



**HILLVIEW**  
SCHOOL FOR GIRLS

**CURRICULUM POLICY 2024-2025**

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## INTRODUCTION

This policy is to be read in conjunction with:  
Hillview School for Girls' Teaching and Learning Policy  
Hillview School for Girls' SEND Policy  
Hillview School for Girls' Assessment and Reporting Policy  
Hillview School for Girls' Literacy Policy  
Hillview School for Girls' RSHE Policy

### Preface

The curriculum outlined in this policy takes full consideration of the National Curriculum as from July 2014 and subsequent updates to English and Maths teaching for all year groups from 2016 and all students to study English and Maths and updates to Science curriculum also from 2016. However, new directives or amendments to existing directives are still released regularly, some with immediate or retrospective effect, and the school will respond to them as quickly as possible and always in the best interest of the students. Our **definition** of curriculum is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (**intent**); for translating that framework over time into a structure and narrative, within an institutional context (**implementation**); and for evaluating what knowledge and understanding students have gained against expectations (**impact**). The curriculum lies at the heart of education. It determines what learners will know and be able to go on to do by the time they have finished that stage of their education.

### Rationale

At Hillview School for Girls, all aspects of the curriculum aspire to support learners in achieving their Pure Potential. Provision must aspire to deliver our School Aims: to deliver a high quality, inspirational educational experience within a broad, personalised curriculum, where the performing and visual arts values are inherent across the school.

Through a balanced curriculum students should have access to a breadth of developmental learning opportunities, within an inclusive safe and supportive environment, fully preparing them for a challenging and ever-changing world.

All subjects have embedded our core values within their curriculum:

- Inspiration
- Innovation
- Independence
- Inclusivity

All subject areas in the school are responsible for ensuring that these aims are an intrinsic part of the curriculum they deliver to students and instil these behaviours and attitudes in them which feeds directly from our Pure Potential values.

Our curriculum is intended to develop a passion for learning in all of our students. By the time our students leave Hillview, we aim for them to be:

- **successful learners**, who enjoy learning, make progress and achieve;
- **confident individuals**, who are able to lead safe, healthy and fulfilling lives;
- **responsible citizens**, who make a positive contribution to society.

As a school specialising in Performing and Visual Arts, we are committed to creative teaching and learning strategies, which will engage all students and draw out the potential of each individual to achieve.

Our policy is to provide a curriculum that has as a focus for learning to enable students to develop their:

- **Attitudes and attributes (Character Education)** that demonstrate a “growth mindset”, such as creativity, curiosity, commitment, responsibility, resilience, reflection, self-belief, courage, compassion, tolerance, empathy and respect.
- **Skills in** communication and literacy, application of numeracy and computing, problem-solving, self-management, team work and business awareness
- **Knowledge and understanding** of big ideas that shape the world on a local, national and globalised level and so to equip them to pursue life’s opportunities.

It is the responsibility of every Curriculum Leader to ensure that, beyond the knowledge and understanding of the discipline taught, the curriculum provision for every subject area exemplifies and fosters the skills, attitudes and attributes above, thus making a significant contribution to these on a whole-school level. Only through the consistent development of these will students acquire the positive characteristics, values and habits that last a lifetime. The development of these attitudes and attributes needs to be an integral part of the long and medium term planning in every subject area and is fundamental to the day-to-day delivery of the curriculum.

**Careers education and employability skills** are taught explicitly and are embedded within all subject areas from Years 7 to 13.

We have adopted the following from 7 Principles of Good Curriculum Design: Coherent, Focused, Relevant – William, D (2013), Principles Curriculum Design. As an overarching balance and check for our policy and curriculum content.

***We endeavour to create a curriculum that is:***

- **Balanced** – Breadth of subjects and flexibility
- **Appropriate** - Equality of opportunity for all, with consideration to appropriateness for individual needs
- **Rigorous** - Academic excellence and the development of interpersonal, cultural, spiritual and moral knowledge and skills. Subject matter that is taught in a way that is faithful to the discipline or field from which it is drawn.
- **Vertically integrated** - A wide range of courses to accommodate the needs of all learners in our school and clear progression routes offering the chance for every student to achieve and progress to further education and employment
- **Relevant** – Courses to support students with career ambitions and to support progression to next stages of education.
- **Focussed** – Subjects are clear of what learning needs to take place by the end of each year and key stage
- **Coherent** - for the educational experiences of young people to be meaningful, it is also necessary to ensure that what they experience in the different activities they engage in is coherent and fits with wider learning objectives, often in different subject areas and careers.

