
THE HAMMOND – Curriculum Policy

(including Careers Education and Guidance)

Nov07, Nov 09, Revised Jan 10, Reviewed Aug 11, Aug 12, Nov 2012, Nov 2013, January 2014, October 2015, October 2016, October 2017, **March 2018**

Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing.

Helping Every Child to Achieve More

This policy is for students in Year 7 to 13.

The aims and underlying principles of the Curriculum

The Hammond ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the full time supervised education of pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education, taking into account the ages, aptitudes, and needs of all pupils including those pupils with an EHC plan.

The curriculum upholds and will not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Please also see the Safeguarding and Spiritual and Moral Development Policies. For Careers Education and Guidance please see the separate policy.

The curriculum aims to provide for all students, regardless of race, colour, ethnic origin, gender, sexual orientation, marital or civil partner status, **pregnancy or** maternity, gender reassignment, nationality, religion or belief, age or disability, as set out in the Equality Act of 2010, including those with a Health Care Plan, in a safe and secure environment conducive to learning, with opportunities to:

- experience a broad and balanced education
- fulfil their potential relevant to their various abilities, skills and interests
- acquire and develop knowledge, understanding, skills and qualifications
- gain confidence to progress to the next stage in their life
- develop the habit of lifelong learning
- become effective citizens in our society
- develop an active and healthy lifestyle.
- Enable post-16 students to be involved in a programme of activities appropriate to their needs.
- Allow students effective preparation for opportunities, responsibilities and experiences of life in British society. Please also see the Spiritual and Moral Development Policy

We are mindful of the need for our students to:

- develop a sense of personal and cultural identity while being open-minded
- develop study skills and the Key Skills of literacy, numeracy, language, technology and science.
- develop co-operative and interpersonal skills and cultural awareness through linguistic education.
- develop awareness of major social, political and economic issues and scientific issues.
- develop awareness of and sense of responsibility for the environment
- recognise and feel a sense of achievement in creative, spiritual and technological areas of human life.

Our curriculum model encompasses:

- provision for a comparable range of educational opportunities for all
- provision for students of differing abilities, aptitudes and interests
- provision of suitable learning environments for what is being taught
- provision of many extra-curricular activities to augment and expand our educational offering.
- Where a pupil has a statement, education which fulfils its requirements.

Literacy, including speaking and listening

Literacy is recognised in the school as a foundation for all subjects. The skills required for good oral and written communication are taught and encouraged across the curriculum; learning through talk is strongly promoted in all curriculum areas with speaking and listening featuring as a cross curricular tool to develop literacy skills. Information about individual pupils and their literacy requirements is shared regularly between departments. Literacy in the school is co-ordinated by the Head of English and is taught as a cross-curricular topic.

English, French and Drama lessons encourage confident oral contributions in a supportive environment; paired and group projects range from formal talks, organised debates, role plays and choral speaking. Dramatic interpretations in History and Religious Studies bring the past to life and foster enjoyment in learning. PowerPoint presentations, for example in Geography, require pupils to work together to share ideas and expand their thinking. All subject areas encourage pupils to use talk to question, hypothesise, speculate, evaluate, solve problems, make deductions and develop thinking.

Discussion in PSCHE lessons heightens awareness through self expression and pupils learn to listen respectfully to other views and opinions. These lessons reflect the school's aims and ethos. A new scheme of work for PSCHE was issued at the beginning of the academic year 2015. This includes topics such as Citizenship, Identity and Values. The PSCHE lessons cover

The Hammond pupils experience performance regularly and their ability to listen with concentration is often commented on by theatre audience members.

Assessment for learning - especially peer and self assessment - profiling and opportunities for dialogue through School Council and other representative bodies are important activities in assisting pupils to structure plans, solve problems and evaluate alternatives.

Teaching staff report on the speaking and listening skills of pupils and often set targets for improvement. The school has a designated member of staff with responsibility for Literacy and staff are encouraged to share good practice.

