



C3: CURRICULUM POLICY

Last reviewed: June 2010

Next Review: June 2012

Approved by Governors C&P

Date: 22nd June 2010

1. Purpose and key aims

The purpose of Hemel Hempstead School is to educate all of its students to the maximum of their potential. This means offering a curriculum that is fit for this purpose.

The school is a learning community in which all of its members are engaged in the process of learning.

The basic features of the school's curriculum are set out in legislation, which states that the curriculum should be 'balanced and broadly based'. It should:

- 'Promote the spiritual, moral, cultural, mental, and physical development of all the pupils at the school and of society'
- 'Prepare pupils for the opportunities, responsibilities and experiences of adult life' (Education Act 2002)

We are committed to equality of opportunity for all individuals throughout our curriculum, monitoring and reporting progress on a regular basis. In addition students are given professional guidance about the choice of subjects they can study at KS4 and beyond.

Where possible, students are placed into sets according to their ability. This enables us to deliver the most appropriate education for each individual and place support where it is most needed.

2. General aims

- Help students to develop lively and enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
- Help students to acquire knowledge and skills relevant to their next stage of education, to adult life and to employment in a fast changing world.
- Enlarge the students' knowledge, experience and imaginative understanding, their awareness of values, their respect for truth and their capacity for self-discipline and for enjoyment.
- Help the students understand the world in which they live and the interdependence of individuals, groups and nations.
- Help students to use language and number effectively.
- Instil respect for religious and moral values and tolerance of other races, religions and ways of life.
- Offer wide-ranging experiences within the expressive and performing arts.
- Promote sport and physical activity in order to maintain good health.
- Help students appreciate human achievements and aspirations.
- Offer equality of opportunity to all students.
- Encourage the students to have and to seek to fulfil the highest possible expectations of themselves.
- Assist students to live sensitively and to co-operate in relationships and in community with others.
- Make the experience of school enjoyable.
- Enable students to become lifelong learners.
- Enable students to make choices to keep themselves safe.
- Raise attainment, particularly in English, Mathematics, Science, ICT and the Performing Arts.



- Ensure entitlement for all students to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards.
- Contribute to community cohesion.
- Acknowledge, promote and pass on the core knowledge and skills valued by society to the next generation, whether subject-specific or generic e.g. study skills, personal, learning and thinking skills (PLTS), leadership skills.

Above all, the curriculum should enable all students to be

- Successful learners
- Confident individuals
- Responsible citizens.

3. Opportunities to develop these aims

To ensure that these general aims are met the Governors, Headteacher and teachers of Hemel Hempstead School offer a curriculum that includes:

- The national curriculum for all students from age 11-16.
- A KS4 and post 16 curriculum that offers a range of academic and vocational courses to suit the needs of each individual student.
- A range of cross-curricular topics.
- A wide range of extra curricular activities.
- Religious education and collective worship for all students

In developing the ‘whole curriculum’, the school has mind of the following principles:

- Appropriate progression through the various key stages of the national curriculum and beyond.
- Continuity and links with the primary sector and further and higher education sector.
- Differentiation which ensures that students of all abilities have access to appropriate curriculum opportunities.
- Appropriate assessment, recording and reporting of attainment by students

4. Monitoring and Evaluation of Curriculum Provision

The school regularly monitors the curriculum as part of its ongoing self-evaluation. Appropriate recommendations for change are made to the Headteacher who consults the Governing Body before implementing any changes through targets set in the school development plan.

Evaluation of the curriculum will be measured against a range of indicators, which include:

- Whole school indicators
- Individual student indicators
- Admissions
- Examination results
- Enrolment in the post 16 phase
- Destinations of school leavers
- Departmental Reports
- Reports of regular meeting of Learning Leaders with members of the Leadership Team
- Student and parent surveys
- Reports to the Governing Body



Appendix 1

The Curriculum

Key Stage 3 (Years 7, 8 and 9)

Students follow the National Curriculum with additional subjects at KS3. During Year 7 we assess students to set in Mathematics from the outset and in Modern Foreign Languages from an early stage. Musical aptitude is also tested, and we encourage everyone to play an instrument or to join a choir. All students study one foreign language in Year 7 and this increases to two thereafter for the majority of students.

