



HASTINGS HIGH SCHOOL

CURRICULUM POLICY

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1. VISION AND VALUES

Hastings High School is a school where every child really does matter. The school exists to provide all children with an inclusive, high-quality learning experience, within an educationally stimulating, supportive and safe environment. We aim to provide “Care and Excellence for All”; care is deliberately placed before excellence as we believe that when pupils know that they are cared for, they are more likely to succeed, and excellence will follow.

We have high expectations and aspirations for all of our pupils and, through our curriculum, seek to develop skills, attitudes and abilities in them, which will enable them to achieve their life goals.

Our curriculum provides opportunities for all pupils to receive appropriate levels of challenge and support, to broaden their cultural, social, sporting and technological horizons, to develop independence and to be prepared for living and working in a diverse 21st Century society.

Our whole school curriculum vision is aligned with our school values, ‘Hastings CARES’:

Community: Teachers and pupils demonstrate mutual respect and create relationships that ensure a positive climate for learning.

“Hastings is an amazing community of pupils and teachers who work together in striving for excellence” (Pupil Voice 2019)

“Hastings High School is education for all, provides knowledge to all. An amazing school for all” (Pupil voice 2019).



Ambition: Every pupil has the potential to surpass their target (there is no ceiling to an individual's achievement).

"Hastings have helped me become ambitious and try harder in lessons. They have helped me be more motivated and want to do better and succeed" (Pupil voice 2019).

Responsibility: Pupils know what improvements are needed to achieve or surpass their targets and are instrumental in their own learning.

"Hastings is a brilliant, inclusive school open to everyone. It is the best way to learn and brings me joy everyday" (Pupil voice 2019).

Enrichment: The skills and knowledge developed in school, supports pupils for life beyond the school, as it equips them with the capacity to become successful lifelong learners.

"Hastings is an amazing school that has opened up my mind and taught me things that I never knew even existed" (Pupil voice 2019).

Self-development All teachers and pupils are leaders of learning and demonstrate through their own example that they are lifelong learners.

"Hastings' values have shaped how I have grown as a person and how everyone has grown as a community" (Pupil voice 2019).

2. CURRICULUM DESIGN

High quality teaching enables pupils to enjoy their learning, achieve their potential and develop as individuals. This includes stimulating lessons which:

- Gain a depth of knowledge, skills and understanding;
- Retain knowledge;
- Endeavour to overcome barriers to learning;
- Make clear to pupils the next steps to further improvement;
- Promote positive behaviour and celebrate achievement.

KEY STAGE 3

Hastings High School pupils' receive a rich and varied curriculum in accordance with the National Curriculum and the priorities, as set out by each department's curriculum intent, an overview of which is available on the school's website. We have always operated a three year Key stage 3 to ensure that all of our pupils have ample opportunity to study a wide range of subjects.



Hastings operates a two-week timetable of 50 periods, each period lasts 1 hour. There is a variety of set and mixed ability groupings, depending upon department preferences and clusters of subjects. Currently pupils are set in the Maths and Computer Science Block, Science and, from the end of Year 7, in Humanities; which includes Geography, History, Religion and World Views and French. Pupils are taught in mixed ability groupings for Arts subjects, PE and English; who use the Mastery programme.

YEAR 7 and 8

Subject	Hours per fortnight	Set/mixed ability	Other information
English	8	Mixed Ability	
Mathematics	8	In sets	
Science	6	In sets	
Art/Design Technology/Food	4	Mixed ability smaller sets (Maximum size of 22)	
French	5	In sets	In tutor groups for year 7
Geography	4	In sets	In tutor groups for year 7
History	4	In sets	In tutor groups for year 7
RE	3	In sets	In tutor groups for year 7
PE	3	Mixed ability forms	Classes are split by gender
Computing	2	In sets	In maths sets
Drama	1	In sets	In tutor groups for year 7
Music	1	In sets	In tutor groups for year 7
Character Education	1	Mixed ability forms	A range of PSHE topics are covered in tutorial sessions



