

The Highfield School

Curriculum Protocol

This protocol has been reviewed by the Leadership of The Highfield School to ensure that it reflects the values of the Co-operative Movement.

The curriculum at The Highfield School aims to meet our school vision. We take opportunities and aspire to excellence.

Our curriculum intent is that

- All students will experience a curriculum richness, breadth and depth;
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond;
- The curriculum builds on prior knowledge and creates a 'web of knowledge';
- Gaps in knowledge and skills are identified and addressed quickly;

Our curriculum plans for each year group by subject are available to students, parents and carers via the school website.

1. Rationale

1.1 The curriculum cannot remain static and will be reviewed annually in order to

- meet the needs of society and the world of work
- embrace modern technology and the impact it has on the lives of young people today
- be up to date with an understanding of learning
- provide the foundations of lifelong learning
- be inclusive
- give continuity and progression from Key Stages 2 to 5
- ensure our students have as many opportunities as possible through their schooling
- develop cultural capital.

1.2 The curriculum will extend horizons and raise aspirations by helping our students to discover their talents and interests.

1.3 The curriculum will introduce our students to a wide range of worthwhile activities and equip them with the personal qualities, skills, knowledge and understanding they need to achieve their goals.

1.4 At Highfield we provide a broad and balanced curriculum that develops the young person as a whole.

2. Procedures

2.1 Key Stage 3

The Key Stage 3 curriculum is the foundation for all future learning so must meet the needs of all learners to ensure as many future learning opportunities are available to them at Post-14 and beyond.

- All subjects follow the National Curriculum and use the school's assessment criteria to judge progress
- Setting Arrangements – students are in mixed ability groupings for all of their subjects apart from maths, where they are put into ability banded groups part way through Year 7
- Students in Key Stage 3 have the opportunity to study one language (French or German) which they choose when joining the school in Year 7 if they have a particular preference. We do our utmost to support preference, although this may not always be possible

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- To support the delivery of GCSE, some subjects will teach aspects of the GCSE course in conjunction with the Key Stage 3 National Curriculum

Curriculum for KEY STAGE 3 2019-20

Subject	Y7 – No. of lessons per fortnight	Y8 – No. of lessons per fortnight	Y9 – No. of lessons per fortnight
English	7	7	7
Maths	7	7	7
Science	6	6	6
MFL	4	4	4
Design Tech	4	4	4
History	3	3	3
Geography	3	3	3
Religious, Personal and Social	3	3	3
Music	2	2	2
Drama	2	2	2
Art	2	2	2
PE	5	5	5
IT	2	2	2

2.2 Key Stage 4

The Post-14 curriculum provides progression from the Key Stage 3 curriculum with a combination of continuity alongside new opportunities. The Key Stage 4 curriculum allows students to progress onto Post-16 pathways at The Highfield School or elsewhere.

All students will take GCSEs in English, maths, science and a humanities or language subject from September 2020. There are 2 main pathways. For a small number of students a bespoke curriculum will be created based on the specific learning needs of those students. The curriculum ensures there is an equal opportunity for all students to succeed.

Allocation of Learning Pathways

We have 2 main pathways, both offering the opportunity for students to excel.

Using prior attainment data and teacher assessment of suitability students will be allocated a particular pathway. Communication with students and parents/carers over the pathways will usually include;

- Y9 Careers Fair
- Y9 Options Evening
- Y9 Parents Evening
- 1 to 1 interview with a member of Senior Leadership Team or Head of Year to discuss options

Due to curriculum constraints, some subjects will only operate one Key Stage 4 group and where student numbers are not high enough to deliver an economically viable group, a subject may not run. The school will have the final say on the allocation of students to specific courses and pathways.

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Pathway 1

This route offers 10 qualifications, including English Language and Literature, mathematics, triple science, one humanity (geography or history) and one language (French or German). Students will have 2 additional subjects to choose. This combination of subjects will allow students to gain the English Baccalaureate. Students allocated to triple science will be placed on this pathway.

