



The Crossley Heath School

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Curriculum Policy July 2023

Version Control

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Responsibility: Director of Education
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1. Curriculum Aims

The curriculum at Crossley Heath is designed to support our vision for each of our young people to flourish as an individual, to be curious, to be resilient and to love learning.

We want our young people to receive an education which is well-rounded, exciting and challenging in our selective context, which enables them to grow intellectually, culturally, socially and personally, and which recognises and celebrates the diversity of our school community.

Our curriculum is rooted firmly in our core values:

Self-belief: to believe that we 'can', even if 'not quite yet'.

Respect: to respect each other, our school community, our values and heritage, and our physical spaces; to treat everyone with dignity, tolerance and justice.

Responsibility: to accept personal responsibility for our actions. To conduct ourselves to the highest standards within school and the wider community. To take responsibility to help others and do what is right.

Aspiration: to hold the highest aspirations for ourselves and each other; to aspire to the highest standards and to be 'the best we can be' in all that we do.

Challenge: to challenge ourselves to grow, to challenge beliefs that restrict us or restrict our view of others and to be resolute in the face of change or uncertainty.

Purpose: to do the right things, for the right reasons and to do them properly to the highest standards.

We take a 'Growth Mindset' approach throughout the school educating our young people to become willing to grapple with learning challenges and to value effort and perseverance.

With a focus on celebrating diversity actively and explicitly in lessons, as well as outside lessons, our students are helped to know, understand and celebrate the diverse modern world they live in.

Furthermore, our curriculum aims to:

- Provide a broad and balanced education for all pupils which is coherently planned and sequenced so that students gain cumulatively sufficient knowledge and skills for future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum, prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Deputy Head, Director of Education will take a lead role in many aspects of curriculum development and implementation, and may, under the supervision of the headteacher, undertake some of the responsibilities listed in 3.2 above.

The Assistant Heads (Director of Sixth Form, Director of Teaching & Learning and Director of Pastoral & Behaviour) will also have responsibilities for curriculum design and implementation, particularly through their work in line managing departments.

4. Organisation and planning

The CHS curriculum aims to deliver a wide range of positive experiences for our learners both within structured lesson time and in students' wider experiences throughout the school day and outside of school hours. We provide rich opportunities for high quality learning which enable our students to enjoy and achieve whilst at the school and which will prepare them for later life.

As a result of the school's engaging curriculum students' behaviour and safety are excellent and outcomes for students are good.

Given the highly able nature of our cohort, the CHS curriculum aims to deliver academic excellence and as such the curriculum is centered around subject-specific learning delivered by teams of specialist in departments.

Throughout the curriculum, each of the individual departments have designed units of work which build on prior knowledge to ensure learning takes place over time. Each unit is summarised in a Curriculum Ambition Plan, supported by detailed schemes of work. Departments work collaboratively to agree the key knowledge, skills and understanding

which they are seeking to develop in any given unit. They also highlight common misconceptions and flag up any cross-curricular links to other subjects or careers.

In KS3 all students study:

- English (Language and Literature)
- Mathematics
- Sciences (Biology, Chemistry and Physics)
- Computing
- Art
- Technology (Design Technology, Engineering and Food & Nutrition)
- Foreign Languages (French and German, or Chinese)
- Geography
- History
- Music
- Physical Education
- Religious Studies
- Students also follow a programme of Personal Development through timetabled lessons and through the tutorial programme.

Having held Language College status we are proud to retain a curriculum with a strong focus on MFL. Most students study two languages in KS3 before deciding which they would like to continue, and they can continue both. The school is also proud to be delivering the Mandarin Excellence Programme, with 30 students in each year group selected for this intensive and demanding course.

At KS4 (Y10-11) students follow a broad programme of rigorous academic GCSEs. Every student will sit GCSEs in English Language and English Literature, GCSE Mathematics (many will also sit an additional Further Mathematics qualification on top of this), three separate sciences, and 4 other GCSEs including at least one Humanity (which we define as Geography, History and RS) and one Modern Foreign Language (from French, German or Chinese). Curriculum provision at KS4 is further enriched by PE lessons for all and Personal Development lessons in Y10, and Personal Development days in Y11.

In the sixth form we offer a range of academic A levels including via collaborative provision with C6 partner schools. Further breadth is provided through the enrichment programme which enables students to participate in a broad range of activities covering varying aspects, from health and fitness, to work experience, leadership skills and community volunteering. Students also have access to the Extended Project Qualification (EPQ) in Y12 via the enrichment programme. Students in Y13 are supported in their studies through the timetabling of study support sessions where they undertake independent study at least three times a week.

RSE is taught within the Personal Development education curriculum. It is a spiral curriculum delivered across years 7-13 in the form of Personal Development lessons in years 7-10 and Sixth Form as well as through the tutorial programme for all year groups.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Students also receive stand-alone sex education sessions delivered by visiting trained health professionals. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly. Facts are presented in an objective and balanced way, with students being encouraged to consider their personal attitudes and values.

Spiritual, moral, social and cultural development is woven into the school's curriculum. It forms part of the lessons taught across subjects but is more expressly delivered through Personal Development lessons and the tutorial programme, including via assemblies. The school's curriculum supports the development of British Values through topics covered in Personal Development lessons as well as work delivered subject lessons. Furthermore, the tutorial programme, supported by themed assemblies enhance students' understanding and appreciation of British Values. Regular use is made of 'Votes for Schools' which enables young people to engage in debate and express their views on a range of topics, many of which are linked to British Values.

The Crossley Heath School is committed to providing all students in years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby Benchmarks for ensuring best practice to meet the requirements of the Department for Education's statutory guidance (2018). The school obtained the Quality in Careers Award which is valid for three years and demonstrates an ongoing commitment to providing a comprehensive CEIAG programme for students.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils from disadvantaged backgrounds
- Pupils with SEN

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving their potential.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Trustees monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Reports and presentations to the Achievement & Welfare Committee

- School visits
- Student focus groups
- The headteacher's report

Subject leaders monitor the way their subject is taught throughout the school by:

- learning walks
- lesson visits
- work scrutinies
- student surveys
- student focus groups

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the Director of Education. At every review, the policy will be shared with the governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Exams policy
- SEN policy and information report
- Equality policy and procedure
- Inclusion and Equalities Policy
- RSE Policy
- Careers Policy

Ratified