

Review of Heathfield Curriculum

Rationale: The Heathfield curriculum vision is one of ambition and breadth; high-quality experiences both in and out of lessons are carefully designed to develop the knowledge and characteristics needed to be able to access, succeed and thrive at the highest levels. Bespoke to our students, building on their starting point and the expertise of our staff, both intent and implementation drive *excellence as standard; not a moment wasted*. A 2 Year KS2 and staged 3yr KS4 works in this context because:

- The primary context for Heathfield Community College is strong. All feeder Primaries are rated Ofsted Good or better, students come into College at or above national average attainment.
- Teacher retention is strong <5% and subject expertise is enhanced by experienced staff equipped with research informed CPL. Teachers are able to apply knowledge and make strong progress.
- Research informed CPL ensures teaching is strong and consistent in approaches, staff work collaboratively to build both their pedagogical expertise applied in a subject context as well as their domain specific knowledge related to their subject
- Student Demographic: 6% SEND (inc K), 1% EAL, 14% PP. Repeated NHS Studies of young people in this locality have shown mental health, anxiety and self-esteem to be the greatest Health concerns

Each year the curriculum is reviewed in light of these factors as well as outcomes in KS3, Year 10 and Year 11 to prepare for next steps to determine whether the predisposing factors or contexts have changed substantially.

Date	Student Entry Profile	Adjustment made	Consideration	Outcomes
2015-16	Overall SEND 5.5% PA Year 7 sig+ (Raise online) Yr.7 KS2 APS 27.8	Decision to continue with legacy MFL qualifications	Students had already started courses and to change would disadvantage students in order to prioritise College performance measures - acknowledged in dialogue with Minister of State Gibb	GCSE Eng/Maths C+ 63% Progress 8 +0.29
2016-17	Yr 7 average reading age 11 Average reading age 11 yrs 3 months. Overall SEND 5.4% a) 2016 Yr. 7 KS2 APS 28.3	a) Removal of Performing Arts, Music Technology GCSEs b) Adjustment of model to change from GCSE single year design KS5 timetabled for 10 hrs Adjustment of hours in Eng/Maths /PE to allow GCSE option model to roll through. Reducing number of options studied.	a) To consolidate affordable staffing and ensure academic rigour in fewer subjects, encourage staff expertise b) To ensure transfer to new GCSE from legacy	GCSE Eng/Maths C+ 76% Progress 8 +0.28

Date	Student Entry Profile	Adjustment made	Consideration	Outcomes
2017-18	Baseline Literacy tests 46% Start of Y7 Reading age: 12y 9m End of Yr. 7 Reading age: 13y 6m Overall SEND 6% Yr. 7 KS2 APS 29			GCSE Eng/Maths 4+ 78% GCSE Eng/Maths 5+ 55% Progress 8 +0.49
2018-19	Baseline Literacy tests - 44% Start Y7 Reading age: 12y10m End Yr 7 Reading age: 14y8m Overall SEND 5.8% a) Year 7 KS2 APS 28.6	b) Removal of German and focus on 1 language per student c) Increase KS3 English hours d) Increase Science hours e) Introduction of Year 11 Study Skills/Intervention hours in timetable	a) Breadth to KS5 focused and language expertise b) To facilitate reading support and literacy c) To support knowledge and schema for triple science d) Wave 2 support, metacognition Triple Science support for content.	GCSE Eng/Maths 4+ 82% GCSE Eng/Maths 5+ 62% Progress 8 +0.42 Parent Survey Data: 2 GCSEs in Y10 - 92% 4 Options - 90%
2019-20	Reading ages: av. 12y 3m (Yr. 7) no end of Yr. 7 data due to COVID Overall SEND 6% Year 7 APS 29.5	Introduction of Collapsed Curriculum Days with academic and PD focus and introduction of Enrichment Week	Breadth Cultural Entitlement PD support	CAGs GCSE Eng/Maths 4+ 84% GCSE Eng/Maths 5+ 64%
2020-21	Start of Y7 Reading age: 12y 2m no end of Yr. 7 data due to COVID and GDPR lag with replacement reading system. Yr8 Reading age: 13y 1m Baseline Literacy tests - 47.4% Overall SEND 6%	a) MFL changed to 3-year GCSE b) Increase hours in KS3 Hist/Geog c) Reduce by 1 hr in Tech and MFL d) Reduce groups in Eng/Math/Sci at KS3	a) 6 th form Progression consideration b) Adjustment to variability in QFT and need for more time. c) Response to curriculum leader feedback and content of curriculum. d) Maintain breadth for Music, PHSEs and PD	TAGs GCSE Eng/Maths 4+ 88% GCSE Eng/Maths 5+ 67%

Date	Student Entry Profile	Adjustment made	Consideration	Outcomes
2021-2022	<p>a) Year 7 KS2 - NO DATA</p> <p>Start of Y7 Reading age: 12y 2m End of Yr. 7 Reading age: 13y 3m Baseline tests - 47.4%</p> <p>Overall 6% SEND Year 7 KS2 - NO DATA</p>	<p>Introduction of Latin GCSE Review of KS3 model in the light of Covid impact</p> <ul style="list-style-type: none"> - Reading and Literacy support - Century and tutoring intervention - Focus on oracy - MHWB support and wider curriculum input - Bedrock introduced 	<p>Breadth of language experience, student & staff interest Support for EBacc entry options</p> <ul style="list-style-type: none"> - Year 7-8 evidence of Covid impact (Yr. 7 Reading ages, Year 7 data) - Subject specific intervention and use of AI - Informal evidence of interpersonal skills - Wider MHWB & confidence support 	<p>GCSE Eng/Maths 4+ 77% GCSE Eng/Maths 5+ 52% Progress 8 +0.3*</p> <p>Parent Survey Data: 2 GCSEs in Y10 - 91% 4 Options -85%</p>
2022-2023	<p>Start of Y7 Reading age: 12y 2m End of Yr 7 Reading age: Baseline Literacy tests - 55% (Nov Yr7)</p> <p>Overall 6% SEND Year 7 KS2 -</p>	<p>Continued review of model in the light of Covid impact</p> <ul style="list-style-type: none"> - Reading and Literacy support - Increased MHWB staff and wider curriculum financial support - Focus on PD 	<ul style="list-style-type: none"> - To ensure PD more explicit in subjects and wider curriculum - Increased MHWB/safeguarding concerns 	<p>Parent Survey Data: 2 GCSEs in Y10 - 91% 4 Options -85%</p>
2022-23			-	-
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