

Curriculum Policy

2026-2027

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Role of person completing review:	Deputy Headteacher - Curriculum
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Additional notes:	

Curriculum Intent

1.1 Rationale

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a broad and balanced curriculum for every student that builds on their experiences in Key Stage 1 and Key Stage 2 and that helps all of them to become successful learners, confident individuals and responsible citizens.

The curriculum should help young people to:

- achieve high standards and make excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning.
- value their learning outside of the curriculum and relate experiences to the taught curriculum.

1.2 Curriculum Aims

Our curriculum aims to:

- Promote a positive attitude towards learning and the school PRIDE values.
- Have a curriculum that is fit for purpose and meets the requirements of the National Curriculum.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support within a supportive, rights respecting environment.
- Offer a broad and balanced entitlement to all students.
- Provide equal opportunities for all students
- Provide vocational and academic courses which meet the needs of students and prepare students with the skills required for local employment sectors.
- Work with Primary Schools to ease transition.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.
- Prepare students for further study, the world of work and to become active, responsible citizens.
- Promote the development of positive character traits and virtues.
- Nurture the talents of all and celebrate success.
- Involve parents/carers and the community.

- Provide a variety of activities which bring about effective learning, provide appropriate challenges for all students and lead to achievement for all students.
- Embed in students Fundamental British Values and Social, Moral, Spiritual and Moral purpose.
- Support pupils' physical development and responsibility for their own wellbeing and enable them to be active.

Our curriculum will:

- Lead to qualifications that hold currency for employers and for entry to further education.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of key stage 3, key stage 4 and beyond.
- Ensure continuity and progression within the school.
- Help students develop personal moral values, respect for religious values and tolerance of other cultures, beliefs and ways of life.
- Help students understand the world in which they live.
- Help students develop positive character traits, virtues and civic values to help them flourish as global citizens.

1.3 Legalisation and guidance

This policy reflects the requirements of the National Curriculum programmes of study which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

The school publishes details of the curriculum on its website in line with statutory guidance, including: the KS3 and KS4 programmes of study; details of PSHE and RSE curriculum and legal right to withdraw (where applicable); details of careers programme and Gatsby benchmark evidence; exam specifications; and arrangements for SEND provision and access.

Curriculum Access and SEND:

The curriculum is adapted for pupils with SEND in accordance with the SEND Code of Practice. Faculty Leaders and the SENCO collaborate to ensure appropriate scaffolding, reasonable adjustments and alternative accreditation where appropriate. Universal Quality First Teaching (Adaptive Practice) is the first line of support; targeted interventions, Pupil Profiles and Education, Health and Care Plan (EHCP) actions are implemented where required. Processes for screening literacy and numeracy and supporting high-needs pupils (including access arrangements for examinations) are documented.

1.4 Roles and responsibilities

The Governing body will also ensure that:

- The school provides a "broad and balanced curriculum" which includes all subjects stipulated within the National Curriculum, and enough teaching time is provided for pupils to cover the mandatory content within each subject and the other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and those with disabilities (SEND).
- All courses provided for pupils that lead to qualifications, such as GCSEs, are approved by the department for education.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All statutory elements of the curriculum, and those subjects, which the school chooses to offer, reflect the aims of the school and meet the needs of pupils in the school.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governors.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The Governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND and those with disabilities.

The Deputy Headteacher for Curriculum will ensure that:

- They oversee curriculum structure, development, and delivery in response to school and local needs, alongside national initiatives and statutory requirements.
- The curriculum is appropriate, challenging, and relevant whilst following guidance from the Department for Education and examination awarding bodies.
- They monitor curriculum developments and initiatives at a national level to ensure that the school is at the forefront of effective practice.
- Changes to curriculum are shared with Faculty Leaders and the Governing Body.
- They lead and support Faculty and Subject leaders in the process of curriculum development and implementation.
- Pupils and parents/carers are kept informed of curriculum change and supported with decisions regarding option choices.
- The amount of time provided for teaching the curriculum is adequate and is reviewed
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.

