



St Hugh's School

Curriculum Policy

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Our aim is to develop a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens. We aim to inspire and challenge all learners and prepare them for life in modern Britain. It secures an entitlement for all students to access a broad and balanced curriculum which develops knowledge, understanding, skills and attitudes necessary for the self-fulfilment and development as active and responsible citizens, irrespective of social background, culture, race, gender, differences in ability and disabilities. We offer a broad, balanced, relevant, differentiated and inclusive curriculum which meets the needs of our students as well as preparing them for adulthood working life in the 21st century.

At Key Stage 3 and Key Stage 4 the curriculum conforms to the National Curriculum programmes of study and all other statutory requirements. At Key Stage 5, students are formally guided towards a personalised curriculum which meets their individual needs and aspirations. There are clear and diverse pathways through from Key Stage 3 to Key Stage 5 preparing students for their next phase of learning. The curriculum will be reviewed regularly, and planning formats adjusted and refined as appropriate to meet the changing needs of our students.

Our curriculum has been developed to meet the requirements of current national guidelines and our commitment to the provision of a wide range of subjects and accreditation routes, including vocational pathways. We aim to inspire and challenge all learners and prepare them for the future developing a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens. Specifically the curriculum should help students to:

- Achieve high standards and make good/excellent progress
- Be challenged and stretched to achieve their potential
- Meet the needs of young people of all abilities
- Value their learning outside of the curriculum and relate to the taught curriculum
- Prepare students to make informed and appropriate choices at the end of Key Stages 3 and 4 and beyond
- Actively promotes fundamental British values; democracy, the rule of law, individual liberty
- Help students develop personal moral values, respect and tolerance for religious values of other faiths, cultures and lifestyles
- Prepare students for alternate destinations including higher education and the world of world
- Lead to qualifications that are of worth for employers and for entry to higher education

Our curriculum is adapted for students with different abilities and needs, enabling all young people to become successful learners, confident individuals and responsible citizens, with the attitudes and attributes, skills, knowledge and understanding necessary for their future. A variety of learning approaches are used with themes that have significance for individuals and society, and provide relevant learning contexts, ensuring the learning is organised to meet statutory expectations and engage students effectively in their learning. Assessment is the key to making learning and teaching more effective so that learners understand quality and most importantly, how to improve.

ENGLISH

The importance of English for our students:

The skills developed in the subject of English encompass teaching students to communicate through pre-verbal, verbal, visual, written and non-verbal means in a variety of contexts encountered in everyday life.

In particular, English offers students opportunities to:

- develop the ability to respond, to listen and to understand
- interact and communicate effectively with others in a range of social situations
- make choices, obtain information, question and be actively involved in decision making
- develop creativity and imagination
- have access to a wide range of literature to enrich and broaden their experience
- develop knowledge of appropriate grammatical structures to ensure their writing makes sense

High expectations for the students are reflected in the relevant, challenging and enjoyable activities planned to enable students to achieve their personal potential in aspects of the subject. These activities are planned with full consideration given to students' ages, abilities and social needs.

English underpins work in all curriculum areas, social contexts and personal development. Literacy across the Curriculum is an essential vehicle for reinforcing and developing English skills in a wider context e.g. subject specific vocabulary, appropriate grammar and punctuation, social skills and discussion work. All staff must be aware of students' abilities in English in order to effectively plan, deliver and support in other subjects.

The aims stated above are applicable for all students at Key Stages 1 to 4. The aims support progression into post-16 educational and training opportunities which include the post-16 provision at St Hugh's, further education colleges and work/training destinations.

Teaching and Learning across the Key Stages within English:

Students are taught within mixed Year 7 and Year 8 class groups and are vertically grouped by ability. Work is differentiated within groups to take account of students' abilities, needs and interests. In Years 9, 10 and 11 English lessons are delivered either by the team teacher or specialist teacher. In all year groups, students study 'CALL' within the allocated curriculum time for English and all students have a communication target as part of their IEP.

All students have access to phonic teaching through letters and sounds as well as support materials and intervention to aid their reading and writing development across all subjects. The school environment aims to support and develop independent reading and writing through the display of tricky words, key sounds and interesting vocabulary suggested by students for use in their own writing. Students learn to write through the use of meaningful mark making, progressing, where appropriate, to independent writing by utilising a range of support materials and strategies including sound mats and practise pages.

A well-resourced library supports the school's belief that literacy skills are important for all students. The students have access to a wide range of graded scheme and 'free-choice' books, a non-fiction section, group reading material, Kindles, a careers library, computer referencing facilities, dvd/video, a listening library, sensory stories and puppets. The reading scheme contains a range of 100% decodable books in addition to other graded books to encourage students to develop their use of phonics alongside other sight vocabulary. Books are carefully selected to appeal to a wide range of interest levels and are considered age-appropriate in their appearance and content.

Individual assessment records are kept using the BSquared system and a separate checklist is kept in a 'literacy profile' booklet that monitors reading and spelling of sound groups, high frequency words and social sight vocabulary.

In Key Stage 3, English is taught in modules lasting a term which group literature experiences within titles such as *Around the World*, *Time for Tea*, *Water, Water Everywhere* (as seen in the long term plan). The modules ensure coverage of the English Programmes of Study and also the *Speaking and Listening* teaching objectives in the Key Stage 3 Curriculum. This approach builds on the experiences in Key Stages 1 and 2 to provide the opportunity for students to develop an appreciation of a wide range of literature and understanding about the purpose and role of literacy in adult life. The texts were chosen to allow teaching and learning to be flexible, inclusive and purposeful whilst encouraging imagination and creativity. Multi-sensory, VAK (visual, auditory, kinaesthetic) approaches to teaching and learning are used to provide a breadth of experiences to meet the diversity of students' needs. ICT is used in a range of ways to support all students and particularly in recognition of the learning styles of boys.

