

HEBBURN

Comprehensive School



WORK HARD | BE KIND | ASPIRE

Curriculum Policy

Review Period	Annual		
Date of next review	Spring Termly 2025	Author	D Cleugh
Type of Policy	Non-Statutory	Approval	Governing Body
Signed by:			
Head Teacher	Mr D Thompson	Date: 22 May 2024	
Chair of Governors	Mr G Thompson	Date: 22 May 2024	

Context

Hebburn Comprehensive is an 11-16 mixed community school, with the majority of pupils coming from the town of Hebburn or its neighbour, Jarrow, large pockets of both suffering from significant social deprivation. We have an increasing number of pupils joining the school from other parts of South Tyneside, as well as from our neighbouring local authority, Gateshead. The school is smaller than average. Historically, our Key Stage 2 APS has been below the national average, often significantly below.

Regardless of context, we are fiercely ambitious for our pupils. Our vision is to have a harmonious community where the emphasis for all is on learning and achievement; where pupils feel safe and happy; and where a culture of success and ambition are embedded and celebrated throughout the school and wider community. As a school, we aim to raise the aspirations of all our young people, inculcating a respect for one another and for the values of learning, citizenship and tolerance. Through challenge, partnership and support, we aim to continue to raise standards of achievement; create a genuine sense of community spirit; and enhance all of our pupils' life chances for the future.

We remain resolute in our conviction that our curriculum must be inclusive, ambitious and designed to give all pupils, particularly our most disadvantaged and those with special educational needs and/or disabilities or high needs, the knowledge and cultural capital they need to succeed in life.

Roles and Responsibilities

The Head Teacher is responsible for:

- Ensuring that the statutory elements of the curriculum are in place and all of the subjects offered reflect the aims and ethos of the school.
- Ensuring the Governing Body are fully informed of all aspects relating to the curriculum, including information on progress and outcomes.

The Deputy Head Teacher is responsible for:

- Alongside Heads of Department/Subject Leaders and Heads of Learning, the Deputy Head Teacher will ensure that all aspects of the curriculum, including how it is organised, sequenced, delivered and assessed, will be met.
- Ensuring there is adequate time available for teaching the curriculum effectively.
- Ensuring that all procedures for statutory assessment are adhered to and that parents and pupils are adequately informed of progress and attainment.
- Ensuring that there are effective systems in place to track and monitor achievement and progress.
- Ensuring all staff members, in particular Heads of Key Stage, Heads of Department/Subject Leaders and Heads of Learning, are aware of their responsibilities in relation to this policy.
- Ensuring that middle leaders receive appropriate CPD.
- Timetabling, and alongside the Head Teacher, oversight of staff deployment.

Heads of Key Stage are responsible for:

- Promoting excellence and consistency of academic and pastoral provision, including all aspects of pupil development, across the relevant Key Stage.
- Creating and sustaining a culture of achievement.
- Challenging inadequacy and always seeking to raise standards.
- Maintaining an overview of pupil progression within the Key Stage, leading intervention strategies to maximise progression.
- Using assessment data to track pupils and lead the development of appropriate intervention strategies.
- Promoting the role of the Heads of Learning and Intervention Managers in monitoring and tracking pupil progress across the year group.
- Monitoring and evaluating the quality of registration and tutorial periods.
- Facilitating the sharing of teaching and learning strategies and support colleagues to develop best practice.
- Promoting the inclusion of all pupils.
- Identifying successful classroom strategies with pupils (especially those presenting challenge) and disseminate good practice to colleagues across the school.

Heads of Department/Subject leaders are responsible for:

- Promoting consistently high-quality provision across the subject, through its leadership, management, development and ongoing evaluation of practice.
- Being a lead practitioner in the delivery of the subject and modelling the behaviours required in those who teach the subject.
- Schemes of learning for the subject at both KS3 and KS4
- Driving achievement through proactive analysis of data and having an in-depth knowledge of the intervention needs pupils.
- Developing and enhancing the teaching practice of others.
- Challenging inadequacy and always seeking to raise standards.
- Organising the subject's time and resources (including staff expertise and development needs) efficiently and effectively.
- Monitoring and being accountable for the quality of teaching and pupil progress and taking effective action to address concerns and to drive improvement in attainment and achievement.
- Offering insight and innovation in the delivery of the subject.
- Establishing and maintaining a strong sense of teamwork and collective responsibility.
- Providing a good role model.
- Ensuring appropriate intervention is planned and implemented for those pupils not making expected progress.