In addition to the above seven principles we encourage the development of active learning across the curriculum through links with the Performing and Visual Arts with a focus on creativity.

We deliver a **diverse and inclusive curriculum** recognising the benefits it brings in breaking barriers of lack of empathy, understanding and intolerance. The diversity within our curriculum works to actively open new opportunities for acceptance of multicultural differences and individuals' identity characteristics.

## Appendix 1

### 1.1 The statutory subjects at Key Stage 3 are:

#### Core subjects:

English  
Mathematics  
Science

#### Foundation subjects:

Art & Design  
Citizenship and Relationships, Sex and Health Education (RSHE)  
Computing  
Dance  
Drama  
Design Technology  
Geography  
History  
Foreign Languages  
Music  
Physical Education  
Religious Education

1.2 The balance of time across Key Stage 3 curriculum is shown below.

	Year 7	Year 8	Total over key stage	Approximate % over key stage
<b>English</b>	7	7	14	15%
<b>Mathematics</b>	7	7	14	15%
<b>Science</b>	6	6	12	12.5%
<b>Art &amp; Design<sup>1</sup></b>	3	3	6	6%
<b>Computing</b>	2	2	4	4%
<b>Dance<sup>2</sup></b>	2	2	4	4%
<b>Drama</b>	2	2	4	4%
<b>French/Spanish</b>	5	5	10	10%
<b>Geography</b>	3	2	5	5%
<b>Healthy Living (inc. PE and Food and Nutrition)</b>	3	3	6	6%
<b>History</b>	2	3	5	5%
<b>RE</b>	2	2	4	4%
<b>Music</b>	2	2	4	4%
<b>PDL and RSHE<sup>3</sup></b>	2	2	4	4%
<b>Total</b>	<b>48</b>	<b>48</b>	<b>96</b>	<b>100%</b>

## Appendix 2

<sup>1</sup> Please note that Technology & Design is delivered as part of the Art & Design Curriculum. The Food and Nutrition component is delivered through Healthy Living.

<sup>2</sup> Dance complements PE in providing an appropriate amount of physical activities for students.

<sup>3</sup> Please note that the statutory requirement for Citizenship is covered within PDL lessons.

## Year 9 – Accelerated Curriculum

Year 9 acts as a transition year, retaining some of the breadth of the Key Stage 3 curriculum whilst allowing students some choice in the subjects they continue with.

- 2.1 All students study core subjects (English, Mathematics and Science), grouped by ability.
- 2.2 All students will choose one preferred subject within each of the following curriculum areas: performing arts, humanities, MFL and visual arts. They will also get the opportunity to extend their study to two subjects in one of the aforementioned areas of learning.
- 2.3 Students in Year 9 also study Personal and Spiritual Learning, RE, PE and Computing.
- 2.4 Parents and students are advised, during the options process, that if they wish for students to study the full breath of the National Curriculum until the end of Year 9 they must use their Extended Provision allocation to ensure they have selected both Geography and History.

*The balance of time across Year 9 curriculum is shown below.*

<b>Subject</b>	<b>Year 9</b>	<b>Approximate% allocation in Year 9</b>
<b>English</b>	8	17%
<b>Mathematics</b>	8	17%
<b>Science</b>	8	17%
<b>Computing</b>	2	4%
<b>PE</b>	3	6%
<b>PDL inc RSHE</b>	2	4%
<b>RE</b>	2	4%
<b>Performing Arts</b>	3	6%
<b>Humanities</b>	3	6%
<b>MFL</b>	3	6%
<b>Art &amp; Design</b>	3	6%
<b>Extended Provision</b>	3	6%
<b>Total</b>	<b>48</b>	<b>100%</b>

### **Appendix 3** **Key Stage 4 Examination Years (Years 10 and 11)**

#### **3.1 Years 10 and 11**

Students have the opportunity to select 4 GCSE options from a range of 'new' options over two years (Years 10 and 11). We recognise that some of our students require additional support with current studies and to prepare them for life after Hillview which needs to be in addition to our main curriculum. Some students as selected by Hillview School for Girls will study a reduced number of options which may be complimented by an Employment, Training and Personal Development qualification.