YEAR 9

Subject	Hours per fortnight	Set/mixed ability	Other information
English	8	Mixed Ability	
Mathematics	8	In sets	
Science	6	In sets	
Art/Design Technology/Music/Drama	6	Mixed ability smaller sets (Maximum size of 22)	Pupils have picked two options that they study for 3 hours each
French	5	In sets	
Geography	4	In sets	
History	4	In sets	
RE	3	In sets	
PE	3	Mixed ability forms	Classes are split by gender
Computing	2	In sets	In maths sets
Character Education	1	Mixed ability forms	A range of PSHE topics are covered in tutorial sessions

KEY STAGE 4

Subject	Lessons per fortnight	Set/mixed ability	Other information
English	9	In sets	
Mathematics	9	In sets	



3. GCSE OPTIONS

Science	9	In sets	3 each for Physics, Chemistry & Biology Pupils taking Triple Science have an extra 5 lessons, in place of one of their options
Option subjects	5 (x4)	Mixed ability	There are 4 options for pupils
Core PE	2	In sets	In tutor groups for year 7
Character Education	1	Mixed ability	A range of PSHE topics are covered in tutorial sessions

We believe that the English Baccalaureate subjects are essential, but we also understand that every subject is uniquely important. Therefore, our pupils choose 4 optional subjects in Year 9 to start in Year 10. All pupils must choose at least 1 EBacc subject and we recommend that pupils choose at least one practical subject too. Pupils are given the freedom to choose their preferred option choices. The curriculum offer is subject to change each year depending upon staffing and the needs of an individual year group.

COMPULSORY SUBJECTS

The following are compulsory subjects:

- Mathematics
- Science
- English Language
- English Literature
- Core PE
- PSHE / Personal Development / RSE

OPTIONAL SUBJECTS

The optional subjects are divided into 3 pathways:

- **Ebacc** – Triple science, history or geography, French, one open choice
- **Academic** – 3 academic subjects, 1 practical subject
- **Practical** – 2 academic subjects, 2 practical subjects



The optional choices are

- APPLIED ICT
- GCSE Art and Design
- GCSE Art with Photography
- GCSE Business Studies
- GCSE Computing
- GCSE Design Technology
- GCSE Drama
- GCSE Ethics, Philosophy and Religion
- GCSE Food Preparation and Nutrition
- GCSE French
- GCSE Further mathematics
- GCSE Geography
- GCSE History
- GCSE Media Studies
- GCSE Music
- GCSE Physical Education
- GCSE Triple Science

4. LITERACY AND ORACY

FOUNDATION PATHWAY

We also offer a foundation pathway for pupils who need extra maths and English support. This is in place of one of the 4 options, leading to qualifications in entry level English and Maths.

DUKE OF EDINBURGH

We also offer the Duke of Edinburgh Award in Year 10 as an extra-curricular activity.

LITERACY

At Hastings High School we recognise that literacy is key to pupils accessing the curriculum and making progress in all subjects. It is also essential for their future lives and careers.

We have a broad team of adults who work with pupils to enable them to improve their literacy, led by a Literacy Coordinator, who ensures that literacy is promoted and reinforced throughout



the whole school. For example, weekly competitions and 'Word of the week' are communicated via assemblies and the library.

Pupils reading ages are assessed on arrival at Hastings and checked at key points throughout KS3. Those pupils with low reading ages are then further assessed to identify their particular needs. These pupils are then withdrawn, either individually or in small groups, for some lessons, to work on specific areas.

English setting arrangements allow for pupils who would benefit from focussed literacy work to be taught together, with extra support available in class. The work in this context supports that done during withdrawal sessions as well as addressing handwriting issues and the broader demands of the English curriculum.

The Additional Needs Team address literacy issues both in terms of targets for pupils, as part of their Pupil Passports/EHCP, and on a lesson by lesson basis by supporting pupils in lessons.

ORACY

Oracy is defined as "the ability to express oneself fluently and grammatically in speech". Here at Hastings, we believe that every child should be given the opportunity to speak in every lesson, and we recognise that oracy is a powerful tool for learning and these skills should be explicitly taught. By teaching our students to become articulate speakers and effective listeners, we empower them to develop their own ideas, to critically examine the opinions of others, and to better understand the world around them.

