



# Curriculum Policy

**2019-2020**

THE HAMMOND SCHOOL LTD., MANNINGS LANE, CHESTER, CH2 4ES

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This policy is for pupils in Year 7 to 13.

## **THE AIMS AND UNDERLYING PRINCIPLES OF THE CURRICULUM**

Young people at The Hammond thrive as they have the opportunity and support to learn and to make progress. The leadership team regularly review and interrogate the curriculum to ensure a programme of activities is appropriate to the needs of young people in our care, in relation to personal, social, emotional, and physical development, as well as communication and language skills. The curriculum ensures effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

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 SEN and those with an EHC plan.

The Hammond ensures that the bedrock of the curriculum encourages respect for other people, paying particular attention to the protected characteristics set out in the 2010 Act. This supports the school's mission statement and ethos of nurturing co-operation, tolerance, and friendship.

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 pupils, 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
- Acquire and develop speaking, listening, and numeracy skills
- 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
- Encourage curiosity
- Develop the habit of lifelong learning
- Become effective citizens in our society
- Develop an active and healthy lifestyle.

- Enable post-16 pupils to be involved in a programme of activities appropriate to their needs.
- Allow pupils 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 pupils 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 pupils 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. All teachers and support staff in school understand that the development of literacy is a collective responsibility.

English, French, German, History, Religious Studies, 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. All

subject areas encourage pupils to use talk to question, hypothesise, speculate, evaluate, solve problems, make deductions and develop thinking. All lessons are planned and delivered through Blooms/ Anderson's taxonomy learning intentions, designed to support and challenge the thinking of learners.

Discussion in PSCH 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 of inclusivity, tolerance, and excellence. As of September 2019, PSCH will be delivered as 'drop down' timetable days, designed to offer more opportunity for discussion and reflection, as well as the contribution of outside agencies; British values, cultural identity, diversity, healthy lifestyles, citizenship, and values will all feature as key learning intentions.

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

Assessment for learning takes place throughout every lesson, including peer and self-assessment; marking and feedback encourages pupils to act upon feedback and lesson time is dedicated to this pedagogical need.- especially peer and self-assessment. Opportunities for dialogue through pupil voice and work scrutiny activities, as well as through Departmental Reviews and School Council meetings, as well as 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. All teaching and support staff understand that the development of numeracy is a collective responsibility. Outside of the classroom the Maths department engage in whole-school numeracy development activities designed to raise the profile of the skill.

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 Design Technology.

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 PSICHE and totalling money for Charities, as well as through graph work in science, and throughout ICT and Business Studies lessons. The school's mathematics department 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 digital subject handbook. 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 digital handbook is accessible by all, enabling sharing of practice.

The digital handbook should include the following:

Overview of the Department (including aims and departmental mission statement)

Department Development Plan

Brief Curriculum Plans

Schemes of Learning

GCSE Mark Schemes

A Level Mark Schemes

Marking Policy

Departmental Review Reports and Actions

Praise and Pupil Rewards

Behaviour and Sanctions

Flight Paths

GCSE Results

A Level Results

CPD and Departmental Monitoring

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.

## **MARKING, GUIDANCE, AND FEEDBACK**

### **Principles:**

Marking, guidance and feedback should be regular and frequent.

The frequency will be determined by: timetabling, Key Stage and examination requirements.

Frequent, positive, constructive and specific written feedback should be given to all pupils, celebrating successes.

It is important to provide positive feedback to pupils focusing on the successes of the work in order to motivate pupils, for example through the use of WWW (what went well).

It is also important to provide constructive feedback focusing on the improvements that need to be addressed in order for the pupil to make an excellent level of progress, for example through the use of EBI (even better if).

Wherever it is possible feedback should be linked to the Learning Intentions(s) of the lesson(s) and/or written feedback should give personalised advice as to how the pupil can improve / make progress towards their target.

Pupils' work should be marked and returned promptly. This is so that feedback can have maximum impact, for example teachers should aim to return marked work within one week.

EBI targets should be tailored to the pupils' needs and should be formed in such a way that pupils can act upon the target. This could be in the form of a challenging question.

