up planning of sequences of lessons to ensure students are able to connect new knowledge with existing knowledge.	Students learn better as a result of a coherent sequence of lessons that builds towards a goal.



that is pertinent to the unit of learning or topic and moves learning forward.		
All children, including the most disadvantaged students, the most able students and students with SEND receive the same opportunity to succeed and make progress within the same broad curriculum. Our curriculum looks at our individual learners and finds, via creative means, ways in which they can enjoy and achieve, while experiencing a range of different environment.	All lessons are differentiated to meet the needs of the individual students linked to the learning objective and all children access an ability appropriate curriculum. Teaching staff use attainment data, SEN Provision Maps, ILPS and EHCP's when planning for learning. Teaching is supported by the ATC, via the use of targeted intervention to support rapid progress.	Students of all abilities achieve in all lessons. The most disadvantaged Students and Students with SEND are given the knowledge and support they need to succeed in life. All Students are taught a broad, rich curriculum and still achieve success in examinations and tests, due to careful differentiation and a curriculum that's areas of study play to the individual strengths of each student.
Children develop their vocabulary and knowledge in the subjects they learn across the curriculum.	Developing Literacy is seen as a whole school agenda. Subject Leads have expert knowledge of the subjects that they teach and all lessons contain challenging, relevant vocabulary to extend Student's word banks. Students are encouraged to record their own ideas via careful support and the use of different medias. Subject leaders Plan for opportunities to develop literacy within their subject.	Student's vocabulary is improved across each Key Stage and is extensive and ever growing. Students are confident in their use of language and are effective communicators.
Students' long term memory is developed to ensure they remember the learning taking place in each unit that they encounter. Attainment Statements for each unit become a focus of the learning, matching the requirements of the National Curriculum or individual requirements of the accredited course being run.	Attainment Statements are developed for each topic unit with a number of key facts and key vocabulary to be committed to long-term memory. These Attainment Statements are revisited throughout the Key Stage to allow students to transfer key knowledge to long-term memory. Every lesson across the curriculum revisits learning from previous weeks to further aid memory of key facts and skills. Students experience over teaching and teaching methods suited to their best style of learning.	Students have a better long-term memory, due to their ability to engage in their curriculum being increased by Subject Lead teaching method. Students remember their learning from previous units throughout the year, and previous topics throughout the key stage.
Reading is a focus to ensure all students can access all areas of our curriculum.	Every subject looks for opportunities to develop independent reading via enabling students to access texts appropriate for them. Reading Skills are revisited during each	Students are able to read or being supported to read at an age-appropriate level and fluency. Students can therefore access all subjects across the curriculum.



	lessons, with careful support put in place. Creativity is used to take away the threat in reading for students who are reluctant or finding reading a challenge.	
SMSC and British Values will be at the core of all of our Students Learning. Our Students will be provided with opportunities to develop their own Spiritual understanding, Moral Compass, Social Awareness and Cultural Diversity. Our Students, Via our curriculum will be enabled to be Active citizens of Britain who understand and support democracy, the rule of law, individual liberty and display mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Students will grow their own culture capital via the scenarios, learning, conversations and stimuli they are exposed to in our school	Subject Leaders will Map SMSC and British values in the Subject via the long term plan. Subject leaders will design opportunities to Consider, discuss and promote SMSC and British Values via their individual subject as well as promote these areas at a whole school level. Subject leaders will consider choices of text and stimuli in their learning to give students a wide view of the world we live in.	Students will be reflective about beliefs, values and more profound aspects of human experience, enabling them to develop curiosity in their learning, and as thoughtful, responsible individuals develop and apply an understanding of right and wrong in their school life and life outside school take part in a range of activities requiring social skills, including volunteering develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability gain a well-informed understanding of the options and challenges facing them as they move through the school and on to adult life.
All assessment is used as a tool for further development of knowledge and skills.	Subject Leaders check students' understanding effectively through use of assessment for learning and marking (used to identify and correct misconceptions and to inform future teaching). Teachers use assessment to help students embed and use knowledge fluently.	Students embed knowledge and use it fluently. Teachers produce clear next steps for Students. Students know the goal, the end point for their learning and how the knowledge and skills taught in each lesson will help them get there.

The Head Teacher and senior management will exercise their responsibilities to ensure the objectives are met and that staff expertise is used effectively. What is taught and how it is taught will be matched to students' ability and aptitude. Curriculum design and planning will be undertaken at a number of levels: whole school, year group and individual teaching staff. Views of parents, carers and students will also be taken into account.

#### **4.0 IMPLEMENTATION – TEACHING AND LEARNING**

Fundamental to the curriculum is the quality of teaching and learning. We will look for ways to continually improve the quality of teaching, based on agreed quality standards and a reflective, collaborative approach. To improve the quality of learning we will promote more independent and personalised learning, particularly through ICT and take more account of preferred learning styles and the needs of students of all abilities, including those who are gifted and talented.

In order to ensure the quality of teaching and learning we are committed to:



- Regular monitoring of teaching and learning by senior leaders through lesson observations, work scrutiny and analysis of students' progress grades, analysing the impact of student learning and lessons
- Continuing Professional Development for staff, with an emphasis on sharing best practice. We will ensure that all staff have regular opportunities to work as a team or with partner schools on developmental issues relating to pedagogy
- Performance Management systems which focus on developing individual staff as reflective practitioners who are motivated by success
- Regular target setting and review for students at all levels and in all subject areas
- Assessment for learning which aims to develop higher order questioning, peer and self-evaluation, high quality feedback and students who are clear about the assessment criteria against which they are judged
- Collaboration with other schools and Schools which is positive, forward looking and which involves a wide range of staff and students
- Effective support systems for students who arrive at Hillcrest Shifnal School already vulnerable to social or educational exclusion
- A wide range of vocational qualifications which complement the more traditional range of qualifications.

