



Innovation, Aspiration and Excellence

Curriculum Policy

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1. Our Curriculum – an overview

Houlton School is an academy within the [Transforming Lives Educational Trust \(TLET\)](#); we define the term 'curriculum' in its broadest sense; therefore, our curriculum comprises all learning and other experiences that are planned for our pupils. Annually, we review the intent of the curriculum, its implementation and how its impact is assessed through our School Improvement Forum (SIF) and our Academy Improvement Management (AIM) Board. We plan the content pupils need to know, how we deliver and sequence the teaching and learning, and the skills required to access the curriculum's content with confidence.

Our academy's curriculum is underpinned by the [Secondary National Curriculum Programmes of Study for England \(2014\)](#). There are also areas of our academy curriculum that extend pupils' learning beyond the requirements of the NC PoS (for example, in Broadcast and the Expressive Arts as an historic link to our campus' heritage as a global centre of excellence for communications). This supports our mission to provide a world class education through an innovative and aspirational experience.

2. Curriculum Intent

We provide an ambitious, broad and balanced curriculum for all, in accordance with [our Academy's ESFA funding agreement](#).

We promote high academic standards that lead to the rapid and sustained progress from individuals' end of Key Stage 2 starting points. The development of widely-educated, confident and responsible young people who are prepared today for the world of tomorrow is the core aim of our curriculum for excellence.

Our pupils experience a curriculum with the rigour of the English Baccalaureate (EBacc) at its heart. Almost all pupils are expected to fill all three slots of the Progress 8 EBacc element, and most are entered for the full, academically rigorous EBacc suite of qualifications. Within this framework, pupil choice and aspiration is prioritised to give each individual the opportunity to proceed to destinations that meet their hopes and dreams for their futures.

Our curriculum prepares pupils for a rapidly changing world whilst learning from the best that has been thought, said and written. We promote and recognise success in a wide range of extra-curricular activities (e.g. the Duke of Edinburgh's Award; local, national and international educational visits; graded Music examinations; Shakespeare Schools' Festival and annual whole-school productions; county sports fixtures) to enable pupils to discover and develop lifelong interests and talents. This rich set of experiences develops pupils' strength of character, their cultural capital and enables them to become empathetic, resilient and independent young people.

3. Curriculum Implementation

The timetable

The Academy operates a two week timetable. There are five 60 minute periods per day as well as 20 minute slots each day for form-time or assemblies at the end of the school day. There are 50 periods in each fortnightly timetable cycle and ten form/assembly slots. There is a ten minute registration, check-in and preparation slot each morning.

The timings of our school day are as detailed below:

8:30am	Pupils Expected on site
8:40 – 8:50	Morning Registration
8:50 – 9:50	Period 1
9:50 – 10:50	Period 2
<i>10:50 – 11:10</i>	<i>Mid-morning break</i>
11:10 – 12:10pm	Period 3
12:10 – 1:10	Period 4
<i>1:10 – 1:50</i>	<i>Lunchtime</i>
1:50 – 2:50	Period 5 (inc. legal afternoon registration)
2:50 – 3:10	Assembly / Tutor Programme Time
3:10pm	School day ends

4. General Principles

In addition to the formal, taught curriculum, an extensive range of co-curricular clubs and activities, subject enrichment and trips and visits are offered to all pupils:

- Aspects of religious education are covered through form time, assemblies and the statutory Religious Studies curriculum. Houlton School does not have a specific religious character, so this will be a broad and balanced curriculum that promotes pupils' cultural awareness of the major world faiths and religions in order that they become accepting, global citizens who embrace diversity. We follow the [Warwickshire Agreed Syllabus for RE](#).
- There is a programme of Careers Information, Advice and Guidance (CIAG) education throughout a pupil's time at Houlton. This is accessed through form

time, assemblies, collapsed-curriculum days and specific events/interviews with specialist staff.

