



HALL GREEN SCHOOL

CURRICULUM POLICY

Adopted:	12 June 2024
Next Review:	June 2026
Governing Committee:	Pastoral and Curriculum
Responsibility:	Headteacher Deputy Headteacher/Teaching and Learning

CURRICULUM POLICY

Values

As part of the education community in Birmingham, Hall Green School has based this curriculum policy on the Birmingham Curriculum Statement, and adheres to its stated values:

‘Every school – whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in Birmingham, rich in diversity of culture, faith, ethnicity, sexual identity, gender and social backgrounds.

‘Through the ethos and curriculum of our schools in Birmingham we can promote a common sense of identity and support diversity, showing pupils how different communities can be united by common experiences and values.

‘Everyone in Birmingham has a duty to address issues of how we live together and deal with difference, however controversial and difficult this may sometimes seem, on the understanding that *we are all different but equal.*’

Within this framework, the school has its own aims:

- Every pupil makes outstanding progress
- Every pupil leaves with personal belief in and aspiration for their own successful future, and as a result takes responsibility for their learning
- Every pupil has the skills and attitudes to make a positive contribution to society as an active and engaged citizen
- Every pupil shows care and respect for others
- Every pupil values and celebrates diversity
- Every pupil is aware of and sympathetic to the needs of others, particularly those less fortunate than themselves.

Our curriculum statement shows how Hall Green School intends to achieve these aims.

Hall Green Curriculum Statement

ALL children will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. It will prepare them for adult life by:

- enabling them to play an active role in their school and community
- experiencing a culturally rich and diverse life
- developing and benefitting from a range of positive relationships.

The curriculum will:

- promote children’s engagement in learning through a variety of approaches, shown by evidence to be effective, that develop skills, dispositions and attitudes to learning

- equip children for their futures in a rapidly changing world recognising the importance of technology, science, languages and communication for dialogue and understanding between different groups
- value, celebrate and build on children’s religious and cultural heritage and develop a sense of identity, honouring the UN Convention on the Rights of the Child
- promote the fundamental shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- help children develop an understanding of all faiths and none, and participate in the celebration of different religious events in understanding and accepting differences
- develop children holistically: their intellectual, practical, aesthetic, spiritual, social and emotional capacities
- ensure an understanding of protected characteristics of the Equality Act and how through diversity they can be celebrated
- encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.

All children and young people will be given the opportunity to learn the benefits of physically and emotionally healthy lifestyles, by participating in high quality personal, social and health education including sex and relationships education.

At school, **all** children will have opportunities to explore their talents and abilities through:

- developing an appreciation of the arts
- taking part in a wide range of physical activities, sports and games, including swimming and dance
- developing a sense of self in a non-judgemental, mutually supportive environment experiencing music and its intrinsic value for enjoyment and self-expression through performing, singing and the playing of instruments
- experiencing social, moral, spiritual and cultural education that broadens children’s awareness and understanding of the world and their place within it
- independent careers advice that inspires and motivates them to fulfil their potential.

In this way we work together to:

Equip children and young people to be happy, talented, confident and ambitious citizens of Birmingham and of the world

Key Stage 3

When pupils join the School at the age of eleven they all study the same subjects.

The teaching week is divided into 25 periods, each lasting one hour, split into a 4 period morning and 1 period afternoon.

From the start of Year 7, pupils are placed into teaching groups based on a range of information: prior attainment at KS2, information from our junior school partners and performance in internal baseline tests. Pupils are taught mathematics, science, geography, religious education and

modern foreign languages in Year 7 in these teaching groups. This enables pupils to be timetabled together with others of similar ability and pace of learning, which is important in these subjects. All pupils study a modern foreign language from the start of Year 7, which is either Spanish or French, depending on which group a pupil is placed in.

English, History and PE are taught in mixed ability groups, as these departments feel this is the best way to teach their subjects in KS3. For more practical lessons, pupils are grouped into smaller classes and, again, these are mixed ability groups.

In September 2024, Year 8 and Year 9 are following a different model to the one above. In Year 8, pupils are placed in teaching groups for academic subjects based on their ability. In Year 9, science and mathematics are set according to pupils' ability in those subjects, whereas English, history, geography, religious education and modern foreign languages are taught with pupils in mixed ability groups. All practical subjects are taught to pupils in mixed ability groups in Year 8 and Year 9 as well as in Year 7.

