



# HAILEY HALL SCHOOL

Believe | Strive | Achieve

## CURRICULUM POLICY

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**Approved Committee:** Achievements & Standards

**Endorsed Committee:** Board of Trustees

**Responsible Person:** Deputy Headteacher

## CONTENT

	<b>Page No</b>
1. Intent, Implementation and Impact	3, 4 & 5
2. Aims	5
3. Who / What was consulted?	6
4. Relationship to other policies	6
5. Literacy and numeracy	6
6. Alternative learning provision	6
7. PSHCE, SMSC and British values	7
8. Religious Education and Collective Worship	7
9. Relationships, Sex and Health Education (RSHE)	8
10. Careers programme	8
11. Inclusion	9
12. Enrichment	9
13. Accreditations	9
14. Roles and responsibilities of the headteacher, other staff, trustees	9
15. Monitoring arrangements	11
16. Resources	12
17. CPD	12
18. Equal opportunities	12
19. Legislation and guidance	12

## **1 Intent**

At Hailey Hall, we offer a broad curriculum that is rich in opportunities and, very importantly, is designed to be accessible to all.

The curriculum, which is aligned with the National Curriculum, is sequenced to ensure there are clear stepping stones to success. The curriculum has a strong focus on achievement, which offers a combination of academic, vocational and wider school activities which challenge pupils to strive for personal excellence. As importantly, the curriculum is also supplemented to develop individual social, emotional and mental health stability. The curriculum aims to develop individuals holistically and so, to give them the necessary skills, qualifications and experiences to access further education, employment or training. This goal is underpinned by the need to develop resilience, tolerance and all-round personal well-being. There is an emphasis on the process of learning, developing a growth mindset and practical hands-on experience. We are developing a curriculum that is demanding and challenging and requires pupils to overcome individual difficulties. Please refer to our Accessibility Plan policy.

Academic learning is important, but we understand that if a learner's social and emotional needs are not met, then there will be limited progress in meeting wider educational outcomes. Individual needs flow out of the EHCPs (Education, Health and Care Plans), which help inform our curriculum offer and identify and put in place supportive provisions to assist pupils with their individual needs.

In years 7 and 8, pupils begin their academic development through discrete subjects such as English, maths, science, PE, design technology, food technology, art, music, and computing. All of these have the national curriculum as the foundation and are what drive teaching and learning. These subjects expose the pupils to subject-specific skills and knowledge, and this initial exposure is the first step on the path to mastery within the subjects. Through these subjects, pupils develop socially and emotionally, as there is a large emphasis on developing soft skills such as resilience and teamwork. These soft skills are developed even further through the school's humanities and Forest School programme, which is driven by the national curriculum but takes this further by incorporating an outdoor adventurous activities element. This opportunity to take the learning out of the classroom and expose the pupils to adventurous activities gives clear opportunities to develop each individual's soft skills further, by demonstrating the ability to show empathy towards others, their ability to work as part of a team and show a willingness to take risks.

To be fully prepared for life after Hailey Hall School and to be an active citizen in modern-day Britain, individuals not only need to be equipped with academic skills and qualifications but also essential life skills. Skills such as being able to use a vacuum cleaner and being able to plan a journey via public transport are developed through the subject of PSHCE. This subject is essential in developing well-rounded individuals who are equipped with all of the necessary skills for life after Hailey Hall.

Each individual is constantly being assessed by all to ensure they have sound mental health and well-being. For those who need additional support, sessions are arranged with the school's on-site mental health worker to offer swift interventions.

In year 9, pupils continue with the same curriculum offer available in years 7 and 8. Pupils' emerging passions and interests are an essential element of our curriculum design.

Our Humanities curriculum continues to be developed further, responding to pupils' feedback. Year 9 receive Humanities theory-based learning, with this fully established, a new KS4 Humanities Options curriculum for Year 10 has been launched and delivered this academic year.