In Key Stage 4, shorter modules have been developed around the units for Entry Level so that students working on individual AQA Units and GCSE can work alongside each other when appropriate in support of an inclusive approach. Accreditation in English is therefore available at the following levels; Entry level and GCSE in addition to BTEC Personal Progress units in the

areas of Reading, Writing and Communication for students with complex needs; with the aim of all students gaining appropriate awards for their achievements. The modules aim to develop literacy skills in contexts that are meaningful and relevant to life, e.g. media, information, leisure, the world of work etc. In Key Stage 5, the students work on a range of AQA Units and BTEC Personal Progress Units.

Planning in KS3 and KS4 also takes account of the development of functional skills. Medium term plans ensure a balance of experiences as the students work towards gaining Entry Level and Level One awards where appropriate (entry in Y11).

MATHEMATICS

The importance of Mathematics for our students:

Mathematics is a functional tool for everyday life and a valuable key life skill; it is a whole network of concepts and relationships which provide a way of viewing and making sense of the world transferring essential key mathematical skills into other curricular areas but also into everyday life. Mathematics is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. Mathematics is not confined to just acquiring mathematical skills but about fostering inquiring minds, inciting enthusiasm and valuing curiosity.

Teaching and Learning across the Key Stages within Mathematics:

In Key Stage 3, students are taught in mixed Year 7 and Year 8 class groups and are vertically grouped by ability. Work is differentiated within groups to take account of students' abilities, needs and interests. In Years 9, 10 and 11 Mathematics lessons are delivered either by the team teacher or specialist teacher.

In Key Stage 4, accreditation in Mathematics is available at the following levels; AQA Unit Award, Entry Level and GCSE in addition to BTEC Personal Progress units for students with complex needs; with the aim of all students gaining appropriate awards for their achievements. Students working on individual AQA Units, Entry Level and GCSE can work alongside each other when appropriate in support of an inclusive approach. In Key Stage 5, the students work on a range of AQA Units and BTEC Personal Progress Units.

Purpose of Study:

A high quality mathematics education provides a foundation for understanding the world; the ability to reason mathematically, and a sense of excitement and curiosity about the subject. It is essential to everyday life, critical to science, technology and engineering, and necessary in most forms of employment. Mathematics is a creative and highly inter-connected discipline that has been developed over centuries providing the solution to some of history's most intractable problems. As students learn mathematics, they need to acquire fluency in procedures and develop a conceptual understanding if they are to be able to solve increasingly complex problems.

We want all students leaving St Hugh's to not only be numerate, but to be able to transfer their mathematical skills to other curricular areas and into everyday life. By being 'numerate' we are referring to individual's abilities to thinking and reacting mathematically; to applying number sense to everyday situations encountered and to reasoning, using number knowledge acquired.

Aims:

- Access a broad, balanced, creative and stimulating Mathematical curriculum in line with the National Curriculum
- Present Mathematics in meaningful contexts and embed a range of practical activities designed to enhance student's mathematical experiences
- Ensure continuity and progression in the student's learning as they progress
- Instil a positive and confident attitude towards Mathematics through the stimulation of thinking and reasoning skills as well as the fostering of logic and mental agility
- Enhance the use and understanding of the language and the vocabulary of Mathematics
- Develop the use of information and communication technology (ICT) in their Mathematics studies.
- Involve parents and carers in mathematical learning both in school and at home.

SCIENCE

The importance of Science for our students:

Science is fundamental to the student's understanding of the world around them. It is the understanding of the universe from the smallest atom to the immensity of the universe. It helps develop the student's understanding of their place in the world and how they are affected by the forces and fundamental laws of the universe.

Science teaches the students vital skills in questioning and making observations of everything that is around them. It encourages exploration of the world at whatever level is appropriate and develops the skills of questioning and drawing conclusions.

Students are encouraged to use their own thoughts and questioning skills to shape the evidence that they have discovered and produce conclusions which help their understanding.

Through specific areas students are encouraged to explore living things and their environment. This builds up an understanding of not only the immense diversity of nature but also their role in protecting and interacting with it. The study of physical forces helps the students understand how they are affected by the different fundamental forces around them. The study of materials is also vital to their understanding of everything they encounter and use.

The key area that affects all students is the study of scientific enquiry which is an area that all students regardless of need are able to develop. They investigate the world around them in such a way that they are able to build on their own knowledge and develop skills which can be used across all of the curriculum

Teaching and Learning across the Key Stages within Science:

In Key Stage 3, Year 7 and Year 8 students learn Science as part of the study day. They work using topic based study which incorporates an overarching theme that is then broken down into specific areas within each of the study areas. These skills are recorded through the use of BSquared and full coverage is monitored. In Year 9, all students access and begin studying towards their Entry Level Certificate in Science. Entry Level then continues into Key Stage 4. Within specialist resource bases there are themed explorations of the different aspects of Science via a sensory based curriculum.

In Key Stage 4, accreditation in Science is available at the following levels; AQA Unit Award, Entry Level and GCSE in addition to BTEC Personal Progress units for students with complex needs; with the aim of all students gaining appropriate awards for their achievements. Students working on individual AQA Units, Entry Level and GCSE can work alongside each other when appropriate in support of an inclusive approach.

PHSCE

The importance of PSHCE for our students:

Personal, Social, Health and Citizenship Education (PHSCE) promotes students' personal social and emotional development, as well as their health and well-being enabling students to become healthy, independent and responsible members of society. Students are given the knowledge and skills they need to lead confident, healthy and independent lives. We encourage students to play a positive role in contributing to the life of the school and the wider community developing their sense of self-worth. It aims to support students to understand how they are developing personally and socially tackling many of the moral, social and cultural issues that are part of growing up. PHSCE gives students an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to the principles of economic wellbeing, financial planning and understanding.

