



Curriculum Policy

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Chair of Governors:-	Steph Day
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Curriculum Intent

The curriculum at Hobart offers a broad and balanced education suited to students of all abilities and across the full age range. The curriculum is reviewed annually and adapted to suit the needs of all pupils. We aim to build on the experiences of students in the primary phase and help them become successful learners, confident individuals and responsible citizens.

Our curriculum is centred on the following rationale and intentions:

- Curricula are planned to develop a broad base of knowledge, skills and understanding between the ages of 11-16 (key stage 3 to key stage 4).
- We recognise and embrace the idea that acquisition of knowledge is fundamental to the application of skills and portrayal of understanding.
- The wide range of enrichment opportunities we offer outside of timetabled lessons are an important part of our curriculum offer and foster the personal development of our students.
- The goal of making our students aware of global and societal issues, and encouraging them to form their own judgements and perspectives. We want to create opportunities for our young people to develop empathy for the experiences of people who are different from themselves whilst also seeing themselves reflected in their learning environments.

Specifically, the curriculum offered at Hobart High School aims to support students to:

- Achieve high standards and make excellent progress.
- Ensure that every child leaves school with the skills and knowledge they need to reach their full potential, in both their further education and in their day to day lives.
- Enable those not achieving age-related expectations to narrow the gap and catch up with peers.
- Enjoy learning and lessons.
- Have and be able to use high quality functional skills, including literacy, numeracy and ICT skills.
- Value their learning outside of the curriculum and relate to the taught curriculum.

The curriculum offered at Hobart High School will:

- Lead to qualifications that are of worth for employers and for entry to higher education.
- Fulfil statutory requirements.
- Protect a 'three year KS3' to ensure that pupils may progress across a wide range of subjects to a high level.
- Be ambitious in developing pupils' personal, social, health and economic education including meeting all statutory requirements for Relationships and Sex Education (RSE)
- Provide equal access for all students to a full range of learning experiences.
- Stretch all pupils of all abilities.
- Help students develop personal moral values, respect for the beliefs and the ways of life of others.
- Help students understand the world in which they live.

Roles and Responsibilities

The Governing Body will ensure that:

- It considers the advice of the head of school when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets are monitored.
- It contributes to decision making about the curriculum.

The head of school will ensure that:

- All statutory elements of the curriculum, and those subjects which are offered, have aims and objectives which reflect the aims of Hobart High School and indicate how the needs of individual students are met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- 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.
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.

The Assistant Headteacher (Curriculum) and Assistant Headteacher (Teaching and Learning) will ensure that:

- They have an oversight of the curriculum structure, timetable, options process and delivery of the curriculum across Key Stages 3 and 4.
- Detailed and up-to-date schemes of learning are in place for the delivery of the curriculum.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progress are discussed with senior colleagues and HODs through a line management structure and that actions are taken where necessary to improve these.

Heads of Department will ensure that:

- Subjects support the whole school curriculum intent set out above.
- The subject curriculum gives pupils an understanding and appreciation of the subject beyond just the requirements of exam performance.
- Long term planning is in place for all courses and that a coherent sequence is in place for effective learning.
- 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.
- The curriculum supports the development of pupils' literacy and numeracy, including their reading of subject specific texts.
- Assessment is appropriate to the course and there is a consistent approach towards assessment.
- Student performance data is reviewed on a regular basis to ensure that necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.

Teaching Staff and Teaching Assistants will:

- Ensure that the curriculum is implemented in accordance with this policy.
- Understand the content they are teaching and how it is learnt.
- Create a supportive environment for learning.
- 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 on a day to day basis.

Monitoring, Evaluation and Review

The governing body will receive an annual report from the head of school on:

- The standards reached in each subject compared with national and local benchmarks.
- 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.
- The standards achieved by students with special educational needs and groups deemed to be vulnerable or disadvantaged.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.

The governing body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Curriculum Provision

The school follows a two week timetable. Each week contains 25 periods, each of 60 minutes in length. Students follow a three year Key Stage 3 and two years of study during Key Stage 4. The students in a Year Group are divided into two equal ability bands, called North and South, during Key Stage 3. During Years 10 and 11 core GCSE classes are set based on ability into an X-band (higher ability) and Y-band (lower ability). Optional subjects are mixed ability.

During Key Stage 3 students follow a wide range of subjects. Some specialisation in MFL occurs during Years 8 and 9 with students selecting one language to follow. The table below outlines the curriculum offered and number of teaching periods per fortnight in each year group.

Subject	Year 7	Year 8	Year 9
English	7	6	6
Maths	6	6	6
Science	6	7	7
Technology	4	5	5
MFL (French/ German / Spanish)	4	6	6
History	4	3	3
Geography	4	3	3
RE	2	2	2
Art	2	2	2
Music	2	2	2
ICT	2	2	2
Physical Education	5	4	4
PSHE	1	1	1
Drama	1	1	1

At Key Stage 4 students begin their GCSE studies at the beginning of Year 10. Students follow a set of core courses which lead to a potential qualification. This core group of subjects is supported by a range of optional courses. Within the combination of subjects available students will have the chance to study for an EBACC qualification. Students follow four optional courses in addition to the core subjects. The combination of subjects followed means that most pupils will complete the study of nine GCSE courses. The GCSE courses offered is outlined in the table below.

Core Subjects	Optional Subjects	Teaching Periods
English		7

Maths		7
Combined Science		10
	Triple Science	15
Core PE (non-examined)		4
PSHE (non-examined including core RE		2
	Art	5
	Business Studies	5
	Computer Science	5
	Curriculum Access (non-examination)	5
	Design Technology	5
	Drama	5
	Food Preparation and Nutrition	5
	French	5
	Geography	5
	German	5
	History	5
	Media Studies	5
	Music	5
	PE	5
	RE	5
	Spanish	5

A wide variety of activities complement the school's formal curriculum. These extra-curricular activities support the wider social, ethical, moral or cultural development of students, e.g. Paris and Berlin trips, WW1 battlefields trip, Year 10 work experience. Some extra-curricular activities can lead to formal qualifications.