



# **Curriculum Key Information**

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### Curriculum Aims

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 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.

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

- Achieve high standards and make excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with peers.
- Have and be able to use high quality personal, learning and thinking skills and become independent learners.
- 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.
- Provide equal access for all students to a full range of learning experiences.
- Stretch and challenge 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.

### 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, although some broad sets exist in subjects which have more than one group in an option block.

During Key Stage 3 students follow a wide range of subjects. Some specialisation in MFL occurs from Christmas in Year 7 following initial experience of French, German and Spanish. Technology classes experience the full programme of study through a rotation system. Full subject details and curriculum maps are available on the school website. The table below outlines the curriculum offered and number of teaching periods per fortnight in each year group.

Subject	Year 7 periods	Year 8 periods	Year 9 periods
English	7	7	7
Maths	6	6	6
Science	6	7	7
Technology	5	5	5
MFL (French / German / Spanish)	6	6	6
History	3	3	3
Geography	3	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

At Key Stage 4 students start 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
Mathematics		7
Combined Science		10
	Triple Science	15
Core PE (non-examined)		4
PSHE (non-examined including RE)		2
	Art	5
	Business Studies	5
	Computer Science	5
	Curriculum Access (non-examined)	5
	Design Technology	5
	Drama	5
	Food Preparation & Nutrition	5
	French	5
	Geography	5
	German	5
	History	5
	Music	5
	PE	5
	RE	5
	Spanish	5

A wide variety of activities complement the school's formal academic curriculum and offer students a rich education experience. These extra-curricular activities support the wider personal development of students and allow them to take part in clubs and activities they enjoy and which broaden their experiences. Some extra-curricular activities can lead to formal qualifications or recognition, such as instrument lessons and the Duke of Edinburgh's Award Scheme.

Extra-curricular activities generally take place at lunchtime or after school, although some enrichment activities may be delivered through 'drop down' days. All activities are aim to:

- supplement students' academic timetable
- broaden experiences
- develop key personal skills such as teamwork, leadership, social skills and self-discipline
- raise aspirations
- prepare students for employment or further education

### Roles and Responsibilities

The Local 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 Trust Standards Officer (i/c Hobart curriculum) will ensure that:

- They have an oversight of the curriculum structure, timetable, options processes 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:

- Long term planning is in place for all courses and this is reflected in detailed curriculum maps.
- 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.
- 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.
- 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 local 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 local governing body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.