Numeracy

Numeracy across the curriculum requires an 'ability to cope with the mathematical demands of other subjects without being held back through lack of mathematical knowledge or poor basic skills' - OFSTED 2001

Pupils identify the need for skills, knowledge and understanding of number in many subject areas and produce colourful display work to show their research in the Maths room. Staff have regard for numeracy in activities such as measuring, calculating, estimating, problem solving and probability. Pupils have opportunities to use calculators and ICT as tools to aid their work with numbers. Charts, diagrams and

tables present information to be read and understood in a variety of subjects including Science, Geography and Home Economics.

Staff express a positive approach to numeracy tasks within their own subject areas- for example supporting pupils in their understanding of data interpretation. Transferring numeracy skills to new contexts enables pupils to use them more effectively and deepens their understanding of number bonds, multiplication facts and other mathematical concepts.

Maths becomes relevant to their everyday lives through, for example, budgeting in PSCHE and totalling money for Charities. The school's mathematics co-ordinator is responsible for numeracy across the curriculum which is taught as a cross-curricular topic.

Subject Documentation

Each academic subject department is required to produce and maintain annually a subject documentation file. The aims of this are to ensure that all members of a department are working towards the same aims and using the same methods, and to allow easy access to important information for new members of staff in the department.

The file should include the following:

- Rationale }
- Aims & objectives } as in the 6th form
- Syllabus followed & outline of course content } options booklet for
- Programmes of study - term by term } the subject
- Methodology }

and a subject policy for each of the following:

- Homework
- Marking
- Assessment
- Self assessment
- Recording & reporting
- Internal & external examinations
- Use of I.T. and other resources - equipment and books
- Cross-curricular work including literacy & numeracy
- Health & Safety
- Links with the community (including outreach)
- Visits and extra-curricular activities that have been done
- Differentiation
- Equal Opportunities
- Communications
- Staff training/courses undertaken in the past 3 years
- Review and future development

A copy of the document above should be lodged with the Deputy Principal (Academic). Departmental policies should align with whole-school general policies and whole-school educational policies, and reference to these is allowed in order to reduce the burden of writing in each department.

Curriculum models

A curriculum model is attached on a separate sheet.

GCSE Options: An initial preference form is circulated and used initially to determine the most favourable combination of subjects for GCSE option blocks. The final form of the option blocks, whilst informed by the results of the initial survey of preferences, is decided taking into account the availability of staff and the school's preferences on mix of subjects. GCSE courses on offer include: Art, Drama, French, Spanish, Geography, History, ICT, Music, Religious Studies, Business Studies, Food and Nutrition and additional science.

The Post-16 Curriculum

Three post-16 courses are offered at The Hammond; National Diploma in Performing Arts (Dance); National Diploma in Performing Arts (Musical Theatre); BTEC in Performing Arts (Acting). A levels are offered to all students, and are compulsory for those students following the Acting course, who must choose two A level subjects.

The subjects on offer are currently: - English Literature, Mathematics, Art, Theatre Studies, Business Studies, Music, French and History. Other subjects may be available if demand is sufficient and if we are able to provide a teacher.

Subjects in the 6th form are allocated 4 ½ hours of timetable time per week and are timetabled in two blocks, the composition of which is decided once the subject choice preferences have been received from students, usually during June.

Careers Education and Guidance

In line with Cheshire West and Chester's Policy, the aim of CEG is to – 'provide all pupils with the skills, knowledge and information to enable them to make considered educational and careers decisions which are consistent with their abilities and needs, in the context of a complex and changing world'. This is covered in a number of areas. Primarily, students completed a 'Fast Tomato' Course with in Lower School. This enables students to look at alternative careers pathways. Also, students within Year 11 are given an opportunity to have a one to one interview with a senior dance and drama tutors, wherein they are provided with a number of 'next steps' to pursue their interest in the Arts. The school has initiated links with Sir John Deane's College, who will come into school and discuss academic pathways.

Also refer to:-

- The English as an Additional Language Policy
- Learning Support Policy
- PSCHE Policy
- Careers Education and Guidance and Work Experience
- Spiritual and Moral Development Policy

CURRICULUM OUTLINE PLANNING FOR YEAR 2017 2018

Subject	Academic Year		
	Autumn Term	Spring Term	Summer Term
Year 7			
Year 8			
Year 9			
Year 10			
<i>Year 11</i>			
Year 12			
Year 13			