

Highfield Humanities College



HIGHFIELD



CURRICULUM POLICY

We aim to provide a supportive, friendly learning environment that promotes high achievement, a desire to learn and respect for others.

Highfield Humanities College is committed to high achievement, effective teaching and learning and good relationships between staff, pupils, parents and the wider community. The School promotes the knowledge, skills and attributes essential for adult life in a rapidly changing technologically based society. The wider community is embraced as a valued contributor to pupils' attainment and personal development.

Compiled by: P. Westhorpe	Date: September 2010
Adopted by: Governors - Curriculum	Date:
Date Revised:	Date Ratified:
Policy to be updated: 1 / 2 / 3 / 4 / 5 years	Next Update Due: September 2011
DDA Compliant:  	

Aims of the Policy

The purpose of the curriculum is to help pupils to:

- enjoy their learning
- be healthy
- stay safe
- make a positive contribution
- achieve economic well-being
- develop lively, imaginative and enquiring minds
- gain knowledge and skills relevant to adult life and a world of rapid and continuous technological change
- achieve qualifications which are recognised by the Q.C.D.A. which will contribute to their educational progression at the age of 16
- have sound numeracy and literacy and IT skills
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- develop an understanding of the world in which they live
- appreciate human achievements and aspirations
- take their place in society as informed, confident and responsible citizens
- understand the wide range of careers and further education options available to them on leaving school



- enjoy challenge
- set high targets for succeed

Main Principles

- The curriculum will have the following characteristics: breadth, balance, relevance, differentiation; progression and continuity.
- The curriculum will develop with input from teaching staff, pupils (pupil voice), parents and school governors.
- The curriculum will offer pupils choice and be able to provide 'learning pathways' which are relevant to individual pupil's ability and aspirations.
- The curriculum will promote knowledge and understanding, mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes
- Equality of access for all pupils to academic and vocational experiences
- The school will provide appropriate tasks and teaching techniques to support high expectations and appropriate challenge
- The requirements of the 14-19 White paper will be met including sound IAG for all pupils and a specialised curriculum for foundation learners.
- All pupils have an entitlement to work related learning at KS4
- All pupils have access to experiences outside the classroom
- Parents should be provided with curriculum information relevant to their child during both key stages
- The curriculum is subject to planned evaluation and review by all staff

Outcomes:

The curriculum will:

- deliver the current and future statutory requirements
- be broad, balanced, relevant and differentiated enable pupils to fulfil their potential
- prepare pupils to make informed and appropriate choices post 16
- meet the needs of the full range of abilities within the school
- ensure continuity and progression within the school and between phases of education
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- encourage a respect for the school and its environment so that learning is a positive and pleasurable experience for all
- help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- help pupils acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world
- help pupils to use language and number effectively
- help pupils develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life
- help pupils understand the world in which they live
- help pupils to appreciate human achievements and aspirations
- be IT 'rich' wherever possible

The School therefore will provide:

- an environment in which young people of **all** abilities are able to develop the skills and attitudes which will facilitate lifelong learning and sustained personal development.
- a flexible curriculum at KS4 in partnership with Blackpool and the Fylde College.
- a modern working environment rich in information technology infrastructure
- opportunities for pupils to work beyond the normal school day (including residential experiences)
- activities allowing pupils to perform publically in music, dance, art, sport and public speaking



Highfield Humanities College is a Specialist School and, as such, is committed to:

- raising standards of achievement in all subjects but with special emphasis on Humanities (Religious Education, History and Geography)
- extending the range of opportunities available to children which best meet their needs and interests
- developing a unique identity within the South Blackpool Community: working with and benefiting other schools in the area, both secondary and primary
- strengthening the links between our 4 local colleges, training providers and the wider community



Clare and Caitlin Receiving their final contribution from the Blackpool South Rotary Club who sponsored their trip to Africa to carry out voluntary work refurbishing a primary school.

Highfield Humanities College Learning Pathways:

Highfield has developed two distinct PATHWAYS for pupils at Key Stage Four. These are shown in the diagrams below: However, Pathway two has many curriculum routes allowing children to choose Academic, Vocational, Level 3 and off site courses to suite their needs.

Exemplar Pathway Model

During year 9 teachers undertake an in-depth look at the Year Group including:
ABILITY/APTITUDE/PREFERED LEARNING STYLES/CAREER ASPIRATIONS
and give guidance to pupils when they make their KS4 Choices.

PATHWAY 1

Foundation Learning

A small number of pupils estimated at 15% of the Year Group

All pupils taking Pathway 1 will take subjects in the CORE CURRICULUM, these subjects are compulsory for all pupils in Year 10 and 11.

Pupils who find traditional examinations difficult and would prefer a more vocational bias to their learning.

This group will follow a reduced diet of GCSEs and would have the opportunity to follow a combination of GCSE, ABC, BTEC and other accredited courses.

Off site learning, based at three Blackpool and The Fylde College campuses, will form part of this pathway.