The Assistant/Deputy Headteachers (with responsibility for line management of faculties) will ensure that:

- they have an oversight of curriculum structure and delivery within each link department.
- schemes of learning are in place for the delivery of courses within each key stage.
- levels of attainment and rates of progression are discussed with Faculty Leaders on a regular basis and that actions are taken where necessary to improve these.

Faculty/Subject leaders will ensure that:

- Long term planning is in place for all courses. Long term plans contain due consideration to prior and future learning within the subject area through a spiral curriculum, ensuring a logical progression from students starting point upon entry to the school and what they need to understand by the time they leave the school.
- Long term plans link directly to the National Curriculum and allow for complete coverage of the mandatory content.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a specific course with shared lesson planning and resource in subjects for lessons.
- Schemes of learning encourage progression at least in line with national standards.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students
- They keep the Deputy Headteacher Curriculum informed of proposed changes to curriculum delivery.

- All relevant information/data is shared with the Data team. This includes meeting deadlines related to assessments, exam entries etc.
- 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.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They ensure that a range of enrichment opportunities are made available to students to improve progress and enhance their enjoyment of the curriculum.

Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this and policy.
- Deliver the content depicted within the faculty planning.
- Keep up to date with developments in their subjects.
- 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.
- Adapt the curriculum for individual classes when data indicates that it is not meeting the needs of specific groups of students.
- Adapt the curriculum for individual students when data indicates that it is not meeting the needs of the individual.
- 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.

Students will:

- Receive 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.
- Be expected to fully engage with the curriculum delivered through lessons and enrichment days.
- Will receive co-ordinated support to enable them to make the appropriate curriculum choices in year 9 for GCSE/vocational courses at key stage 4.
- Be given additional support if they start to fall behind in their learning, helping them get back on track.

Parents and carers will:

- 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.
- Work with the school to support their child's learning.
- Be informed about the curriculum on offer and the rationale behind it.
- Be informed of any decisions to change the setting of their children.

2. Curriculum Implementation

2.1. Curriculum Organisation

The timetable is based on two weekly timetables organised into 25 lessons a week. There are 5 lessons of 1 hour each day, and a 30-minute form period. Pupils are taught in different sets for subjects depending upon the needs of the subject, these may be mixed ability set, or ability profiled within their curriculum band. Options subjects are taught in mixed ability groups.

The curriculum is currently organised as follows:

- **Years 7, 8 and 9**

Pupils will study English, Mathematics, Science, Computing, Art, Design Technology, Food, Physical Education, Drama, Music, Geography, History, Religious Studies, PSHE (Personal, Social, Health and Citizenship), Drama and one Modern Foreign Language (French or Urdu).

During the Spring Term Year 9 pupils will consider their GCSE options. They will be supported carefully in this process, through curriculum evenings, subject presentations, parental meetings with teaching staff and parental guidance.

We offer a wide choice of optional GCSE courses including History, Geography, French, Urdu, Fine Art, Business Studies, Citizenship, Computer Science, Drama, 3D Design, Health and Social Care, Sport Studies, photography and Hospitality and Catering.

During the academic year pupils in Years 7, 8 and 9 will sit examinations in all subjects and reports will be sent home to show progress.

- **Years 10 and 11**

Pupils follow a core curriculum leading to appropriate qualifications in English Language, English Literature, Mathematics, Science (combined or triple award) and Religious Studies. Everyone will also study compulsory non-examined subjects like Physical Education and PSHE and be given Careers Education, Information Advice and Guidance (CEIAG). Physical Education and PSHE will be delivered as discrete subjects in the curriculum. The others will be integrated into enrichment days or embedded into the other curriculum subjects. Students will study up to 3 optional subjects that they chose during the options process in year 9.

2.2. Cross Curricular Themes

There are themes, which are embedded in the school's curriculum and taught through the full range of subjects, form time, PSHE and Enrichment days. These include:

- Careers Enterprise Work Related Learning
- Citizenship
- Character education/Resilience training
- Study/revision Skills

There are numerous enrichment days throughout the year e.g., STEAM week, aspirations day, careers week. These provide opportunities for all students to follow a diverse range of curricular and extra-curricular experiences. Pupils take part in a variety of workshops. There are also a number of field trips where pupils visit various Art Galleries or museums; take part in outdoor adventurous activities.