Not only do our students receive opportunities in every lesson, regardless of the subject, to practice and demonstrate their oracy skills, but we also provide many extra-curricular activities to enable this. During Personal Development Days, our students have engaged with contentious debate topics, leading some of them to join our Debate Club and enter Debating competitions. We have had many talented students who have performed their spoken word poetry at Creative Writing Awards Evenings and demonstrated their theatrical skills in our school plays. Oracy is now the number one skill required by employers, and we are helping our students to, not only flourish and grow in confidence whilst they are with us, but also to feel prepared and equipped for life after Hastings.

5. SMSC EDUCATION

We provide a full and thorough curriculum for Spiritual, Moral, Social and Cultural education. The impact of this is a school that is inclusive and aware of others' needs and feelings. Pupils are open to new ideas and other cultures.

We endeavour to create a school environment where spiritual, moral, social and cultural themes are part of all we do. Everyday staff and visitors experience the ethos of the school in the following ways:

- A school that is welcoming and thrives upon its 'Family' ethos. This is something that visitors always comment on.
- A school which is proud of the achievements of all of its members, both pupils and adults.



- A common understanding of our values, which are supportive, caring and challenging and are promoted by pupils, staff and governors.
- Positive and respectful relationships between pupils and adults.
- All members of the school addressing each other politely.
- Pupils supporting and caring for each other.
- Problems and disputes of all kinds handled sensitively and politely.
- A school which is looked after both by members of the site team and all members of the school community.
- PSHCE has developed and maintained a cultural section. This has enabled pupils to understand the changing nature of UK society, to explore their own values in a diverse society and understand how values and priorities differ in other countries and cultures.
- Pupils learn about the music of other cultures and religions and therefore understand how music can be used for spiritual and sacred purposes.
- Teachers seek opportunities to identify and include aspects of spiritual, moral, social and cultural education in their lesson planning as highlighted in the school's lesson planning pro-forma.
- A wide range of opportunities and activities outside the classroom (see Cultural Capital)
- Spiritually provoking assemblies from visiting religious speakers.
- Co-Headteachers' assemblies at the start of each half-term that focus on one of our school values. Pupils, staff, parents and governors are rewarded (Hot Chocolate Friday Certificate) for demonstrating behaviours and attitudes, in line with the school's values.
- Assemblies that address SMSC education through various topics, including: Remembrance Sunday, Gideon's talk, Parliament outreach speaker, Celebration assemblies, The Holocaust, Organ donation, Black History Month, Knife crime: police, Fair Trade fortnight, Marginal Gains, Young people and the environment, Perseverance, PREVENT radical views.

6. BRITISH VALUES

Hastings High School promote British Values through the curriculum, which is broad and balanced, and our school values. British Values are promoted strongly across the curriculum, specifically within subject areas and Personal Development days as well as through our school ethos, which celebrates every child and marks significant events.

Some examples of this in practice are;

- In 2014-15 a Remembrance Committee was established to participate in local events to commemorate the start of World War One and liaise with the Burbage Heritage group. All pupils in the school made a ceramic poppy, to form a poppy trail that is displayed in the main corridor of the school and includes one of the poppies from the Tower of London.



- Democracy in Britain is explored from different viewpoints throughout the history curriculum at Key Stage 3. Democracy being identified as one of the 'golden strands'.
- Democracy and Parliament are studied in detail as one of our stand-alone Personal Development Days. For example: Year 9 study British parliament and law making, general elections and political parties. Year 8 pupils are given the opportunity to visit the Houses of Parliament. Year 7 study what it means to be a British citizen, diversity, stereotypes and prejudice, effects of stereotyping and diversity appreciation.
- There are a number of leadership roles and opportunities for Pupil Voice to make a difference to school life. For example, Prefects, Heads of School, School Council and 'Butterfly meetings'.

7. PERSONAL DEVELOPMENT DAYS

We recognise the value and importance of PSHE, Citizenship and Relationships and Sex Education in educating and developing the whole child. Although some aspects of these areas are addressed in subject lessons (e.g. drugs in Science, healthy lifestyle in PE and Design Technology etc.), our provision includes six separate days during the course of the year which are given over exclusively to the delivery of PSHE, Citizenship and Skills.