All Foundation Learning pupils will follow accredited courses leading to recognised qualifications suitable for Foundation Learning.

PATHWAY 2

The majority of pupils estimated at 85% of the Year Group

All pupils taking Pathway 2 will take subjects in the CORE CURRICULUM, these subjects are compulsory for all pupils in Year 10 and 11.

Pupils keen to follow a traditional range of subjects leading to mainly GCSE qualification but also including Level 3 and BTEC qualifications at the end of the Key Stage.

In addition to the core subjects mentioned above, Pathway 2 offers choice, allowing pupils to follow courses in subjects they enjoy and have an aptitude for.

Pupils following this pathway will, through hard work, succeed in gaining GCSE or BTEC passes that will allow them to make progress in the next stage of their learning.

Example: Pathway 2 Options (2010)

BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4
Geography	Drama	BTEC Art*	BTEC Art*
History SHP	French	GCSE Art	Short Course Geography
BTEC Travel & Tourism*	Graphic Products	Music	Short Course P.E.
BTEC Health and Social Care*	Textiles	German	BTEC Travel & Tourism*
History [Modern]	Food Tech.	Business Studies	BTEC Health and Social Care*
	Resistant Materials	French	Dance**
	AS level RE**	BTEC PE*	BTEC PE*
	Geography	OCR ICT	Citizenship
	History	Full Course P.E.	Extended Science Option
BTEC Construction*	BTEC Construction*		OCR IT
BTEC Engineering*	BTEC Engineering*		

The exact make-up of the blocks changes each year after consultation with parents and pupils.

All subjects are GCSE except:

* BTEC subjects which span two option lines.

** AS Level 3 RE which requires out of hours additional learning time

Highfield Humanities College Curriculum:

- Each area of the curriculum is allotted sufficient time to make its specific contribution.
- The amount of time allocated to each subject is discussed by Department Heads and Subject Leaders regularly.
- A one week timetable is operated which consists of 25 one hour time slots (periods) giving a 25 hours per week for the curriculum to be delivered.
- Many subjects group their time slots to give longer time block.
- KS4 starts following the half term break in June.
- We widely use out of hour learning to allow more pupils to follow their desired learning pathway.
- Subjects may not run if number of pupils opting for them is low.
- Provision is made within the school for all pupils with special needs.
- Additional support is provided for pupils within the classroom and within the Special Needs department's own facilities.
- The option of two foreign languages, a level 3 RE-AS course and the three separate GCSE science subjects, along with the progressive introduction of setting, stretches the brightest children in the school.
- Wicked Science is the chosen course for KS3 Science.
- Options are chosen at the end of the Autumn Term in Yr 9 allowing pupils to make informed decisions early ready for a June roll forward to KS4.
- Pupils may change options during June and July if supported by parents and their teachers. In September it is unlikely that option changes will be made.
- Pupils at the end of KS3 can opt to specialise in Humanities and can take up to three Humanities GCSE Courses.

- A suite of BTEC vocational qualifications compliment our GCSE courses. These are taught both on site and at Blackpool and The Fylde College.
- Children may only take one BTEC Course with the exception of one small group of Engineering and Construction pupils who access a second BTEC qualification working out of hours at Blackpool and The Fylde College.
- A single option booklet is produced and pupils may pick learning pathways that suit their ability and meet their aspirations.
- KS4 options are preceded by IAG activity which includes a careers convention, a visit to a skills fair, a professional drama production on making choices, a special parents evening and special events planned within school departments.
- The Key Stage 4 Options booklet is published online and pupils are invited to review their option choices at any time in the run up to the new academic year.
- Close links with Blackpool and The Fylde College exist which allow pupils to take course off site which are of high quality and which have regard to safeguarding.
- Curriculum innovation is encouraged and our staff have been invited to a number of discussion events including a curriculum residential. As a result of discussion new courses and new timetable solutions have been developed.
- Highfield fully supports the Out of Class Learning Agenda.
- Highfield has a long tradition of outdoor education and all pupils have an opportunity to take part in off site day and residential outdoor education visits. We have a strong link with the Lancashire Outward Bound Association who sponsor our pupils taking outdoor education courses at Ullswater National Centre, on a regular basis
- Highfield provides pupils with a school portal which allows pupils to access their IT folders from home.

- We subscribe to a number of online revision programs including MyMaths, e-chalk, SAM LEARNING and others.
- Pupils are also supported by the following:
 - An assertive Mentoring Program in Year 11
 - An extended hours Library Service
 - Easter and spring half term revision schools
 - Numeracy and Literacy Summer School
 - Gifted and Talented Summer School
 - A planned program of homework which is designed to extend learning (including reflection) beyond the school day
- AFL which is a main focus for staff 2010-2011
- We support extended activities which include:
 - Participation in competitive sport
 - Clubs
 - Library and IT late closing
 - Out of hours learning
 - School performances