Humanities continues to be delivered additionally through assemblies and cross-curricular days; however, more time is now dedicated to mastering the skills, knowledge and concepts in English and maths.

Year 9 is critical in each individual's journey at Hailey Hall as they begin to think about the next stage of their education, going into key stage 4. After three years of exposure to our broad KS3 curriculum, each individual has the opportunity to focus on subject areas that appeal to their passions and interests in Key Stage 4.

KS4 begins this more bespoke academic curriculum, while still keeping English, maths, science, life skills and PE as key components, pupils personalise their curriculum by selecting their option subjects. The options subjects are ICT iMedia, craft (design technology), food technology, art, music, sports, humanities and photography.

While having academics as a key component, the importance of social and emotional development, soft skill development and sound mental health is not lost and remains a key focus.

In PSHCE, there now becomes an emphasis on the key skills required for employment and pupils begin to engage in visits to colleges and businesses and also take part in work experience through our careers programme.

KS4 also allows us to tailor the curriculum further for individuals through our vocational curriculum. Our Alternative Learning programme is designed to allow identified pupils to gain practical knowledge and vocational skills that will be relevant to employers. This programme can run independently or in conjunction with the 'Subject Specific Curriculum' and can mean that a pupil attends their vocational placement as well as attending Hailey Hall School.

## **1 Implementation**

Our curriculum is ambitious and inclusive for our pupils. We believe all our pupils should be enabled to meet their full potential, and our curriculum enables this. When the curriculum is implemented in the classroom by our teachers, it is done in a way that each individual is differentiated so they can access the curriculum. This is essential for the lower-attaining pupils; however, a key focus has been on the stretch and challenge of the more able. We are better than ever in supporting our pupils therapeutically.

The curriculum is inclusive of all pupils, especially at KS4. We have a well-established Alternative Learning programme which offers an alternative vocational curriculum to those who struggle to engage with the academic curriculum.

All pupils are baseline tested on entry, and previous data from other schools is factored in to assess their academic ability and aptitude. From this, appropriate interventions are put in place for those whose range of needs is not normally catered for by the main curriculum. We have an effective pastoral team that offers bespoke 121 interventions for those who struggle with skills such as numeracy and literacy. We offer 121 sessions and small group sessions with our on-site school counsellor/therapist who aims to offer individuals social and emotional aspects of learning. 121 interventions are also put into place for individuals where support is needed for their mental health and well-being. This includes the Broxbourne Mental Health Group, which is based on site.

## **1 Impact**

We monitor the impact through regular progress data captures, which take place throughout the year for all pupils. We gather data for academics to measure the academic curriculum, and we also measure soft skills and life skills development. The data is also used to inform our practice and evaluate the impact of the curriculum's intent and implementation. We also measure the destination data.

## **2 Aims**

- Pupils make outstanding progress against personalised individual targets.
- Pupils acknowledge their achievements and have a sense of pride.
- Pupils have opportunities to participate in a range of enrichment activities within and beyond the curriculum via working with professionals within the community, for example: Sports coaches, musicians, gardeners and so on and by visiting places of interest.
- Pupils develop literacy and numeracy skills.
- Pupils develop skills for independence.
- Pupils' use of ICT is encouraged.
- Pupils develop a greater awareness of their local community and make a positive contribution.
- Pupils learn a range of skills for life beyond school.
- Enable pupils to develop knowledge, understand concepts, acquire skills and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.

- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals.
- Develop pupils' independent learning skills and resilience, to equip them for further / higher education and employment.

### **3 Who / What was consulted?**

The consultation took place through questionnaires to parents/carers, pupils and staff.

The Curriculum Maps, DFE circulars and guidance also informed the policy. Local employers and the Services for Young People (SfYP) also contributed.

### **4 Relationship to other policies**

The school policy on the curriculum embraces policies and procedures for accessibility, admissions, charging and remissions, collective worship, drugs, equality, health and safety, home learning and prep, lettings, nutritional standards, performance management, school visits, SEN, sex education, staff discipline and teaching, learning and assessment.

