

# THE CURRICULUM AT HEATHFIELD COMMUNITY COLLEGE

The vision for the curriculum at Heathfield is one of ambition and breadth; to ensure a high quality experience bespoke to our students, developing the knowledge and characteristics to be able to access, succeed and thrive at the highest levels (*Excellence as a habit*)

This echoes the overarching goals of the College. The specific intent of the curriculum is clearly set out in the architecture of Goals, Curriculum Maps and Schemes of Learning for each subject. This is embedded in College, department and subject specific training. It is revisited regularly with a clear aim to “*keep the main thing the main thing*” - that is a high quality curriculum implemented through research informed pedagogy.

## THE WHOLE COLLEGE

Heathfield Community College’s “**Important Goals**” that are the basis by which we conduct our everyday experience and set long term aspirations. They are underpinned by the essence of Heathfield: **Pride. Ambition. Community**

## HEATHFIELD IMPORTANT GOALS

- A community of high aspiration and high achievement,
- A culture of collaboration and compassion.
- Broad, balanced, challenging and relevant curriculum for all.
- Inspiring teaching, purposeful and creative learning experiences.
- Experiences that build self-esteem, leadership and resilience.
- Students developing self-esteem, resilience and leadership, equipped to enjoy and thrive in their lives, in and beyond college.
- A vibrant centre for learning, attracting and retaining the best staff based on career fulfilment, enjoyment and job satisfaction

Heathfield Community College is committed to fulfilling the potential of each of its learners. We are a fully inclusive College which aims for outstanding provision for all students. Therefore our curriculum intends to ensure that all students leave the College as well-rounded young adults ready to be knowledgeable responsible citizens of the future with strong values, strong principles and ambition for success. This is achieved by a clear focus on deep subject knowledge alongside the skills and attributes that we know are essential for future success in life. It introduces students to the best that has been thought and said; helping engender an appreciation of human creativity and achievement.

The exceptional exam results achieved by our students open doors but the key to sustained success and happiness is the ability to demonstrate qualities that rarely appear on exam papers.

These are the **Heathfield Habits**:

- Ambitious and Confident
- Engaged and Enthusiastic
- Compassionate and Considerate
- Determined and Reflective
- Honesty and Integrity

## LITERACY AND NUMERACY

We are committed to:

- (i) making literacy an integral part of students’ everyday lives while at College and
- (ii) raising the standards of literacy in all its students.

There is a moral imperative to ensure that students leave Heathfield Community College with a high level of literacy; that is: be a skilled communicator who is successful in applying to the 6th Form, other educational establishments or employment. Furthermore, competent literacy skills

enable students to read, understand and access examination materials so that they can achieve their potential across the Curriculum.

All departments and all teachers have a crucial role to play in supporting students' literacy development. Literacy Guidance signposts strategies that can be used across the curriculum to improve student literacy and support departments embed reading, writing and communication.

We are equally committed to raising the standards of numeracy of all its students. This means developing the ability of students to use numeracy skills effectively in all areas of the curriculum and beyond, so that students can use numeracy skills to cope confidently with the demands of further education, employment and adult life, providing students with every opportunity to improve their numeracy skills, to:

- Enable students to be confident in applying numeracy to everyday situations
- Support students in the application of their mathematical skills to other subjects.
- Ensure students are confident problem-solvers and can understand how to break a problem down into smaller steps.
- Encourage students to use logic and reasoning when explaining a solution.

