



# **HULL COLLEGIATE SCHOOL**

## **CURRICULUM**

Hull Collegiate School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Hull Collegiate School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

This document is available to all interested parties on request from the main school office and should be read in conjunction with the following documents:

- Accessibility plan
- Admissions
- Assessment recording and reporting
- Development plan
- Careers education and guidance
- Gifted and talented
- Equal opportunities
- Disability teaching and learning adjustments
- Teaching and learning
- SEN and inclusion
- PHSCE

This document is reviewed annually by Mr S F Jolly and Mrs A Kell or as events or legislation change requires. The next scheduled date for review is September 2017.

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## **Policy Statement**

Hull Collegiate School provides for full time supervised education of pupils of compulsory school age in addition to EYFS and Sixth Form.

The curriculum at Hull Collegiate School provides a broad and balanced experience enabling all pupils to have the opportunity to learn and make progress, including those with special educational needs. Those with significant learning difficulties will be provided with an Individual Education Plan (IEP). Appropriate provision is made at all levels to cover Linguistic, Mathematical, Scientific, Technological, Social, Human, Physical, Careers, Aesthetic and Creative education according to individuals ages and aptitudes, including those with an EHC plan. The needs of pupils with a statement of special educational need are reviewed annually. The curriculum provision enables pupils to acquire skills in Speaking, Listening, Literacy and Numeracy and prepares pupils for the opportunities, responsibilities and experience of adult life. 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 and precludes the promotion of partisan political views in the teaching of any subject within the school. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. The aims and ethos of the school are reflected in the PSHCE programme.

At all stages an extensive activity program is provided which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

The policy is available to parents upon request via the School Office and on the school website.

The provision for and delivery of the curriculum for different age groups is outlined below.

## **Introduction (Prep School)**

At Hull Collegiate Prep School we aim to provide a broad and balanced range of studies which:

- equips pupils with the core skills of speaking and listening, Literacy and Numeracy
- enables pupils to develop the attributes they need to flourish in the Senior School and the world of work
- is appropriate for the ages and aptitudes of all pupils
- enables every pupil to identify his/her strengths.

We aim to provide a smooth transition through and between the key stages, and at the same time reflect current trends, taking into account directives and the practical constraints of the school and its staff.

Due regard has been paid to:

- The National Curriculum and QCA schemes of work
- The Literacy and Numeracy strategies
- Ensure the curriculum for all subjects is as coherent as possible
- The need to give more support for those who fall behind expected standards and to provide for the more able.

This policy is available to parents via the school's website.

## **Provision for less and more able pupils**

Support for less able pupils is largely provided through differentiated planning and teaching, and through support in classrooms from Teaching Assistants. In KS2, the Learning Support teacher works with small groups of pupils in Literacy and Numeracy in or out of the classroom. Specialist teaching for dyslexic pupils is provided by a teacher who is qualified to deliver the programmes devised by the Dyslexia Institute.

More able pupils are identified through summative and formative assessment processes. Challenging opportunities are provided for all pupils as a matter of course; more able pupils may also be provided for through differentiated activities in the classroom and opportunities outside the classroom.

More details of provision for less and more able pupils, including those with a statement of special needs, can be found in the Learning Support and Able and Talented policies.

## Parents

Information is provided to parents as pupils progress through the school with Curriculum Documents produced for each year group and issued at appropriate times. Events are also held to inform parents about particular aspects of the curriculum; for example Maths sessions and an information evening about National Curriculum levels in Literacy and Numeracy.

## Key Stages

Each Key stage functions as both a balanced system on its own but also as a preparation for the next, thus creating continuity and progression from the Nursery to Year 6.