PSHCE encompasses the underlying ethos of the school. Therefore, consideration is given to the holistic picture of PSHCE in its entirety (the hidden curriculum) through mentor intervention, specialist intervention, themed days, wider learning experiences, residential visits, outdoor learning and how these contribute to the overall health & mental well-being of the student, now and in the future. The whole school community has a responsibility to be an active participant in the teaching of PHSCE. This is achieved by:

- The Home/School agreement
- Communication including home/school journals, monthly newsletters and the school magazine
- Encouraging parents/carers, governing body, stake holders and the wider community to support teambase activities and whole school events
- FOSH - The Friends of St Hugh's Parents Group (Facebook page)
- Blogs on the school website
- The active role of Governors within the school

Aims:

We believe that the personal, social and health development of each student in conjunction with their citizenship skills has a significant role in the ability to learn and prepares students for the opportunities, responsibilities and experiences of adult life. In addition students need to learn about the many emotional aspects of life and how to manage their own emotions. PHSCE is provided through a progressive, differentiated programme that is an integral part of the wider curriculum and enables students to:

- develop confidences and responsibilities and make the most of their abilities by developing self-confidence and self-esteem, and the skills to make informed choices regarding personal social and health issues
- understand own personal wishes and feelings
- prepare to play an active role as citizens
- develop a healthy and safe lifestyle with the ability to recognise risk-taking and make appropriate risk assessments including internet safety
- understand and develop good relationships including personal relationships (SRE)
- develop respect for others and the differences between people
- have recognition of life in Modern Britain and the challenges and dilemmas this brings
- be independent and responsible members of the school and wider community
- understand the principles of finances
- develop aspirations now and for the future
- make a positive contribution to the life of the school
- be positive and active members of a democratic society
- prepare and make ready for the next stage of life including Careers Information Advice and Guidance (CIAG)
- understand and develop the skills to make and recognise right and wrong decision making in the communities where they live
- transfer skills and understanding across all communities

Teaching and Learning across the Key Stages in PHSCE:

PSHE and Citizenship enables students to practise specific skills in structured contexts via discussion, investigation and problem-solving activities in addition to their daily life including:

- Responsibility for their actions through the agreement of class rules
- Access to circle time activities within teabase and subject specific timetabled activities
- Involvement in the setting of their own targets for learning
- Recognition and respect for the differences between people
- The election of a school council in a democratic manner, actively developing the direction of the school
- Responsibility for their behaviour
- Access Careers Information and Education Advice and Guidance (CIAG) with additional support from external agencies

- The ability to work as part of a team, becoming active within the school community and recognising the qualities of good citizenship
- Consideration of the holistic needs of individuals with regard to their race, culture, language and faith
- Access to learning outside of the curriculum including educational and residential visits which widen experiences beyond the immediate local environment
- Collective worship to celebrate academic and personal achievements
- Access to enrichment opportunities which help foster a healthy lifestyle and encourage individual talents such as lunchtime clubs which focus upon football, choir, dance, ICT, archery, Taekwondo, Makaton and guitar
- Contribute to the planning of and access to activities and whole-school events including Student Council, enterprise activities (school fayres), team merit trips, 'Buds' and Peer Buddy Schemes, residential visits (Year 8 Keswick, Year 9 London, Year 10 and 11 France, 14-19 Butlins), environment friendly days, cultural whole-school themed days, charity days, KS4 activity week, team assemblies and whole school performances such as Christmas celebrations
- The opportunity to learn a musical instrument
- Access to Bikeability programme which will encourage the safe cycling to school where appropriate
- Develop independent travel via Pathfinder programme where appropriate
- Participation within Healthy eating promotions and programmes

PHSCE is presented through discussion including whole group and paired, written recording, through the use of ICT and via hands-on experience. It is taught with a visual, auditory and kinaesthetic (VAK) approach where appropriate to ensure that all students have the maximum opportunity for engagement regardless of their ability.

In Key Stage 3, students are taught in mixed Year 7 and Year 8 class groups and Year 9 class groups, reflective of their teambase. Students are vertically grouped by ability and work is differentiated to take account of students' abilities, needs and interests. Within Year 7/8 teams, PHSCE is taught within study day providing added opportunities for additional learning outside of the curriculum, educational visits and visits by external providers/speakers to enhance teaching and learning. Within Year 9 students begin PSHCE accreditation units of work within allocated timetabled PHSCE lessons.

In Key Stage 4, students continue to work towards accreditation at the following levels; AQA Unit Award in addition to BTEC Personal Progress units for students with complex needs; with the aim of all students gaining appropriate awards for their achievements.

BTEC PSD accreditation is also introduced to enhance and triangulate learning. Students working across levels of accreditation can work alongside each other when appropriate in support of an inclusive approach.

Focus areas for all students comprise of:

- Personal well-being including emotional well-being, danger, identity, risk and healthy lifestyles*
- Economic well-being including charity work and budgeting
- Relationship and Sex Education
- Citizenship including diversity, the structure of the monarchy and democracy
- Careers Information Advice and Guidance (CIAG)** and work related learning

***Healthy Lifestyles:**

Access to an appropriate health education curriculum supporting the Healthy schools agenda, including:

- Develop an understanding of what healthy eating means and acquire healthy eating habits supported by healthy diet posters, displays and menus within the dining hall
- Learn about the importance of healthy eating for their own future health and that of their families and dependents
- Develop the skills necessary to buy and prepare healthy meals and drinks
- Develop an understanding of how bodies respond to food and physical exercise and how this affects fitness
- Establishing effective links with partner schools to ensure smooth transition, both socially and in relation to the development of the health education programme
- Develop the school as a health promoting workplace with commitment to the health and well-being of all
- Develop partnerships with appropriate outside agencies and individuals, including the school health service, for advice and active support for health education and health promotion in the school

