



New Horizon Community School

Curriculum Policy

Updated: January 2019

Date of next review: November 2019

1. Introduction

1.1 New Horizon Community School is a learning environment at the heart of its community. We promote care and respect and expect high standards.

1.2 Our aim is to meet the needs of young people by preparing them for adult and working life in the 21st century.

1.3 The educational vision and curriculum design for New Horizon Community School recognises that:

1. The world of 2020 will be very different to the world of today
2. The pace of change is increasing, hence the importance for flexibility.
3. Young people have, and will have increasingly, greater access to information and learning material independently of school.
4. Adulthood entails economic participation but more.
5. 18+ year olds will still be at an early stage of learning.
6. The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
7. Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

1.4 New Horizon Community School policy is based on the following aims, to:

1. Have students at its heart, putting their interests above those of the institution.
2. Have a curriculum that is fit for purpose, offering differentiation and personalisation.
3. Be a centre of excellence in learning and teaching.
4. Prepare all students for a successful adult and working life in a 21st century global society.
5. First achieve and then exceed national standards in achievement, attainment and progression.
6. Be committed to excellence and continuous improvement.
7. Value vocational and academic routes equally.
8. Nurture the talents of all and celebrate success.
9. Work with Primary Schools to ease transition.
10. Involve the community.
11. Involve parents/carers.

12. Be in a learning environment that is above all else inspiring.

2. Curriculum Aims

2.1 The curriculum should inspire and challenge all learners and prepare them for the future. The academy's 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.

2.2 Specifically, the curriculum should help young people to:

- a. Achieve high standards and make good/excellent progress.
- b. Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
Move towards enabling students to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.
- a. Have and be able to use high quality personal, learning and thinking skills (plts) and become independent learners.
- b. Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- c. Be challenged and stretched to achieve their potential.
- d. Enjoy and be committed to learning, to 19 and beyond.
- e. Value their learning outside of the curriculum and relate to the taught curriculum.

3. Our curriculum will:

- a. lead to qualifications that are of worth for employers and for entry to higher education.
- b. fulfil statutory requirements.
- c. enable students to fulfil their potential.
- d. meet the needs of young people of all abilities at the school.
- e. provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- f. prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- g. help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.

- h. include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- i. ensure continuity and progression within the academy and between phases of education, increasing students' choice during their academy career.
- j. foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- k. help students to use language and number effectively.
- l. help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- m. help students understand the world in which they live.
- n. ensure that the curriculum incorporates, and is improved and extended by, the academy's specialist status – science and the arts.
- o. develop a specific curriculum for key stage 3 (years 7 and 8) which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- p. design a key stage 4 curriculum which meets the needs of students, parents and wider society.
- q. benefit other secondary and primary schools in the area.

4. Roles and responsibilities

4.1 The Headteacher will ensure that:

All statutory elements of the curriculum, and those subjects which the academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.

Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.

- a. the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- b. the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- c. the governing body is advised on statutory targets in order to make informed decisions.

4.2 The governing body will ensure that:

- a. it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- b. progress towards annual statutory targets is monitored.
- c. it contributes to decision making about the curriculum.

4.3 Deputy Headteacher KS3, KS4 will ensure that:

- a. they have an oversight of curriculum structure and delivery within their key stage
- b. detailed and up-to-date schemes of learning are in place for the delivery of courses within their key stage.
- c. schemes of learning are monitored and reviewed on a regular basis.
- d. levels of attainment and rates of progression are discussed with KS coordinators on a regular basis and that actions are taken where necessary to improve these.

Headteacher, Deputy Headteacher and key stage coordinators will ensure that:

1. Long term planning is in place for all courses. Such schemes of learning will be designed using the academy pro-forma and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
2. Schemes of learning encourage progression at least in line with national standards.
3. There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
4. Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
5. where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
6. Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
7. They keep the appropriate key stage assistant Headteacher informed of proposed changes to curriculum delivery.
8. All relevant information/data is shared with the admin team. This includes meeting deadlines related to exam entries etc.

9. Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
10. They share best practice with other colleagues in terms of curriculum design and delivery.
11. Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

4.4 Teaching staff and learning support staff will:

- a. Ensure that the academy curriculum is implemented in accordance with this policy.
- b. Keep up to date with developments in their subjects.
- c. Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- d. Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- e. Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- f. Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

4.5 Students will:

- a. Be treated as partners in their learning, contributing to the design of the curriculum.
- b. Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- c. Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- d. Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4.

4.6 Parents and carers will:

- e. Be consulted about their children's learning and in planning their future education.

- f. Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- g. Be informed about the curriculum on offer and understand the rationale behind it.

5. Monitoring, evaluation and review

5.1 The governing body will receive an annual report from the Headteacher on:

- a. The standards reached in each subject compared with national and local benchmarks
- b. The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- c. The number of students for whom the curriculum was disciplined and the arrangements which were made.

5.2 The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

6. Programmes of Study

Year 7:

The Year 7 Curriculum includes many subjects and provides a broad and balanced curriculum from the outset. In many subjects the emphasis is placed upon the development and honing of subject-specific skills.

All pupils study: English, Mathematics, Arabic, Urdu, Geography, History, Art , Quran, Science , Food Technology Computer Science PE and Games Citizenship

Years 8 and 9:

In Year 8 and Year 9 the Curriculum aims to incorporate within Schemes of Work a foundation for further academic study and develop each subject's unique way of looking at the world, which pupils can then take forward into their adult life.

Year 8:

All pupils study: English, Mathematics, Arabic, Urdu, Geography, History, Art , Quran, Science , Food Technology Computer Science PE and Games Citizenship

Year 9:

All pupils study: English, Mathematics, Arabic, Urdu, History, Art , Quran, Science , Food Technology Computer Science, PE and Games , Citizenship

Years 10 and 11:

In Years 10 and 11 the Curriculum remains balanced with a substantial element of compulsory breadth. The Curriculum is designed to allow focus on subject areas, to reflect developing personal interest, whilst protecting against early specialisation and narrowing of future study and career options. It is possible that, by allowing choice, some pupils might not engage implicitly with aesthetic and creative options, although the increasing range of creative options and wide-ranging extra-curricular provision in these areas reduces the number of pupils not participating in this type of activity.

All pupils study GCSE subjects. Pupils study including English and English Literature , Mathematics , at least two sciences chosen from Biology, Chemistry and Physics , and at least one Language chosen from Arabic, Urdu, Art, Computer Science, History, Religious Studies, Science.

Where arrangements can be made, and are in the best interests of pupils, the School will enter pupils for additional examinations, which may be in courses studied outside of School. Where pupils may wish to request to drop a subject, procedures are in place to respond to requests from individual pupils or from individual Heads of Department. Where a request to drop a subject is made, the Deputy Head or Assistant Head obtains reviews from subject teachers, Head of Department, Tutor, the Learning Support Co-ordinator if the pupil is on the ASDN (Special Educational Needs LDD (Learning Difficulties) Following consultation with the parents and the Tutor, the Deputy Head [Academic] recommends the final decision to the Headmaster. The Deputy Head sees the pupil concerned and discusses the whole picture. Departments must not prevent students from making requests to drop subjects. Once students have discontinued a subject, they do not continue to attend lessons for that course.

Homework

Purposeful and challenging homework is used to help raise academic achievement. By reinforcing work undertaken in the classroom, senses of responsibility, pupil ownership of learning and development of skills for more independent learning are

developed. Teaching staff set regular homework, check that it has been done and assess it critically to direct pupils towards making further progress. Homework encourages parental interest and involvement in supporting learning although assignments should always be pupil work. Pupils are responsible for completing set homework on time and to the standard of achievement expected, for them, by their subject teacher. Pupils should use planners to record and organise all homework set.

