



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

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 T Norris and Mrs A Kell or as events or legislation change requires. The next scheduled date for review is September 2021.

# Contents

Policy Statement.....2

Introduction (Prep School) .....3

Introduction (Senior School).....5

Key Stages .....7

Future Development .....10

Curriculum Review.....10

Future Developments.....10

## ***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, English and Maths
- 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 2014 National Curriculum
- The need to give more support for those who fall behind expected standards and to provide challenge for **ALL**

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

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

Support, scaffolding 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 English and Maths 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 depth challenges in the classroom and opportunities outside the classroom.

### **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.

## **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:

## **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 Head. 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-week 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. This is explained in Careers guidance and Inspiration in School March 2017 as, "developing in every person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment".

## **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 1 to Year 13 but also individuality and subjects unique to each Key Stage and to each child's personal curriculum.

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 each Key Stage is as follows:

### **Key Stage 1**

<b>Subject</b>	<b>Year 1</b>	<b>Year 2</b>
<b>English</b>	15	15
<b>Maths</b>	15	15
<b>Science</b>	2	2
<b>Computing</b>	2	2
<b>Humanities</b>	2	2
<b>Music</b>	2	2
<b>MFL</b>	2	2
<b>Art / DT</b>	2	2
<b>RE</b>	1	1
<b>Games / PE</b>	4	4
<b>Co-curricular activities</b>	3	3

### **Key Stage 2**

<b>Subject</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>English</b>	15	15	15	15
<b>Maths</b>	15	15	15	15



<b>Science</b>	4	4	4	4
<b>Computing</b>	2	2	2	2
<b>Humanities</b>	4	4	4	4
<b>Music</b>	2	2	2	2
<b>MFL</b>	2	2	2	2
<b>Art / DT</b>	4	4	4	4
<b>RE</b>	1	1	1	1
<b>PSHCE</b>	1	1	1	1
<b>Games / PE</b>	8	8	8	8
<b>Co-curricular activities</b>	2	2	2	2

### Key Stage 3

<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>English</b>	7	7	7
<b>Maths</b>	7	8	7
<b>Science</b>	11	10	
<b>Physics</b>			4
<b>Chemistry</b>			4
<b>Biology</b>			4
<b>French</b>	4*	5*	4#
<b>Spanish</b>	4*	5*	5
<b>German</b>	4*	5*	4 #
<b>Latin</b>	4*	5*	4 #
<b>History</b>	3	3	3
<b>Geography</b>	3	3	3

<b>RS</b>	2	1	2
<b>Computing</b>	2	2	2
<b>Music</b>	3	2	3
<b>Drama</b>	2	2	2
<b>Art</b>	2	3	2
<b>DT</b>	2	2	3 <sup>+</sup>
<b>Food &amp; Nutrition</b>	2	2	3 <sup>+</sup>
<b>PE &amp; Games</b>	5	5	5
<b>Life Skills</b>	1		

\* Language choice – pupils select 2 languages after an initial carousel

# 2nd Language option

+ Technology choice

## Key Stage 4

### CORE

Sciences 12 (Year 10) 15 (Year 11)  
 English (Lang + Lit) 10 (Year 10) 8 (Year 11)  
 Maths 9 (Year 10) 8 (Year 11)  
 PE & Games 5

### OPTIONS

4 chosen, each 6 periods

Languages are not compulsory. Pupils may opt to study a language or languages at GCSE level.

GCSE Options are chosen from;

Geography, Drama, Computing, PE, History, Design Technology, Religious Studies, Art & Design, Music, Food Preparation & Nutrition, Spanish, French, German and Latin.

At the start of Year 11, pupils can opt to withdraw from 1 Science.

## Sixth Form

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

Plus in

### **Year 12**

EPQ - 2 periods

Programme of enrichment - 2 periods

A Level Options are chosen from:

Maths, Further Maths, Theatre Studies, French, Spanish, Latin, German, Geography, History, Physics, Chemistry, Biology, Religious Studies, Art, Food, Business, English Language, English Literature, English Lang-Lit, Economics, Design Technology, Computer Science, PE, Psychology, Photography, Sociology, 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 9 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 8 and 12 (three sciences, additional mathematics and statistics) GCSEs and up to 5 A levels and in addition EPQ.

### **Curriculum Review**

Regular review of the curriculum takes place to ensure that the breadth of study is best placed to deliver the best outcomes for our pupils.

### **Future Developments**

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

**Languages:** From September 2019, there was no longer a prescribed “1<sup>st</sup> Language” and, after a carousel of all 4 languages, pupils in Year 7 choose 2 languages to continue through all of Key Stage 3. This is a rolling programme and will be complete in September 2021.

**PSHCE:** 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:** Law was introduced in September 2015 and Sociology in September 2017.

**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.

## Document Log

<b>Curriculum Policy</b>	
Reviewed by:	Mr T Norris Assistant Head (Curriculum)
Date of last review:	September 2020
Approved by:	Local Governing Body
Date of approval:	
Reason for changes:	Roles/Titles, lesson allocation, options in Year 10
Next scheduled date for review:	September 2021