The rationale for this model is to develop, over time, an increasingly innovative and effective way of delivering these important elements. We aim to further develop skills, knowledge and attitudes in areas that are of particular importance to our pupils. We also intend to do this in a way that helps pupils develop personal, learning and thinking skills by using a variety of teaching and learning styles, and using outside expertise where available.

Each group follows a programme on each day addressing a key area. As there are no other subjects being taught on these days, all staff are available to become involved in lessons and activities. All staff have areas in which they have or will develop expertise.

The following areas are addressed in each year:

- **Year 7:** Oracy, Anti-Bullying, Identity and Diversity: British Values, Smoking, Personal Skills, Attributes and Effectiveness: How we Learn and Law, Crime and Justice.
- **Year 8:** Financial Capability: Money Matters, Alcohol Awareness, Global Goals and Challenges: Active Citizenship, Careers: Future Ready and Enterprise in Action.
- **Year 9:** Sex, Relationships and Keeping Safe, Healthy and Active Lifestyles (Hastings Day), First Aid Skills, Drug Awareness, Healthy and Active Lifestyles (Leisure Centre Day) and Citizenships in Action: Local, National and Global.
- **Years 10 & 11:** RE, Study skills, Post 16 links, RSE, drugs awareness, careers guidance.

Elements of the Character Education programme also contribute to PSHE/Citizenship and RSE. These include healthy relationships; family dynamics; our bodies and minds; substance abuse; dealing with change; peer pressure; bullying; healthy and active lifestyles; personal hygiene; global issues including law, crime and justice; online safety and addiction; equality and the



media; target setting and learning goals; careers and employability skills; skills for life: motivation and work ethic; revision skills.

8. CULTURAL CAPITAL

At Hastings High School, life is enriched by a range of extra-curricular activities. A broad spectrum of sporting, musical, creative, scientific, technological and other activities are offered after school.

Hastings High School has a proud tradition of sporting participation and excellence. We offer the chance for pupils to take part in a wide variety of sports and see significant value in pupils taking part in after school physical education.

The following are sports for which we typically enter teams in competitions: Football, Rugby, Basketball, Netball, Hockey, Badminton, Table-Tennis, Tennis, Cross country, Athletics (Sports Hall Games, Westfield Sports, Area Sports), Rounders, Cricket.

We run after school fixtures in a large range of sports. Hastings are members of the Hinckley and Bosworth Sports Partnership and generally enter all competitions organised by this group. Setting allows students to train during curriculum time with students in the same year group. This also allows mixed practices for both genders. We have a strong relationship with both The Market Bosworth School and Dixie Grammar School, which enables us to play a greater number of fixtures and increases participation rates.

There are a number of opportunities in the Performing Arts, for pupils to showcase their talent. For example; our school show; which is a large scale musical production put on by Music and Drama, our Hastings School Choir; which is run by a visiting singing specialist and performs most years at the Hinckley Christmas Lights Switch On and other community events. We also host Solo nights for vocalists and instrumentalists to gain experience and confidence in live performance and our Hastings School Orchestra perform at the Christmas and summer concerts. We also host an annual Creative Writing evening in which pupils display and perform their creative writing masterpieces.

We are planning to recruit a Hastings editorial team to launch a school newspaper in 2021.

TRIPS AND VISITS

Hastings has a strong tradition of organising trips and visits for pupils which are an integral part of broadening their horizons. These events act as a motivation and inspiration for pupils as well enhancing and enriching the curriculum by encouraging co-operation and teamwork and developing independence and resilience. Learning new skills in a new environment takes pupils out of their comfort zone and can be challenging; falling over, climbing higher, going faster and trying again, helps our pupils to conquer their fears, celebrate achievements together, make new friends and reinforce existing ones. These experiences are central to our core values of community and self-development.

