



Halliford
School
SHEPPERTON

Curriculum Policy

September 2020

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Mission Statement

Halliford is a school based on strong family values where we know and respect every student as an individual. We encourage and support Hallifordians to flourish and become the best version of themselves that they can possibly be.

We aim for excellence by being academically ambitious but at the same time academically sensitive.

We inspire Hallifordians within a community that is founded on high quality teaching and learning, outstanding pastoral care and first class sporting, cultural and extra-curricular opportunities.

Introduction

At Halliford, we aim to provide a broad curriculum that caters for the needs of all learners and prepares students not only for success in GCSE and A-level examinations but also prepares them for the opportunities and challenges they will face as young men and women in the 21st century. Our curriculum should imbue the following Hallifordian values of being:

- Intellectually curious
- Respectful
- Warm-hearted
- Team players
- Creative
- Resilient

Halliford School prides itself on the quality of the teaching and pastoral care provided to its students. To this end we seek, develop and retain teachers who value the well-being and individual progress of each student.

Aims of this policy

The aims of this policy are to:

- 1) Provide all students with the best possible opportunity to succeed academically
- 2) Ensure that the school meets the requirements of the Independent Schools Standards Regulations in all matters regarding the curriculum
- 3) Ensure that the school has appropriate written documentation as supporting evidence to the fulfilment of the regulations as stated at 2 above.

Equality Statement

At Halliford School we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and able to participate fully in school life.

Responsibilities

The Headmaster will:

- Oversee the drafting and updating of the Curriculum Policy
- In conjunction with the Deputy Head Academic and Heads of Department, review and develop the curriculum appropriately to meet the individual needs of the students in the school

The Deputy Head (Academic) will:

- Draft and update the Curriculum Policy annually in line with Independent Schools Standards Regulations and other national regulatory requirements
- Inform the Headmaster, Heads of Department and other teaching staff of any changes to the regulatory requirements that need to be made to the Curriculum Policy
- Monitor the delivery of the curriculum at Halliford School and ensure that it is being delivered across all departments in the school.
- Regularly review the range of subjects and qualifications on offer at Halliford School and propose any changes designed to ensure that the curriculum is appropriate, challenging and meets the needs of all students.

Heads of Department will:

- Ensure that their departments comply with this policy and report any lapses to their line manager
- Maintain professional dialogue across the school
- Ensure that there are long term curriculum plans and Schemes of Work in place to cover all teaching in the school and that these make provision for the ages, aptitudes and needs of all students, including those with an EHC plan
- Ensure that these plans and schemes do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

All teaching staff will:

- Comply with the terms of the Curriculum Policy
- Work actively to ensure the curriculum meets the needs of their pupils

Procedures

In accordance with the Independent Schools Standards Regulations, we provide:

- a) full-time supervised educations for pupils of compulsory school age (construed in accordance with Section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.**

Evidence Base:

Our website, curriculum guides, student timetables, departmental handbooks (see (b) below), lesson observations and work scrutinies.

- b) that pupils acquire speaking, listening, literacy and numeracy skills**

Evidence Base:

Work and planning scrutinies, speaking endorsements in MFL and English, lesson observations and other review mechanisms including, explicit tests on these topics. feedback from parents and students ensure the place of these skills across the curriculum.

- c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country**

Not applicable to Halliford School

- d) personal, social, health and economic education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010**

Evidence Base:

The school's policy and scheme of work for PSHE, departmental SMSC statements and records of assemblies. This shows how the school actively promotes spiritual, moral, spiritual and cultural development. Assemblies that have been recorded

- e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that is presented in an impartial manner; enables them to make informed choices about a broad range of careers options; and helps to encourage them to fulfil their potential**

Evidence Base:

The school's aims and ethos are built around preparation for the future and throughout the school an age-appropriate programme is provided.

The school provides formal careers guidance from Year 7 upwards as part of the PSHE programme. In Year 8 students participate in an Enterprise day. In Year 9, guidance is targeted at assisting students with GCSE options choices. All pupils in Year 10 undertake work experience for a week at the end of the Summer Term.

