



Halliford
School
SHEPPERTON

Curriculum Policy

September 2024

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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 co-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) In line with our ambitious Mission Statement, Vision and Values we aim to provide a rich, relevant and dynamic curriculum, which engages all pupils and ensures excellent progress.
- 2) Provide all students with the best possible opportunity to succeed academically.
- 3) Ensure that the school meets the requirements of the Independent Schools Standards Regulations in all matters regarding the curriculum.
- 4) 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.
- Ensure that, by the end of the academic year, all Heads of Department note where their lower school curriculum coincides with the National Curriculum and, where our curriculum is distinct from the National Curriculum, ensure Heads of Department can justify their decision.

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.
- Justify any deviation in the lower school from the National Curriculum.

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:

Paragraph 2 Section 1:

- a) Halliford School provides a written policy on the curriculum, supported by appropriate plans and schemes of work, which provide for the matters specified in sub paragraph 2 and is drawn up and implemented effectively.**

Evidence Base:

The incumbent document, the curriculum plans document and schemes of work from all departments.

- b) The written policy, plans and schemes of work:**

- i. take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and**
- ii. 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.**

Evidence Base:

The incumbent document, the curriculum plan document, curriculum guides, schemes of work, EHCP documentation where relevant and the ii, - evidenced through student voice, lesson observation and departmental reviews and department Line Management minutes.

Paragraph 2 Section 2 For the purposes of paragraph (2)(1)(a), the matters are:

- 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, (see (b) below), lesson observations and work scrutinies.

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

Evidence Base:

Work scrutinies, speaking examinations in MFL, 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 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, and cultural development. The Assembly Rota and 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, including talks from external careers professionals. In Year 9, guidance is targeted at assisting students with GCSE options choices. All pupils in Year 10 receive a detailed 1:1 consultation with our independent Careers Advisor who then provides

the students and parents with a detailed report. **The Head of Futures meets with students after these meetings should any 'follow up be required'.**

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 which also supplies careers advice.

Students have meetings with the Head of Sixth Form to discuss, further education, higher education and apprenticeships. In addition, further 1:1 careers interviews with an independent careers advisor are offered to all sixth form students. In addition they undertake work experience for a week at the end of the Summer Term.

By the end of the academic year, the Deputy Head Academic will audit the provision of economic education throughout the school.

- 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 21 subjects 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 complete (unless they are studying 4 A levels, or there are extenuation circumstances) the Extended Project Qualification (Level 3), which can focus on any academic element of the students choosing.

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. There is an external lecture series every Thursday with talks from individuals or agencies.

Evidence of this can be found in Course Guides, Prospectus, Schemes of Work, Curriculum Guides, and the List of co-curricular activities

- 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 SEND.

Lesson observations evidence that students at Halliford receive a variety of successful teaching styles and strategies to accommodate different styles of learning. Target setting and other strategies including both staff and peer 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 academically by departments and pastorally by the staff in Grades Review Meetings.

More able students are enrolled onto the **Exceptional Performers** programme and given many extension opportunities, such as a lecture series and completion of critical thinking projects with the guidance of the **Head of Exceptional Performers (EPs)**. Some tasks are open to all but those on the **EP** list must attend.

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 the Lower Sixth 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 complete MIDYIS testing, Year 10 complete YELLIS testing and the Lower Sixth complete ALIS testing which also makes use of GCSE grades. Students who join the school in year 8 or 9 also complete this series of testing. 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. Feedback on the CEM testing results are discussed at Department Review Meetings and used to inform target setting for the upcoming year.

A series of baseline assessments are also undertaken to assess whether students require additional access arrangements to fairly demonstrate their progress through their curriculum. Halliford School uses the GL Exact online assessments to assist in making these judgements. These are sat by students in Year 7, Year 9 and Lower Sixth students.

Reporting

The 'effort' of a student in a subject is structured into 3 distinct areas or 'Behaviours for Learning':

1. Engagement in lessons
2. The Quality of **Classwork** 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 Online Assessment Manager and Reports Manager. 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 allows 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.

PSHE reports are now in place where only the behaviours for learning are reported (until the end of year exam in Year 7,8 and 9)

At GCSE, both English Language and English Literature are reported on separately to reflect the nature of two distinct qualifications being taught.

Where students study combined science, a combined grade is issued to replicate the result sheet at the end of the qualification.

Level	1 - Cause for Concern	2 – Poor	3 - Satisfactory	4 - Good	5 - Excellent
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.

Students are issued with a Progress grade and a Challenge grade.

Challenge Grades:

The Challenge grade is generated primarily 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 challenge 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 examination, i.e., on track to get. This interpretation causes difficulty if students fail to achieve this grade.

Progress grades:

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

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

Progress grades 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: Trilogy will be reported on as science eg. 6/6 rather than individual grades per discipline.

At A- level the progress grade is a single Grade and is given in A*-U format.

At GCSE (Years 10 and 11 and Year 9 in Mathematics and Science) students will receive their Challenge 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 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.

Commendations

Starred Commendation:

At KS3 and GCSE a starred commendation is awarded for an average BfL grade of 4.2 or above

At A Level a starred commendation is awarded for an average BfL grade of 4.5 or above.

Commendation:

At KS3 and GCSE a commendation is awarded for an average BfL grade of between 4.0 and 4.2

At A Level a commendation is awarded for an average BfL grade of between 4.2 and 4.5

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.