****Careers Information Advice & Guidance (CIAG)**

Careers Information Advice & Guidance (CIAG) is specifically aimed at enabling students to make well informed and realistic decisions about their future opportunities. The career preparation of students is important not only to students themselves but also to their families, to employers, to Government, to the tax-payer and to the economic prosperity of the country. CIAG allows students to develop a sense of purpose, raise their aspirations and assist them to progress through learning into and through their adult lives. Teachers deliver PHSCE lessons dedicated to the teaching of CIAG with all staff supporting students to make well informed realistic decisions about future study and employment. Through Careers Education and Guidance, our students will:

- Develop a positive self-image, in relation to future learning and work roles, based on an accurate assessment and recording of their abilities and aptitudes
- Acquire aspirations for their future based on a sound understanding of the range of immediate and lifelong opportunities available through learning and work, and of career progression structures

- Develop skills to form and implement effective decisions and a reflective approach to learning from experience
- Access the CIAG library for resources to inform and support current and future learning and choices

The statutory requirement to deliver careers education to all students is met through a curriculum which has been developed to embrace Statutory Guidance related to CIAG. All students in Years 7-11 study discreet CIAG/Citizenship/PSHE as well as access via other subjects/areas including English and ASDAN. Six specific elements combine to provide a coherent and progressive programme. These are:

- CIAG Programme - 'Planning my Future' booklet.
- Work Related Learning
- Work Experience
- Information and Guidance
- Enterprise and Economic Awareness
- Action planning & review including the assessment and development of personal knowledge, skills and abilities

Work Related Learning/CIAG includes planned learning, which is undertaken through work, for work and about work. It is provided and sign posted throughout the curriculum, schemes of work, vocational options of workplace skills and evidenced through PSD/PSHE units of work and accreditation. CIAG is viewed as an integral part of school life and all students have access to a named careers advisor.

Within Key Stage 4, the teaching of CIAG is delivered through PSHCE lessons supported by the KS4 Transition Mentor via a planned programme of study. An essential element of this is work experience. Year 10 student's access work experience placements, in real work environments, appropriate to individual need. Placements are provided through private contacts with local employers, parent/carer links and by the Educational Business Partnership. Students then take part in routines normally carried out by employees. Levels of support in relation to individual student needs are provided where appropriate to ensure access to opportunities on an equitable basis. All work placements are checked for Health and Safety.

Computing and Information Technology

The importance of Information Technology and Computing for our students:

The use of Computing and Information Technology is an integral part of the national curriculum and is a key skill for everyday life. The development of coding and other computing skills is also essential and student's access quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use these effectively. The use of computers, tablets, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. Information Technology has an important role to play in enhancing the physical access, communication, reference and learning opportunities of students by experiencing, investigating, manipulating and using information in a variety of forms including text, symbols, sound, graphics, photographs, music and video throughout the school curriculum. These have a large role to play in enhancing the learning process at all levels and across a broad range of activities, helping students to function as independent learners and gain self-confidence, social skills, communication skills, gross and fine motor skills and problem solving skills. For students with complex needs computers and modern technology can enable access to and support learning in other subjects.

Aims:

- Provide a relevant, challenging and enjoyable curriculum for Information Technology and Computing
- Develop the understanding of how to use Information Technology and Computing safely and responsibly
- Understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Respond to new developments in technology
- Use Information Technology and Computing as a tool to enhance learning across all areas of the curriculum
- Create responsible, competent, confident and creative users of Information and Communication technology.
- Equip students with the confidence and capability to use Information Technology and Computing throughout their later life.

These aims apply to all students Key Stages 3 to 5 building upon student's learning at Key Stages 1 and 2. The aims support progression into post-16 educational and training opportunities which include the post-16 provision at St Hugh's School, further education colleges and work/training destinations.

E-Safety is regarded as an essential component of Information Technology and Computing. All staff have a responsibility to monitor E-Safety and parents/carers are advised as to good practise in E-Safety. All staff access training in E-Safety and follow school policy and procedures, in addition to further guidance and direction from the local authority. Staff are also trained by CEOPs in E-Safety. A code of conduct is signed by all students and staff on an annual basis.

Teaching and Learning in the Key Stages within Computing and Information Technology:

All students work in an inclusive environment at individual levels and pace with support. Each teaching area has a minimum of two computer systems and interactive whiteboard with software available to support a wide range of abilities. In addition, classes have a 'class-pack' of laptops and tablet PCs. Specialist equipment is available for all students. Two sensory studios are available for all students with priority for students in the resource bases.

Computing and Information Technology are delivered both cross curricular and as a discrete subject across Key Stages 3 - 5. Discrete Computing lessons take place within the ICT suite which makes use of resources such as the use of the interactive whiteboard for demonstration, discussion and feedback. Specialist equipment and resources is available for teaching Information Technology and Computing across subjects such as; Green Screen and Cad-cam.

In Key Stage 3, students work within the national guidelines for the teaching of Computing and are taught in mixed Year 7 and Year 8 class groups and Year 9 class groups, reflective of their teambase. Students are vertically grouped by ability and work is differentiated to take account of students' abilities, needs and interests. In Key Stage 3, Information Technology is delivered using a cross-curricular approach and students work towards the development of Information Technology and Computing skills. All subject areas have a statutory responsibility to include the use of Information Technology and Computing in their planning and teaching and this is further identified in subject medium term plans.

In Key Stage 4, Information Technology and Computing is a required subject alongside English, Maths and Science. Students access 100 minutes a week working towards accreditation. Accreditation is available at the following levels; Edexcel BTEC ITQ Level 1 Award for IT users, OCR ICT Entry Level Certificate in addition to BTEC Personal Progress units for students with complex needs; with the aim of all students gaining appropriate awards for their achievements. Students working on individual Units, Entry Level and Level 1 can work alongside each other when appropriate in support of an inclusive approach.