### **5 Literacy and Numeracy**

Literacy and Numeracy are taught discretely and consciously reinforced throughout all aspects of the curriculum.

Pupils' abilities are developed by the use of the reading, numeracy and basic English skills programme, which provides a structured age and ability-appropriate scheme. This is delivered each morning during our tutor session and forms part of the pupils' daily routine. Pupils receive an additional extended learning session, which takes place during period 6 on Thursdays, and this further supports the delivery of Literacy and Numeracy.

### **6 Alternative Learning Provision**

Alternative Learning Provision (ALP) is an educational provision for pupils who, for a variety of reasons, struggle to engage fully in their learning at KS4.

Pupils can access a variety of educational options, including vocational training and practical skills that have clear progression opportunities.

Pupils who are doing what they enjoy often find they are more motivated to attend class and achieve good results in their chosen subject area. Doing well promotes higher self-esteem. Pupils' passions and interests are linked to their ALP plan, which helps to support this.

Pupils whose ALP provision takes place outside the school remain on roll with the school, and the school funds their place in alternative provision. The school remains ultimately responsible for the pupil, and the offer of the alternative provision shows a commitment by the school to an inclusive approach to the pupils' education.

We use a range of providers for Alternative Education at Hailey Hall School.

All pupils on Alternative Provision will always receive functional skills courses in both English and Maths. Other courses range from vocational subjects (motor mechanics, construction, land-based studies, etc.) to key skills classes (such as COPE and ASDAN). The qualifications they receive are nationally recognised and enable progression to further education.

## **7 PSHCE, SMSC and British Values**

We see the development of independence skills and employability skills as vital to our pupils. To that end, there is a focus in the curriculum which allows pupils to be supported in the community to learn skills such as shopping and how to travel on public transport. Additionally, skills such as basic cooking are taught and preparation for subsequent work experience and their future in the working world.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHCE lessons, on important cultural and religious festivals and commemorative days.

The development of social and communication skills is also a key part of the PSHCE / SMSC curriculum.

At Hailey Hall School, the curriculum provides many opportunities for our pupils to explore British Values. This is achieved specifically within subject areas and cross-curricular days, as well as through our school ethos, which celebrates every child and marks significant events.

## **8 Religious Education and Collective Worship**

Religious Education themes and topics are covered via the KS3 humanities curriculum as well as through assemblies and PSHCE. Additionally, pupils have access to a prayer room.

Pupils of any faith, and those of no faith, are encouraged to value everyone and their beliefs equally. Shared assembly times focus on the celebration of all of those within the school community and aim:

- To show interest in and concern for members of the school community.
- To celebrate special occasions together.
- To show concern for the daily happenings in school life, the local community and the wider world.
- To share an appreciation of worthwhile activities undertaken by groups within the school.
- To promote British Values.
- To reflect upon dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful, solemn.

Parents have the right to withdraw their child from Religious Education and/or Collective Worship.

## **9 Relationships, Sex and Health Education (RSHE)**

Relationships, Sex and Health Education are taught within the curriculum alongside sessions run by external agencies at a level appropriate to the level of understanding of the young people. Parents may request that their child be excused from Sex Education.

## **10 Careers Programme**

### **KEY STAGE 3 PROVISION:**

- Introduction to the careers resources from Life Skills lessons (PSHCE), careers 121 (with Services for Young People (SfYP)).
- Information guidance sessions on the public/private sector, obsolete careers in the future, employment rights, trade unions & tribunals, and discrimination in the workplace.
- Yearly direct access to employers and colleges/universities through structured visits.
- Form tutor time to raise awareness of academic and vocational pathways.
- Year 9 KS4 options information linked to career pathways.
- Year 9 one-to-one options guidance with SLT, form tutor and/or subject lead.

