



HEATHFIELD SCHOOL

The Curriculum Policy

Policy Area:	Academic
Relevant Statutory Regulations:	ISSR Part 1 Equality Act 2010
Key Contact Personnel in School	
Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head (Academic)
Version:	2023.02
Date updated:	25 September 2023
Date of next review:	01 September 2024

This policy will be reviewed at least annually, and/or following any concerns and/or updates to national and local guidance or procedures.

Introduction

Heathfield School ("the School") offers a broad and balanced curriculum suitable for the needs of pupils aged 11-18. It follows national guidance from the Department of Education in terms of appropriate subjects and time allocation but reserves the right to adapt these for the specific needs, ethos and aims of the School.

In relation to this document and all other documents produced by the School the following should be understood:

Form I	= NC Year 7
Form II	= NC Year 8
Form III	= NC Year 9
Form IV	= NC Year 10
Form V	= NC Year 11
LVI	= NC Year 12
UVI	= NC Year 13

General Aims of the Curriculum

The general aims of the curriculum are:

- to encourage a set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others;
- to generate a passion for knowledge and learning through a broad and balanced curriculum;

- to achieve the best possible exam results for each pupil;
- to enable pupils to develop self-reliance, self-esteem and self-confidence;
- to enable pupils to manage their time and make use of leisure time enjoyably and profitably;
- to promote health and fitness;
- to prepare for future life.

According to the Department for Education, every child is entitled to a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical developments of children at the School;
- prepares the pupils for the opportunities, responsibilities and experiences of tertiary education and adult life in British society.

The School seeks to provide access to opportunities for all pupils which are aesthetic and creative, ethical, linguistic, mathematical, physical, scientific, social, technological, political and spiritual. Pupils acquire skills in speaking and listening, literacy and numeracy through all areas of the curriculum. In addition, all pupils have scheduled games lessons on a weekly basis.

From September 2021 onwards, the School week has been divided into thirty x 1 hour periods on a two week rota.

Pupils with special educational needs (“SEND”) or identified as Highly Able (“HA”) are in receipt of a Pupil Profile, which ensures that their education fulfils their requirements. Pupils for whom English is a foreign language (“EFL”) or who have a special educational need may follow an amended core curriculum as their needs dictate.

The School follows a personalised curriculum where a pupil’s progress is monitored regularly and recorded through the School’s reporting and grading assessment procedures. Schemes of work provide for the ages, needs and aptitudes of all pupils (including SEND, EFL and HA).

Forms I-V

Forms I to III

All pupils take English, Mathematics, French, Spanish, Biology, Chemistry, Physics, History, Geography, Religious Studies, Art, Music, Drama, Physical Education (Games), PSHEE, Textiles, Computing, Flourishing for Learning (Forms I and II) and Cookery. Since September 2021 onwards, Form II pupils are taught a mixture of Latin and Classics which continues through to the end of Form III. However, the School is prepared to consider varying this curriculum provision in individual cases for pupils requiring additional literacy and numeracy support in the Learning Support Centre. All such requests must proceed through the Deputy Head (Academic) and the SENDCo.

Forms IV and V

The expectation is that all pupils take the core GCSE subjects of English Language, English Literature, Mathematics, Combined or Triple Science, and a Modern Foreign Language (French and / or Spanish). Pupils may then choose any three or more. However, the School is prepared to consider varying the Modern Foreign Language requirement in the case of individual pupils showing a particular aptitude in an ancient language (e.g., both Latin and Ancient Greek) or individual pupils requiring additional support from the Learning Support Centre in literacy and / or numeracy, in which case the Modern

Foreign Language expectation may be waived). All such request for Modern Foreign Languages to be waived will be dealt with on a case-by-case basis and must proceed through the Deputy Head (Academic) and, in the case of additional literacy / numeracy support, the SENDCo.

In the Academic Years 2023-2025, the following subjects are running at GCSE Level: Art, Business, Classical Civilisation, Computing, Dance, Drama, Geography, Ancient Greek, History, Latin, Music, Photography, Religious Studies and Physical Education. All pupils are encouraged to take at least nine GCSEs. In addition, all pupils take PSHEE and Flourishing.

Sixth Form

All pupils take three linear A Levels and a Sixth Form Pathways option consisting of either the Extended Project Qualification [EPQ], Maths for Scientists, a Massive Open Online Course ("MOOC") or training for ACTs / SATs. In addition, all pupils will be given a sixth form study and leadership skills programme in the first half of the Michaelmas half term and then elect to take one of the Horizons academic enrichment subjects through to the end of the Lent Term, followed by an introduction to university programme in the Summer Term of the LVI. A few pupils will take four A Levels, subject to agreement with the Deputy Head (Academic) and the Head of Sixth Form. Subjects in the Sixth Form taught in the Academic Years 2023-2025 include Art & Design, Biology, Business, Chemistry, Classical Civilisation, Economics, English Literature, French, Further Mathematics, Geography, Latin, Mathematics, Music, Photography, Physics, Politics, Psychology, Religious Studies, Spanish, Physical Education and Drama & Theatre Studies. In addition, all pupils take PSHE and some will take Leiths. In addition, all pupils take PSHEE and Flourishing. In the Academic Year 2023-2025, the School has additionally offered alternative provision to one pupil unsuited to taking a full complement of A Levels. They will be taking the Level 3 Cambridge Technical Diploma in Sport and Physical Activity with a focus on Sports Coaching, worth two A Levels, to go along with A Level Photography.

