



Hednesford Valley High

Curriculum and Timetable Policy

**** Awaiting Governor Approval ****

Reviewed by:	E Hill (Curriculum & Timetable) A Parsons (Numeracy Across the Curriculum) J Overbury (Reading) J Overbury (Literacy Across the Curriculum) P Willett (Physical Education) E Hill (Extended Schools) E Hill (Promoting Effective Communication for Students)
Last reviewed:	November 2024
Next review due by:	November 2027

Website_ Headteacher: Mr S. Stokes, BSc (Hons), PGCE, NASENCo, NPQH

Deputy Headteachers: Mrs E Hill, BSc (Hons), QTS, NPQSL, MA Mrs E Perry, BSc (Hons), PGCE, PGDip, MA, NASENCo

Associate Assistant Headteacher: Mr C Wall, BSc (Hons), PGCE, NPQML

Contents

1. Curriculum and Timetable – page 3 - 4
2. Numeracy Across the Curriculum – page 5 - 8
3. Reading – page 8 - 12
4. Literacy Across the Curriculum - page 12 - 15
5. Physical Education – page 15
6. Extended Schools – page 16 - 18
7. Promoting Effective Communication for Students – page 18 - 19
8. Dissemination and Review – page 19

1. Curriculum and Timetable

a) Aims

At Hednesford Valley High School, we value the importance of creating a variety of experiences by way of a broad and balanced curriculum to help our student's progress through school and provide the knowledge and skills required to be successful in future pathways. The school timetable is developed annually to reflect how the school offers the curriculum, provides for the learning needs and academic pathways of students, and makes optimum use of the available staffing resources. On this basis the school will:

- Ensure the needs of students are the first and key priority when developing the timetable
- Ensure fairness, equality and impartiality in the timetabling process
- Comply with its legal requirements as a good employer
- Comply with the terms and conditions of teacher employment Procedures

b) Procedures

The Head teacher will determine the allocation of staffing for the school. Every endeavour is made for subject specialists to teach in their subject specialism, but they will also be expected to teach different subjects when required, with the support and guidance of the subject leader. Class teachers will teach across the curriculum with the support and guidance of the subject leader.

- Staff will be allocated 10% of the weekly timetable for PPA.
- ECTs will have an additional 10% in year 1 and in year 2 will have 5% additional time.
- The Head teacher decides the time for Leadership and Management responsibilities.
- The timetable cycle shall consist of five days, each with 6 teaching periods.
- Tutor times and assemblies are not part of the formal timetable cycle and the majority of staff will be expected to have responsibility for a tutor group.
- All full-time teachers will be scheduled for duty periods during the week, except as negotiated individually with the Headteacher.
- Part-time teachers will be scheduled for duty periods on a pro-rata basis.

c) Timetable Structures

Curriculum Plan - this is an ongoing document, updated yearly, that shows the structure of the curriculum for each year group and subject area based on student numbers, numbers of classes and also keeps track of staffing. This is the starting point for developing the timetable each year.

In KS3 we offer a broad range of subjects:

- English
- Maths
- Science
- History
- Geography
- Computing
- Art
- Religious Education
- Physical Education
- Food Technology
- PSHE
- Reading
- Creative Learning – Music, Drama, Horticulture, Enterprise.

- Living Skills – Roadwise, Money Management, Keeping a Home, Friendship, Staying Safe

Students will study these subjects from Year 7 through to the end of Year 9. This covers the KS3 curriculum entitlement.

Options Process

At the end of Year 9, students will choose their option subjects to study throughout KS4. Year 10 and 11 are taught together and therefore option blocks are created based on previous preferences. Students will choose 2 option subjects to compliment the compulsory core subjects they will continue to study. The options process will involve an Options Assembly for students and an Options Parents Evening, each student will be issued with an option booklet with their specific pathway. Once students have decided on their options, this information is compiled and issued to staff and students. Option subjects will be taught 3 periods a week.

A similar process is undertaken by the Head of 6th form; during the 6th form interview, students will select their options choices. By this time the KS5 option blocks will be created based on their earlier preferences.

