

POLICY DOCUMENT CURRICULUM POLICY



**HIPPERHOLME
GRAMMAR**

Publication Date	15.09.15
Latest Review	1/10/26
Next Review	Summer Term 1 28

The curriculum at Hipperholme Grammar is created to meet the aims and ethos of the school, where:

Every child is happy, safe and secure

Every child achieves their academic potential

Every child develops self-confidence and social skills

Everyone exemplifies universal moral and spiritual values

The Curriculum is more than just a series of lessons but also encompasses the extracurricular activities and the hidden curriculum. Overall, this combined curriculum allows the school to:

1. Promote learning and ensure pupils make progress whilst achieving personal growth and development.
2. Enrich the pupils' learning experience and ensure it is not limited to within the classroom.
3. Provide opportunities and responsibilities such that pupils are prepared for life in British Society.
4. Allow pupils to grow into positive, responsible pupils, who can work and cooperate with others whilst developing their knowledge and skills to maximise their true potential.
5. Seek the highest standards of attainment for all pupils and ensure it is inclusive to everyone, no matter their age, aptitude or if they have Educational Needs / EHCP.

We believe the curriculum at Hipperholme actively promotes different aspects of fundamental British values, including British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, depending on the subject area. Alongside this, the broad curriculum on offer at Hipperholme aims to foster creativity and resilience in our children, and to help them become independent learners. Pupils at Hipperholme should expect to gain a balanced education in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative arts, so that they acquire speaking, listening, literacy and numeracy skills.

Curriculum Planning

As with every aspect of life at Hipperholme, the planning of the curriculum is based around providing for individual pupils. This means our curriculum planning also accounts for the needs of EAL pupils. The School's Accessibility Plan under the Equality Act 2010 aims to increase the extent to which disabled pupils can participate in the school's curriculum. For example: improving the accessibility of curriculum materials and providing support for children with behavioural and social integration difficulties through the use of Chromebooks. SEND pupils' additional needs are considered in curriculum planning and delivery.

To ensure that the curriculum expands beyond the academic requirements, PSHE is part of the curriculum throughout the school, with weekly time dedicated to this. This provides pupils the time and space to discuss issues relating to moral and spiritual development, as well as encouraging mutual respect and tolerance. We pay particular regard to the protected characteristics as set out in the Equality Act 2010, namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Junior School

At the Junior School, our curriculum is underpinned by educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our objectives are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy and numeracy;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multicultural society;
- to enable children to be positive citizens;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

Organisation and planning

We plan our curriculum in three phases. We agree on a long-term plan for each subject. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We use a mix of national schemes of work and our own topic-based syllabus for much of our medium-term planning in the foundation subjects.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to identify the learning objectives for each session, and to consider what resources and activities we are going to use in the lesson.

In the Early Years Foundation Stage, we adopt an interdisciplinary topic approach to curriculum planning. We plan the curriculum carefully and consider the individual child's needs, interests, and development.

In Key Stages 1 and 2, we often teach subjects separately, but to ensure each child has the opportunity to experience the full range of subjects, they may concentrate one term on a history topic, then switch to a greater emphasis on geography in the next term.

The Wider “Curriculum”

Our curriculum encourages pupils to be healthy through very levels of participation in sport and clubs. We promote a healthy and positive lifestyle through lunch and snacks as well as in lessons, activities and assemblies.

We encourage pupils to stay safe by actively discouraging bullying and discriminatory behaviour and by developing positive citizenship, including dealing with exceptional circumstances e.g., lockdown.

We enable pupils to enjoy and achieve by providing stimulating activities and through celebrating achievements both in and out of school. We have a strong ‘house system’ that provides the children with healthy competitive opportunities, fun and a sense of pride and achievement.

We help pupils to make a positive contribution by their responsibilities in school. We run an effective School Council. Older pupils are role models for younger pupils and help them where possible. Form 6 have responsibilities in school, eg. organising activities, lunchtime clubs, helping in assemblies and taking on the leadership roles such as Sports Leaders and Heads of House.

The Role of the Curriculum Coordinator

The role of the Curriculum Coordinator is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each Curriculum Coordinator to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each Curriculum Coordinator reviews the curriculum plans for the subject, ensures that there is full coverage and sees that progression is planned into schemes of work. The Curriculum Coordinator also keeps evidence of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

Monitoring and review

Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented.