Pupils' progress is periodically reviewed throughout the year. On occasions pupils are moved into a more appropriate group when they are seen to be making noticeably more or less progress than their peers in the group. Pupils can also be moved because their Head of Year believes they will benefit from a move due to non-academic reasons.

PE is taught in mixed gender groups from the start of Year 7 to Year 11. Design & Technology is an umbrella title for a course which currently includes a wide range of disciplines including: Food Technology, Resistant Materials, Graphics and Textiles.

Key Stage 3 Subjects

English	Mathematics	Science		
Geography	History	Languages	Religious Education	
Art	Design Technology	ICT/Computing	Music	PE

Special Needs

It is the policy of the School that all pupils with SEND are fully integrated into all aspects of school life. Inclusion is a whole school process, which underpins the fundamental ethos of the School. When pupils first come to Hall Green they undergo a 'screening' process to help us to identify the most appropriate support. For more information, please refer to the school Special Needs Policy.

PSHE - Personal, Social, Health and Economic Education

PSHE is taught through a combination of curriculum subjects, individual lessons at KS4, form period, whole school and year group assemblies and special focus days. As of September 2024, the main delivery will be through a 40 minute, fortnightly, timetabled lesson. For further information, see the school PSHE policy, its Sex and Relationship policy, and its Career and Work

Experience policy. Our PSHE provision covers the National Curriculum Citizenship programme of study.

Homework

Homework is assigned to enrich and reinforce concepts and skills that have been developed in the classroom. It helps pupils to learn to work on their own. It teaches them how to plan and organise their work. From the start of Year 7, teachers set homework tasks of a nature and at a time that, in their judgement, will best add to pupils' learning, rather than in response to a rigid timetable. Homework is recorded using Class Charts software, which allows pupils and parents to access clear information about homework set from any computer or Smartphone. Student planners are also provided for the benefit of pupils and parents.

Key Stage 4

During Year 9, pupils choose their examination courses for the next two years. Parents and pupils are provided with detailed guidance as to appropriate pathways to qualifications at KS4, including both the Options Evening and individual interviews with senior members of staff.

All pupils at KS4 follow a core curriculum of:

- English Language
- Mathematics
- Science
- Physical Education
- Religious Education
- Personal, Social, Health Education (PSHE) including statutory Relationships, Sex and Health Education (RSHE).

All pupils may study computer science at GCSE, but as of September 2024, we plan to ensure that all pupils at KS4 will meet the KS4 National Curriculum requirement.

Most pupils study combined science (worth two GCSEs) with Set 1 taking three separate sciences instead.

All pupils then have a choice of which pathway to take when choosing options, with the vast majority of pupils picking 3 options. All pupils taking Pathway 1 must pick one Ebacc option and the school encourages pupils to take both a humanity subject and an MFL subject – this will enable them to earn the Ebacc at the end of KS4. Each pupil is guided down the pathway of study that is the most appropriate for them. This will be discussed with each pupil as part of their options interview.

Pathway 1

Most pupils will follow Pathway 1 and select 3 options. One of these must be from the “Ebacc” group: History, Geography, Computer Science or a Modern Foreign Language.

Pathway 2

A small number of pupils will be guided to the Foundation Learning course.

Qualifications offered from 2024

<i>Subject</i>	<i>Qualification</i>	<i>Board</i>
Art, Craft and Design	GCSE	AQA
Art Textiles	GCSE	AQA
Biology, Chemistry, Physics	GCSE	Edexcel
Business Studies	GCSE	Edexcel
Combined Science	GCSE	Edexcel
Computer Science	GCSE	AQA
Design and technology	GCSE	WJEC Eduqas
Drama	GCSE	AQA
English Language	GCSE	AQA
English Literature	GCSE	AQA
Food preparation and nutrition	GCSE	AQA
Geography	GCSE	AQA
Health and Social Care	BTEC Level 1/2 Technical award	Edexcel
History	GCSE	AQA
Information Technology	Level 1/2 Cambridge National Certificate	OCR
Mathematics	GCSE	Edexcel
MFL: French	GCSE	AQA
MFL: Spanish	GCSE	AQA
Music	GCSE	OCR
Religious Education	GCSE	Edexcel
Sports Science	Level 1/2 Cambridge National Certificate	OCR
Sports Studies	Level 1/2 Cambridge National Certificate	OCR
Workskills	BTEC Entry level 3	Edexcel
English, Mathematics, ICT	Functional skills entry level and level 1	Edexcel

Further information on the school curriculum is posted on the school website.