Timetabling Methodology

Every effort is taken to ensure the timetable is fair and balanced across all subjects. Much of the timetabling of subjects is dependent on staffing restraints, for example part time staff. The school endeavours to give part time staff their choice of days to work in school, but this is not always possible. The timetable is slotted together in conjunction with staffing of the timetable of the foundation subjects.

d) Provision

The school will:

- Create and maintain an exciting and stimulating learning environment
- Ensure that each Student has continuity and progression
- Ensure that individual needs are met
- Provide a broad and balanced curriculum
- Encourage Parent/Carer involvement in their child's education
- Treat Students with respect
- Provide buildings to meet every Students' needs.

e) Students

The school would aim that all Students:

- Learn to be adaptable
- Develop the ability to make judgements and choices based upon reasoning
- Be happy, cheerful and well balanced
- Begin to acquire a set of moral values
- Behave in a dignified and acceptable way
- Take responsibility for their own actions
- Care for and take pride in their school
- Develop a range of academic skills and apply them to different situations in life

2. Numeracy Across the Curriculum

a) Introduction

The **purpose of the whole-school numeracy across the curriculum policy:**

- To develop, maintain and improve standards in numeracy across the school by sharing good practice.
- To ensure consistency of practice including methods, vocabulary, notation, etc.
- To indicate areas for collaboration between subjects.
- To assist the transfer of Students' knowledge, skills and understanding between subjects.

The Development of the Concept of "Numeracy":

1995 (OED) – numerate means acquainted with the basic principles of Mathematics

A Current Definition of Numeracy:

Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables.

(Framework for Teaching Mathematics – Yrs 7 to 9 – DfES)

Numeracy is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential for life in modern society, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. It is also vital that Students achieve a level of numerical fluency to enable them to access other aspects of the curriculum. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

b) Aims

- To adopt a whole school approach to numeracy across the curriculum in keeping with the principles and practices established in the National Numeracy strategy.
- To enable all Students to reach their potential in the key numeracy skills of number, shape and space, data handling and using and applying mathematics. Particular emphasis is placed on use of time and money.
- To support the development of numeracy skills throughout the curriculum.
- To raise Staff awareness of key numeracy strategies through Staff meetings, INSET and the dissemination of good classroom practice.
- To encourage Staff to take responsibility for the development of numeracy in their subject areas through the inclusion of differentiated and appropriate schemes of work and lesson planning.
- To establish procedures for monitoring numeracy across the curriculum.

c) Strategies

Raising Standards through Strategies

Raising standards in Numeracy across Hednesford Valley High School cannot be solely judged in increased test percentages. There is a need to evaluate the Students' ability to transfer mathematical skills into other subject areas, applying techniques to problem solving. The Students' confidence in attempting this is initially as important as achieving the correct solution. Student response and work sampling will be the main processes for evaluating the success of the school's

practice. There are some key roles within school that will ensure that this policy is effective and becomes a well-established practice. The Senior Leadership Team has a commitment to the implementation and evaluation of this work and is aware of the need to create time for liaison and sustain the cross curricular links **forged between subject areas. The effectiveness of these links will reduce the replication of work by teachers and Students.**

At Hednesford Valley High we implement the following to support classroom learning:

- Variations of formats for writing the date (SSM) (all lessons).
- Using a stopwatch to time an event (SSM) (PE, tech, food tech, science).
- Recognition of the different types of money, including coins, notes, cards and cheques (N) (ASDAN, PSHE).
- Understanding a bank statement, and the concept of going overdrawn (N) ASDAN, PSHE).
- Using ICT to display data (Excel for graphical representations) (DH) (ICT).
- Number recognition up to 100 (N) (all lessons).
- Number bonds to 10, 20 (N).
- Creating symmetrical patterns/pictures (SSM) (Art).
- Creating repeating patterns using shapes/colours (SSM) (Art).
- Creating progressive patterns with shapes/colours/numbers (SSM, N, U&A) (Art).
- Percentages for calculating VAT, or when discussing alcohol in PSHE (N).
- Ratios for adapting recipes (N) (Food tech).
- Using play to develop number skills, e.g. who goes 1st, 2nd, 3rd, last; using dice; probability in games of cards/dice, matching dominoes (N, DH, SSM, U&A).
- Understanding that the more people are included in a survey, the more reliable the outcome e.g. looking at advertisements for new products (N, DH, U&A).
- Playing at shopping (N, U&A).
- Sorting objects e.g. by colour, shape, purpose (DH, U&A).
- Identifying the odd one out (DH, U&A).
- Can identify the equipment necessary to solve a problem e.g. a pencil if asked to draw (U&A) (all lessons).
- Knows names of standard units of measure and their application e.g. for length m, km, mm, cm, mile; for capacity pint, litre, gallon, ml, etc. (U&A, SSM) (technology/Food tech/science).
- Can measure length/mass/capacity (SSM) (technology/Food tech/science).
- Symmetry; use of paint mixing as a ratio context (Art).
- Comparison of two data sets on word and sentence length (English).
- Recipes as a ratio context, reading scales (Food Technology).
- Representing data, use of Spreadsheets (Geography).
- Timelines, sequencing events (History).
- Representing data; considered use of graphs (Computing).
- Dates, sequences and counting in other languages; use of basic graphs and surveys to practise foreign language vocabulary and reinforce interpretation of data (MFL).
- Addition of fractions (Music).
- Collection of real data for processing (PE).
- Interpretation and comparison of data gathered from secondary sources (internet) on e.g. developing and developed world (RE) Measuring skills, units of area and volume (DT).
- Calculating with formulae, three way relationships (Science).
- Scale, practical equipment, proportion (Textiles/Art).