In Year 11, all pupils are offered the opportunity to register with the Morrisby organisation, and from this point receive tailored careers guidance to the age of 23 including a psychometric profile to determine skill-sets and assist future choices. In Year 11, the focus is also on A-level choices and students are offered a number of opportunities including a Sixth Form Taster Day, as well as guidance from the Senior Management Team on A-level choices.

In the Sixth Form there is a programme of regular careers talks as well as the guidance provided by the school on university applications through UCAS and other career routes such as apprenticeships. The school subscribes to the Unifrog website. Students in Year 12 are offered interview practice with a team from BP as part of their careers programme. Students have meetings with the head of Sixth Form to discuss, further education, higher education and apprenticeships.

- f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and languages skills**

Not applicable to Halliford School

- g) a programme of activities which is appropriate to the needs of pupils above compulsory school age**

Evidence Base

Students are offered a range of over 20 subjects up to Advanced Level. In addition, the school runs a programme of enrichment activities focussing on areas such as careers, leadership and charity work. Sixth Form students are actively encouraged to undertake the Extended Project Qualification (Level 3). Some clubs are super curricular taking academic study beyond the limits of the specifications. A programme of senior games remains in place on a Wednesday afternoon.

h) for all pupils to have the opportunity to learn and make progress

Evidence Base

Schemes of work indicate how the work will be differentiated and what student outcomes will be. Provision is made in lessons for a range of abilities, including extension tasks and support for students with S.E.N.D..

All teachers are trained in Quality First Teaching and use a range of teaching styles and strategies to accommodate different styles of learning. Target setting and other strategies including mentoring, subject support and personalised support programmes are in place for students of all abilities.

The core curriculum is open to every student and there is extension opportunity and learning support as required. Regular assessments are made of students' work to establish a level of attainment and future planning. Student progress is tracked half-termly in line with the assessment calendar. Individual student progress is reviewed by the staff in Grade Review Meetings.

Formative and summative assessments take place throughout the year in all subjects. Information on student progress and achievement is communicated to parents through twice yearly parents' evenings, a full written report once a year and regular grade cards.

i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

Evidence-Base:

The school informs parents of students in each year group about the academic, pastoral and extra-curricular programme for that year group through the Curriculum Information Evenings held at the beginning of the Autumn term. In addition, the policy and schemes of work for PSHE, the whole school careers programme, notes from whole school assemblies as well as the programme of visiting speakers, educational visits and school charity work (led by the Sixth Form) all provide evidence of the many and varied ways in which students at Halliford School are prepared effectively for the opportunities, responsibilities and experiences of life in British society. The School Council further embeds awareness of democratic processes through mock elections. Work experience takes place in Year 10 after examinations and provides an insight into working life.

Baseline Testing

A schedule of CEM baseline testing is used to enable target setting against which student progress is tracked and outcomes are measured. Year 7 pupils do MIDYIS, Year 10 YELLIS and Year 12 ALIS (including GCSE grades). Staff have been trained in interpreting and using this baseline data. It also informs our evaluation process of final outcomes for pupils in public examination performance. Our reporting schedule shows the overview of how assessments, parents' evenings, students' self-assessments and staff reviews of outcomes are planned throughout the year to maximise opportunities for intervention and challenge where required.

Reporting

The reporting structure has been reformed.

The 'effort' of a student in a subject has been restructured into 3 distinct areas or 'behaviours for learning':

1. Engagement in lessons
2. The Quality of Work Produced
3. Independent Study and Homework.

Each area is graded 1-5 where 5 is the best and 1 is the worst.

These were drafted by senior leaders and shared with staff. Staff were then asked to contribute ideas and to edit the statements. Staff feedback helped shape the best fit rubrics overleaf.

These have been used by staff and inputted into iSAMs for one year group. The staff have received training on how to award these behaviours and the descriptors and rationale for change has also been shared with students in assemblies. It should allow for a more granular approach to analysis which allows more specific impactful intervention to occur. I.e. to address a student's behaviour in lessons, potentially by using a report or to discuss at home the arrangements in place for a student to complete their work. Prior to this, both issues would have been less easily distinguished by the data and less effective strategies put in place. PSHE reports are now in place where only the behaviours are reported.