Extended learning opportunities are available via the use of the Learning Platform as well as specific subscription programmes which are listed on the school website.

Design Technology

The importance of Design Technology for our students:

Design Technology provides practical and active learning experiences which make it accessible to all students. It is about designing and making choices about things to make and expressing opinions and preferences.

Students use knowledge, skills and understanding from across the curriculum and apply and consolidate them in practical activities. Designing and making real products that can be used and enjoyed can give students a sense of achievement and improve their self-esteem.

Students benefit from the opportunities to develop and integrate the processes of thinking and physical co-ordination required by designing and making. Through learning to evaluate the quality of their work, students learn how to improve their performance. The evaluation of mass produced products also helps students to consider their own designing and making. Design Technology offers opportunities to:

- Make choices and be involved in sensory and communication activities within a practical learning experience
- Consider the needs and preferences of others, as well as themselves, so helping to develop their social awareness
- Focus on design problems that are meaningful to them
- Work on personally motivated design tasks where they take ownership of their work and their own learning
- Communicate using a range of methods avoiding over-reliance on the written word
- Develop their practical capability, that is, their ability to think and act imaginatively, effectively and productively
- Carry out practical tasks in which they all can make a contribution to projects
- Develop their ability to collaborate with others and to form good relationships with them in group projects
- Develop perseverance and independence in individual projects
- Develop individual interests
- Use information and technology (ICT) to realise, develop and enhance their work
- Handle equipment and materials safely and effectively

Teaching and Learning Across the Key Stages within Design Technology:

In Key Stage 3, students are taught in mixed Year 7 and Year 8 class groups and Year 9 class groups, reflective of their teambase. Students are vertically grouped by ability and work is differentiated to take account of students' abilities, needs and interests. In Key Stage 3, students experience Design Technology "strands" delivered by a specialist teacher, including Food, Textiles, Resistant Materials and Electronics.

In Key Stage 4, Design Technology is offered as an optional subject and students who choose to study Design Technology presently have 100 minutes a week working towards an accreditation. Strands include Hospitality, Food Technology or Resistant Materials. Accreditation in Design Technology is available at the following levels; AQA Unit Award, BTEC Entry Level and GCSE in addition to BTEC Personal Progress units for students with complex needs; with the aim of all students gaining appropriate awards for their achievements. Students working on individual AQA Units and GCSE can work alongside each other when appropriate in support of an inclusive approach.

Design Technology is, by its very nature, an investigative and practical subject allowing students to design, make and evaluate items relating to the world around them. A visual, auditory and kinaesthetic (VAK) approach is used, as appropriate, to encourage students to combine practical skills with an understanding of aesthetics, social and environmental issues and industrial practices.

HUMANITIES

The importance of Humanities for our students:

Humanities (Geography and History) are an essential element of the curriculum. Humanities is delivered through a creative and practical approach to enhance the learning experience. Humanities increases the students' knowledge of the world around them and expands concepts to new levels. The creative approach to delivery can encourage forms of communication that can change the way students feel, think and act. Humanities brings together intellect and feelings and enables personal expression, reflection, spiritual and emotional development. As an integral part of culture, past and present, Humanities helps students understand themselves and relate to others, forging important links between home, school and the wider environment.

Opportunities and activities in Humanities consider the following aspects; Listening and applying knowledge and understanding; Appraising; Creative; Evaluation; Performance; Planning; Working collaboratively and Self Expression.

Units of work progress through the year groups examining the aspects and elements of Humanities throughout Key Stage 3. These often include skills of re-enactment through drama, visual displays through art, reflection through Art and English.

Aims:

These aims are applicable for all students at Key Stages 3, 4 and 5. Education at these Key Stages develops students' appreciation, the ability to make choices and encourage personal preferences. They provide opportunities for the students to:

- Experience a sense of pride, enjoyment and achievement in their work
- Experience a variety of opportunities relating to different cultures what about historical and geographical concepts and knowledge
- Demonstrate their ability to communicate and respond in an area not dependant on language skills

- Experience arts through a cross curricular approach - study days and thematic days
- Improve listening, concentration and attention skills
- Develop imitation skills
- Produce and explore sounds and develop expressive language skills
- Develop coordination and functional fine motor skills
- Support the development of movement and mobility
- Encourage cooperation, tolerance and a willingness to work with others.
- Develop self-discipline and self-confidence
- Be involved in activities that may provide a fulfilling hobby or pastime and promote enjoyment and life-long learning
- Create re-enactments and present these
- Exhibition of work
- Listen carefully to other students work
- Evaluate self and other students

Teaching and Learning across the Key Stages within Humanities:

In Key Stage 3, students access Humanities as part of the study day. Activities outlined in the MTPs aim to provide a wide historical and geographic experience which embraces a breath of cultural and ethnic origins. Humanities encompasses significant events of, local, national, international and global importance. Students explore many areas of the world to enhance a global awareness. They work using topic based study which incorporates an overarching theme which is then broken down into specific areas within each of the study areas. These skills are recorded through the use of BSquared and full coverage is monitored.

In Key Stage 4, accreditation in Humanities is available at the following levels; AQA Unit Award and GCSE in addition to BTEC Personal Progress units for students with complex needs; with the aim of all students gaining appropriate awards for their achievements. Students working on individual AQA Units and GCSE can work alongside each other when appropriate in support of an inclusive approach.

Modern Foreign Languages - French

The importance of Modern Foreign Languages (MFL) for our students:

The overall aim for Modern Foreign Languages is to enrich learning for all students. It aims to ensure that teachers and other staff develop confidence and competence to use MFL effectively in their day to day activities where possible to enable students to practice what they have learned and develop their confidence and self esteem. MFL prepares students to participate in a rapidly changing world in which they encounter an ever growing range of languages other than English. The foreign language taught at St Hugh's is French, and this is linked to a residential visit to France in KS4.