Heads of Learning are responsible for:

- Creating, developing and sustaining a culture of positive achievement and success within the year group.
- Driving achievement through proactive analysis of data and having an in-depth knowledge of the intervention needs of the year group.
- Leading strategic intervention for the year group.
- Feeding into discussions about CPD needs beyond the subject-specific drivers.
- Promoting excellence and consistency of both academic and pastoral provision including all aspects of pupil development.
- Ensuring effective links and collaboration with Heads of Department and Subject Leaders.
- Maintaining an overview of pupil progression within the year group.
- Taking a key role in data analysis, pupil tracking and differentiated intervention within the year group.
- Promoting the role of the Form Tutor in monitoring and tracking pupil progress.
- Ensuring all pupils have full entitlement in registration and tutorial periods, ensuring that the outcomes of monitoring prompt support and challenge.

Classroom teachers are responsible for:

- Acting in accordance with, and promoting, this policy.
- Ensuring progression of pupils' knowledge, understanding and skills, with regard to the National Curriculum and subject specifications.

- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Liaising with subject leaders about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their classes and reporting this on an annual basis to parents.
- Undertaking any training that is necessary to teach the subject effectively.
- Sharing best practice amongst colleagues.
- Working in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- Ensuring appropriate intervention is planned and implemented for those pupils not making expected progress.

The SENCO is responsible for:

- Liaising with Middle Leaders to implement and develop the curriculum.
- Organising and providing training for staff for pupils with SEND.
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of curriculum objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

Curriculum Intent

Our curriculum is both child-centred and outcomes-focused. Through our curriculum, we aim to develop pupils' character, including their resilience, confidence and independence and to help them to understand how to stay healthy, both physically and mentally.

Our curriculum is designed to reflect the school's ethos, ensuring that pupils feel valued and respected, engendering a sense of belonging, anchored in corporate ownership, corporate values, corporate pride and a corporate desire, to maximise the potential of learning and to celebrate achievement.

Our curriculum extends beyond the academic and vocational. It provides for our learners' broader development, enabling them to explore their wider interests and talents. In order to facilitate a love of lifelong learning, the skills and content for each subject are spaced and interleaved throughout coherently-planned Schemes of Learning. Over time, teaching is designed to help learners to remember, in the long term, the skills and content they have been taught and to integrate new knowledge into larger concepts.

We offer an enrichment programme that broadens and extends pupils' experiences. In addition to a focus on cross-curricular skills, the school strives to develop wider personal development and promote positive attitudes to learning.

Curriculum Implementation

The curriculum at Hebburn Comprehensive is structured and sequenced in every subject area to provide opportunities for pupils to develop their knowledge and understanding, allow deep exploration of subject material and to improve pupils' written and verbal communication.

High quality teaching enables pupils to enjoy their learning, achieve their potential and develop as individuals. This includes stimulating lessons which:

- Provide gains in a depth of knowledge, skills and understanding.
- Focus on knowledge, retrieval and retention.
- Endeavour to overcome barriers to learning.
- Make clear to pupils the next steps to further improvement.
- Promote positive behaviour and celebrate achievement.

Curriculum Aims

Our aim is to provide a broad, balanced and differentiated curriculum that meets the needs of all learners and prepares them for life in a culturally diverse and modern Britain.

More specifically, the curriculum aims:

- To ensure inclusion and access to learning.
- To provide equality of opportunity for all pupils.
- To be appropriate and relevant to our pupils.
- To be progressive, interleaved and appropriately sequenced.
- To develop literacy, numeracy and a love of reading.
- To ensure that pupils keep themselves healthy, both physically and emotionally, promoting healthy eating and regular exercise.
- To ensure that statutory guidance for RSE is met.
- To provide continuity, challenge and progression from one key stage to the next.
- To provide a suitable and effective learning environment for those pupils requiring specialist provision, including very able pupils, pupils with special educational needs and disabilities and pupils who have English as an additional language.
- To ensure that pupils have the necessary skills to build positive relationships and contribute to the wider community.
- To ensure that children keep themselves safe in a fast-moving digital age.
- To contribute effectively to pupils' social, moral, cultural and spiritual development, promoting the British values of democracy, the rule of law, mutual respect and tolerance of those with different faiths and beliefs.
- To contribute effectively to pupils' intellectual, physical and personal attainment and development.
- To promote consideration and respect towards others.
- To be appropriate for the age, ability, gender and the ethnicity of our pupils.
- To raise aspirations, develop self-belief, self-confidence, resilience and instil ambition.
- To prepare pupils for the next stage of their education, training or employment (CEIAG), developing essential employability skills for the future.