The Head Teacher is responsible for the day-to-day organisation of the curriculum. The Head Teacher or Key Stage Coordinator monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the agreed subject syllabus, and that all lessons have appropriate learning objectives.

Curriculum Coordinators monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Curriculum coordinators also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by the governing body and will be reviewed annually or before, if necessary.

Curriculum Allocation per subject (Hours per week) 2022-23

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths	5	5	5	5	5	5
English	5	5	5	5	5.5	5.5
PE	2	2	2.5*	2.5*	2	2
Art/DT	2	2	1.5	1.5	1.5	1.5
PSHE (inc RE)	2	2	2	2	2	2
Music	1	1	1	1	1	1
MFL	0.5	0.5	1	1	1	1
Topic (Geog/Hist)	1.5	1.5	1	1	1	1
ICT	1	1	1	1	1	1
Science	1.5	1.5	1.5	1.5	1.5	1.5

* Includes swimming

The Early Years Foundation Stage

At HGS we adhere to the Statutory Early Years Framework published 01 September 2026 and have regard for the Development Matters. All children in the EYFS have access to a broad, rich topic based curriculum both indoors and outdoors. We ensure the children have a strong foundation in the three prime areas. These are the foundations that underpin the rest of the curriculum. All early years children experience a wide variety of activities that relate to all areas of learning. The practitioners observe and monitor the child's progress across the areas of learning.

The Early Years Curriculum Guidance

Prime areas of learning are: Communication and Language; Personal, Social and Emotional Development, Physical Development.

Specific areas of learning are: Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. The development of children's spoken language underpins all seven areas of learning and development.

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities. Children's personal, social and emotional development is crucial for children to lead healthy and happy lives.

Physical development involves providing opportunities for young children to be active and to develop their co-ordination, control and movement. Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision help with hand-eye coordination, which is later linked to early literacy.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. The children experience a structured teaching programme to support their phonics. Children have focused time to talk with adults about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. The children will articulate their ideas and structure them in speech before writing.

Mathematics involves having a strong grounding in numbers. The children have lots of opportunities to develop their counting skills and an understanding of numbers to 10. The children develop their spatial reasoning skills, including shape, space and measures.

Understanding the world involves guiding children to make sense of their physical world and their community. The children's personal experiences increase their knowledge and sense of the world around them and help them to make sense of the physical world that surrounds them. Stories and books are used to widen children's vocabulary and to help the children develop an understanding of our culturally, socially, technologically and ecologically diverse world.

In expressive arts and design, the children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The children will be encouraged to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Planning For The Curriculum

In the EYFS, planning is divided into long-term, medium-term, and short-term plans. The planning includes focused teaching time, play, as well as adult-led activities. Plans are reviewed to ensure they are challenging and incorporate the children's interests. The curriculum is adapted to take into consideration a child's development and progress in the areas of learning.

Senior School

The Senior School offers a broad and well-balanced curriculum, which provides our pupils with the opportunity for progression and fosters intellectual, moral, cultural, aesthetic and physical development. We aim to nurture a love of learning and help the pupils to develop into well informed, culturally aware, civilised young people with transportable skills, prepared for higher education, the workplace and the challenge of adult life. The curriculum has been devised to be appropriate to pupils' ages, abilities and aptitudes, in order to support talents and fulfil potential.

We expect pupils to take responsibility for their own work and to be willing to take advantage of the intellectual challenges which are offered to them. It is intended that pupils will become independent thinkers and develop into lifelong learners. We recognise the importance of strong pastoral support because only when pupils are happy and secure can meaningful and productive learning take place. We carefully monitor each pupil's learning and development as they progress through the school. Careers advice and guidance about subject choices, higher education courses and the world of work are an important part of preparing each pupil for future success.

Aims

- Offer access to all curriculum areas regardless of ability.
- Ensure that the curriculum is linked to the needs and aspirations of the pupils, allowing them to reach their full academic potential.
- Facilitate the pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, physically, morally and aesthetically.
- Develop interested and active learners, who can work both independently and collaboratively and who persevere in creativity and problem-solving.
- Create and maintain an exciting learning environment.
- Encourage the pupils to be independent, responsible, thinking, confident and considerate members of the community, within the school and beyond.
- Enhance pupils' self-esteem and instil respect and tolerance for others.
- Recognise and offer any special study support required for pupils at any stage in their school career.