### **KEY STAGE 4 PROVISION:**

- Year 10 work experience week, focused on the world of work.
- PSHCE lessons.
- Yearly direct access to employers and colleges/universities through structured visits.
- Year 10 CV covering letter writing, CV writing and revision skills.
- Year 11: the changing job market, employability skills, interviews.
- Form tutor time to raise awareness of careers, and information on college open dates.
- Transition support into college life.
- Services for Young People (SfYP) Herts Personal Advisor one-to-one sessions.

## **11 Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Higher attainer pupils.
- Pupils with low prior attainment.
- Pupils from disadvantaged backgrounds.
- Pupils with SEN.
- Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take into account the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English and support them to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and our SEN policy and information report.

## **12 Enrichment**

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences, for example, historical landmarks, buildings of faith, music workshops, gardening and other educational visits.

## **13 Accreditations**

Learning outcomes are accredited via AQA, Edexcel and other boards for GCSE, Functional Skills, BTEC, ASDAN Awards, Cambridge Nationals, NCFE and OCNLR.

## **14 Roles and responsibilities of Headteacher, other staff, Trustees**

The **Headteacher** will coordinate the monitoring cycle. This will include:

- Auditing planning.
- Moderating assessment data.
- Analysing progress data.
- Observing lessons.
- Learning walks.
- Work scrutiny.
- Pupil Progress Meetings (mentioned in section 16).
- Curriculum development and planning.
- Initiating training/workshop opportunities with a specific focus.

The **Board of Trustees** will receive an annual report from the Headteacher on:

- The standards reached in each subject or groups of subjects, by every year group, against national averages and similar schools.
- The standards achieved at the end of each key stage by gender and ethnicity are compared with national and local benchmarks.
- The standards achieved by pupils with special educational needs and groups deemed to be vulnerable.
- The number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents/carers were informed, how progress was monitored, and the progress made by those pupils.
- The evidence of the impact of external intervention and support, and national strategies on standards.
- The nature of any parental complaints.

The **Headteacher** will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Trustees annually.
- Where appropriate, the individual needs of some pupils are met by disapplication from the National Curriculum.
- The curriculum ensures progression to Post 16 education, training and employment.
- The procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve.
- The Board of Trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Board of Trustees is advised on statutory targets to make informed decisions.

It is the responsibility of the Headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

Other **staff** will ensure that:

- The school curriculum is implemented in accordance with this policy.
- Long, medium and short-term planning is in place.
- Differentiation to meet the individual needs of pupils.
- Summative and formative assessment.
- Using a range of teaching and learning strategies, techniques and resources.
- Directing the work of Teaching Assistants.
- Attending and contributing to training and meetings as requested.

The **Board of Trustees** will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- Curriculum tests and teacher assessment results are published on the school website, and progress towards meeting agreed targets is described.
- Parents/carers receive timely reports on the progress of their child against clearly defined expectations.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Staff understand that political issues must be presented to pupils in a balanced way.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

## **15 Monitoring Arrangements**

Trustees monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Meetings with leaders.
- Link Trustee visits with subject leads.

Subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

- Pupil Progress meetings.
- Learning Walks.
- Book scrutinies.
- Lesson observations.

Subject leaders/curriculum leaders also have responsibility for monitoring how resources are stored and managed.

This policy will be reviewed every year by the school's policy committee. At every review, the policy will be shared with the Board of Trustees.

## **16 Resources**

Resources are allocated in line with the priorities indicated in the School Improvement Plan.

## **17 CPD**

All staff are provided with opportunities for professional development and training in line with the School Development Plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

## **18 Equal opportunities**

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

## **19 Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study, which the school has chosen to follow.

It also reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010, and refers to curriculum-related expectations of the Board of Trustees as set out in the Department for Education's Governance Handbook. In addition, this policy aligns with the safeguarding requirements of Keeping Children Safe in Education (KCSIE 2025), ensuring that curriculum design and delivery promote a safe learning environment for all pupils.