There are occasions where 'light-touch' marking is acceptable (although this style of marking must be complemented by a range of 'quality marking'), for example:

- where answers are right or wrong;
- to acknowledge correct lesson notes / definitions / ideas;
- to acknowledge verbal feedback / self or peer-assessment.

Pupils should be given appropriate opportunities to act upon the feedback they have been given, for example:

- as a starter activity or a dialogue with the pupil(s);
- time planned in as part of the lesson;
- the teacher plans, using an appropriate intervention strategy, to complete another task / question focusing on the skills they did not demonstrate previously;
- pupils are asked to comment on their feedback and highlight/underline in future work where they demonstrate that skill;
- the teacher asks a question as feedback and the pupil acts upon it;
- pupils should be given opportunities for self and peer assessment.

Pupils should acknowledge that they have acted upon feedback by doing one of the following:

- highlighting the area they have improved;
- place a box around the area that has been improved;
- writing their improvement in a different colour pen.

It should be evident that the class teacher has marked the improvement area, for example: using a different colour pen.

Literacy skills should be promoted in all subjects (this includes spelling, use of punctuation, grammatical constructions and punctuation)

The frequent and regular marking of pupils' work should provide pupils with the opportunities to reflect on and measure their progress against target grades. Assessment marks should be recorded in the teachers' planner or elsewhere.

The department leader should monitor marking, guidance and feedback through the work scrutiny and through the Performance Review Cycle.

LMT will form part of the work scrutiny schedule.

## **ENRICHMENT ACTIVITIES**

Pupils and pupils at The Hammond are offered a plethora of enrichment activities that include:

- Peripatetic musical instrument or voice lessons (RCM)
- Acting and drama lessons (LAMDA)
- Duke of Edinburgh expedition
- National Maths and Science challenge days
- Lessons from Auschwitz programme
- Culture visits to European countries
- Frequent visits to the theatre, ballet, musical theatre performances
- Youth leadership through Prefect opportunities

## **DEPARTMENTAL REVIEWS**

In 2018 The Hammond introduced a rigorous Departmental Review process, designed to support and challenge departmental leaders and teachers to ensure excellence in academic delivery by providing support, guidance, and help to all members of the department.

The timescale is between two and three weeks, and incorporates lesson observations, peer observations, work scrutiny, pupil voice, interrogation of departmental

## **CURRICULUM MODELS**

**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, Business Studies, Drama, French, German, Geography, History, Music, Religious Studies, Food and Nutrition and Triple 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 pupils, and are compulsory for those pupils following the Acting course, who must choose two A level subjects. The programmes of study are regularly reviewed by the leadership team to ensure they are appropriate and challenging.

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

Subjects in the 6<sup>th</sup> 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 pupils, usually during June.

**YEAR 7 CURRICULUM MODEL**

YEAR	SUBJECT	NO. OF CLASSES PER WEEK	LENGTH OF CLASS	SETTING ARRANGEMENTS
7	ENGLISH	5	45 MINUTES	n/a
	MATHS	5	45 MINUTES	n/a
	SCIENCE	4	45 MINUTES	n/a
	HISTORY	2	45 MINUTES	n/a
	GEOGRAPHY	2	45 MINUTES	n/a
	RS	1	45 MINUTES	n/a
	ICT	1	45 MINUTES	n/a
	FRENCH	2	45 MINUTES	n/a
	ART	1	60 MINUTES	n/a
	MUSIC	1	60 MINUTES	n/a
	DRAMA	1	45 MINUTES	n/a
	PE/RAD	2	45 MINUTES	n/a
	VOCAL TRAINING	1	45 MINUTES	n/a
	F&N/ RAD	2	45 MINUTES	n/a
	DRAMA/ RAD	4	45 MINUTES	n/a
	DRA/GER/F&N	1	45 MINUTES	n/a

<b>EXTRA-CURRICULAR</b>	<b>NO. OF CLASSES PER WEEK</b>	<b>LENGTH OF CLASS</b>
MUSIC/IMPROVISATION/BALLET	2	60 MINUTES
MODERN	2	60 MINUTES
DRAMA/TAP	1	60 MINUTES
BALLET	2	60 MINUTES
CAROUSEL	1	60 MINUTES
JUNIOR CHOIR	1	60 MINUTES
BALLET/DANCE FOR DRAMA	1	60 MINUTES

