



Curriculum Policy 2018 - 2019

"The curriculum has been skilfully adapted to the needs and interests of the students and this has helped to widen the range of subjects in which the students do well. There is a wide array of clubs and visits, and the students told the inspectors how much they value the opportunity to visit cities such as Madrid and New York." *Ofsted 2014*

Creating an outstanding curriculum

Ofsted state that to be outstanding, "The school's curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupil's academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development."

Our interpretation of this is as below:

- Students are able to demonstrate **a thirst for knowledge** through their engagement in the courses on the curriculum. Examples of this might be an enthusiasm for a Technology course in Year 11 or the number of students opting for the Physical Education and Sport course in Year 10.
- Students show **a love of learning** through attendance at / participation in additional events/visits connected to courses. Examples might include attending the MAT English club or participation in extracurricular study.
- The curriculum **covers a wide range of subjects** and therefore offers students a broad and balanced curriculum in and out of the classroom. Examples could include the option of two languages at KS4, Materials Technology or Textiles.
- The curriculum **provides opportunities for academic excellence** through challenging students regardless of their ability with aspirational targets and work that is above the current level/grade they are working at. More Able and Talented students are identified throughout the school and opportunities are created to push them to greater academic excellence.
- The curriculum **provides opportunities for technical excellence** by delivering courses that lead on a vocational direction and a wide range of practical subjects that focus as much on skill level as they do on knowledge and understanding. Examples of this may include Materials Technology, Textiles, Literacy through Sport, Art & our focus on ICT/Computing.
- The curriculum **provides opportunities for sporting excellence** through a PE for every student, high rates of take-up for GCSE PE, school sports team opportunity and success, and additional opportunities through sport. Examples of this could be completion of Sports Leader Awards or the school's highly successful cricket academy. There is also the opportunity for girls to become involved with the Girls Football Academy
- Student's engagement with the curriculum has a **very positive impact on all pupils' behaviour and safety** because courses are designed with student interests and development at their heart. Through all subjects students are expected to engage in respectful behaviour of staff, peers and of themselves. An examples of this might include the central RESPECT mantra.
- The curriculum **contributes very well to pupils' academic achievement** as it is fully compliant with the new National Curriculum, it covers all KS4 entitlements and statutory elements, and courses are chosen that give the students opportunities to progress to Post-16 and beyond. Examples of this



are the focus on English, Maths & Science, but increasingly also on Geography/History, MFL and English Literature.

- The curriculum **contributes very well to pupils' physical wellbeing** by high expectations of student dress, attitude and work ethic. Health and fitness are a key aspect of some courses, whilst no bullying of any form is tolerated. Examples could include the Anti-bullying Gold Award or the PD day focussed on Health.
- The curriculum **contributes very well to pupils' spiritual, moral, social and cultural development** through a variety of strategies both in PSHE and through cross-curricular activities. Examples might include the extensive range of assembly topics or the many community based activities the school and students participate in.

In addition we aim to ensure that;

- Adequate time and resources are made available in order to successfully deliver the National Curriculum to all students
- The curriculum develops students' resilience in lessons and learning, so that they seek out their own solutions to barriers/issues, but also that they know where to turn for support
- The curriculum is personalised by offering a wide range of qualifications in Key Stage 4 appropriate to the learner's needs
- Appropriate recording and assessment arrangements are in place
- The Curriculum provides learners with new challenges and opportunities and seeks to develop Personal, Learning and Thinking Skills (PLTS)
- The curriculum reflects the learner's place within the local, national and global communities
- Literacy and Numeracy skills are embedded across the wider curricular environment
- A wide range of extra-curricular activities and enrichment programmes are made available including homework tasks
- Appropriate programmes are in place for successful transition across all Key Stages

2016/17 Curriculum

Periods	School Day Timings	
<ul style="list-style-type: none"> • 25 period week, 60 minute periods 	08.45-09.10	Assembly/Tutor Time
	09.10-10.10	Period 1
	10.10-11.10	Period 2
	11.10-11.25	Break
	11.25-12.25	Period 3
	12.25-13.00	Lunch
	13.00-14.00	Period 4
	14.00-15.00	Period 5



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Respect. Learn. Achieve.