Level	Red (1)	Amber (2)	Yellow (3)	Green 4	Green 5
Independent Study and Homework	Has a very poor homework record. Deadlines are frequently missed; when work is submitted it is nearly always below expectations. Does not act on guidance	Homework is usually completed and handed in on time although some deadlines have been missed. The quality of work produced is often below expectations and guidance is rarely acted upon. There is rarely evidence of independent study.	Homework is normally completed on time and is of a reasonable standard. Guidance is sometimes acted upon, but this is not always the case. There is some evidence of independent study at times.	Homework is always completed to a good standard. Guidance is welcomed and acted upon consistently. There is normally evidence of independent study in the work produced.	Homework is impressive, demonstrating a genuine passion for learning and the subject matter. There is a keenness to seek out guidance and improve on the work produced. A thirst for independent study is prevalent.
Behaviour for Learning (Quality of Work)	Work produced is presented poorly, with minimal care or attention to accuracy or detail. Approach is disorganised and is a poor representation of progress, lacking any real insight in the subject matter.	An attempt is made to present work well, but it too often lacks detail, accuracy and organisation. Any insight into the subject is superficial at best and demonstrates limited progress.	A genuine effort is made to deliver quality work that demonstrates an accurate understanding of the subject material, however this can lack detail. Efforts are made to present work in a clear and well-organised manner.	Work is completed to a good standard and demonstrates a strong understanding of the subject matter. Work is accurate, detailed and demonstrates good progress. Genuine efforts are taken to improve, and re-writing / editing is commonplace	Work is completed to a consistently excellent standard, demonstrating real insight and skill in the subject area. There is a genuine sense of improvement and eagerness to become an expert in the subject.
Behaviour for Learning (Engagement)	Rarely demonstrates a positive attitude for learning. Commitment and participation are often a serious concern. Disrupts lessons which impedes learning and progress.	Demonstrates varying levels of commitment. Sometimes needs encouragement to participate. Can get distracted and distract others which can have a negative impact on the learning environment.	Generally consistent and positive attitude for learning. This is helping progress but is not yet consistent. Usually committed to meeting expectations and participates in most activities. At times they may be passive in their learning.	Attitude to all aspects of learning is positive and this supports consistently good progress. Frequently shows determination to achieve full potential. Participates fully in all activities and is an engaged member of the class	An excellent attitude towards learning is demonstrated. This has a very strong impact on their progress. Demonstrates maturity and dedication to self-improvement and is willing to support others. Often takes a lead in activities and is highly engaged in class.

*Approved by the Governing Body September 2020
To be reviewed September 2021*

Reporting of Academic progress has also changed. Students are now issued with a progress grade and a challenge grade.

Challenge Grades:

The Challenge grade is generated by CEM data and then contextualised by academic staff and approved by Senior management. It is the grade a student could achieve if they consistently challenged themselves academically in a subject across an academic year. It is not a prediction as not all students will apply themselves in this manner. It is not being phrased as a 'target' as previously, target grades were something a student was aiming for in the exam, i.e. on track to get. This interpretation causes difficulty when students fail to achieve this grade or it is not awarded as a centre assessed grade.

Progress grades:

A progress grade is a reflection of the level of work completed by a student since their previous report.

It is different at different key stages to reflect the results that would be awarded to students on their results days.

They are given in subjects so as to resemble as closely as possible the set of results a student could achieve on results day. I.e. at GCSE English Language and English Literature are reported on separately. Combined science will be reported on as science. EPQ will be reported as a subject for the first time.

At A-level the progress grade is 1 grade (previously two had been awarded if a student had two teachers and is given in A*-U format).

At GCSE (Years 10 and 11 and Year 9 in maths and science) students will receive their target grade in 9-1 format.

At KS3 a Halliford numerical grade will be reported. This is best represented as follows:

Grades	Grade Descriptor
7-9	A student is demonstrating an excellent understanding of the subject material covered, and /or skills required to perform at the highest level. They attain consistently above their peers and are capable of outstanding work.
4-6	A student is demonstrating a fair to good understanding of the subject material covered, and /or skills required to perform at a high level. They attain consistently in line with their peers and are capable of producing very good work.
1-3	A student is demonstrating a poor understanding of the subject material covered, and /or skills required to perform at a basic level. They attain consistently below their peers and rarely produce work of a high quality.

