

Hulme Hall Grammar School



School Curriculum Policy

Policy Control	
Report	Curriculum
Approval Body	Education Committee
Date Reviewed	November 2019
Review Schedule	One year
Next Review due	November 2020

Hulme Hall Grammar School is committed to providing a broad and balanced curriculum which will enable pupils not only to achieve high academic standards but also to enjoy learning for its own sake and develop the skills and understanding to live safe, healthy and fulfilling lives.

1. We offer a broad, balanced, relevant, differentiated and inclusive curriculum to all pupils. At Key Stage 3 and Key Stage 4 the curriculum conforms to the National Curriculum programmes of study and all other statutory requirements. There are clear and diverse pathways through from Key Stage 3 to Key stage 4.
2. Our curriculum has been developed to meet the requirements of current national guidelines and our commitment to the provision of a wide range of subjects, including breadth in our modern languages and vocational choices. Pupils are grouped in a variety of ways according to the needs of the subject.
3. Our commitment to providing a curriculum which enables pupils to achieve the English Baccalaureate means that pupils have the opportunity to take at least one Modern Foreign Language at GCSE level. Able linguists can take two languages. Pupils can also take History or Geography to GCSE Level. However, at Hulme Hall our aim is to support the individual child and provide a curriculum which maximises their opportunity to succeed and encourages their interests.
4. The curriculum takes in to account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
5. We provide a full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
6. Pupils are encouraged in all subjects to acquire speaking, listening, literacy and numeracy skills across the curriculum.
7. Pupils undertake lessons in personal, social and health education and also gain an understanding of the Fundamental British Values of democracy, the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs. The programme of study reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
8. As pupils enter Key Stage 4, we aim to provide a personalised curriculum for them as appropriate. We engage pupils and parents in decisions regarding their option choices and provide Curriculum Evenings and Parents' Evenings to ensure parents and pupils have a thorough understanding of the curriculum we offer. All students are entitled to examination entry in their chosen subjects and all pupils are regularly tested and monitored in order to apply for access arrangements.
9. The curriculum offered at Key Stage 4 ensures that there are clear progression routes to enable students to continue their post-16 education and to prepare them for higher education and / or guidance is given for future careers. This is presented in an impartial

manner through our curriculum and careers evening and various college speakers. They are given a broad range of career options that encourages them to reach their full potential.

10. Where the school has pupils below compulsory age, a programme of activities is provided that is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
 11. Support for pupils with Special Educational Needs, and those for whom English is an additional language, is provided through the Enrichment Department and through in class support. Pupils are provided with opportunities to extend their skills and talents, which includes the provision of additional classes and extension opportunities for more able and talented students, as well as intervention and support provision as required.
 12. All pupils have the opportunity to learn and make progress.
 13. Pupils are prepared effectively with opportunities, responsibilities and experiences of life in British Society.
 14. Formal assessments of learning are shared through the Pupil Progress Record and through the annual school report. Each student's predicted grades have been created by a Cognitive Ability Test (CAT4) which assesses an individual's ability to manipulate and reason with three different types of symbols: words, quantities and spatial patterns, each of which plays an important part in human thought. This data is reviewed as the academic year progresses and where appropriate new aspirational targets are set. If we identify that a student is falling below their potential, the system allows us to ensure that the appropriate intervention can be put in place.
 15. The school publishes a comprehensive assessment and reporting calendar for parents at the beginning of each academic year.
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