- At Key Stage 3, pupils are taught in mixed-attainment groups for all of their subjects.
- At Key Stage 4, pupils are taught in groups according to academic attainment in English, Mathematics and Science. All other subjects are taught in mixed-attainment groups.
- In the Sixth Form, pupils are guided towards courses that will maximize their opportunities for success based on the qualifications they hold on entry. A mixture of GCE 'A' level and applied qualifications are offered, which can be taken in combination.

Key Stage 3 (KS3 – Years 7-9)

KS3 is delivered over three years.

Our curriculum is designed to allow all pupils to experience as a wide a range of subjects in Key Stage 3; therefore, all pupils study an ambitious, broad curriculum of:

English Language and Literature; Mathematics; Science; History; Geography; Religious Studies; Computing; Art and Photography; Design & Technology; Food Preparation and Nutrition; Performing Arts (Acting, Dance and Music); French, Spanish and Personal, Health, Relationships and Sex Education (PHRSE).

Key Stage 4 (KS4 – Years 10 and 11)

KS4 is conducted over two years. All pupils must continue to study a broad, balanced and academically rigorous curriculum with core for all pupils¹ of at least: GCSE English Literature; GCSE English Language; GCSE Mathematics GCSE Double Award Science Trilogy and at least one of History, Geography, Spanish or French. Almost all pupils will study 9 Level 2 qualifications, which are mostly GCSE. Pupils are then able to choose three further subjects from the traditional and practical further disciplines. Performing Arts (Acting, Dance, Music) IT, Sport, Broadcast and Business Enterprise and Marketing are applied qualifications. Pupils who demonstrate particular aptitude in Science will be invited to take separate GCSEs in each of Biology, Chemistry and Physics.

¹ On rare occasions, an alternative curriculum is offered to children with an EHCP for High Needs that means they are unable to access the full curriculum. In this instance, a specialist programme is created in partnership at a professionals meeting led by the Vice Principal and Director of Inclusion (SENDCo).

The Principal has powers in relation to the day-to-day management of the curriculum by virtue of this office and may delegate this responsibility to the Vice Principal. Any requests relating to an adaptation of a pupil's curriculum must be made in writing to the Vice Principal in the first instance. Where necessary, the Principal will make the final decision relating to any changes. This may include the number of subjects studied and the qualifications for which pupils are entered.

A table of the planned Key Stage 3-4 curriculum is at Appendix A below.

PHRSE

Our Personal Health, Relationships and Sex Education (PHRSE) curriculum will be planned delivered by the Vice Principal for Personal Development. A comprehensive learning journey and scheme of learning for this is available to view on our website and a statutory separate policy covers our approach to Relationships and Sex Education.

The Sixth Form (Years 12 and 13)

Our Sixth Form curriculum will be planned ahead of our first cohort's entry in September 2026. This will respond to the local and national expectations and needs at that time. It is envisaged that pupils will be able to study GCE 'A' levels, Applied qualifications, or a combination of these at Houlton School, as we hope to attract students to join us from all local secondary schools, but in particular from the two 11-16 schools, one of which is our nearest geographical neighbour and specialises in the arts, so we will ensure there are progression pathways for these pupils at Houlton.

5. Curriculum Impact

The impact of the academy's curriculum is assessed by considering:

- Internal progress data is collected at least three times each academic year (more frequently in Year 11), which is tracked using Level 2 qualification Grade Descriptors throughout Years 7-11. Targets are generated for pupils' progress based on the likelihood of their achieving particular grades at FFT20 (Minimum Expected Grades - MEGs) and FFT5 (Aspirational Grades - ASGs). In the Sixth form, data will be collected at least three times a year and L3VA Value Added Scores (MEGs) and L3VA +1 (ASGs).
- Progress data from preliminary examinations (commonly referred to in other contexts as 'mocks') in examination courses.
- Progress data from external examination results in GCSE and non-GCSE qualifications at Key Stage 4.