**YEAR 8 CURRICULUM MODEL**

YEAR	SUBJECT	NO. OF CLASSES PER WEEK	LENGTH OF CLASS	SETTING ARRANGEMENTS	
8	ENGLISH	5	45 MINUTES	2 GROUPS	
	MATHS	5	45 MINUTES	2 GROUPS	
	SCIENCE	4	45 MINUTES	3 GROUPS	
	HISTORY	2	45 MINUTES	n/a	
	GEOGRAPHY	2	45 MINUTES	n/a	
	RS	1	45 MINUTES	n/a	
	ICT	1	45 MINUTES	n/a	
	FRENCH	2	45 MINUTES	n/a	
	ART	1	60 MINUTES	n/a	
	MUSIC	1	60 MINUTES	n/a	
	DRAMA	1	45 MINUTES	n/a	
	PE/RAD	2	45 MINUTES	n/a	
	VOCAL TRAINING	1	45 MINUTES	n/a	
	F&N/RAD	2	45 MINUTES	n/a	
	DRAMA/RAD	4	45 MINUTES	n/a	
	DRA/GER/F&N	1	45 MINUTES	n/a	

<b>EXTRA-CURRICULAR</b>	<b>NO. OF CLASSES PER WEEK</b>	<b>LENGTH OF CLASS</b>
MUSIC/IMPROVISATION/BALLET	1	60 MINUTES
BALLET	2	60 MINUTES
DRAMA/BALLET	1	60 MINUTES
CAROUSEL	1	60 MINUTES
JUNIOR CHOIR	1	60 MINUTES
MUSIC/MT/MODERN	1	60 MINUTES
PILATES	1	60 MINUTES
BALLET/ DANCE FOR DRAMA	1	60 MINUTES
MODERN	1	60 MINUTES

**YEAR 9 CURRICULUM MODEL**

YEAR	SUBJECT	NO. OF CLASSES PER WEEK	LENGTH OF CLASS	SETTING ARRANGEMENTS
9	ENGLISH	5	45 MINUTES	2 GROUPS
	MATHS	5	45 MINUTES	2 GROUPS
	SCIENCE	4	45 MINUTES	2 GROUPS
	HISTORY	2	45 MINUTES	2 GROUPS MA
	GEOGRAPHY	2	45 MINUTES	2 GROUPS MA
	RS	2	45 MINUTES	2 GROUPS MA
	ICT	1	45 MINUTES	2 GROUPS MA
	FRENCH	2	45 MINUTES	2 GROUPS MA
	ART	2	60 MINUTES	2 GROUPS MA
	MUSIC	1	60 MINUTES	n/a
	DRAMA	1	60 MINUTES	2 GROUPS MA
	PE/RAD	2	45 MINUTES	n/a
	VOCAL TRAINING	1	45 MINUTES	n/a
	F&N/MODERN	2	45 MINUTES	n/a
	DRAMA/RAD	4	45 MINUTES	n/a
	VOCAL/GER/F&N	1	45 MINUTES	n/a

<b>EXTRA-CURRICULAR</b>	<b>NO. OF CLASSES PER WEEK</b>	<b>LENGTH OF CLASS</b>
MUSIC/IMPROVISATION/BALLET	1	60 MINUTES
BALLET	3	60 MINUTES
DRAMA/TAP	1	60 MINUTES
CAROUSEL	1	60 MINUTES
JUNIOR CHOIR	1	60 MINUTES
MUSIC/MT/BALLET	1	60 MINUTES
MODERN	1	60 MINUTES
BALLET/ DANCE FOR DRAMA	1	60 MINUTES