- To provide access to extra-curricular activities for the purpose of enrichment.

Our aim, through our inclusive curriculum, is to develop young people:

- who are not disadvantaged by the social context in which they live.
- who have the confidence, resilience and knowledge to stay mentally healthy.
- who have high expectations of themselves and an ambitious vision for their future.
- who have a strong work ethic to support them in achieving, and exceeding, their academic potential.
- who are happy and have a desire to pursue a healthy, active lifestyle.
- who are respectful, tolerant and empathetic towards the values and beliefs of others.
- who are self-aware and know their own strengths and areas for development through reviewing and evaluating their progress.
- who are capable of making informed decisions and are aware of their rights and responsibilities.

Curriculum Design

When children enter Hebburn Comprehensive School at the age of eleven, they begin the 7th Year of the National Curriculum, which is also the start of Key Stage 3. In the current system, for the next three years, they follow courses which include all National Curriculum subjects, including RE.

Provision at the school, at each key stage, is designed to be fully inclusive and promote effective learning, progress and personal growth. Detailed Schemes of Learning, in all subject areas, include provision for the development of numeracy, literacy and SMSC.

Our curriculum offers differentiated pathways, which we believe will broaden, rather than narrow, the offer at different stages in a pupil's progression through the school. We aim to remove barriers to learning and support learning through a wide range of interventions.

We provide a broad and balanced curriculum at both Key Stages. Pupils in Key Stage 3 (years 7, 8 and 9) receive their full entitlement to the National Curriculum.

In years 10 and 11, we offer a broad range of vocational and academic subjects, which are set out below. All pupils can study a Modern Foreign Language, History and Geography, giving them full access to the English Baccalaureate (Ebacc).

Curriculum Map (Key Stage 3)

	Year 7	Year 8	Year 9
English (includes a lesson on AR)	8	8	8
Maths	7	7	7
Science	7	7	9
Art	3	3	3
French	4	4	3
Geography	3	4	4
History	4	3	4
ICT	2	2	2
PSHE / RSE	1	1	1
Music	2	2	2
RE	2	2	2
PE	4	4	3
Technology	3	3	2

Curriculum Map (Key Stage 4)

	Year 10	Year 11
English	8	8
Maths	8	8
Science	9	9
PSHE	1	1
PE	3	3
RE	1	1
Option 1	6	5
Option 2	6	5
Option 3	6	5
Option 4	N/A	5

*Option list below

OPTIONS PROCESS FOR COHORT 2024

EBACC Recommended for pupils with KS2 Standardised score 110+	PSHE/RSE English Language English Literature Maths Science Core RE Core PE	History Geography	French Spanish	Option Choice
Traditional Recommended for pupils with KS2 Standardised score 101 - 109		History Geography French Spanish	EBACC *(strongly advised) Or Free Choice	
Vocational Recommended for pupils with KS2 Standardised score 80 - 100		History Geography	Engineering Hairdressing Health & Social Care Sport and Fitness	
Option Choice:	Art & Design Business Studies Child Development Engineering Food	French Geography Hairdressing Health and Social Care History	ICT Media Studies Music Photography Physical Education	Religious Education Spanish Textile Design 3-D Design

The English Baccalaureate (English, Maths, Science, a Language and a Humanity at GCSE)

The Ebacc suite of subjects help to broaden the mind and encourage pupils to become interested in the wider world. We want our pupils to be well-informed citizens of the world who play an important role in shaping the future. As a school, we ensure that all pupils have full access to the Ebacc suite of subjects because we firmly believe in a strong academic core curriculum.

The EBacc incorporates GCSE subjects that allow pupils to pursue a diverse range of post-16 pathways and beyond. We strongly encourage our higher attaining pupils to follow the Ebacc pathway, which incorporates: English, Maths, Science, History or Geography and French. However, the ability to study the full suite of Ebacc subjects is open to all of our pupils. The numbers of pupils following the Ebacc will continue to increase year on year.

Schemes of Learning

It is the responsibility of the Head of Department to ensure that Schemes of Learning have the following principles:

- They are knowledge-rich and build on prior knowledge
- They are sequential and coherent
- They are appropriately differentiated
- They have opportunities for practice and retrieval
- They develop essential skills
- They have appropriate stretch and challenge
- They will include opportunities for the development of reading and the explicit teaching of literacy and vocabulary
- They have opportunities for the development of SMSC
- They promote equality and diversity
- They have built-in assessment milestones
- They follow the National Curriculum

Timetabling

Hebburn Comprehensive operates a 2-week timetable, comprising 5 one-hour lessons. Mr Cleugh, Deputy Head Teacher, has overall responsibility for timetabling. The day currently starts with a 20-minute form period, so pupils have access to high-quality pastoral support. During horizontal tutoring, pupils follow an organised programme focusing on personal development, reading, careers, academic mentoring and the promotion of British Values. Pupils also receive one assembly per week during form time. All lessons at key stage 4 and the vast majority of lessons at Key Stage 3 are taught by subject specialists.