The following is a list of some of the trips and visits, which have taken place in previous years, to provide an insight into what we offer:



Residential

- Annual Ski Trip
- Outdoor Adventure to the South of France/Wales/Cornwall/Ireland
- China
- GCSE Geography trip to Iceland and Barcelona
- GCSE History trip to Berlin and the USA
- World War One Battlefields
- Paris, on their return pupils wrote about their visit using the past tense

Trips (STEAM) and Competitions

- Arts Award trip to the Curve Theatre
- Big Bang Fair at The NEC
- Theatre trips including the annual Christmas Pantomime trip for Key Stage 3
- Year 8 Annual trip to the Houses of Parliament
- Visits to local industry including MIRA events
- Chemistry Competition at Derby and Loughborough University
- Ada Lovelace Exhibition
- River Study in Shropshire
- Salter Festival of Chemistry at Birmingham University
- UKMT Maths Challenges. This is the UK's most popular school mathematics competition. Years 7 and 8 participate in the Junior challenge, and Years 9 and 10 in the Intermediate challenge.
- UKMT Team Maths Challenge. Our pupils compete against other teams nationally.
- Members of our Debate Club delivered a workshop at School21 on behalf of Oracy21
- The Big Debate competition
- Year 10 – Geography Fieldwork Trip

Visiting speakers

- From a variety of faiths (Muslim, Sikh, Christian, Buddhist)
- To enhance specialist subject knowledge. For example, the UK Polar Network talking about their experiences and research in the Arctic.



ENRICHMENT STUDIES

The last week of the school year is Enrichment Studies Week. During this week the normal timetable is suspended and all pupils choose to take part in one of a range of activities. Pupils work in mixed age groups and have the opportunity to gain new skills and knowledge.

The week acts as a chance to develop their personal, learning and thinking skills and to develop their spiritual, moral, social and cultural education. The pupils will also work in a different way to our usual lessons and will be able to develop their team working skills and ability to work independently.

The pupils can choose an activity from any one of the following topic areas:

- Creative writing
- Problem solving
- Science and engineering
- Media studies
- Cultural studies
- Health and well being
- Sports

Each topic lasts for 3 days and includes 3 related units.

THE DUKE OF EDINBURGH AWARD

The Duke of Edinburgh Award (DofE) is a voluntary, non-competitive programme of practical, cultural and adventurous activities. It is designed to support the personal and social development of young people aged 14-25, regardless of gender, background or ability. The DofE offers an individual challenge and encourages young people to undertake exciting, constructive, challenging and enjoyable activities in their free time. It is a four-section programme which pupils at Hastings begin in Year 10, from which point they can take their Bronze and Silver Awards.

The four-sections are as follows:

Volunteering—undertaking service to individuals or the community.

Physical — improving in an area of sport, dance or fitness.

Skill—developing practical and social skills and personal interests.

Expeditions—training for, planning and completing an adventurous journey.

The DofE enhances both personal and employability skills. Some of the benefits to young people include developing self-confidence and self-reliance; gaining a sense of achievement and a sense of responsibility; discovering new skills, interests and talents and developing leadership skills and abilities. They can also discover exciting opportunities; make new friends; experience teamwork, problem-solving and decision making; increase their motivation;



enhance their self-esteem and develop their communication skills. They will also, of course, have fun!

9. DEVELOPING A CULTURE OF AMBITION

Central to our Hastings CARES ethos is ambition. We aim to create confident learners that have a desire to succeed and realise their full potential both personally and as members of the local and wider community.

This is achieved through Quality First Teaching. Learners of all abilities are both inspired and confident to succeed in their learning, developing interest in areas that are stimulating to them. Subject specialist teachers instil enthusiasm and interest in subject matter, and frequently relate content to careers and Labour Market Opportunities. The Pastoral curriculum is designed to further engage, motivate and develop ambition, as students self-reflect on their own aspirations and interests, and record positive achievement and evidence in their own Personal Development Portfolios, which they take with them when they leave the school, in Year 11.