- Keep the curriculum under review.
- Offer careers advice and guidance.

Objectives

- Provide an inclusive curriculum, which gives pupils the opportunity to learn and progress, while allowing for different learning styles and prior learning experiences. As such Teachers should ensure that there is a match between each pupil and the tasks they are asked to perform. This may require the pupils to be taught in ability sets or to receive additional, individual support.
- Help the pupils to develop lively and enquiring minds, a love of learning, the ability to question and argue rationally, listen and communicate effectively and apply themselves to tasks both cognitive and physical.
- Encourage the pupils to have and fulfil the highest possible expectations of themselves.
- Develop effective citizenship and help pupils to understand the world in which they live.
- Provide opportunities for pupils to serve their community.
- Develop attitudes that lead to a healthy lifestyle.
- Enable pupils to acquire knowledge and skills, relevant to continuing education in adult life and employment in the context of a fast-changing world.
- Give opportunities for pupils to become aware of the career possibilities open to them.
- Provide cross-curricular opportunities and encourage teamwork as well as independent thinking and learning.

The Curriculum

Timetable time is allocated to cover the courses that enable the school to offer a balanced curriculum; each area of the curriculum is allowed sufficient time for its contribution to be effective. This policy is supported by detailed schemes of work which are periodically reviewed and updated by Heads of Department.

Training and professional development opportunities are provided for all staff to enhance the delivery of the curriculum and to keep teachers informed of current initiatives and developments relating to their subject areas. Staff appraisal identifies training needs which benefit the delivery of the curriculum and maintains a consistent focus on raising standards. The school recruits well-qualified subject specialists to allow each area of the curriculum to be taught by those with a high level of subject expertise.

Curriculum Allocations per subject

Period Allocation for Years 7 and 8 - 50 Period Fortnight

SUBJECT	Year 7	Year 8
ART	2	2
BUSINESS STUDIES	-	-
DT	2	2
ENGLISH	6	6
FRENCH	3	3
GAMES/PE	6	6
GEOGRAPHY	2	2
GERMAN	3	3
HISTORY	2	2
DIGITAL LITERACY	2	2
MATHS	6	6
MUSIC	2	2
PHSE	1	1
RS	2	2
SCIENCE	6	6

Period Allocation for Years 9,10 and 11 - 50 Period Fortnight

SUBJECT	Year 9	Year 10	Year 11
COMPULSORY SUBJECTS			
ENGLISH	8	8	8
MATHS	8	8	8
GAMES	4	4	4
PHSE	2		
PE	2		
Combined Science			10
OPTIONAL SUBJECTS			
Art Business Studies DT Biology Chemistry Physics French Geography German History Music Physics Religious Studies PE Computer Science Food Preparation and Nutrition	Pupils choose 6 subjects, and each subject receives 5 lessons per fortnight in Years 9, 10 and 11. Pupils must choose at least 1 Science, but are strongly encouraged to pick more.		

Ensuring access to the Curriculum for all Pupils

Heads of Departments have responsibility for ensuring that the curriculum is delivered effectively with regard to differentiation, the needs of individual pupils from all ethnic and social groups, the most able and those who are experiencing learning difficulties. Study support is offered by the SENCO to pupils who are identified as having needs that can not be met in the classroom alone. These needs could include dyslexia, dyspraxia, a physical difficulty or a requirement for additional study skills beyond that offered by subject teachers.

Careers

Careers advice and guidance is crucial to pupils as they choose the subjects to study for GCSE. Pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner and enables them to make informed choices about a broad range of career options, encouraging them to fulfil their potential.

This guidance is offered by the Careers Coordinator in conjunction with Calderdale LA Connexions through individual interviews, section assemblies and informal tutor group discussions.

Work Experience is valuable for senior pupils. At the end of the summer term in Year 10, they are encouraged to undertake a week's work experience.

Review and Evaluation

Development plans are reviewed and evaluated on an annual basis. Public examination results are part of this evaluation.