MFL offers opportunities to:

- Exploit cultural links and experiences when opportunities arise.
- Promote positive attitudes towards language learning through a range of learning activities.
- Help students gain a greater awareness of themselves as citizens of the world as well as in their own immediate environment and society.
- Develop an awareness of the language, sounds, smells and tastes of a culture different from their own.
- Develop oracy and literacy skills which will support their learning across the curriculum
- Gain enjoyment, pride and a sense of achievement
- Foster an interest in learning another language
- Develop listening, concentration and social skills through paired and group work,
- Develop imitation skills and motivate students to produce sounds and an expressive language
- Provide an opportunity to meet people from another country and communicate with them in their own language (residential visit)

Teaching and Learning across the Key Stages within MFL:

MFL is taught in a practical and lively way. Through the use of song and rhyme as well as a range of ICT programmes, opportunity is given for students to participate in the learning of a foreign language at an individual and appropriate level. Students are encouraged to experience the sights, sounds, smells and tastes of another country, and learn about the cultural differences of significant events such as Christmas, Easter and birthday celebrations.

MFL is taught with a visual, auditory and kinaesthetic (VAK) approach where appropriate to ensure that all students have the maximum opportunity for engagement regardless of their ability. Through special events such as the French fashion show and French cafe, students are able to participate or experience the French language and culture in a fun and practical way. Parents and carers are also encouraged to attend these events and they are able to see the enjoyment and sense of pride their child has in their ability to attempt to use a new language.

In Key Stage 3, students experience MFL through story based modules incorporating role play, song and rhyme. This is currently delivered on a 2 year cycle within Years 7 and 8, and Year 9 are taught on a yearly cycle. Students are taught in ability groups and this facilitates planning and assessment as well as ensuring the lessons are as relevant to the needs of the students as possible. MFL is taught as a discreet subject, and is timetabled for 50 minutes a week. Specialist classes access a French 'experience' day each half term and this is in consultation with the subject leader. Students can be disapplied from MFL lessons at the discretion of parents.

In Key Stage 4, MFL is offered as an optional subject and students who opt into MFL presently access 100 minutes a week working towards accreditation. Accreditation in MFL is available at the following levels; AQA Unit Award and BTEC Personal Progress units for students with

complex needs; with the aim of all students gaining appropriate awards for their achievements. Students working on individual AQA Units and Personal Progress units can work alongside each other when appropriate in support of an inclusive approach. Lessons are planned to ensure relevance and enjoyment through a range of activities and experiences which take into account the student's ability, likes and dislikes and particular needs.

Religious Education

The importance of Religious Education (RE) for our students:

Religious Education is a core subject of the National Curriculum and is taught in accordance with the locally agreed syllabus; 2016 Agreed Syllabus for Religious Education devised by the Humber Standing Advisory Council for Religious Education. Religious Education provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, the issues of right and wrong and what it means to be human. Students learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching equips students with systematic knowledge and understanding of a range of major faiths, religions and worldviews, enabling them to develop their ideas, values and identities. Students also develop the skills to experience dialogue so that they can participate positively in our society with its diverse religions and worldviews. Students gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence learning to articulate clearly and coherently their personal beliefs, ideas, values and experiences whilst respecting the right of others to differ.

Religious Education (RE) provides sensory, practical and active learning experiences which make it accessible for all students. RE encourages and supports students to explore and participate in experiences relating to the major faiths as well as offering opportunities for students to learn about their place in an ever changing society. We aim through our delivery of RE not to attempt to alter a child's own beliefs but to provide a knowledge and tolerance of their own and other's beliefs. Students access a rounded programme of assemblies which provide clear guidance on what is right and what is wrong.

Parents can withdraw their child from RE for personal reasons by submitting their request in writing to the head teacher, although it is hoped that all parents feel comfortable with the type of Religious Education being taught at St Hugh's.

RE offers students opportunities to:

- Know about and understand a range of religions and worldviews
- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed, and responses found in religions and worldviews

- Appreciate and value the nature, significance and impact of different ways of life and ways of expressing meaning
- Express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- Appreciate and appraise varied dimensions of religion or a worldview.
- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Explore how different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Teaching and Learning across the Key Stages within RE:

In Key Stage 3, students are taught in mixed Year 7 and Year 8 class groups and Year 9 class groups, reflective of their teabase. Students are vertically grouped by ability and work is differentiated to take account of students' abilities, needs and interests. Students experience RE through story based modules incorporating role play, art, drama, music and storytelling. This is currently delivered on a 2 year cycle within Years 7 and 8, and Year 9 are taught on a yearly cycle.

In Key Stage 4, all students work towards accreditation in RE at the following levels; AQA Unit Award and Entry Pathways in addition to BTEC Personal Progress units for students with complex needs; with the aim of all students gaining appropriate awards for their achievements. Students working on individual AQA Units and Entry Pathways can work alongside each other when appropriate in support of an inclusive approach.

Religious Education is offered to students in KS5 through structured RE days.

Through the teaching of Religious Education we aim to promote a range of skills including investigation, empathy, reflection and expression. We aim to promote an open and broadminded attitude which includes the concepts of commitment, fairness, respect, self-understanding and enquiry. To enhance the delivery of RE students have the opportunity to visit local places of worship and areas of natural beauty to support the development of the feeling of awe and wonder. There are also opportunities for visitors from different faith groups to come into school to share their beliefs and experiences and demonstrate how artefacts are used at home and in a place of worship.

MUSIC

The importance of Music and Performing Arts for our students:

Music and Performing Arts are both powerful, unique forms of communication that can change the way students feel, think and act. They bring together intellect and feeling and enable personal expression, reflection, spiritual and emotional development. As an integral part of

culture, past and present, they help students understand themselves and relate to others, forging important links between home, school and the wider environment.