## **5.0 RESPONSIBILITIES**

---

Through our Inclusion policy and practice we will ensure that all learners of the School community have a valuable and enjoyable educational experience. Inclusion is integral to learning and is fundamental to society. Strategies for inclusion permeate throughout the whole school; in all departments and policies. Inclusion promotes access to education for all. The School will promote an integrated approach to individual learning needs and these should be met by the everyday process of being part of the school community.

## **6.0 IMPACT – REVIEWING AND MONITORING THE CURRICULUM**

---

The curriculum is the Head Teacher's and Senior Management Team's responsibility. The school and the Senior Management Team have a collective responsibility for monitoring the curriculum to ensure that legal requirements are met and that a broad, balanced, coherent curriculum is provided that positively impacts our student's attainment and development as individuals.

The School Development Plan will set out the priority areas for review, development and action. This will be linked to and supported by efficient and effective financial planning. The school will evaluate their development against national, local and school identified quality criteria in order to examine their progress. Part of this evaluation will be conducted by and jointly with an appointed School Improvement Partner

## **7.0 KEY STAGE 1 and 2 Curriculum**

---



At Key Stage 1 and Key Stage 2 the curriculum is broad and balanced. Every student has the opportunity to build on the skills they have acquired and developed in Foundation Stage, so they can experience success in learning and achieve as high a standard as possible.

The primary curriculum focuses on child-centred learning, building knowledge outwards:

- starting with the perspective of the individual;
- moving on to the family, the home and the school; and
- progressing to the neighbourhood and the wider world.

Teachers have considerable flexibility to decide how best to interpret and combine the curriculum requirements, to help prepare their students for a rapidly changing world.

Students have access; English, Maths, Science, ICT, PE, SEAL, PSHCE, Art, Design and Technology, Food Technology, MFL, RE, History, Geography

## 8.0 TRANSITIONARY CURRICULUM

We find our students at a crossroads when transitioning from Key Stage 2 to 3; it is our aim to ensure that the transition from primary to secondary teaching styles is carried out carefully and effectively. At Hillcrest Shifnal School we try, therefore, to make sure that when students are transitioning to KS3 teaching methods, approaches and environments are mirrored from our Primary Department. However, we must also guarantee that students are well prepared to become more responsible and autonomous in their learning. In general terms, this means that there is a gradual move from class teaching to a more specialised programme of learning as the child progresses through the School.

Our “Transitions” school curriculum is underpinned by the values that are important in our school. The curriculum is the means by which the school achieves its objective of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Students have full access to the subjects they experienced in within the Primary Curriculum ; English, Maths, Science, ICT, PE, SEAL, PSHCE, Art, Design and Technology, Food Technology, MFL, RE, History, Geography with the addition of Outdoor Education and ASDAN Lift Off

## 9.0 KEY STAGE 3 CURRICULUM

Key Stage 3 allows students and teachers to address their subject in more depth and detail. Students are challenged both academically and practically via a range of different learning experiences. Students have access to; English, Maths, Science, ICT, PE, PSHCE, Art, Design and Technology, Food Technology, Geography, History, SEAL, Outdoor Education and ASDAN Key Steps, Hair and Beauty and Gardening. By experiencing a broad range of subjects our students are enabled to make considered choices regarding their Key Stage 4 Options

## 10.0 KEY STAGE 4 AND POST 16 CURRICULUM

Our Key Stage 4 and Post 16 curriculum offers an opportunity for students to study those subjects they wish to choose. The school offers a choice of one option choice, with both vocational and academic choices present, as well as one core option. We endeavour to create a timetable that allows most students to have their preferred choice of subjects. However, this is not always possible for everyone, if subjects become oversubscribed we will endeavour to look at the skills required and support our students in picking options in which we know they can succeed. Current examples of option subjects we offer are Hair and Beauty, Food





Technology, History, Childcare, Geography, Art and Design, Computing, however bespoke options have previously been established dependent on student need and interest, where appropriate.

Students receive information regarding careers and the options available to them through careers advice, mentoring sessions, and with subject staff at year 9 options afternoon. We believe it is essential that students identify subjects that they are both passionate about and competent in. Additionally, when deciding their options, students should give consideration to how their choices will lead to a future pathway at Key Stage 5 and Employment/training.

Alongside our option choices sits our core offer. This focuses on developing skills and gaining accreditation in English, Maths, Science, ICT, PD, as well as PE or Work Skills.

All of our students also complete Duke of Edinburgh offering a range of experiences varied from the traditional school experience, developing leadership and adaptability as well as confidence in our students. To maintain our varied curriculum that enables our students to access a wealth of vocational options, Laser Award sits within every Key Stage 4 and Post 16 student's curriculum offering access to the vocational subjects on a carousel basis, developing practical and independent skills that prepare them for adulthood and further study. Progression as a Post 16 student at Hillcrest Shifnal School leads to students having curriculum time for Leadership and Independence skills.

As well as school based learning we offer all of our Key Stage 4 and Post 16 students 1 day of alternative learning at an offsite provision, the aim of this is to develop students independence skills, give vocational options where students can flourish, and the opportunity to experience and alternative learning environment.

## APPENDIX 1-REFERENCES AND LEGAL CONTEXT

Legal Status: Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) 2014 (England) (Amendment) Regulations

Department for Education (2014) *The national curriculum in England: complete framework for key stages 1 to 4.*