National Curriculum strands and suggestions for appropriate subjects are included in brackets. More subjects are encouraged to incorporate more ideas as far as possible. All topics will be covered in Mathematics lessons at the appropriate level.

Vocabulary

The following are all important aspects of helping Students with the technical vocabulary of Mathematics:

- Use of Word Walls
- Using a variety of words that have the same meaning e.g. add, plus, sum and encouraging Students to be less dependent on simple words e.g. exposing them to the word multiply as a replacement for times.
- Discussion about words that have different meanings in Mathematics from everyday life e.g. take away, volume, product etc
- Highlighting word sources e.g. quad means 4, lateral means side, so that Students can use them to help remember meanings. This applies to both prefixes and suffixes to words.
- Use different vocabulary during 'starters' to introduce new numeracy words.

Students should become confident that they know what a word means so that they can follow the instructions in a given question or interpret a mathematical problem. For example, a Student reading a question including the word perimeter should immediately recall what that is and start to think about the concept rather than struggling with the word and then wondering what it means and losing confidence in his/her ability to answer the question. The instant recall of vocabulary and meanings can be improved through flash card activities in starters. Try to do this twice a half term with each group; this may be key vocabulary at the start of a unit of work or recalling vocabulary from previous mathematics. Students should be given practice on the wording used during KS3 and KS4 examinations. Students should link words to pictures, diagrams and concepts.

d) Roles and Responsibilities

SLT

Lead and give high profile to numeracy.

Mathematics Coordinator

Supports teachers in the implementation of strategies and encourages teachers to share good practice; identifies and coordinates numeracy training opportunities; sets targets termly for IEPs and assesses Student progress.

Mathematics Department - Teachers of Mathematics should:

1. Endeavour to be aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used in all subjects.
2. Provide information to other subject teachers on appropriate expectations of Students and difficulties likely to be experienced in various age and ability groups.
3. Through liaison with other teachers, attempt to ensure that Students have appropriate numeracy skills by the time they are needed for work in other subject areas.
4. Seek opportunities to use topics and examination questions from other subjects in mathematics lessons.
5. Provide Students with the knowledge, skills and understanding they need to develop mathematical fluency.
6. Use consistent approaches across the school to enhance coherent learning of numeracy.
7. Set weekly mathematics homework for all Students.

Teachers across the Curriculum (subjects other than Mathematics) should:

1. Ensure that they are familiar with correct mathematical language, notation, conventions and techniques, relating to their own subject, and encourage Students to use these correctly.
2. Be aware of appropriate expectations of Students and difficulties that might be experienced with numeracy skills.
3. Provide information for mathematics teachers on the stage at which specific numeracy skills

- will be required for particular groups.
4. Provide resources for mathematics teachers to enable them to use examples of applications of numeracy relating to other subjects in mathematics lessons.
 5. Contribute to Students' development of numeracy since number, shape, time and money are, to a varying degree, integral to all lessons.

Students

Take increasing responsibility for recognising their own numeracy needs and making improvements, particularly by completing tasks set and responding to feedback from Staff.

Parents/Carers

Encourage their children to use a range of strategies taught at school to improve their levels of numeracy, ensure Students complete homework in a timely manner.

Governors

An identified Governor could meet with Staff and Students to report progress and issues to the Governing Board.

e. Including all Students

The needs of each Student are identified in their statements. These needs are reviewed on a yearly basis from the statement date or, when a suitable date can be arranged for all stakeholders to attend.

When writing an Annual Review Staff will follow the guidelines provided by the LA. Parents/Carers and Students are encouraged to express their opinions as part of the Review meeting.

The Students at Hednesford Valley High are entitled to our highest expectations and support. Some will need additional support and others will need to be challenged and extended. Strategies include:

- Questioning
- Adjusting the demands of the task
- Use of additional support
- Use of group structures
- Resources
- Making objectives clear
- Creating an atmosphere where Students evaluate their own and each other's work

The Governing Board believes that all Students, regardless of ability and behaviour, are valued equally at Hednesford Valley High School. SEN Students are not to be viewed as a separate entity but are part of the whole school approach, and different Students' needs are recognised and met through varied and flexible provision throughout the curriculum.