The EYFS pupils follow a curriculum specific to their needs, including Communication and language; Physical development; Personal, social and emotional development; Literacy; Mathematics; Understanding the world and Expressive arts and design. The curriculum offered to pupils in Years 1 to 6 is as follows:

	Y1	Y2	Y3	Y4	Y5	Y6
English	12	12	11	11	11	11
Maths	12	12	11	11	11	11
Science	2	2	4	4	4	4
ICT	2	2	2	2	2	2
Humanities	2	2	4	4	4	4
Music	2	2	2	2	2	2
MFL	1	1	2	2	2	2
Art/DT	2	2	4	4	4	3
RE	1	1	1	1	1	1
Activities	5	5				
Games	2	2	5	5	5	6

PE	2	2	2	2	2	2
Drama			1	1	1	1
T. Skills			1	1	1	1
PSHCE	One afternoon each half term					

## **PSHCE**

The PSHCE programme, which reflects the school's aims and ethos, is delivered in full morning sessions, held once every half term, and is delivered by class teachers. Many aspects of PSHCE are delivered, reinforced or complemented by work in other subject areas. Further details can be found in the PSHCE policy and schemes of work.

## **Curriculum Review**

The curriculum has changed over the past few years, as the shape of the day has altered. The balance of the curriculum is reviewed annually, and alterations may be made in order to improve provision.

## **Introduction (Senior School)**

The aim at Hull Collegiate School is to provide a broad and balanced range of studies which satisfy the needs of:

- the individual pupil and his/her strengths
- future employers
- Further and Higher Education.

A smooth transition is provided through and between the Key Stages reflecting current trends, directives and the practical constraints of the school and its staff. In addition, curriculum provision is clear to parents, pupils and staff.

Due regard has been paid to the broad framework and aims set out by the QCA,

Namely to:

- reduce the overall level of prescription
- place greater emphasis on English, Maths and ICT
- give more scope for schools to stretch young people
- ensure the curriculum for all subjects is as coherent as possible
- give more support for those who fall behind expected standards.

This support is provided throughout KS3 by withdrawal on a rotational basis for those with SEN, and by additional numeracy and literacy classes in place of a second foreign language, thus allowing unrestricted access to the curriculum. Beyond this support is provided in lessons on an individual basis.

## **Parents**

Information is provided to parents as pupils progress through the school with Curriculum Documents produced for each of the Key Stages and issued at appropriate times.

- KS3; with offers for places in Year 7
- KS4; before option choices in Year 9
- Sixth Form: before option choices in Year 11.

## **Provision**

Curriculum provision at Hull Collegiate is supported by appropriate plans and schemes of work which are monitored by the Deputy Headteacher (Learning and Teaching). They provide:

1. Full time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and

social, physical, and aesthetic and creative education through a 60 period timetable over a two weekly cycle.

2. Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement, which at KS4 and in the Sixth Form contains an option system constructed each year according to the needs and desires of the pupils.

Enabling:

- pupils to acquire skills in speaking and listening, literacy and numeracy
- pupils who have a statement, education which fulfils their requirements
- personal, social and health education which reflects the school's aims and ethos "The best in everyone"
- pupils to receive appropriate careers guidance
- pupils above compulsory school age to receive a programme of activities which is appropriate to their needs
- all pupils to have the opportunity to learn and make progress including those with special educational needs, learning difficulties, for whom English is an additional language and the most able
- effective preparation of pupils for the opportunities, responsibilities and experiences of adult life in British Society.

## **Options**

Option systems are not fixed but devised each year to accommodate the needs of the pupils in terms of number of groups and permissible combinations. This also permits changes in subjects offered as demands and external factors decree.

## **PSHCE**

PSHCE is delivered as half day 'events' centred on whole school issues four times each academic year. This is delivered by the schools pastoral teams and/or external providers.

## **Careers**

Careers guidance is provided in Key Stages 3, 4 and 5 which help pupils choose GCSE, post 16+ and Higher Education courses, details of which can be found in the Careers Policy.

It provides accurate, up-to-date careers guidance that–

- (i) is presented in an impartial manner;
- (ii) enables them to make informed choices about a broad range of career options; and
- (iii) helps to encourage them to fulfil their potential;

## **Key Stages**



Each Key Stage functions as both a balanced system on its own but also as a preparation for the next, thus creating continuity and progression from Year 7 to Year 9 but also individuality and subjects unique to each Key Stage and to each child's personal curriculum.