Banding				
Year 7	Year 8	Year 9	Year 10	Year 11
Set 1 (A1)	Set 1 (A1)	Set 1 (A1)	Set 1 (A1)	Set 1 (A1)
Set 2 (A2)	Set 2 (A2)	Set 2 (A2)	Set 2 (A2)	Set 2 (A2)
Set 3 (A3)	Set 3 (A3)	Set 3 (A3)	Set 3 (A3)	Set 3 (A3)
Set 4 (B1)	Set 4 (B1)	Set 4 (B1)	Set 4 (A4)	Set 4 (A4)
Set 5 (B2)	Set 5 (B2)		Set 5 (B1)	Set 5 (B1)
Less MFL, more computing set 4 & 5	Less MFL, more computing set 4 & 5	Geography or History, MFL or additional PE / Technology	Additional sets will exist in Technology / PE	



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Year 7			Year 8			Year 9	
A	B1	B2	A	B1	B2	A	B1
Eng Literature	Eng Literature	Eng Literature	Eng Literature	Eng Literature	Eng Literature	Eng Literature	Eng Literature
Eng Literature	Eng Literature	Eng Literature	Eng Literature	Eng Literature	Eng Literature	Eng Literature	Eng Literature
English	English	English	English	English	English	Eng Literature	Eng Literature
English	English	English	English	English	English	English	English
Maths	Maths	Maths	Maths	Maths	Maths	English	English
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
French	French	French	French	French	French	Maths	Maths
French	Computing	Computing	French	Computing	Computing	Maths	Maths
Computing	Computing	Computing	Computing	Computing	Computing	Computing	Computing
Science	Science	Science	Science	Science	Science	Science	Science
Science	Science	Science	Science	Science	Science	Science	Science
Science	Science	Science	Science	Science	Science	Science	Science
Science	Science	Science	Science	Science	Science	Science	Science
PE	PE	PE	PE	PE	PE	PE	PE
PE	PE	PE	PE	PE	PE	PE	PE
Citizenship	Citizenship	Citizenship	Citizenship	Citizenship	Citizenship	PE	PE
Art/Tech	Art/Tech	Art/Tech	Art/Tech	Art/Tech	Art/Tech	Art/Tech	Art/Tech
Art/Tech	Art/Tech	Art/Tech	Art/Tech	Art/Tech	Art/Tech	Art/Tech	Art/Tech
SRS	SRS	SRS	SRS	SRS	SRS	SRS	SRS
Ge	Ge	Ge	Ge	Ge	Ge	Ge(3 classes) + Hi (1 class) Art (1 Class) + PD (1 Class)	
Ge	Ge	Ge	Ge	Ge	Ge		
Hi	Hi	Hi	Hi	Hi	Hi	French (x1); Citizenship (x3)	
Hi	Hi	Hi	Hi	Hi	Hi		



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Year 10 Options

Option C	Option D	Option E	Option F
Geography (LP)	Business Studies (LS)	Art (LRU)	Art (LRU)
Geography (RHE)	ICT (JWA)	Computer Science (JWA)	Business Studies (JWA)
History (SCO)	Media Studies (SKI)		French (MB)
History (ESC)	Sport (SF / MCU)	Media Studies (MW)	ICT (LS)
History (LDO)	Religious Studies (LDO)	Sport (SF / MCU)	Product Design (AS)
Product Design (No Humanities) (KBL)		Religious Studies (LDO)	Textiles (KBL)

Year 11 Options

Option C	Option D	Option E
Geography (LP)	Business Studies (LS)	Art (LRU)
Geography (RHE)	ICT (JWA)	French (KMA)
History (SCO)	Product Design (AS)	ICT (LS)
Media Studies (MW)	Media Studies (CL)	Product Design (AS)
Sport (DHa)	Religious Studies (LDO)	Media Studies (SKI)
	Textiles (KBL)	Sport (LR)