3) Reading

Students at Hednesford Valley High are currently below age-related expectations for reading. Due to the academic ability of our students, reading is a key area that they struggle with the most which has resulted in a lack of enjoyment and pleasure gained from reading. Where our students have a reading age of below 8 years old, they are assessed and placed on the Read Write Inc intervention programme that is delivered in small group sessions. Where students have gaps in phonic knowledge, they are placed on 1:1 intervention. For students that can fluently read but are still under age-related expectations, they are placed on the Accelerated Reader programme. We are currently (September 2023) updating the software and once in place, will assess students on their current reading age. Our whole school target is for every student to have made 1 year's progress in their reading age by the end of the academic year. This is an inspirational target as we are aware that some students may not be able to reach this target.

At Hednesford Valley High School we actively encourage our students to read for pleasure and recognise that reading is a core part of every child's education, regardless of their background or attainment. Reading is a key part of our curriculum and we aim to expose our students to a range of texts in a variety of different situations – in school and in the wider community. We want our students to develop a lifelong love of reading for pleasure that will help them become successful and independent readers for their whole life. The National Literacy Trust has noted that becoming a lifelong reader is based on a deep love of reading. There is a vast body of evidence which illustrates the importance of reading for pleasure for educational purposes as well as personal development. In addition, reading enjoyment has been reported as more important for a child's educational success than their family's socio-economic status.

This Reading Policy, linked to the English Policy, is a policy in its own right and focuses on the importance of reading and how we undertake this vital task at Hednesford Valley High School. It focuses on the promotion and encouragement of reading as a pleasurable activity.

a) Legislation and Guidance

The Hednesford Valley High School Reading Policy has adopted and consulted the following organisations, documents and guidance:

- Department for Education - Reading Framework (July 2023)
- Education Endowment Fund – Reading Strategies
- National Literacy Trust
- Hednesford Valley High School - English Policy

b) Whole School Reading Strategies

At Hednesford Valley High School, we give our students opportunities to read a wide range of texts within the classrooms. Students also have access to the school library. These texts include:

- Fiction and non-fiction books
- Age appropriate picture books
- Poetry anthologies
- Magazines, comics and graphic novels
- Internet based texts via MyOn
- Access to Accelerated Reader for fluent readers
- A reading intervention with the use of Ruth Miskin's Read Write Inc programme including Fresh Start for older students in KS3.
- Celebration days that promote a love of reading
- Parent / Carer involvement
- Modelling reading to students
- Reading in tutor time
- Guest speakers and theatre to engage and enthuse students with reading for pleasure

We want to see and develop our students as readers, regarding their starting points. The intervention programmes are specifically targeted to those students who have no reading ability or are emerging readers. Students on this programme are tested regularly and move through the programme with our ultimate aim of them not requiring the programme and then can move forward to access Accelerated Reader – our whole school reading programme that helps students read independently and continue to develop their reading.

The School Library

The School Library is the Reading Hub of the school. This is an area where students can access exciting literature, relevant to their needs and interest. The School Library will also run a lunchtime club, where students can browse and explore books, relax and read, or discuss and recommend books to others.

Our library offers a wide range of books available for students to read in class or to take home. The books are arranged by fiction, non-fiction which are then sub-divided into categories. We are currently (September 2023) updating the library to ensure that all books are categorised by AR reading age so that students can access books that are their aimed at their reading level. Students know and understand that they are able to choose books that are above their current reading age; we do not stunt student's choices of reading material. We do specify however, that students are not permitted to choose books below their reading level as this may impact progress. We also are in the process of having student librarians who act in a leadership and management role of the library. We would like to implement a full library management system to monitor library usage moving forward.

We actively encourage our students to be Reading Leaders within our school. Students in key stage four help to manage and run the library at break and lunch times.

Book Club

Book Club is a dedicated time within the school timetable, where books are recommend to students for "class reading" and reading at home. Each Term there will be a selection of books that are recommended to students, appropriate to their stage of reading. These books will be available from the School Library or the Local Library. The list will be available on the School Website and parents/carers will be informed so they can be involved in the process. This time is not just allocated towards the recommendation of books, it is also a time for all to discuss the books they are reading. We also have a Book Club that students can participate in every week, for an hour after school. This is a quiet, dedicated reading time for students and staff to read together and discuss books they have read.