2.3 Spiritual, Moral, Social and Cultural Development

We believe that spiritual and moral development is fundamental to the whole educational experience. Through the PRIDE ethos of the school, collective worship and assembly time, the personal support system, the teaching of Religious Education and the National Curriculum we endeavour to convey to our pupils' principles and values which reinforce the difference between right and wrong, good and evil, together with an understanding of the reasons for the difference. We emphasise the importance of telling the truth, respecting the rights and property of others, acting considerately towards others, helping others less fortunate than ourselves and taking responsibility for our own actions. We reject bullying, deceit, cruelty, irresponsibility, and dishonesty. We strive to increase their spiritual awareness and help them towards a better understanding of themselves and a clearer perception of the value and importance of relationships with other people.

The school follows an agreed RE syllabus (local authority / agreed syllabus). Collective worship is provided through assemblies and tutor time; in accordance with statutory guidance. The school follows statutory guidance for Health Education and Relationships & Sex Education. A separate RSE policy sets out content, parental consultation arrangements and the process for parental withdrawal from sex education where applicable.

2.4 Personal Development and Pupil Premium

The curriculum and enrichment offer is designed to narrow disadvantage and improve life chances for our PP pupils. The PP strategy identifies interventions, enrichment funding and evaluation measures linked to curriculum outcomes.

2.5 Careers Education

Careers Education, Information, Advice and Guidance Careers Education and Guidance has a high status within the school. The school maintains a Careers Programme Plan which maps CEIAG provision across years 7–11, aligns provision to the eight Gatsby Benchmarks.

Decisions on potential careers are further supported on the annual aspirations' day where every year group in the school takes part in activities relating to careers. We also offer one to one career interviews to all pupils.

2.6 Work Experience

All pupils have the opportunity to participate in a work experience scheme where they are able to sample first-hand the world of work. The aim is always to give all students the opportunity to experience an external work experience placement, although this is subject to risk assessments being completed. If it is felt that it is not safe for a student to attend their chosen work placement, then an alternative experience will be provided in school.

Pupils receive thorough preparation and debriefing through a structured programme in PSHE with support and guidance from staff. The programme usually takes place for one week in the summer term of Year 10

3.1 Monitoring arrangements

Governors will monitor coverage of National Curriculum subjects and compliance with other statutory requirements.

The governing body will receive an annual report from the Deputy Headteacher Curriculum on: Impact measures include internal outcomes, attainment in headline measures (progress 8, attainment 8, grade distributions). The Deputy Headteacher (Curriculum) will include comparative national and local benchmark data in the annual report."

The governing body will receive a termly report from the Deputy Headteacher Curriculum on: The standards achieved considering any important variations between groups of students, subjects, courses and trends over time.

This policy will be reviewed annually by the Deputy Headteacher (Curriculum). At every review, the policy will be shared with the full Governing body.



HODGE HILL GIRLS' SCHOOL

"Educating tomorrow's women today"

Appendix 1 - Subject allocations 2026-2027

	Number of Lessons Every Fortnight															
Year	English	Maths	Science	PE	RS	PSHE	History	Geography	Drama	Music	MFL	Computing	Citizenship	Art	DT	Food
7	8	8	6	4	2	1	4	4	1	2	4	2	0	2	1	1
8	8	8	6	4	2	1	4	4	1	1	4	1	1	2.5	1.25	1.25
9	8	8	6	4	3	1	4	4	1	1	4	1	0	2.5	1.25	1.25
							Options									
10	8	8	10/12	4/2	4	1	Pupils had 3 option choices									
11	8	8	10/12	4/2	4	1	Pupils had 3 option choices									

- Art, DT and Food is taught on rotation
- KS4 pupils who are studying triple science have 12 lessons and 2 PE lessons