Subject teachers set an allocated amount of homework in accordance with the current school homework schedule, offering appropriate guidance on how to tackle work and ensuring that pupils understand the standard of achievement expected. They aim to ensure time between completion of work and feedback, providing guidance to improve learning, is as short as possible. Subject teachers keep a record of work set, its standard and the date of completion and apply appropriate sanctions if any homework is not completed and inform the Tutor of non-completion. Heads of Department offer guidance on the nature of tasks to be set to different year groups and monitor on a regular basis the amount, quality and standard of homework set by members of their department. They encourage the sharing of good practice within the department related to homework.

Tutors monitor the homework set and completed by individual pupils and monitor the use of the pupil planner as a homework organiser on a weekly basis. Parents monitor the completion of homework out of school and communicate with the Tutor regarding homework issues, signing the pupil planner each week for pupils in Years 7 to 9.

Subject teachers consider the following points when setting homework:

1. Homework should be challenging, purposeful and useful to the pupil's academic development.
2. Some pupils tend to spend longer on homework than others, so the motivation of the individual should be recognised along with the actual time spent on an assignment.
3. Homework should ideally promote independence of learning and this should be reflected in the tasks set, although this should be in the context of appropriate support and guidance.

4. Complicated homework tasks should be written down, maybe on the board or using a hand-out [as well as given verbally] and pupils must record the homework in their planners during the lesson. Guidance of how to tackle complicated homework tasks should be offered, and reinforced on the Virtual Learning Environment and pupils should be clear on the standard of achievement required.

5. Homework may consolidate work done in the class or may prepare for a future lesson.

6. Numerical marks and grades alone do not improve learning, subject teachers attempt to offer advice in their comments on work which give guidance as to how pupils may improve.

7. Normally work will be marked so that there is as short as possible a time between completion of work and feedback. Some Heads of Department may agree that for specific tasks a longer time period is needed before feedback can be given.

8. A teacher will need to record the nature and quality of the work set, any individual target set for individual pupils will also need to be recorded and monitored.

9. In the event of staff absence homework will still be set in accordance with the homework timetable just as work is set for that lesson.

Homework (Years 7 to 11):

Homework is set regularly on the days specified in the homework timetable published by the school

Pupils are permitted to do part of their homework at School during the lunch break, although it is generally better for them to be engaged on other school activities at that time.

Teaching staff aim to estimate the time required for homework carefully to prevent on subject encroaching on the time of others and in Years 10 to 11 homework may extend, with clear stages, for more than one evening.

Every effort is made to establish the homework routine during the first week of term, except for Year 7 pupils who start homework at the start of the first full week of term following a period of settling-in time.

Tutors ensure that pupils complete the homework timetable at the end of the Planner, and that a parent signs it, thus confirming that the parent knows what the pupil should be doing and when.

Every pupil in Years 7 to 11 should record the homework set each night, and how long it took to complete, in the Planner. In Years 7 to 9 parents sign the Planner every Monday evening to indicate satisfactory completion of the work set, and also have the opportunity to make a written comment to Tutors. Tutors monitor Planners during Tutor sets on Tuesdays.

Monitoring Progress, Issues with school

Work and Homework

Monitoring Progress in Years 7 to 11:

It is unsatisfactory if the low standard of a pupil's work is not discovered until summer exam or public exam results are known, hence regular assessment is essential. Teaching staff aim to sort out all poor, late or missing work in each subject with the pupil concerned as soon as possible. If a student misses a deadline staff may [at the discretion of the policy established in their department] give the chance to hand the work in within a couple of days, or by the next lesson. Teaching staff use the notification and sanction system, which involves the Tutor, to support the monitoring of progress which the pupil is making.

Full written reports are reviewed by Tutors and by the Headmaster or Deputy Head. Pupils identified as underperforming [including against baseline measures] discuss their reports, prepare, discuss and agree targets with the Headmaster or Deputy Head. This review and copy of agreed targets is provided for Tutors who monitor progress. Interim Grades are reviewed by the Deputy Head, Tutors and by Heads of Years. In addition, for pupils named in the SEND/LDD Register, the Learning Support Co-ordinator reviews grades and monitors progress.