Class Reading Time

Studies have shown that children who are read to aloud are more likely to achieve greater academic success and are able to participate in social situations. Effective reading aloud time is about creating a positive reading experience to engage and enthuse our students, so that our teachers and other adults can model their own enthusiasm for books and reading them. Students are actively encouraged to engage with the teacher during this reading time: sharing their thoughts about the text; using intonation and facial gestures and asking questions to improve comprehension.

In addition, students have access to a range of class novels as the core text for their topics in English. This is often underpinned by other relevant reading that supports their learning. Our aim is that all teachers and adults read to their students during the course of the week. Students also have reading in tutor time three times a week; by dedicating this amount of time to reading during tutor, we are signalling to our students that reading is an excellent way to start their day, to develop positive mental health if students arrive anxious or agitated and enables time for the individual student to focus on their own reading for pleasure.

Guest Reader

The use of guest readers is a developing strategy. It is envisaged that once a term, a guest speaker will come in to discuss a chosen book and read a section to students.

Reading Across the Curriculum

At Hednesford Valley High School, appreciate that whole curriculum matters in developing students' reading comprehension, because good comprehension depends upon knowing a lot. However, reading successfully in any subject depends upon students' ability to read accurately and fluently, so that they can direct their attention to the knowledge they will learn from the text rather than to

decoding it. To ensure that students can access the whole curriculum, subjects will introduce terminology and incorporate texts that are appropriate to the needs of the students. Within all lessons there is dedicated time to the development of new language, based on subject knowledge. We also recognise that pupils often want to read more about the subjects they are learning within the curriculum. To facilitate this we have a range of books linking to areas of learning in science, history and Geography, art, computer science and English units of study that students can access in the school library and via the MyOn library. Pupils are encouraged to read and discuss these texts with their peers. Pupils are given independent reading time three times per week in tutor time.

Celebration Days and Assemblies

We actively encourage students and staff to participate in our reading celebration days by participating in World Book Day: dressing up as a favourite character and in lesson, engaging in book-related conversations and activities. These special days are printed in student's diaries and activities for the day are based around reading and the sharing of experiences, books and authors.

Our whole school assembly is used to promote reading and creating a positive atmosphere regarding reading. Staff and students use this time to share their favourite books and to also to promote celebration days, such as World Book Day, Shakespeare Week and National Poetry Day. We also use this whole school collective time to share winners of any reading-related competitions and progress with the Accelerated Reader and Read Write Inc programmes.

Link with Local Library

An important factor in developing reading for pleasure is choice. At the library pupils are shown how to find and choose books of interest to them. Pupils also get the chance to borrow books to read and share with their friends at school. Visiting the library with the school encourages pupils to visit the library outside of school hours and involve their parents and siblings. Hednesford Valley High School also supports the Staffordshire Libraries Summer Reading Challenge.

c) Tiered Levels of Support

We want to see and develop our students as readers, regarding their starting points. The intervention programmes are specifically targeted to those students who have no reading ability or are emerging/developing readers. In accordance with guidance from the DfE, the school has introduced a "systematic synthetic phonics (SSP)" programme to support its non-/emergent-readers. The SSP programme of choice is "Read Write, Inc" and Fresh Start. Students on this programme are tested regularly and move through the programme with our ultimate aim of them not requiring extensive support. They can move forward to access Accelerated Reader, our whole school reading programme that helps students read independently and continue to develop their reading.

Levels of Support:

- Non-/Emergent-Reader (Complex Needs) – Read, Write Inc.
- Non-/Emergent-Reader (SLD) – Fresh Start
- Developing/Competent Reader – Accelerated Reader

d) Reading Rewards

Research suggests that to develop a positive habit of reading in students, intrinsic motivation (the personal enjoyment of reading) is more beneficial than extrinsic motivation (reading for recognition, reward or to please others). With this it is important that all teachers positively encourage and promote reading and take an interest in student engagement and enthusiasm. We also recognise that recognition is also important and the school will make reading part of its reward system – students receive house points for their enthusiasm and enjoyment of reading. In addition, students are rewarded with a gift voucher at each celebration assembly for their progress on Accelerated Reader.

e) Responsibility of the School

- It is the responsibility of the Headteacher to ensure that sufficient resources and provisions are made available to successfully execute the School's Reading Policy.
- It is the responsibility of the Senior Leadership Team to ensure all staff have professional support, coaching, training and guidance is to support their understanding and develop their skills in promoting reading and reading intervention. This will be through:
 - Staff meetings and INSET
 - Discussions with SLT and English Subject Leader
 - Discussions and sharing good practice within teams
 - Wider reading /research on 'Reading for Pleasure'
- It is the responsibility of the school's Reading Lead (Mrs Overbury) to ensure the implementation and management of the school's Reading Policy
- It is the responsibility of the school's Phonics Lead (Miss Bird) to ensure the implementation and management of the school's SSP Programme
- It is the responsibility of staff to follow the guidance and ethos of the School's Reading Policy and informs the Senior Leadership Team if they have any issues or concerns.
- It is the responsibility of all staff to act as positive influencers to Reading and promote the school's ambition to instil a culture of reading within the school and beyond.