Opportunities and activities in Music and Performing Arts consider the following aspects; listening and applying knowledge and understanding, appraising, creative, composing, evaluation, performance, planning, working collaboratively and self-expression.

Teaching and Learning across the Key Stages within Music:

Units of work progress through the year groups examining the aspects and elements of Music throughout Key Stage 3. These often include skills of composition through music and dance, visual composition through art, singing, listening, aural memory, rhythm and movement. Aims include:

- Experience a sense of pride, enjoyment and achievement
- Experience a variety of opportunities relating to different cultures
- Demonstrate ability to communicate and respond in an area not dependant on language skills.
- Experience arts through a cross curricular approach
- Improve listening, concentration and attention skills
- Develop imitation skills
- Produce and explore sounds and develop expressive language skills
- Encourage cooperation, tolerance and a willingness to work with others
- Develop self-discipline and self-confidence
- Be involved in activities that may provide a fulfilling hobby or pastime and promote enjoyment and lifelong learning
- Create compositions and productions and present these

In Key Stage 4, accreditation in Performing Arts is available at the following levels; AQA Unit Award, BTEC Entry Level and BTEC Level 1 in addition to BTEC Personal Progress units for students with complex needs; with the aim of all students gaining appropriate awards for their achievements. Students working on individual AQA Units, BTEC Entry Level and BTEC Level 1 can work alongside each other when appropriate in support of an inclusive approach.

Physical Education

The importance of Physical Education (PE) for our students:

St Hugh's School provides Physical Education (PE) for all students. Physical Education (PE) is part of the National Curriculum. Lessons are planned to ensure relevance, enjoyment and a variety of experiences for all students taking into account their abilities, gender, likes/dislikes, social culture and ethnicity. Staff delivering Physical Education have a good awareness of students' knowledge, skills and understanding. Physical Education is taught with a visual, auditory and kinaesthetic (VAK) approach where appropriate to ensure that all students have the maximum opportunity for engagement regardless of their ability. The aims of Physical Education (PE) are to:

- Develop the physical skills of co-ordination, control, manipulation and movement essential for all aspects of life
- Encourage physical activity and a healthy lifestyle
- Offer a range of appropriate activities with a view to participation for leisure and post 16
- Ensure the students physical health and well being
- Develop social skills within a group structure
- Promote team spirit and awareness that sport is for all
- Improve confidence and self-esteem
- Develop independence and personal hygiene skills
- Provide a basic knowledge of skills, roles and tactics and safe practise
- Plan, anticipate, sequence and evaluate actions
- Encourage decision-making at all levels
- Develop the ability to express themselves and be creative
- Develop competitive experiences and awareness of fair play
- Provide team sports and access competition activities

Teaching and Learning across the Key Stages within PE:

In Key Stage 3, students receive 2 lessons (100 minutes) per week focusing on the national curriculum and a single lesson (50min) focusing on developing fundamental PE skills based on the FUNS teaching and recording package. Students experience:

- Years 7, 8 & 9
- Games
- Gymnastics
- Athletics/Swimming
- Outdoor and Adventurous Education

In Key Stage 4, students access 2 lessons (100 minutes) per week. In Key Stage 4, accreditation in Sport and Fitness is available at the following levels; Entry Level and BTEC Level 1 in addition to BTEC Personal Progress units for students with complex needs; with the aim of all students gaining appropriate awards for their achievements. Students working on individual Personal Progress Units, Entry Level and BTEC Level 1 can work alongside each other when appropriate in support of an inclusive approach. Students experience:

- Year 10 and Year 11
- Sport and leisure activities including football, climbing, trampoline, volleyball, personal fitness and athletics

Teaching takes place within the sports hall, school hall, football cage and sports field in addition to the use of local leisure facilities including The Pods and Riddings Pool. The PE department has strong links with local FE colleges, whose students frequently support lessons and other school

sporting events such as sports day. The department also regularly have post graduate students on work placement or working voluntarily.

Art and Design

The importance of Art and Design for our students:

Art and Design at St Hugh's encourages experiences within creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world communicating what is seen, felt and thought through the use of colour, texture, form, pattern and different materials and processes. Students learn to make informed judgements and aesthetic and practical decisions, exploring ideas and meanings through the work of artists and designers and local visits. It is the intention that the appreciation and enjoyment of the arts enriches all our lives.

In particular, Art and Design offers opportunities to:

- Enable students to record from first-hand experience and from imagination, and to select their own ideas to use in their work
- Develop creativity and imagination through a range of increasingly complex activities
- Improve the students ability to control materials, tools and techniques
- Increase the students' critical awareness of the roles and purposes of Art and Design in different times and cultures
- Develop increasing confidence in the use of visual and tactile elements and materials
- Foster an enjoyment and appreciation of the visual arts and a knowledge of artists, crafts people and designers

Aims:

Art and Design is a foundation subject in the National Curriculum. Students experience working with a diversity of approaches, materials and techniques in both 2D and 3D work which are experienced through the use of painting, drawing, printing, collage, textiles, clay, construction, ready-mades, installation, photography and digital manipulation. Students are given opportunities to look and discuss the work of a variety of artists, men and women, craftspeople and designers, from different world cultures and periods of history, including contemporary art. Students work from observation and imagination, responding to the work of artists and artist's ideas, the environment and their own ideas and experiences. Opportunities include:

- The use of a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring ideas
- Using a range of techniques and media, including painting
- Increase proficiency in the handling of different materials
- Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

Teaching and Learning across the Key Stages:

In Key Stage 3, Art and Design is taught in mixed Year 7 and Year 8 class groups which are vertically grouped by ability as part of study day. Work is differentiated within groups to take account of students' abilities, needs and interests. They work using topic based study which incorporates an overarching theme that is then broken down into specific areas within each of the study areas. These skills are recorded through the use of BSquared and full coverage is monitored. In Year 9, Art and Design is taught by a subject specialist as a discreet subject and is timetabled for 100 minutes per week.