Assessment Programme

The year is split into 3 cycles of learning, which concludes with an assessment. The assessment scores are standardised, then entered into the school's MIS. Following the assessment cycle, reports are sent to parents and carers. Every child receives a full written report and 2 progress reports each year. Data is analysed and reviewed, and any relevant intervention is put in place.

Groupings and Settings

When pupils enter the school in year 7, they are placed in temporary (provisional) classes. Following the first assessment cycle in November, data is analysed and setting arrangements are reviewed. There may be movement at other times in the year, but we aim to keep this to a minimum, to avoid disruption.

Following analysis of the data, there may be class movements in other year groups, but the school aims to avoid changes after each assessment cycle, as this can be unsettling for children. If it is evident, based on the data, that a child is misplaced, we look at arrangements for moving classes. Please note that we cannot move children simply at the request of parents.

Whilst the school aims to minimise movement between classes, pupils are still able to move sets throughout the key stage. In year 7, pupils are in the same teaching group for all subjects, whereas in years 8 and 9, pupils are in specific sets for English, Maths, Science. At key stage 4, pupils are taught in ability sets in English, Maths and Science.

Building Cultural Capital

As a school, we strive to ensure that pupils have access to a range of different learning experiences to help build their cultural capital.

Regardless of their chosen career choices, we have a responsibility to ensure that pupils are provided with the necessary knowledge and skills to help them achieve their personal goals. Our PSHE programme allows pupils to gain skills and experience to prepare them for future choices. 'My World' examines aspects of PSHE and Citizenship; 'My choices' is intrinsically tailored to achieving the requisite Gatsby Benchmarks, allowing pupils to gain key life skills, whilst enabling them to add further depth and substance to their future CVs. 'My money' aims to develop pupils' understanding of how to manage money and finances. This, coupled with our diverse enrichment programme, enables pupils to experience both academic and social opportunities outside of the classroom.

Celebration assemblies allow pupils of all abilities and backgrounds to celebrate achievement with their peers and teachers.

SMSC

The ethos of all work and activities at Hebburn Comprehensive School leads towards the promotion of the spiritual, moral, social and cultural development of all pupils.

We endeavour to create a school environment where spiritual, moral, social and cultural themes are an integral part of all we do, through the following:

- Having a welcoming school that has a caring ethos, anchored in family values. This is something that visitors always comment on.
- Having a school which is proud of the achievements of all of its members, both pupils and staff.
- Having a common understanding of our ethos and values, which are supportive, caring and challenging and are promoted by pupils, parents, staff and governors.
- Forging positive and respectful relationships between pupils and adults.
- Ensuring that pupils support and care for one another.
- Ensuring that any issues or disputes are dealt with in a kind and sensitive manner, showing compassion at all times.
- Having a school that all stakeholders are proud of and want to be part of.

The Basics

There is a strong focus on English and Maths and the development of literacy and numeracy across the school.

To access the next phase of education or training, achieving good qualifications in English and maths is essential. These two qualifications continue to be hugely important to pupils in the future and we recognise the importance of them for securing future employment.

Developing literacy, numeracy and reading skills are essential requirements for enabling pupils to access the full curriculum.

Reading

As a school we have a number of strategies for the development of reading.

This includes:

- Developing reading through our catch-up programme, whole class Teaching and Learning strategies and 1-1 support packages.
- The use of the Lexia programme
- 'Reading for Pleasure', where pupils have many opportunities to read a range of texts from a variety of authors and genres.
- The Introduction of 'Accelerated Reader' to a targeted group of pupils with the intention to extend the programme further.
- Reading for knowledge and understanding of current affairs through our PSHE programme.

Character Education

At Hebburn Comprehensive, we acknowledge that the breadth of the experiences provided for pupils will have a major impact on their future well-being and success. If children are to become well-rounded citizens of the future with a lifelong love of learning, we must teach, model and promote positive attitudes and behaviours. The characteristics we seek to instil and encourage in our pupils are resilience, confidence, motivation, self-regulation and pride.

By developing these key characteristics, pupils will be successful in education and in adult life. We want our pupils to be both willing and able to contribute positively to society and achieve economic well-being, the core principles of what was 'Every Child Matters'.