f) Links with Home, Parents, Guardians and Carers

Students are encouraged to take home books to read to adults at home or independently. Reading recommendations for each year group are sent home Information regarding celebration days is shared with home via letters and text message Parent / Carer Reading café (coming soon)

Read Write Inc video links are shared on the school website to help adults support their child at home (coming soon)

A dedicated Reading section on our new website with help, guidance and support for parents / carers to support their child at home
Adult reading workshops

4) Literacy Across the Curriculum

a) Introduction

English is the main medium through which students learn and express themselves across the curriculum. All teachers and teaching assistants have a stake in effective English.

The staff at Hednesford Valley High are committed to developing literacy skills in all our students, in the belief that it will support their learning and raise standards across the curriculum. By focusing on and improving reading, writing, speaking and listening across the curriculum our students will have increased self-esteem, increased motivation and improved behaviour. It allows students to learn independently.

Literacy across our curriculum is empowering, confidence boosting and an essential life tool.

b) Policy Aims

- To adopt a whole school approach to literacy across the curriculum in keeping with the principles and practices established in the National Literacy strategy.
- To enable all students to reach their potential in the key literacy skills of reading, writing, speaking and listening.
- To support the development of literacy skills throughout the curriculum.
- To raise staff awareness of key literacy strategies through working party discussions, INSET and

the dissemination of good classroom practice.

- To encourage staff to take responsibility for the development of literacy in their subject areas through the inclusion of differentiated and appropriate schemes of work and lesson planning.
- To support the development of literacy through the deployment of a range of resources in the school, i.e ICT, PECS, dyslexia friendly resources.
- To identify specific roles and responsibilities within the school with regard to the development of literacy work.
- To establish procedures for monitoring literacy across the curriculum.

c) Strategies

At Hednesford Valley High we consider that basic language activities and opportunities are not restricted to English but must also be taught across the whole curriculum. Activities include;

Speaking and Listening:

- Promoting a total communication approach
- Recognising and respecting the language diversity of all our students
- Listening to and carrying out instructions
- Exploring and developing ideas with others through talking
- Asking and answering questions
- Developing competence and confidence in speaking and listening
- Providing opportunities to speak and listen in a variety of contexts, to different audiences and for a range of purposes
- Promoting play as a social activity to structure student/adult interaction

Reading:

- Providing relevant reading material which is appropriate for age and ability of students
- Providing dyslexic friendly worksheets and covered overlays
- Reading and following written instructions
- Reading to explore and develop understanding
- Learning how to access non-fiction books using an index
- Presenting reading materials in an attractive and inviting manner
- Valuing the importance between home and school encouraging Parents/Carers to participate in their child's reading.

Writing:

- Writing for a purpose
- Writing for a range of purposes and audiences
- Making notes and lists in a variety of formats
- Providing opportunities to write collaboratively as a class, in pairs or groups or as individuals from a variety of stimuli
- Providing appropriate age and ability written tasks differentiated to meet individual needs
- Teaching appropriate skills for tasks eg: sentence structuring, paragraphs and punctuation
- Ensuring that students are familiar and understand particular genres by providing good models and frameworks where necessary
- Providing appropriate dictionaries and teaching students to use them
- Providing technological aides, such as laptops, to develop handwriting
- Displaying key words in the classrooms
- Always encouraging high standards of presentation
- Creating a positive atmosphere recognising the importance of writing throughout the school
- Promoting a consistent approach to teaching handwriting
- Teaching spelling through a meaningful, structured, individualised and multi-sensory approach

d) Roles and Responsibilities

SLT: Lead and give high profile to literacy

Subject Lead of English: Support teachers in the implementation of strategies and encourages teachers to share good practice. Identifies and coordinates literacy training opportunities

English Department: Provide students with the knowledge, skills and understanding they need to speak, listen, read and write effectively

Teachers across the curriculum: Contribute to students' development of literacy since speaking, listening, reading and writing are, to a varying degree, integral to all lessons.