PSHEE and the wider curriculum

PSHEE is taught in all year-groups and includes, in age-appropriate ways and in line with the School's ethos and aims, topics such as sex and relationships education, drugs awareness, substance abuse, healthy lifestyle, citizenship, economic awareness, emotional wellbeing, keeping themselves safe and appreciating an awareness of risk (KCSIE), online safety, and building resilience to the risk of radicalisation and extremism (PREVENT). This is in line with Relationships and Sex Education ("RSE") and health education, which are statutory.

Throughout the entire curriculum, lessons teach respect in line with the protected characteristics of the Equality Act 2010, and the upholding of fundamental British values (democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) (SMSC).

Careers guidance

Heathfield School provides a comprehensive and impartial programme of Careers Guidance that follows the pupils from when they start in Form I to when they leave. To ensure that pupils are prepared for each stage of the process these are delivered in a timely manner:

- Form I: pupils are interviewed on a one-to-one basis and complete a questionnaire, in the Lent Term, with a focus on interests and to identify the pupils' aspirations.

- Form II: pupils complete the Morrisby Online 12 plus questionnaire, in the Michaelmas Term, with a focus on identifying interests/industries and potential GCSE options.
- Form III: pupils have a one-to-one interview, in the Michaelmas Term, with the Careers Co-ordinator who has responsibility for careers guidance to provide support and guidance prior to the GCSE Options Fair in the Lent Term.
- Form IV: in the Summer Term, the Morrisby Online 15 plus allows the pupils to update their profile with full psychometric testing to incorporate pupils' aptitude, followed by a one-to-one interview Careers Co-ordinator to fine tune the report to ensure pupils' interest shown. They take the results home over the summer to review with their parents.
- Form V: in the Lent Term, after the A Level Options Fair and mock examinations in the Michaelmas Term, pupils will have a one-to-one interview with the Careers Co-ordinator to identify careers and post-18 education providers that are a good 'fit' as well as the corresponding A levels they may wish to consider.
- LVI: pupils can update their Morrisby profile to incorporate study choices. Pupils begin the UCAS process, conducting course and university research.
- UVI & beyond: pupils have lifetime access to Morrisby Online which includes their profile and the advice available to them.

Other activities offered to Sixth Form pupils

In addition to A Levels, Heathfield also offers pupils the opportunity to develop themselves personally through initiatives such as the Duke of Edinburgh programme, LAMDA, the School's leadership programme, Horizons programme, charity programmes and the National Citizen Service. Pupils can also put themselves forward for leadership positions in the School, including as part of the Head Girl team and House Captains. In addition, pupils have the opportunity to continue with a full co-curricular programme.

Delivery

Responsibilities

- **Senior Leadership Team** - whole School curriculum planning, implementation and evaluation.
- **Academic Team** (Deputy Head (Academic), Deputy Head (Pastoral & Boarding), Assistant Head (Operations), Assistant Head (Co-curricular), Director of Teaching and Learning and the Head of Sixth Form) - curriculum planning, delivery, evaluation, development procedures and promoting good practice.
- **Subject Leaders and Teachers in Charge** - course management (including schemes of work and handbooks), delivery, evaluation and development.
- **Subject Teachers** - action planning, delivery of improvements, implementation and review of developments.

Procedures

- Pupil profiles: reports, grades, MidYIS / YELLIS / ALIS results, examination and end of unit assessment results.
- Course profile: public examination specifications and subject schemes of work.
- Performance indicators: making department targets; comparison with national benchmarks.
- Review of performance.

Changes to courses

Subject Leaders will instigate discussions with the Academic Team, discussed with the Deputy Head (Academic), with changes to courses being final approval of the Headmistress.

Allocation of resources

Requests for allocation of resources are placed with the Bursar, discussed with Deputy Head (Academic) and are subject to final approval of the Headmistress.

Publication

A copy of this policy is published on the School's website.

Related policies

- Careers Policy
- Duke of Edinburgh Policy
- Equal Opportunities Policy
- Highly Able Policy
- Personal, Social, Health, Economic Education ("PSHEE") Policy
- PREVENT Policy
- Relationship and Sex Education Policy
- Safeguarding Children and Child Protection Policy
- Special Educational Needs and Disability ("SEND") Policy