

# Curriculum Policy

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The aim of the curriculum of Hollygirt School is to provide a full time, supervised learning experience for all pupils of compulsory school age in accordance with Section 8 of the Education Act 1996, that offers breadth, balance, relevance and differentiation in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum will promote the spiritual, cultural, moral, emotional and physical development of all pupils at the school and will prepare pupils for the opportunities, responsibilities and experiences of adult life in contemporary society.

It aims to meet the needs of all pupils including those with a school IEP or holding an EHC. Within the ethos of the school and throughout its taught lessons and extra-curricular activities, it does 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.

The curriculum in all key stages broadly follows the National Curriculum and supports continuity of learning between the key stages.

The curriculum is currently managed by the Deputy Head, Senior Teacher (Curriculum) and the Head of Juniors. Each curriculum area of learning is coordinated by a Head of Department or Subject Co-ordinator who is responsible for departmental policy and the department handbook. Class / subject teachers are responsible for schemes of work and lesson planning.

## **Early Years Curriculum**

The Early Years curriculum aims to develop a sense of self-worth, self-reliance, flexibility, caring for others, learning how to learn and to concentrate. It follows EYFS guidance.

The prime areas of learning are:

- Communication and Language (listening and attention, understanding and speaking)
- Physical Development (moving and handling, health and self-care)
- Personal, Social and Emotional Development (self-confidence and self-awareness, managing feelings and behaviour)

The specific areas for learning are:

- Literacy (reading and writing)
- Mathematics (numbers, shape, space and measures)
- Understanding the World (people and communities, the world, technology)
- Expressive Arts and Design (exploring and using media and materials, being imaginative)

Language work includes English skills - learning to listen, reading, story, sentences, phonic work and learning to write with the correct formation of the letters, using joined handwriting as soon as a pupil is ready. Mathematics work includes oral, written and practical skills. Musical, physical, and creative activities are central to the curriculum as well as cross-curricular History, Geography and Science. In Nursery and Reception these areas of the curriculum can be addressed through child initiated play activities. Information Technology is used to support all areas of the curriculum.

## **Key Stage 1 and 2**

The planned curriculum for all pupils in Key Stage One and Two includes English, Mathematics, Science, History, Geography, Languages, Art, Design and Technology, Physical Education, Music, Religious Studies, PSHE and Computing. Information Technology is used to support much of the curriculum. History, Geography, Art and DT objectives will be covered by termly topics.

## **Key Stage 3**

The planned curriculum for all Key Stage Three pupils includes English (including Language, Literature and Drama), Mathematics, Science (Year 7: General Science, Year 8 and 9: Biology, Chemistry and Physics), Information and Communications Technology/Computing, Design and Technology (Food, Product Design or Textiles), Spanish and/or French, History, Geography, Art, Music, Religious Studies, Physical Education and Issues. Extra Mathematics and English is available for pupils in languages time.

## **Key Stage 4**

In Key Stage 4 the core curriculum includes English Language, English Literature, Mathematics, Physical Education (non-examined) and Issues (non-examined). Options currently include French, History, Geography, RS, Biology, Chemistry, Physics, Computer Science, Fine Art, Spanish, Food and Nutrition and Music. The option choices vary each year and are subject to demand. Additional courses may be available as twilight sessions. Currently on offer are Drama and Statistics. Most pupils take at least 9 full course GCSE subjects. A few pupils with SEND may take a modified Key Stage 4 curriculum.

## **ESL/SEND**

There are no specialist provisions for pupils whose first language is not English, although lessons after school with a specialist ESL teacher can be arranged at an extra cost to parents. School has EAL assessment materials and resources to facilitate teaching EAL children alongside the curriculum. Pupils with a specific learning difficulty can have a programme of support and may be at times supported by a Classroom Assistant (see SEND Policy).

In the Junior School there is one mixed ability class in each year. In the Senior School there are usually two mixed ability classes in each year. Setting takes place in the Senior School for some subjects where appropriate. The organisation of sets and groups varies from year to year depending on the needs of a particular group. The timetable operates over 10 days and each day has 8 x 40 minute lessons.

All pupils have a 55 minute lunch break and a 20 minute morning break. Additionally junior pupils have an afternoon break of 15 minutes. Extra-curricular activities take place during the lunch break and after school.

Pupils' spiritual, moral, social and cultural development is promoted through the curriculum as a whole within the Issues programme in particular (see also PSHE Policy statement) and assemblies. Through these as well as subject lessons particular attention is paid to fundamental British values.

In Year 10 pupils participate in a programme of Work Experience. All pupils in Key Stage 3 and 4 receive appropriate careers guidance (see Careers and Education Policy).

All Year 11 pupils leave Hollygirt School with a Record of Achievement which is presented at Prize Giving in the October after they leave.

A system of continuing profiling is in place which records the achievements of pupils, both in their school work and in a personal context. Pupils are encouraged to set their own targets and discuss these with their Form Tutors. The curriculum is monitored and evaluated constantly with changes being made in the light of experience and the needs of the pupils.

## **Careers Education and Guidance**

### **Introduction**

The Careers Education and Guidance Policy has been produced to incorporate recent initiatives in careers education and guidance, and link them with the aims of Hollygirt School.