- The range and variety of extra-curricular and enrichment activities and pupils' participation in them as tracked by the Houlton School P.R.I.D.E. Award.
- Pupils' 'Getting it Right' awards scores and attendance data inform an analysis of their personal development, conduct and safety.
- The retention of pupils from Year 11 into the Sixth Form.
- The numbers of pupils applying to join the Academy in Year 7.
- The destinations of our leavers at Years 11 and 13.
- Annual reviews of the PHRSE and assembly programme.

Should parent/carer(s) require any further information about the curriculum they should contact the Principal at principal@houltonschool.org.uk

6. Complaints Procedure

If a parent/carer feels that the academy is failing to comply with its legal requirements as to the curriculum or is unreasonable in the way that it complies with them, he/she can make a formal complaint, in writing to the Principal in the first instance in line with [Houlton School's Complaints Policy](#).

7. Appendix A

Curriculum Plan							Curriculum Plan		Key Stage 5		Subject Draft Offer: 5 Block Model	
Hours	Key Stage 3			Key Stage 4			Hours	Year 12	Year 13	Definites	Subject Options	
	Y7	Y8	Y9	Y10	Y10					Possible		
1	English Language/ English Literature (7)	English Language/ English Literature (7)	English Language/ English Literature (7)	English Language/ English Literature (8)	English Language/ English Literature (8)	1	Option 1 taught (9)	Option 1 taught (9)				
2												
3												
4												
5												
6												
7												
8	PA Acting (1)	PA Acting (1)	PA Acting (1)			8						
9	Mathematics (7)	Mathematics (7)	Mathematics (7)	Mathematics (8)	Mathematics (8)	9						
10												
11												
12												
13												
14												
15												
16	Science (6)	Science (6)	Science (6)	Science Trilogy 8	Science Trilogy 8	16						
17												
18												
19												
20												
21												
22												
23	PHSRE (1)	PHRSE (1)	PHRSE (1)			23						
24	Core PE (3)	Core PE (3)	Core PE (3)			24						
25												
26												
27												
28												
29												
30												
31	Religious Studies (2)	Religious Studies (2)	Religious Studies (2)	PHSRE (1)	PHSRE (1)	25						
32	MFL: French/Literacy (3)	MFL: French/Literacy (3)	MFL: French/Literacy (3)	Core PE (4)	Core PE (4)	26						
33												
34												
35												
36												
37												
38												
39	MFL: Spanish (3)	MFL: Spanish (3)	MFL: Spanish (3)	Option A (5)	Option A (5)	27						
40	History (4)	History (4)	History (4)			28						
41												
42												
43												
44												
45												
46												
47	Geography (4)	Geography (4)	Geography (4)	Option B (5)	Option B (5)	29						
48	Computing/ Broadcast (2)	Computing/ Broadcast (2)	Computing/ Broadcast (2)			30						
49												
50												
51												
52												
53												
54												
55	Art (2)	Art (2)	Art (2)	Option C (5)	Option C (5)	31						
56	DT/Food (2)	DT/Food (2)	DT/Food (2)			32						
57												
58												
59												
60												
61												
62												
63	PA Music (2)	PA Music (2)	PA Music (2)	Option D (5)	Option D (5)	33						
64	PA Dance (1)	PA Dance (1)	PA Dance (1)			34						
65												
66												
67												
68												
69												
70												
71						35	Academic Enrichment (5)	Assembly/PSHE (1) Supervised Independent Study (5)				
72						36	Assembly/PSHE (1)	Sixth Form Sport (2)				
73						37	Sixth Form Sport (2)	Independent Study (12)				
74						38	Supervised Independent Study (12)					
75						39						
76						40						
77						41						
78						42						
79						43						
80						44						
81						45						
82						46						
83						47						
84						48						
85						49						
86						50						
	A small number of children undertake additional literacy in Y7/8 in place of French											