British Values

We prepare learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society; by developing their understanding of fundamental British values; and by developing their understanding and appreciation of diversity.

We strive to ensure that pupils leave Hebburn Comprehensive School with a good understanding of democracy, liberty, respect, tolerance and the rule of law. Through our PSHE/Citizenship programme and themed assemblies, we support pupils to develop an understanding of current

affairs and social issues beyond their local area. We support pupils in appreciating diversity and recognising different religions, races, beliefs, and lifestyles.

We encourage pupils to live healthy lifestyles, providing them with age-appropriate guidance on the importance of physical activity, diet, alcohol, drugs and e-safety. Positive behaviour is consistently modelled to guide our pupils to be responsible, respectful, active citizens who contribute positively to society. This is the core principle of our 'RESPECT' code of conduct.

Careers

Through our high-quality careers programme, we support pupils in making well-informed decisions about post-16 study or career choices, providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational and opportunities for apprenticeships), encouraging pupils to be ambitious. By helping pupils with decisions at crucial stages in their education, informing them of all their options and introducing them to employers, we aim to equip pupils with the requisite skills for the world of work, regardless of the pathway they choose.

Our careers programme is designed around the eight 'Gatsby Benchmarks', as set out in the Department for Education's Statutory Guidance (January 2018).

Careers guidance is provided through our comprehensive CEIAG curriculum, via form period, different careers events, as well as through a range of visits and workplace experiences. We work closely with local employers, FE colleges and apprenticeship providers to ensure the highest quality careers education and guidance.

Assessment

Assessment activities, both formative and summative, are carefully planned to ensure they provide teachers with essential short and medium-term data that is used to inform the planning of pupil learning over time. Assessment activities are also focused on providing pupils with high-quality feedback that identifies gaps and misconceptions in learning, so pupils are able to make improvements over time. As part of our Pupil Premium Plan, we will have a specific focus on the quality of education for both disadvantaged and SEND learners, to ensure equality in teaching, assessment and intervention.

Curriculum Enrichment

As well as offering a range of subject options, pupils in all year groups experience a wide range of opportunities to promote personal development, such as trips, visits, external speakers, activity days and work experience placements for pupils in year 10. Pathways within each key stage ensure continuity of study for all pupils.

Pastoral Structure

Tutor groups are organised horizontally from year 7 – 11 to create an environment focussed upon age-specific personal development. We strongly believe in creating well-rounded pupils at all levels; horizontal tutoring allows an environment where pupils can concentrate on their personal development, particularly around key transition points within their educational journey.

A Whole Curriculum

Our key stage 3 takes place in years 7, 8 and 9. Pupils follow core studies in English, mathematics and science and a varied curriculum that gives them the opportunity to engage in a range of different activities that will ensure success in a variety of ways, all aligned to the National Curriculum.

In year 10, pupils can specialise in a range of options subjects, in addition to their core curriculum, following a wide range of inspiring and challenging courses, such as: Art and Design, Business Studies, Child development, Health and Social Care, Photography, Engineering, Music, Sports Studies, Media Studies, Food Technology, Humanities, French, We ensure that pupils can follow a variety of combinations of courses at key stage 4, including access to the English Baccalaureate (Ebacc).

Extra-Curricular Activities

A wide range of extra-curricular and enrichment activities are offered to pupils across a range of subject areas, including sport, music, drama, maths challenges, theatre productions, guest speakers and a variety of trips and visits which help to enhance pupils' experience, knowledge, and enjoyment. Enrichment opportunities have a hugely positive impact on pupils' personal development, behaviour, attitudes, wellbeing, motivation, and progress.

Special Educational Needs and Disability (SEND)

Our curriculum meets the needs of our pupils with special educational needs or disabilities by ensuring we have a deep understanding of how they learn best and what support they need the most. Working closely with parents, our SEND team ensures pupils have the appropriate support for their individual needs, including additional literacy sessions, one-to-one tutoring, and in-class support. For further information, please refer to our SEND policy and the Local Offer on the school's website.

Preparing for Key Stage 3

We take our duty of care for children transferring to us from the primary sector extremely seriously. A smooth transition to secondary school is vital for success at Key Stage 3 and beyond. Therefore, additional staff time and specific leadership roles are allocated to this area of the curriculum. As part of our transition programme, a wide range of activities takes place well in advance of pupils joining the school. This culminates in a two-day transition visit at the end of July. This approach has been highly successful and hugely popular with staff, parents, and pupils.