Students: Take increasing responsibility for recognising their own literacy needs and making improvements

Parents/Carers: Encourage their children to use a range of strategies taught at school to improve their levels of literacy

Governors: An identified Governor could meet with staff and students to report progress and issues to the governing body.

e) Including all Students

The needs of each student are identified in their EHCP. These needs are reviewed on a yearly basis from the statement date or, when a suitable date can be arranged for all stakeholders to attend.

The Annual Review will report on:

- Students views, aspirations and interests
- Students Special Needs
- Health Needs related to Special Needs
- Social Care Needs
- Student Support Plan – outcomes and special education provision

When writing an Annual Review staff will follow the guidelines provided by the LA. Parents/Carers and students are encouraged to express their opinions as part of the Review meeting.

The students at Hednesford Valley High are entitled to our highest expectations and support.

Some will need additional support and others will need to be challenged and extended.

Strategies include;

- Questioning
- Adjusting the demands of the task
- Use of additional support
- Use of group structures
- Resources
- Making objectives clear
- Creating an atmosphere where students evaluate their own and each other's work

f) Monitoring of the Policy

Individual teachers are responsible for the implementation of the policy in the classrooms and their surrounding areas. Staff will use the available data on Assessment Without levels to assess the standards of student's literacy. The English department will be responsible for updating Assessment Without Levels on a half termly basis.

SLT and the Subject Lead of English will monitor progress in literacy across the curriculum by:

- Moderation of Work
- Learning Walks
- Observations
- Meetings
- Work Monitoring
- Marking Monitoring

- Data Meetings

5) Physical Education

a) Introduction

We hope that each Student on leaving school will have achieved the following:

- The ability to participate in and enjoy a range of physical activities, thereby leading to a high percentage taking up one or more physical activities in their leisure time.
- To appreciate the importance of physical activities and fitness.
- To have the awareness necessary to be sympathetic to the needs of others in a social and sporting context.

b) Aims

- To provide a sense of enjoyment through Physical Education
- To promote full participation in Physical Education
- To promote physical fitness
- To contribute to health education
- To develop social awareness and an ability to cope with a variety of personal relationships
- To assist cognitive development through a problem solving approach
- To promote physical skills for Physical Education and the wider society
- To enhance creativity
- To provide classes with the opportunity to participate in outdoor pursuits and extracurricular activities
- To enable Students to continue sport in the community
- To promote knowledge gained from other subjects areas into Physical Education
- To give some Student the chance to complete OCR entry Level PE at the end of key stage 3
- To some Students the chance to complete Sports Leaders level 1 in key stage 4

c) Organisation

Each Student receive a minimum of one hour 40 minutes of physical education; differentiated to meet the needs of the individual Students. Students are taught in year groups in mixed settings. Students receive a differentiated programme of study that satisfies national curriculum requirements for physical education or meet their individual needs.

Students are expected to wear the correct kit to participate in physical education and time is set aside at the start and finish for changing; time for showering if provided when necessary but they must bring a towel.

All key stage 3 and key stage 4 physical education is taught on-site; either in the school or outside on the field.

Students are excused from physical education if they have written communication; verbal confirmation from Parents/ Carers. Students are encouraged to be involved in the lesson at a level appropriate to their condition/ medical need.

There is also a vibrant extracurricular programme allowing access for our gifted and talented to compete in inter-school competition. The school is also an active member of the West Midlands Special School Sport Association.

6) Extended Schools

a) Status

This is not a statutory policy but is recommended as good practice.

b) Purpose

The Government's vision, set out in the Children's Plan, is that every child and young person should have the opportunity to fulfil their potential. Extended Schools are a key mechanism for this and help deliver the Every Child Matters (ECM) outcomes for children and young people; namely being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic wellbeing.

This policy sets out how Hednesford Valley High, working in partnership with other schools and providers will provide access to extended services for children and young people, their parents and carers and the wider community. This will be either on the school site or signposted to other extended services offered locally by other schools and providers

c) Consultation

Consultation with young people and their parents and carers on what extended services should be delivered at or through school will be carried out at least annually. This will be achieved through the following mechanisms:

- Student Leadership Team
- School Staff
- Governors
- Use of Questionnaires/ Student voice

Hednesford Valley High will also take into account data identifying need and results of consultation carried out by key partners in the delivery of extended services. This will include:

- School data
- Local children's centre consultations
- Etc

d) Provision of Extended Services

Varied menu of activities

A programme of before school and after school learning activities will be developed and delivered on a termly basis. These include:

- Extension activity (e.g. booster classes, 1:1 tuition)
- Enrichment activity (e.g. special interest clubs such as art etc)
- Enabling activities (e.g. mentoring, help with key skills, DofE, Youth Clubs)
- 2 – 3 hours per week Sport/Physical activity
- Volunteering and business opportunities
- Early Entry into School
- Breakfast Club

The programme of activities will be made available annually to parents/carers and young people via the newsletter and school website.