The Reporting Calendar:

The timetable for reporting is as follows:

Year Group/s	Term	Report Type	Deadline Grade Subject Comment Entry Date	Deadline FT Comment	Report Published on Parent Student Portal
11	Autumn 1	Grade card	4-Oct	Not required	11-Oct
7, 8, 9, 10, L6 & U6	Autumn 1	Grade card	11-Oct	Not required	18-Oct
7, 8, 9, 10 & L6	Autumn 2	Grade card with FT comments	6-Dec	10-Dec	13-Dec
U6	Spring 1	Grade card with FT comments	7-Jan 12:00	7-Jan 16:00	8-Jan
11	Spring 1	Grade card with FT comments	7-Jan 12:00	9-Jan 09:00	10-Jan
9	Spring 1	Grade card	24-Jan	Not required	31-Jan
7, 8, 10 & L6	Spring 1	Grade card	7-Feb	Not required	14-Feb
11 & U6	Spring 2	Full report	14-Mar	19-Mar	4-Apr
7, 8, 9 & 10	Spring 2	Grade card with FT comments	21-Mar	25-Mar 16:00	28-Mar
L6	Summer 1	Grade card with FT comments	25-Apr 09:00	28-Apr 12:00	29-Apr
10 & L6	Summer 2	Exam card	4-Jun	Not required	6-Jun
7, 8, 9, 10 & L6	Summer 2	Full report	20-Jun	24-Jun	11-Jul

Rewards for Engaging with the Curriculum

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". 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.

Fundamental British Values

Rule of Law

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.

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.

Democracy

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. 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 (e.g., in the run up to general elections and the EU referendum) and through assemblies.

Individual Liberty

Assemblies are very often values based, whether in whole school assemblies delivered by the Senior team, Heads of House, individual teachers or students themselves. Whilst the school values are promoted vehemently as evidenced by the award of half termly certificate for those embodying the value, more importantly are that the boys are free to make these decisions for themselves. Modern Slavery and Coercive Control are ideals which have been reviewed and discussed. Assemblies often feature themes such as Black Lives Matter, Everyone's Invited and black History Month.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

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. Religious events from various faiths are celebrated, such as those Hindu students celebrating Diwali and also sharing their knowledge about this festival in Assemblies.

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.

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. Lower Sixth students undertake work experience in the Summer Term and Lower Sixth students also have a lecture series designed to prepare them for future careers. 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. In line with the school's progressive IT Strategy, students make 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 now only in exceptional circumstances. Whilst students are proficient online, they are also taught explicitly about online behaviour through PSHE schemes of work.

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.

Co-Curricular Statement

Halliford School aims to provide a balanced and wide-ranging programme of co-curricular activities and details of these can be found within the published calendar of co-curricular events, which is sent to parents each Friday and is shared in isams. 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 co-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 'clinics' or support sessions, to STEM clubs, Current Affairs, and Debating. There is an Inter-House Public Speaking Competitions throughout the year.

Exceptional Performers

In addition to this, students who are identified as 'Academic' Exceptional Performers are invited to join EP Programme including, but not limited to, extra academic opportunities, further reading, mentoring, trips, competitions and the extended lecture series which is held fortnightly. Junior member of the EP programme attend sessions fortnightly looking at their ability to think critically and produce project work on their own choice of topic. Staff are invited to run seminars on a subject of their choice that will challenge our Exceptional Performers to consider different ways of thinking and subject matter that falls beyond the normal school curriculum.

Academic Collaboration Week

The Last Half Term of the Academic Year is short; often 5 weeks. The first two weeks (For years 7-9) are centred around internal examinations. The third week is used to provide feedback on the examinations and allow for correction and improvements. The last week of the year comprises activities / trips, sports day, speech day and the final assembly. The penultimate week of the year is given over to work experience in year 10 and Lower Sixth. Years 7-9 are taken off timetable and given a series of five themed days in which they must work in groups to complete various projects and solve a variety of problems. Students reflect on their performance as their homework for this week in a booklet recording their work and the values they have demonstrated. Details of the construction of Academic Collaboration can be found in the Curriculum Plan.

Summer Work and Homework

As terms are short and contact time with students invaluable, homework continues to be set, for details please refer to the curriculum plan. Homework in Years 9,10 and 11 includes the mandatory use of Tassomai to augment retrieval practice in Science, English Language and English Literature.

In Years 7,8,9 A programme called Accelerated Reader is now used as a part of mandatory homework to raise literacy habits across the lower school.

Introduced in the Summer of 2022 and continued to date, a whole school scheme of Summer Work was introduced for years 9 into 10, 10 into 11, 11 into L6 and L6 into U6. The bridging work is designed to improve the start point of GCSE and A level teaching groups. For a more detailed review, please see the curriculum plans document.

Study Skills

To support student at every phase of their academic life at Halliford School, there is an established programme of study skills to equip our students with the necessary skills to prepare them for success.

Years 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 Years 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
- In preparation for the EPQ, which is studied mandatorily at A level, students complete an independent project across 7 weeks, teaching them the skills that are required. Students will share their success in this their study skills lessons.
- Science Skills are taught explicitly during three lessons of the study skills curriculum.

Year 9 students also get an Elevate session ahead of their end of year examinations to help with revision strategies.

Years 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 assemblies leading up to Study Leave 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.

Elevate

In response to positive feedback from students, the 'Elevate' offering has been extended for 2023-2024.

Students in Year 11 and the Upper Sixth receive an Elevate Session in October to prepare them for revising for the Mock Examination Series in November. Lower Sixth are also offered a session on Time management in October to ensure they are using their study periods successfully.

Students in Years 7,8,9,10 and the Lower Sixth receive a session in April to allow them to prepare for their End of Year Examinations.

These will continue to be monitored by feedback forms. (Feedback from sessions already taken place in 2023: 68 out of 70 Year 11 students would recommend their session, 56 out of 57 Lower Sixth would recommend the sessions and 20 out of 27 students in the upper sixth found it useful.)

Elevate follow up each revision session provided to students with a parental talk shortly after to triangulate the messages trying to be conveyed.

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.