This is a grade that is relative to other Halliford students and not comparable beyond the school. It does however give staff, students and parents an accurate understanding of where their child sits within a year group matched against departmental criteria.

Commendations

Starred Commendation: A report where all behaviours for learning are 4s and 5s a starred commendation is awarded.

Commendation: A report where all behaviours for learning are 4s and 5s and there are no more than three grade 3s (at KS3 and KS4, one grade 3 at A level) are commended.

Tutor's Commendation: For all Year groups there is the opportunity for form tutors to reward students who may not have qualified for a commendation or a starred commendation with a Tutor's Commendation if they feel that a student has worked particularly hard or made significant progress. These are discussed by the staff at the half-termly Grades Review Meetings.

Fundamental British Values

Through various means such as the teaching of PSHE and other curriculum subjects, whole school assemblies, the pastoral care system and the reward and sanction system of the school, students are enabled to develop self-knowledge, self-esteem, and self-confidence. In the first instance, pupils' self-esteem and self-confidence is developed through verbal praise from their form tutors and subject teachers as well as by positive and formative feedback on their written work. There is a formal system of reward starting with merit marks for good work and good behaviour, and the accumulation of 50, 100, 150 and 200 merit marks is acknowledged by senior staff at the school. There is also an Inter-House Merit Cup. Excellent extended or project work is rewarded with a "bene" and the acquisition of six or more "benes" within a school year leads to awarding of a "bene" prize at Speech Day. The accumulation of a high number of good or excellent effort grades leads results in commendations and starred commendations which are awarded at end-of-term assemblies according to clear criteria set out on the front of students' reports.

Students are enabled to distinguish right from wrong and taught to respect the rules of the school. Form tutors and Heads of House play a pivotal role in encouraging and supporting this. Students are encouraged to accept responsibility for their behaviour and learn to accept the consequences in the form of sanctions when they fall short of our expectations. As students rise through the school they are encouraged to show initiative and take on positions of responsibility such as prefect roles in the Sixth Form. They can also represent their own views and those of their peers by participating in the School Council.

Through PSHE lessons they learn about the civil and criminal law of England and how it pertains to them. They also acquire a broad and general knowledge of and respect for public institutions and services in England in PSHE lessons and this knowledge can be further developed through the study of subjects such as History, Geography, Government & Politics, Economics, Business Studies at GCSE and A-level. All students study Religious Studies, History and Geography as well as two Modern Foreign Languages throughout Key Stage 3, which enables them to acquire an appreciation of and respect for their own and other cultures and furthers tolerance and harmony between different cultural traditions. Outside of the curriculum space has been provided as a prayer room for students.

One of our stated aims as a school is to provide a clear moral framework that is accessible to all students and respect for each other and for other people is a fundamental part of this. Students are encouraged to respect democracy and democratic processes, including the basis on which the law is made and applied in England, through the PSHE curriculum as well as through participation in Student Council, mock elections (eg. in the run up to general elections and the EU referendum) and through assemblies.

Halliford School accepts students from a wide range of cultural, intellectual and economic backgrounds and we are proud of our inclusive culture in which all individual students are encouraged to be the best they can be and differences (such as the protected characteristics set out in the Equality Act 2010) are respected. For example, students with recognised learning disabilities are accommodated with individualised support from the Learning

Support department, bespoke timetables where appropriate and access arrangements in public and internal examinations. There is no discernible difference between the performance of those students and the performance of other students relative to their baseline ability.

Preparation for life in British Society

Students are prepared for life in British Society by several means. We encourage students to respect both themselves and each other in making them follow the School Rules and Student Code of Conduct (which are printed in the student planners). Students are prepared for qualifications such as GCSE and A-level that will ultimately allow them to go on to further study or apprenticeships and future employment. Year 10 students undertake work experience in the Summer Term and Year 11 students access Morrisby profiling and careers interviews. Year 12 students have a lecture series designed to prepare them for future careers and have are given interview practice and guidance from BP in the Summer Term. The PSHE schemes of work and outline plan encourage students to prepare for life in British Society. Student-led initiatives are very much encouraged. Sixth Form prefects lead school charitable events and fundraising, through which all students gain skills and experience that will enable them to understand their place in and the need to contribute to British society. From lockdown, students have also made significant progress in becoming digitally literate and efficient in sharing and receiving information online with their teachers. Responsible use of MS teams has helped here and video conferencing is now commonplace for staff and students. Lesson streaming is available for students as required when in line with our remote learning guidance for parents.