We will also signpost young people and parents/carers to other local activities through our School

Clubs/School Links and via the Families Information Service.

We will also signpost young people and parents/carers to the Staffordshire Connects (<https://www.staffordshireconnects.info/kb5/staffordshire/directory/family.page?familychannel=0>), which will provide them with information on activities available during the holidays. We will make parents/carers and students aware of websites for information for activities.

Swift and easy access to specialised services

Hednesford Valley High has effective arrangements in place for the early identification and support of young people with additional needs.

Through a referrals process we have access to the following specialist services:

- Child and Adolescent Mental Health Services (CAMHS)
- Specialised health services – School Nurse, speech and language and physiotherapy
- Early Help

A named member of school staff will retain responsibility for liaison with the service that provides any intervention.

We will ensure that sufficient members of staff are trained in using the Early Help Forms and that they use it proactively to identify needs and ensure that any interventions and referrals are appropriate. We will work with other services to identify a lead professional where needed.

Parent/Carer support

Hednesford Valley High aims to work in partnership with parents/carers to achieve the best possible outcomes for young people in school and will:

- Offer transition information sessions for all parents/carers when their child starts high school and on moving on to college, employment and apprenticeships.
- Offer family learning opportunities, where young people and parents/carers can learn together, and signpost to other family learning opportunities locally.
- Provide information, advice and assistance to parents/carers to support their child's learning and well-being, and provide information about local and national services which are available to parents/carers.

Community Use

Hednesford Valley High is part of the wider local community and as a school we recognise our duty in promoting community cohesion. As part of this, we will make the school facilities available, where possible, to the community through our Lettings Policy. Extended services, where possible, will also be available for children with an Education Health and Care Plan and young people and their families who do not attend our school but live locally.

e) Relationships to Other Policies

Extended services are reflected in the following school policies:

- Safeguarding policy
- Health and Safety policy
- Equalities policy
- Behaviour policy
- Charging policy
- Lettings policy
- ... etc

Any partner agency delivering extended services on school site will adhere to the relevant school policies, in particular safeguarding, equalities, and health and safety.

f) Monitoring and Evaluation

Monitoring and evaluation will therefore take place within the school's evaluation and planning cycle in the following areas:-

- Take up of extended services by type, by year group, gender, ethnicity, Free School Meals and identified vulnerable groups.
- Take up of extended services by type by parents/carers
- Feedback on extended services

7) Promoting Effective Communication for Students

a) Rationale

Communication is essential to build relationships with others, to share knowledge, to make our feelings known and to share ideas. Communication is the basis of all of our work at Hednesford Valley High School.

We aim to support those Students who find communication difficult by teaching the skills of listening, understanding and responding to others. We strive to achieve this through the development of:

- functional communication skills.
- social skills and facilitating positive relationships with others.
- enabling Students to recognise their emotions and to express how they feel.

This is achieved through the school curriculum and by the promotion of social experiences within the school day (in and out of the classroom) and after the school day.

Striving to improve both the communication skills that Students have and to give them opportunities to use these skills aims to support good relationships with others, puts them in a good position emotionally for learning and opportunities to access important skills for life.

b) Teaching Strategies

A range of teaching approaches and specialised methods are used to support and develop communication skills with our Students dependent upon their individual needs and capabilities.

- Good role modelling and use of expressive language.
- Providing structure, routine and repetition within the school day.
- Developing opportunities for building up positive relationships with Staff and between Students.
- Providing opportunities for communication such as special interest clubs, music and access to books.
- The use of supportive approaches to communication such as PECS, Makaton signing, TEACCH schedules, social stories, communication aids and the use of Objects of Reference,
- Encouraging Students to express their emotions either verbally, physically or through the use of symbols to support emotional regulation.

c) Supporting Students

Strategies to support communication will be implemented and delivered by teaching staff and support staff. When additional advice is needed the advice of specialists and outside agencies will be sought such as Speech and Language therapists and from specialist teachers.

d) Setting Targets to Improve Communication

When communication is part of their ECHP plan, Students IEP targets will include communication targets. Communication is also embedded into the curriculum across all subject areas and forms the basis of units for Accredited Courses that are being completed across school as part of Literacy and Life Skills courses and qualifications.

8) Dissemination and Review

The policy will be disseminated widely both to Staff and Governors through appropriate meetings.

The policy will be reviewed November 2027.