In September 2010 subjects will have the following number of lessons per fortnight:

	Yr 7	Yr 8	Yr 9		Yr 7	Yr 8	Yr 9
Art	2	2	2	Information Technology	2	2	2
Design & Technology	4	4	4	Mathematics	6	6	7
Dance	1	1.5	1	Music	2	2	2
Drama	2	2	2	Physical Education	4	4	4
English	7	6	6	Religious Education	2	2	2
French/German	5	6	6	Resilience	1	-	-
Geography	3	3	3	Science	6	6.5	6
History	3	3	3				

Key Stage 4 (Years 10 and 11)

At Key Stage 4 students follow the National Curriculum and are able to exercise greater choice over subjects.

In September 2010 subjects will have the following number of lessons per fortnight.

In addition to studying:

	Year 10	Year 11		Year 10	Year 11
Citizenship	2	-	Religious Education	2	-
English	7	7	Science	9	9
Information Technology	-	3	4 x Option Subjects	4 x 5	4 x 5
Mathematics	6	6			
Physical Education	4	5			



Students choose up to FOUR subjects to follow to GCSE (or equivalent – in brackets) from these areas:

Languages	Technology	Creative Arts	Humanities and other
French	Catering	Art	Applied Business
German	Engineering Diploma	Creative & Media Diploma	CoPE ¹
	Graphic Design (OCR National)	Dance	Economics
	Graphic Products	Drama	Geography
	ICT	Music	Health & Social Care ²
	ICT (OCR National)	Performing Arts (BTEC)	History
	IT Diploma		PE
	Textiles Technology		Sport (BTEC)

The School runs a ‘pathways’ system based on academic ability and aptitude. The majority of students follow the ‘Metamorphosis’ pathway, which consists of four traditional GCSE courses. Students have a ‘free choice’ with regard to selecting options within this pathway – for example, a student may choose more than one subject from each area above if this suits his or her individual needs – although the importance of breadth and balance is emphasised. However, all students on this pathway are required to take at least one Modern Foreign Language.

A smaller group of students follows the ‘Discovery’ pathway which requires them to take at least one vocational double option. Outside of this requirement, students have a free choice with regard to options.

Finally, a very small group of students follows the ‘Temptation’ pathway. This may involve, where the need arises, a course at the local FE college or, where students are particularly set on a future career in the relevant sector, one of the 14-19 Diplomas.

¹ Certificate of Personal Effectiveness

² OCR National



The Sixth Form (Years 12 & 13) 2010

We have a thriving Sixth Form offering a wide range of subjects and exceptional teaching. The Sixth Form enjoy substantial freedom and opportunities to participate in many extra-curricular and social activities. We work in the West Dacorum Partnership with John F Kennedy Catholic School, Cavendish School, Kings Langley School and West Herts College. The partnership allows us to provide increased opportunities for all students and helps us to achieve even better results. A separate Sixth Form brochure is available as well as comprehensive web site for Sixth Form access.

Level 2 courses are currently offered in: (*indicates consortium subject)

Business*	Health & Social Care*	Spanish	
Media Studies*	Travel & Tourism*	Mathematics GCSE	English GCSE

Level 3 courses are currently offered in: (*Indicates consortium subject)

Art	Ethics & Philosophy	ICT	Physics
Applied Science	Film Studies*	IT (BTEC)	Product Design
Biology	Food Technology*	Mathematics	Psychology
Business*	French	Further Mathematics	Resistant Materials*
Chemistry	General Studies	Media Studies*	Sociology
Computing	Geography	Music	Sports BTEC
Dance	German	Music Technology	Systems Technology*
Economics	Gov & Politics	Performing Arts	Textiles Technology
English Language	Health & Social Care*	Photography*	Theatre Studies
English Literature	History	Physical Education	Travel & Tourism*

The majority of students follow a course of four AS Level subjects in Year 12 and three A2 Level subjects in Year 13. Sixth form students also follow additional courses to build up a broad and balanced educational programme. These include:

- General Studies (AS level)
- Community service (supporting younger students or helping the community)
- Academic Tutoring
- Physical Recreation

The sixth form also make significant contribution to school life through the house system, as prefects, as peer mentors and buddies to younger students