

# Hednesford Valley High School

## Curriculum Statement

The school's mission statement of "Ready to Learn", "Ready for Life" underpins all aspects at Hednesford Valley High School, but most notably our Curriculum. Our Curriculum is appropriate, ambitious and aspirational. It is designed to promote a lifelong love of learning that provides students with the essential knowledge to become respectful and educated citizens, along with wider skills to develop independence and confidence required for the world beyond that of school.

### **We want to:**

- Give students the confidence to believe that they can achieve.
- Equip all students with the skills, knowledge and confidence for lifelong learning and independence.
- Ensure all students feel safe, secure and happy in all environments and know where to go for help when needed, so they can succeed and achieve.
- Support all students in developing their skills to enable them to increase and develop their emotional resilience and good mental health.
- Equip students with social skills that will allow them to become active members of their local community.
- Give students opportunities, skills and experiences for a healthy lifestyle and develop hobbies/interests.
- Teach students how to manage their money and make financial decisions.

### **The Curriculum (to be reviewed for 2024/25 implementation)**

In general, the curriculum is currently delivered through two distinct pathways. The Discovery Pathway and the Explorer Pathway.

### **Explorer**

Subject Lead – Charlotte Sargent

The intention of our Explorer curriculum is to create life-long learners who can flourish as independently as possible in society. We have developed a pedagogy and curriculum which meets the diverse nature of our learners with complex needs and those who require a nurturing environment. Our new curriculum is delivered through an exciting thematic approach that opens students to a variety of themes, subjects and experiences. These are designed to develop students' ability to communicate and express their thoughts, feelings and ideas.

The curriculum provides opportunities to develop all four areas of need and individual student outcomes are established linked to student EHCP outcomes and IEP targets. Although students' individual needs are a priority, their statutory right to a broad and balanced curriculum are consistently monitored by subject leaders who develop, monitor and review the new curriculum on a regular basis. This

includes Social, Moral, Spiritual and Cultural development as well as gaining an understanding of the society in which they live where British Values and its impact on the life of individuals within society are incorporated.

The curriculum is delivered predominately by a single practitioner, although more specialised subjects (e.g. PE and food technology) are taught by dedicated members of staff.

Student progress is closely monitored through student IEPs. We now collect evidence through our innovated “evidence for learning” app, which allows staff and parents to capture immediate confirmation. More details can be found through the following link [SEND – Evidence for Learning](#).

## Discovery

The Discovery pathway supports students in KS3, 4 and 5 that are not taught through the Explorer pathway. At present, students are predominantly grouped by age and their attainment into two classes per year group. These are defined through baseline testing on entry along with knowledge acquired from the students EHCP and information from previous school. The explorer pathway follows an adapted national curriculum which is differentiated to allow the students to grow in confidence whilst acquiring new skills and to achieve academic success.

### **KEY STAGE 3**

At key stage 3, students study a wide breath of study incorporating all core subjects and a variety of foundation subjects and PSHE. The curriculum is flexible allowing us to provide the students with a range of creative learning opportunities which challenge and motivate the students to achieve their goals. Students are taught in year group classes except for English where students are groups across the key stage based on their reading level, this supports the students in developing their reading skills at the correct level including supporting those who require phonics programme.

Within each subject area, there is a defined curriculum intent that incorporates the school’s ethos and values. To deliver the curriculum intent, there is a programme of study that incorporates specific outcomes for each academic year group. Within each subject, the scheme of learning is sequenced and progressive, building on the knowledge and skills previously taught. It may take students longer to be able to retain information; therefore, there will be several opportunities for repetition, retrieval and recall of information. Due to pace and nature of the curriculum, there is less opportunity for cognitive overload, enabling students to achieve.

### **KEY STAGE 4**

At Hednesford Valley High School, we feel it is important for students to leave school with qualifications that demonstrate a student’s achievement in learning. Therefore, the curriculum at key stage 4 is delivered through qualifications that meet the ability of the learner. These include entry level qualifications, functional

skills at level 1 and 2, vocational qualifications and GCSEs. The curriculum includes core subjects, statutory subjects and those subjects that were identified through the option process in year nine, along with PSHE. The content of the curriculum is aspirational and designed to further develop the knowledge and skills acquired in Key Stage 3.

## **KEY STAGE 5**

In Key Stage 5, students follow an individualised pathway, which includes a variety of vocational subjects based on student's interests and prior knowledge. There is also a day's work experience where students embark on six-week placements to build essential knowledge and skills in local businesses.