Prevent Duty

Staff at Halliford school receive safeguarding training that is updated annually, and are therefore fully aware of their responsibilities under Section 26 of the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”. Visitors to the school are required to sign in at reception, wear a visitor’s badge and to be accompanied by a member of Halliford staff whilst on the school site. Visiting speakers are obliged to comply with our Visiting Speakers Policy and are also accompanied on site at all times. Staff are aware of the need to intervene in or stop any talk should they feel that it is inappropriate or that students are at risk of being radicalised, and to undertake a reasonable amount of research into the speaker’s background and previous talks given. We have recently made a significant investment in improved IT facilities and increased monitoring of students’ use of computers. All of this, along with the curriculum in Computing and PSHE, is designed to keep students safe and to teach them how to interact appropriately with technology, and to know how to respond if they encounter anything that makes them feel uncomfortable.

Extra-Curricular Statement

Halliford School aims to provide a balanced and wide-ranging programme of extra-curricular activities and details of these can be found at the rear of the blue calendar booklet for each term. These are designed to keep students busy and physically active and to promote intellectual curiosity. Students and staff are strongly encouraged to participate in the extra-curricular life of the school. In addition to the usual sporting and musical activities there are a number of activities that support or complement the academic curriculum of the school, from “helpdesk” or support sessions in Science and Languages, to Quiet Study, to STEM clubs (Eco-STEM, Tech-STEM and Science STEM), Current Affairs, Model United Nations, and Debating. There is an Inter-House Public Speaking Competition at the end of the Summer Term. In addition to this, students who are identified as Potential High Achievers are invited to join the “Colloquium” which meets half termly. Staff are invited to give run seminars for the colloquium on a subject of their choice that will challenge our potential high achievers to consider different ways of thinking and subject matter that falls beyond the normal school curriculum.

Study Skills

In response to the increased content and demands placed on students by the new style GCSE and A level curricula, Halliford School has established a programme of study skills to equip our students with the necessary skills to prepare them for success.

Year 7 & 8

Sessions on study skills and revision techniques along with a module on preparing for the formal summer examinations are embedded within the PSHE weekly sessions. In addition in the summer term, departments will dedicate lesson time to helping students prepare for the summer examinations and will produce appropriate resources to support students. Elevate, an external company deliver a tailored session on study skills for students in Year 7 and 8.

Year 9

In preparation to the formal start of GCSEs in Year 10 we have developed a specific course for our Year 9 students. This course covers a wide range of topics to equip them with the necessary skills to make a successful start to their GCSE courses,

The topics include:

- Revision technique
- Coping and dealing with stress
- Subject specific resources
- Time management
- Creating individual revision plans
- Psychological aspects of revision and stress

Elevate, an external company deliver a tailored session on study skills for students in year 9.

Year 10 & 11

The PSHE course helps students reflect on their current learning habits as do assemblies and evening talks which refer students to metacognition and being aware of a number of strategies to improve their learning. Elevate, an external company deliver a tailored session on study skills for students in years 10 and 11. Year 11 students receive a series of 8 assemblies leading up to Easter sharing revision techniques. They are also provided with a booklet of revision strategies. Parents of year 11 receive an information evening on how to prepare for study leave and an exam series.

Sixth Form

The PSHE course helps students reflect on their current learning habits as do assemblies and evening talks which refer students to metacognition and being aware of a number of strategies to improve their learning. Elevate, an external company deliver a tailored session on study skills for students in years 12 and 13. Assemblies and discussion with sixth form tutors aid revision and learning. The focus of much of these sessions is to help students prepare for long examinations assessing large knowledge rich specifications, they will therefore focus on memory strategies.

Monitoring

- The curriculum will be reviewed annually as part of the school's cycle of review and evaluation
- The Governing Body will receive a termly report on the curriculum from the Headmaster.