Pathway 2

This route offers 9 qualifications, including English Language and Literature, mathematics, double science and at least one humanity or a language (history, geography, French or German). Students have 3 additional subjects to choose. Students on this pathway are able to gain the English Baccalaureate if they choose.

Pathway 3

This route offers 8 qualifications, including English Language and Literature, mathematics, double science and at least one humanity or a language (history, geography, French or German). Students have 2 additional subjects to choose and will also have 5 hours of additional maths/English lessons. Students on this pathway are able to gain the English Baccalaureate if they choose. Students will be offered this pathway if they have target grades of 3 or below.

Pathway 1	Pathway 2
Core curriculum to include: English Language GCSE English Literature GCSE Maths GCSE Triple Science GCSE History or Geography GCSE Core PE Core RPS French or German GCSE 2 additional subjects	Core curriculum to include: English Language GCSE English Literature GCSE Maths GCSE Double Science GCSE History or Geography GCSE Core PE Core RPS 3 additional subjects
Additional subjects to include: History GCSE Geography GCSE French GCSE German GCSE Art GCSE BTEC Tech Award in Creative Media Production Business Studies GCSE Computer Science GCSE Graphics GCSE Product Design GCSE Drama GCSE Fashion and Textiles GCSE Vocational Award in Hospitality and Catering Media Studies GCSE Music GCSE PE GCSE RS – Philosophy and Ethics GCSE	

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Sociology GCSE Cambridge Nationals in Sports Science Dance GCSE BTEC Dance

Key Stage 4 Curriculum 2019-20

Subjects	Year 10 – Number of lessons (hours)	Year 11 – Number of lessons (hours)
English Literature and Language (GCSE)	8	8
Mathematics (GCSE)	8	8
Science (GCSE)	10	10
Core RPS	1	1
Core PE	3	3
Humanity or Language or both (GCSE)	5 or 10	5 or 10
Additional Options – 3 or 2 dependant on pathway (GCSE/BTEC/Cambridge national/Vocational Award)	15 or 10	15 or 10

2.3 KEY STAGE 5

The Curriculum at Post-16 enables progression from Key Stage 4. The Highfield School is a member of the Letchworth Consortium which allows a greater range of subject opportunities. Post-16 students have the option to be taught across two different sites within Letchworth; The Highfield School and Fearnhill School. Students can take up to 4 A Level subjects or can take one BTEC and 2 A Level subjects. All students also study for the EPQ L3 qualification.

Due to curriculum constraints, subjects usually only operate 1 group and where student numbers are not high enough to deliver an economically viable group, a subject will not run. The school will have the final say on the allocation of students to specific courses.

To support students in their decision making the following is put into place at post 16:

- Sixth Form Open Evening
- Links to College Open Evening events
- Year 11 Survey
- Post 16 subject carousel
- Year 11 Parents' Evening
- 1 to 1 interview with a member of Senior Leadership Team or Head of Year to discuss options

A level	BTEC
English Language English Literature Mathematics Further Mathematics Physics	Health and Social Care

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Biology Chemistry French Spanish Dance PE Sociology Psychology Geography History Textiles Art Film Studies Government and Politics Photography Graphics Music Drama Computing Business Studies Philosophy and Ethics	
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3. Monitoring and Evaluation

- 2.1 The Leadership Team will review the Curriculum Protocol on an annual basis.
- 2.2 The Leadership Team ensure that all curriculum updates are cascaded to colleagues and students and that the learning needs of students take priority through the School Evaluation Form and School Development Plan.
- 2.3 Department areas review practice and procedures and ensure that the most appropriate specifications are chosen to meet student needs.
- 2.4 Senior Leaders and Middle Leaders will monitor the operation of this policy as part of their general monitoring role. The ways of doing this are itemised below.
 - Learning Walks
 - Work scrutiny
 - Progress data analysis
 - Show My Home Work checks
 - Exam performance analysis
 - Senior Leadership Team link meetings
 - Curriculum review
 - Performance tables analysis