**YEAR 10 CURRICULUM MODEL**

<b>YEAR</b>	<b>SUBJECT</b>	<b>NO. OF CLASSES PER WEEK</b>	<b>LENGTH OF CLASS</b>	<b>SETTING ARRANGEMENTS</b>
	ENGLISH	5	45 MINUTES	2 GROUPS
10	MATHS	5	45 MINUTES	3 GROUPS
	SCIENCE	6	45 MINUTES	3 GROUPS
	PE/RAD	2	45 MINUTES	n/a
	OPTION 1	3	90 MINUTES 60 MINUTES	n/a
	OPTION 2	3	90 MINUTES 60 MINUTES	n/a
	OPTION 3	3	90 MINUTES 60 MINUTES	n/a
	OPTION 4	3	90 MINUTES 60 MINUTES	n/a
	RAD/STGE/MUSIC	2	45 MINUTES	n/a
	VOCAL TRAINING	1	60 MINUTES	n/a
	CORE INTERVENTION	2	45 MINUTES	n/a



<b>EXTRA-CURRICULAR</b>	<b>NO. OF CLASSES PER WEEK</b>	<b>LENGTH OF CLASS</b>
MUSIC/PERFORMANCE/BALLET	1	60 MINUTES
ISTD MODERN	1	60 MINUTES
DRAMA/BALLET	1	60 MINUTES
TAP	1	60 MINUTES
SENIOR CHOIR	1	60 MINUTES
DRAMA	1	60 MINUTES
BALLET	2	60 MINUTES
BALLET/ DANCE FOR DRAMA	1	60 MINUTES
BALLET/ DRAMA	1	60 MINUTES

**YEAR 11 CURRICULUM MODEL**

YEAR	SUBJECT	NO. OF CLASSES PER WEEK	LENGTH OF CLASS	SETTING ARRANGEMENTS
11	ENGLISH	5	45 MINUTES	3 GROUPS
	MATHS	5	45 MINUTES	3 GROUPS
	SCIENCE	6	45 MINUTES	3 GROUPS
	PE/RAD	2	45 MINUTES	n/a
	OPTION 1	3	90 MINUTES 60 MINUTES	n/a
	OPTION 2	3	90 MINUTES 60 MINUTES	n/a
	OPTION 3	3	90 MINUTES 60 MINUTES	n/a
	OPTION 4	3	90 MINUTES 60 MINUTES	n/a
	AUDITION TECH.	1	45 MINUTES	n/a
	RAD/STGE/MUSIC	2	45 MINUTES	n/a
	VOCAL TRAINING	1	60 MINUTES	n/a
	CORE INTERVENTION	1	45 MINUTES	n/a

<b>EXTRA-CURRICULAR</b>	<b>NO. OF CLASSES PER WEEK</b>	<b>LENGTH OF CLASS</b>
BALLET/ DRAMA	1	60 MINUTES
BALLET	2	60 MINUTES
MUSIC/DANCE FOR DRAMA	1	60 MINUTES
SENIOR CHOIR	1	60 MINUTES
DRAMA	1	60 MINUTES
DRAMA/JAZZ	1	60 MINUTES
TAP	1	60 MINUTES
MUSIC/PERFORMANCE/BALLET	1	60 MINUTES
ISTD MODERN	1	60 MINUTES

**SENIOR SCHOOL CURRICULUM MODEL**

YEAR	SUBJECT	NO. OF CLASSES PER WEEK	LENGTH OF CLASS
	ENGLISH	6	45 MINUTES
	MATHS	6	45 MINUTES
DS1/PS1	ART	6	45 MINUTES
	BUSINESS STUDIES	6	45 MINUTES
	THEATRE STUDIES	6	45 MINUTES
	FRENCH	6	45 MINUTES
	HISTORY	6	45 MINUTES
	MUSIC	6	45 MINUTES

YEAR	SUBJECT	NO. OF CLASSES PER WEEK	LENGTH OF CLASS
	ENGLISH	6	45 MINUTES
	MATHS	6	45 MINUTES
DS2/PS2	ART	6	45 MINUTES
	BUSINESS STUDIES	6	45 MINUTES
	THEATRE STUDIES	6	45 MINUTES
	MUSIC	6	45 MINUTES

**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 several areas. Primarily, pupils undertake careers discussion through PSCE activities, as well as subject teachers including relevant careers guidance in lessons; this enables pupils to look at alternative career pathways. Year 11 pupils 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 and Christleton High School who will support academic pathways.

Careers advice is therefore always presented in an impartial manner, to enable young people to make informed choices about a broad range of career options; helping pupils and pupils to fulfil their potential.

**Also refer to-**

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

**Policy Details**

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