To help meet the needs of individuals, from Year 9 onwards we record each student's aspirations and marry these with relevant extra-curricular or enrichment opportunities, encompassing a variety of engagement activities. Recent examples include:

- CREST Award for aspirational STEM students
- Talks from employers, such as BBC journalists, Senior Facebook executives
- STEM "Teen Tech" workshops at the MIRA technology institute
- Visits to Loughborough University by GCSE PE students
- College taster day events in Automotive Engineering
- ARMY and RAF workshops
- Law workshops in RSE
- Debate clubs
- Polar research scientist talks in Geography
- NHS careers talks in Science
- Parliament trip
- Theatre visits by GCSE Drama students
- Oxbridge presentations
- Construction careers visits to local regeneration sites
- Period 6 and revision sessions to further extend learning opportunity
- Wonder Wall to promote ambition and champion excellence



CAREERS

We are positively working towards the Gatsby Foundations' good careers benchmarks and work in partnership with the LLEP (Leicester & Leicestershire Enterprise Partnership) to monitor and track our careers provision.

We aim to develop learners that are confident young adults with key employability skills that will facilitate lifelong learning and provide a firm foundation for future career development.

Hastings careers development follows a carefully designed Character Development programme in which key skills are developed and an awareness of Labour Market Information is provided in subject lessons, tutorial lessons, through Personal Development days and in the school's Careers Week. In KS4 students attend 1:1 mock interviews in Year 10, each receiving written feedback on their communication skills and receive personal development guidance. Students complete Work Experience placements in Year 10, and we aim to support students in placing themselves in meaningful, engaging and worthwhile placements.

We attend the WorldSkills Apprenticeship fair with Year 11 students in November each year, and ensure that all learners and their parents are fully aware of the pathways available to them Post 16 and beyond. We host an internal Careers Fair for our Year 11 students and parents, attended by all local Post 16 providers, Universities, the Armed Forces and some local employers.

Careers 1:1 guidance meetings, delivered by a suitably qualified professional, are offered at key transition points in Year 9 during the Options process, and again in Year 11 prior to making Post 16 choices. Students with additional requirements have meetings facilitated as and when required.

We have, and are continually developing, positive links with local employers to the benefit of our learners in order to supplement student engagement, careers insights and form mutually beneficial relationships with the local community.

100% of our students are placed in a suitable Post 16 pathway upon leaving Hastings, and few are at risk of becoming NEET (Not in Employment, Education or Training) in the immediate future as a result.

HOME LEARNING

Through home learning we seek to develop pupils to become independent learners. At Key Stage 3 pupils have a school planner to record homework and we encourage parents to monitor this on a weekly basis. At both key stages homework is set using Google Classroom and pupils and parents are encouraged to use the App so that homework can be monitored.

Homework takes a variety of forms, with a focus on knowledge retrieval and application of knowledge. Some departments provide a menu of homework projects that are designed to encourage pupils to be even more ambitious and take responsibility for their self-development.



ADDITIONAL NEEDS

In order that every child receives their full educational entitlement we provide a broad and balanced curriculum that is accessible to all of our pupils. We recognise that for this to happen, some pupils will need additional support to underpin the Quality First Teaching that pupils experience in their day to day learning. With this in mind we have a well-staffed and fully resourced Support Team. Additional needs can be categorised into 4 broad areas of need:

- Communication & Interaction
- Cognition & Learning
- Social & Emotional Mental Health
- Sensory/Physical Needs

The Support Team includes a number of Learning Support Assistants who offer support across all areas of the curriculum. They facilitate learning as well as encourage independence in order for pupils to access the curriculum in each subject area. There may also be opportunities to give personalised mentoring opportunities alongside close liaison with the pupil's teacher, form tutor and beyond to the pastoral team and home. Pupils with Education & Health Care Plans have their needs & outcomes set out formally & learning support hours/provision are derived from statutory guidance.

Other pupils may have a school support plan highlighting their needs & strategies to support their learning.

At Key Stage 4 Functional English & Maths as well as ASDAN courses (from 2021) are made available for pupils on an individual needs basis.

LINKS WITH KEY STAGE 2 SCHOOLS

We have built strong, mutually respectful and beneficial links with our feeder primary schools, enabling Year 6 and 5 pupils and teachers to take part in 'taster' sessions of the curriculum at Hastings.

Year 6 and year 5 pupils have not only experienced 'daily life' at Hastings but also developed new skills and extended their learning in various curriculum areas. These links and activities have greatly improved the understanding of the experiences of our pupils in each key stage.