## **Policy Frameworks**

- Careers Guidance and Inspiration in Schools (March 2015)
- Department for Education (March 2012)
- Education Act (Section 29, 2011)
- CRAC – Careers Development Organisation [www.crac.org-uk](http://www.crac.org-uk)
- National Careers Services - [www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)
- ICG – Institute of Careers Guidance – [www.icg-uk.org](http://www.icg-uk.org)
- Safeguarding Children in Education DfES (revised Sept 2007)
- Children Act 2004
- Careers Education & Guidance: A National Framework 11-19 (2008)
- Children’s Plan: DCSF (Dec 2008)
- PSHE Personal Social Health and Economic Education – [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Teacher’s Toolkit – Paul Ginnis
- [www.direct.gov.uk](http://www.direct.gov.uk)
- [www.nottinghamcity.gov.uk](http://www.nottinghamcity.gov.uk)

## **Principles Underpinning Careers Education at Hollygirt School**

1. Careers Education is underpinned by its contribution to whole school policies with special reference to pastoral care and special needs.
2. All advice given is impartial and confidential and should promote the best interest of the individual. Teachers work in partnership with parents and the various support agencies.
3. Careers Education acts in the promotion of equal opportunities to address discriminatory practices and stereotyping. All pupils have the same access to education, training and employment opportunities and this is built into the curriculum provision for KS3/4 through the Issues programme. Individual support is given to Year 10 and 11 pupils through Form Tutors, the Head of Careers and an independent careers adviser.
4. Careers Education enables pupils to know themselves and how their strengths, weaknesses and interests relate to the world of work, learn about different careers and opportunities for training and continuing education.

## **Organisation and Content**

Careers Education is delivered by Form Tutors in form time and by other teaching staff, following guidance from the Head of Careers in Issues lessons.

### Time Allocation for Issues

Year 9, 10 and 11 will have some specific careers focussed conference days. All pupils in Year 10 will attend Work Experience for one week during the Spring Term.

## **Morrisby Profiling and Follow Up Interviews**

All Year 10 pupils will participate in careers profiling resulting in a full report. At the beginning of Year 11 pupils will have an individual careers consultation with an external specialist.

## **Staffing and Staff Development**

Form Tutors give individual guidance to pupils in Years 10 and 11 during form time and Issues lessons. They also assist pupils on a termly basis to complete careers progress sheets.

The Head of Careers is responsible for:

- monitoring and maintaining the careers library;
- monitoring and supervising the Morrisby profiling and interviews;
- supervising of careers software;
- supervising the whole policy and programme and being responsible to the Headmistress;
- working with the outside agencies e.g. Independent Careers Advice Ltd organising visits, support sessions and interviews;
- organisation of Work Experience in Year 10 and the Post Hollygirt Evening in Year 11.

Hollygirt School has a commitment to enhancing the role of the Form Tutors in the delivery of Careers Education.

## **Resources**

### Finance

Funding from the school budget.

### Careers Library

The newly assigned careers/resources room provides comprehensive careers resources which is fully maintained and resourced. It is large enough for individual study and has four networked computer accessing several career specific guidance programmes.

Display units are clearly labelled and new resources are frequently added.

## **Work Experience**

Work Experience is seen as an integral part of the educational entitlement of each pupil at Hollygirt. All Year 10 pupils will be expected to spend a full working week in the world of work.

It will be planned in such a way to assist the pupils' personal development, by involving them in a working situation where they have identifiable working roles and where they will come into contact with patterns of work and social relationships which will differ from those encountered at school.

It should be noted that the purpose of work experience must not be seen as a preparation or means of entry to any particular job or careers but rather than pupils should be given an insight into the world of work, its disciplines and relationships.

Work Experience is also about enriching the curriculum and making it more relevant in preparation for a rapidly changing world. It will be an experience for everyone which when shared with their peers and drawn out by subject teachers, will give an insight into the world of work and help connect school learning to it.

All pupils will be visited by a member of staff during the Work Experience week. Employers will be asked to complete an evaluation sheet which will be shared and fed back to all pupils.

## **Partnership Activities**

1. Independent Careers Advice (Ltd) (Louise Jackson)
2. Co-operation and involvement with parents
3. An agreement with Education Resource Futures (provide health and safety checks for Work Experience)

## **Other Relevant Policies**

Personal, Social and Health Education Policy  
Special Educational Needs and Disability Policy

This policy will be subject to an annual review by the Head of Careers.

*Updated July 2020*

## Curriculum Time 2020-21

Subject	Key Stage 1		Key Stage 2				Key Stage 3			Key Stage 4	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
English	8	8	7	7	7	7	6	5	5	6	6
Maths	8	8	8	8	7	7	6	5	5	6	6
Science (Bio/Chem/Phy)	2	2	2	2	2	2	4	6	6	4* / 4* / 4*	4* / 4* / 4*
MFL / XME	1	1	1	1	2	2					
Topic (Hist, Geog, Art and DT)	8	8	8	8	8	8	-	-	-	-	-
Spanish / XME							4	2	4*	4*	4*
French / XME							-	2	4*	4*	4*
Design Technology (Food at KS4)	2	2	2	2	2	2	2	2	2	4*	4*
History	2	2	2	2	2	2	2	2	2	4*	4*
Geography	2	2	2	2	2	2	2	2	2	4*	4*
Art	2	2	2	2	2	2	2	2	2	4*	4*
Music and BTEC Music	2	2	2	2	2	2	2	2	2	4*	4*
Languages	1	1	1	1	2	2					
ICT (Computer Science at KS4)	2	2	2	2	2	2	2	2	2	4*	4*
Games							3	3	3	3	3
Physical Education / Swimming	5	5	6	6	6	6	2	2	2		
Religious Studies	1	1	1	1	1	1	2	2	2	4*	4*
Issues/Clubs/PSHE/Evaluation at Key Stages 1 & 2	1	1	1	1	1	1	1	1	1	1	1
Assembly	2	2	2	2	2	2	-	-	-	-	-
<b>TOTAL</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>40</b>

**N.B.**

Pupils who need extra Mathematics or English follow a limited programme in Years 7 to 9

\* Option Choices