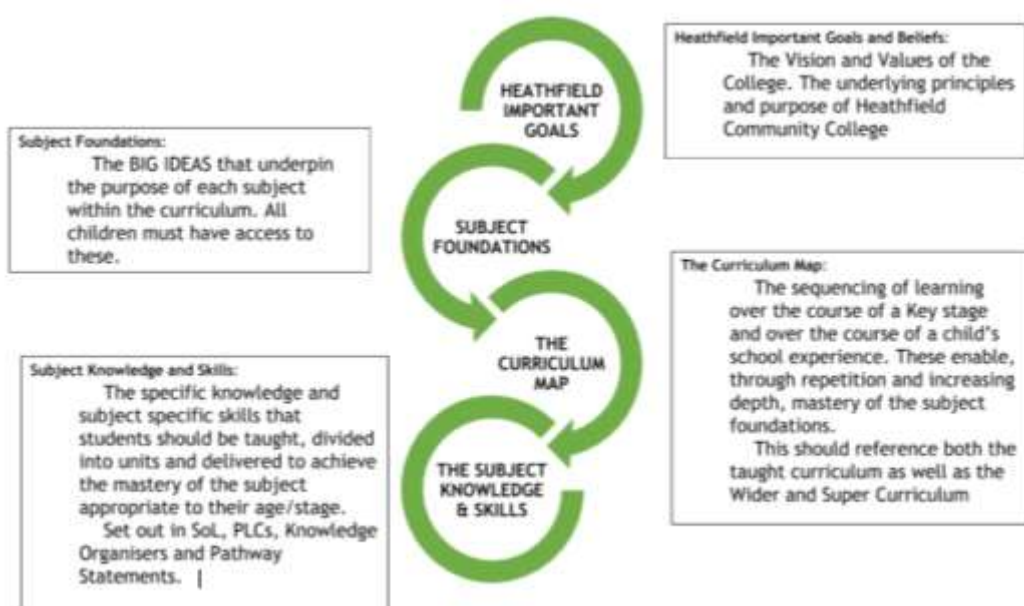
## THE ARCHITECTURE OF THE CURRICULUM

Our curriculum is shaped by 7 principles of curriculum as established by Dylan William: Balance, Rigor, Coherence, Vertical integration, Appropriateness, Focus and Relevance. We review and adapt the curriculum against these 7 principles on an ongoing basis. The impact is seen in the positive exam results achieved by students at the college.

Teachers demonstrate deep knowledge and understanding of their subjects and the relationship between curriculum intent and pedagogy. They implement excellent responsive teaching and learning because they have the time and autonomy to plan, collaborate and improve practise for the greatest impact. Lessons are planned around the central pillars rooted in educational research of Challenge, Independence and Feedback. Digital literacy is a vehicle, among others, including Subject Specific Expertise and Pedagogy, by which these pillars are achieved. Equally, rigorous application of basic conduct, expectations and routines provide students (and staff) with the security and consistency from which to excel.

Curriculum maps for each subject show the topics that deliver the intent of the subject, enabling links to be made between subjects by both teachers and students.

Schemes of Learning give detail regarding intent and misconceptions of each topic alongside a focus on the development of tier 2 and tier 3 vocabulary.



## THE ORGANISATION OF THE CURRICULUM

A two-year Key Stage 3 was introduced at Heathfield in 2010 and is subject to regular review and change in the context of a 5 or 7 year journey through the college. The current model reflects regular review against our intent, context and the principles we have established.

- Key Stage 3 curriculum allows all subjects, including Philosophy and Religion, PSHEe, Arts and Technologies to continue to be taught discretely following the national curriculum.
- CEIAG at Year 8 is full and personalised enabling individual needs for the full range of our students to be met when making their choices for KS4
- Unlike many schools nationally and locally students have a choice of four GCSE option subjects. Therefore, students maintain a breadth of curriculum for longer, not narrow or homogenise their KS4 to accommodate increased content and rigour of reformed GCSEs.
- Where subjects are taught proportionately within guided learning time over 2 or 3 years there is scope for enrichment and depth of study outside of the examination requirements.