### Key Stage 3

Subject	Year 7	Year 8	Year 9
English	8	6	6
Drama	2	2	2
Maths	7	8	8
Science	11		
Physics		3	4
Chemistry		3	4
Biology		4	3
French		5#	4#
Spanish	5	5	5
German		5 #	4 #
Latin	3	5 #	4 #
History	3	3	3
Geography	3	3	3
RS	2	2	2
Computing	2	2	2
Music	3	3	3
ADT	6@	6@	6 @
PE	5	5	5

# 2nd Language option

@ Art, Resistant Materials, Food Technology and Graphic Design operating on a carousel over the course of KS3

## Key Stage 4

First Language to be one of French, German, Spanish or Latin.

### CORE

### OPTIONS

First Language	7	3 of 6 pp cycle
Science	12 (Year 10) 15 (Year 11)	
English (Lang + Lit)	10 (Year 10) 8 (Year 11)	
Maths	8 (Year 10) 7 (Year 11)	
PE	5	

GCSE Options are chosen from;

Geography, Drama, ICT, PE, History, Design Technology, Religious Studies, Art & Design, Music, Food Technology and a second Foreign Language

## Sixth Form

5 Columns with 11 pp cycle per subject in Year 12 and 10 in Year 13  
4 periods of non compulsory games

Plus in **Year 13**  
EPQ 2

AS/A2 Options are chosen from:

Maths, Further Maths, Theatre Studies, French, Spanish, Latin, German, Geography, History, Physics, Chemistry, Biology, Religious Studies, Art, Food, Business Studies, English Language, English Literature, English Lang-Lit, Economics, Design Technology, ICT, Sport & PE, Psychology, Photography, Law, Textiles and Music.

## Future Development

### Background

The present curriculum offers a coherent progression from KS2 through to A2. At KS3 all pupils follow courses broadly in line with the national curriculum and in addition have the opportunity to study a second foreign language and gain experience in five different areas of technology. From Year 8 specialists teach all pupils the three Sciences separately.

It allows free choice within national curriculum guidelines, at KS4 and in the Sixth Form, and pupils are not constrained by fixed option systems. This permits between 9 and 12 (three sciences, additional mathematics and statistics) GCSEs and up to 5AS/A2 levels and in addition EPQ.

At both AS and A2 the benefits of 'Curriculum 2000' have been incorporated whilst still allowing specialisation for those whose further education ambitions require it. These benefits will be maintained throughout the transition to linear A levels.

### Curriculum Review

Though the above curriculum is new, it has been constrained by the two different systems it inherited. It was developed to use the best of both schemes and enhance the provision and opportunities for all, thanks to the larger pupil numbers.

### Future Developments

We wish to enhance the curricular provision in the following areas:

**Languages:** From September 2010 Spanish was made the first Language replacing it with French in the 2<sup>nd</sup> language option. This will give all pupils a 'fresh start' upon entry to the Senior School whilst enabling those with considerable experience of French from the Prep School to continue their studies in Year 8 and above.

**PSHE:** The creation of PSHE days in the calendar will allow total immersion approach to major areas of concern. This is seen as particularly important as curriculum time is limited.

**KS4:** Ways of developing the current system will be examined that will allow greater consolidation of the key skills and reduce the number of GCSEs for the less

academically able, whilst maintaining the current opportunities for the majority. (See *curriculum access doc*)

**Sixth Form:** Following the pilot in 2008-9, EPQ is now offered to all Year 13 along with AS General Studies. Law has been introduced from sept 2015.

**Educational Visits:** A programme of residential trips, agreed in advance by subject leaders, covering the whole of a pupil's secondary education, is being constructed. This will enable informed choices to be made by pupils and parents regarding which visits to take part in.

*This policy applies to all members of our school community, including those in our Early Years setting*