In Key Stage 4, accreditation in Art and Design is delivered by a subject specialist and is available at the following levels; AQA Unit Award, BTEC Entry Level and BTEC Level 1 in addition to BTEC Personal Progress units for students with complex needs; with the aim of all students gaining appropriate awards for their achievements. Students working on individual AQA Units, BTEC Entry Level and BTEC Level 1 can work alongside each other when appropriate in support of an inclusive approach.

Additional Information:

Access to Subjects:

The section entitled 'Including all learners' which is part of the requirements in the National Curriculum Handbook (QCA, 2007) and the relevant sections in The Code of Practice (DFE, September 2013) describe in general terms how access should be given to the subject. The needs of all students are met through the provision of effective learning opportunities with underlying key principles that are essential for the development of an inclusive curriculum. These principles are; setting suitable learning challenges, responding to students' diverse learning needs, overcoming potential barriers to learning and assessment for individual and groups of students. The subject booklets in the QCA series, 'Planning, teaching and assessing the curriculum for students with learning difficulties' (QCA, 2009) continue to be referred to for specific guidance. The subject is also accessed within the duties of schools outlined in the Equalities Act, 2010 and Programme Guidelines 2010.

Use of Information Communication Technology to access the subjects:

Information Communication Technology and assistive technologies make a marked and valuable contribution to the learning of all students. Opportunities for the inclusion of technology are highlighted within all medium term plans across the school. The use of assistive technology is audited annually for all students and information is present within personalised communication profiles. The curriculum is differentiated to facilitate any student that uses augmented and/or assistive technology to be fully included.

All subject areas have a statutory responsibility to include the use of Information Communication Technology/functional skills in their planning and teaching and this is identified in subject medium term plans. St Hugh's strongly supports the idea that Information Communication Technology can facilitate stimulating learning and enhance communication in all

curriculum areas particularly in response to the diversity of needs and recognising the learning styles of boys.

Cross Curricular Links:

Teaching the subject promotes the development of Key Skills, as described in the booklet called *Developing Skills* in the QCA guidance on the curriculum for students with learning difficulties (QCA, 2009). Personal Learning and Thinking Skills (PLTSS) and Cross Curricular Dimensions and planned for across subjects to provide a balance of experiences and also enable students to practice skills in a range of contexts. In addition, the subject provides opportunities for reinforcing learning in other subject areas through Learning Links. Personal Achievement Plans (PAPs) identify individualised targets for students to work towards across subjects in the areas of Communication, Independence and PLTSS.

Planning, Assessment, Recording, Reporting:

The requirements for planning, assessment, recording and reporting are outlined in the relevant policy. Assessments in all subjects are made using the BSquared assessment system which links to GAP and CASPA analysis tools.

Curriculum Delivery Opportunities and Activities.

The National Curriculum (DfE, 2014) sets out the programmes of study for each Key Stage. Long-term plans identify the focus/theme of learning per term for each year group within each Key Stage. Schemes of Work for each subject are described in the long-term plans which are then supported by medium term plans giving extensive details about activities. These are working documents which evaluate and develop teaching and learning. Medium term plans are reviewed termly by staff delivering the subject and then updated by the subject leader to take account of new ideas and resources required to meet the increasingly diverse range of student needs.

Resources:

The resources required for the schemes of work are detailed in the medium term plans. The lists include equipment, consumables and other wider resources. Subject-specific guidelines and reference material give practical advice and details about significant school resources for teaching, their location and organisation. These are held by the subject leader. All staff have a responsibility for using the resources appropriately and maintaining them in good condition and informing the subject leader of damage or loss. Staff must also keep the subject leader informed of resource needs where special projects are being planned or consumable resources need ordering or replacing.

Parents/Carers Involvement:

Parents/carers receive information about their child's achievements and progress in the Annual Report to Parents which forms part of the yearly Annual Review process. Face to face consultation meetings are held termly to provide the opportunity for staff to meet parents and

carers. A termly curriculum overview sheet also informs parents & carers as to the subject & content their child will experience that term.

Home study is planned and given across all subjects as outlined within the Home Study Policy. It is the responsibility of parents/carers to support their child when completing home study and making sure that it is returned to school.

Role of the Subject Leader:

The core purpose of the subject leader is to provide professional leadership and management for the subject, and to help secure high quality teaching, effective use of resources and improved standards of learning and achievement for all students. The subject leader establishes a shared vision of effective teaching and learning in the subject, develops the knowledge, skills and understanding of school staff and governors, and constantly reviews and evaluates for continuing improvement. Within the role of subject leaders there is a specific responsibility for monitoring student progress in the subject and accountability for planning, monitoring and reviewing intervention strategies where required. Subject leaders:

- Monitor progress within the specialist area; accountability of Teacher Standards
- Develop policies, long term and medium term plans for the subject
- Monitor curriculum delivery
- Develop the quality of teaching and learning through coaching and collaboration
- Deploy available resources effectively
- Monitor student's progress and plan/monitor intervention programmes
- Develop strategies for involving parents/carers and students in the learning process
- Establish school-wide developmental targets and monitor/report on progress towards their achievement

Governor Involvement:

Members of the Governing body know the school including its data, staff, parents, students and the community extremely well and are driven by moral purpose. They have an overview of the curriculum and make collective decisions setting aims and objectives for subjects whilst all the while monitoring and evaluating student progress. The Governing Body engage with the curriculum and 'triangulate' information to become informed of the 'big' picture which is reflective & supportive of the School Development Plan to improve performance & drive standards forward. They are committed to asking challenging questions which not only ensures the quality of teaching but also good to outstanding outcomes for students - measuring what we value.