Responsibilities for students' wellbeing and health also influence decisions around curriculum modelling at KS3. NHS Kent & Sussex studies repeatedly show that the major health concern of young people in this locality is mental health and anxiety. The College is committed to exploring ways both academic and pastoral of preventing and alleviating the causes and symptoms of mental health issues, building resilience. Feedback and evidence tells us that our stakeholders believe our model does this for our students effectively. (See Research Appendix)

### KEY STAGE 3

Students complete their full National Curriculum entitlement in all subjects: English, Maths, Science, Computing, Modern Foreign Languages (French and Spanish), Art, Design and Technology (including Food and Nutrition), Humanities (Geography, History, Philosophy and Religious Education), Physical Education, Music, Drama, and Personal, Social, Health and Economic education (PSHEe). The Key Stage 3 curriculum is broad with discrete study of all the subject disciplines. No subjects are taught on a carousel with other subjects. Subjects that are in decline nationally as taught elements at Key Stage 3 keep their place in our curriculum, such as Design Technology, Drama, Music, Religious Studies and PSHEe.

Subjects KS3	2002 Govt. Guidelines Hours Per Week	Heathfield Hours Per Week
English	3hrs	3.5
Maths	3hrs	3.5
Science	3hrs	3.5
PE	1hr30mins	2
DT	1hr30mins	1.5
History	1hr15mins	1.5 (2 in Yr8)
Geography	1hr15mins	1.5 (2 in Yr7)
RE	1hr15mins	1
Computing	1hr	1
Drama	1hr	1
Music	1hr	1
Art	1hr	1
Citizenship/PSHEe	45mins	0.5
MFL	2hrs	2
TOTAL	23	25

In addition a Cultural Calendar, Assembly and Tutor time activities as well as the wider provision detailed below, provide continuation of learning in all subjects in all year groups, ensuring the entitlement to relevant understanding and awareness regardless of option choice.

## **KEY STAGE 4**

At Key Stage 4, all students study the statutory areas of Maths (with an opportunity for Further Maths), English Language and English Literature, Science (Combined and Triple), PSHEe (including Citizenship and work-related learning), Religious Education and Physical Education.

Students are entitled to opt for up to 4 other subjects to study to GCSE level or equivalent. Two GCSE option choices will run for two years with final exams at the end of year 10 and the other two choices for three years with final exams at the end of year 11. Courses which run over either two or three years have the same content and value, allocated the same curriculum time.

Given the profile of Heathfield students, it is the College's view that the vast majority should complete the core academic entitlement represented by the EBacc suite of subjects. This is part of the guidance offered through careers guidance within the options process. Typically 65% or more students follow this route. Breadth and balance of Key Stage 4 offer has historically been equally important to students and parents. (See Research Appendix)

## **KEY STAGE 5**

At post 16 students study a curriculum which caters for A-level courses within which there are a small range of BTEC Level 3 courses offered, alongside the Extended Project Qualification. As a Sixth Form we offer a breadth of courses that support students to continue in areas of study that they may have covered at GCSE level whilst also ensuring financial viability.

Alongside of the taught curriculum students are allocated tutorial groups where compulsory assemblies and activities take place along with coaching from tutors. From term 6 of Year 12 students also have PSHEe lessons added to their timetables for support with progression. These lessons also cover aspects of personal development and a wider understanding of the world, this is also supported through assemblies and tutor time activities.

## **WIDER CURRICULUM**

We understand the curriculum extends beyond the classroom. The wider opportunities offered to students at Heathfield are considerable and ensure the continued entitlement to a broad rich education:

- Collapsed Curriculum Days devoted to different learning experiences for all students ranging from careers experiences to ensuring the continued entitlement for all students up to 14.
- Educational visits are many and varied, both local and abroad.
- Enrichment Week offers a variety of activities to students giving them a chance to face a personal challenge taking them out of their "comfort" zone, develop new or established skills
- Super Curricula fortnights give the opportunity to work with subject experts to deepen knowledge and understanding. Students engage in deeper learning with staff and peers in new ways which helps personal development. This is accessed outside of lessons by all year groups and for Year 9-11 they are guided to make choices that continue their ongoing curriculum entitlement to breadth.
- A further wide range of Clubs and Student Leadership opportunities provide experiences and skills beyond the classroom for all students and are take up is strong in all groups.

Engagement in these wider curriculum experiences is tracked to ensure equity of access for all groups of students, intervention ensure all Heathfield students are able to gain their full entitlement.