The statutory subjects at Key Stage 4 are:

#### **Core subjects (GCSEs):**

English

Mathematics

Science (students in Year 10 will be advised to study either Combined Science or three Separate Sciences (selected as part of the options process), current Year 11 students will continue their studies to complete two or three Separate Sciences.)

#### **Foundation subjects (non-examined):**

PDL (Citizenship)/RE including Relationships, Sex and Health Education (RSHE)  
Physical Education

The teaching of religious education and Relationships, Sex and Health Education (RSHE) is statutory and is part of the PDL programme of study. Religious Education is also offered as an optional GCSE course.

**In the interests of balance and breadth, students are required to study at least one of the following: Geography, Ancient History, History, Computer Science or a Language.**

3.1 Some students with Special Educational needs have a different combination of courses consisting of English Literature, English Language, Maths, two Sciences and a further 2 or 3 subjects of their choice. These courses are supported by additional time to focus on examined subjects and in some cases a course to support them developing skills and knowledge that will be beneficial to them after they leave Hillview School for Girls. Hillview School for Girls has the final say on which students are part of this programme of study.



*The balance of time across Year 10 and 11 curriculum is shown below*

<b>Subject</b>	<b>Year 10</b>	<b>Year 11</b>	<b>total hours over Years 10 &amp; 11</b>	<b>Approximate% allocation over Year 10 and 11</b>
<b>English</b>	8	7	15	16%
<b>Mathematics</b>	7	8	15	16%
<b>Science</b>	8	8*	16	17%
<b>PE</b>	3	3	6	6%
<b>PDL, RSHE including RE</b>	2	2	4	4%
<b>Opt 1</b>	5	5	10	10%
<b>OPT 2</b>	5	5	10	10%
<b>OPT 3</b>	5	5	10	10%
<b>OPT 4</b>	5	5	10	10%
<b>Total</b>	<b>48</b>	<b>48</b>	<b>96</b>	<b>100%</b>

## Appendix 4

# Option Subjects

4.1 The Options Process will be run on the principle of overall viability rather than individual classes feasibility. The affordability of staffing per year group will be agreed in advance with the Director of Finance and the overall number of groups approved prior to running the process. In response to the current financial pressures, the above factors will be fundamental in deciding on viability of individual classes. The school's decision on the yearly curriculum offer is final.

4.2 Years 10 and 11 students will access the majority of the range of options currently available over Years 10 and 11 and will cover the 4 areas of entitlement as outlined in the National Curriculum 2014<sup>4</sup>.

4.3 Students will be required to select at least one Humanity or MFL subject to study during KS4, this supports our policy to providing a balanced and varied curriculum. We do not have an English Baccalaureate policy, but one that provides as much choice and propriety as possible. Hillview School reserves the right to alter the curriculum and options on an individual basis.

4.4 Hillview may choose to collaborate with other educational providers to support breadth of curriculum and to provide an appropriate personalised programme of study. Decisions on what collaborations to support remain entirely at the discretion of Hillview School.

4.5 Some students with Special Educational Needs may be offered a more tailored curriculum which may include external placements with alternative providers. We may also extend our offer to Level 1 and Entry Level courses for these students. Any adaptation of the curriculum is at the school's discretion and the school's decision is final.

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<sup>4</sup> The Arts, Design and Technology, the Humanities and Modern Foreign Languages

## **Appendix 5**

### **Careers Education Information, Advice and Guidance (CEIAG)**

5.1 We recognise that with a more complex and personalised curriculum comes the need for equally more refined and tailored IAG. As in the past, students will benefit from a comprehensive IAG programme including: the Options Booklet, PDL lessons, input from our Career and Employability Leader, interviews with an independent careers advisor, discussions with mentor and fellow mentees in mentor time, subject specific advice on Options Evening and individual interviews with relevant members of staff (including SENDCO), where necessary. They also receive personalised information about course suitability prior to the Options Evening. Finally, the options process is concluded by an individual interview with a key member of staff for all students to ensure that every aspect of their learning and plans has been considered and that they embark on the best possible combination of courses (certificated and non-certificated) to meet their desired outcomes.

5.2 The best interests of the student and their chances for progression will always be the principal factor when making a decision about a student's curriculum. However, the IAG provided will also take into account other factors and their estimated impact on the school, including: the introduction of discounting subjects, the importance of the timing of the entry for all subjects, the estimated progress of individual students in each qualification and the selection of subjects that will contribute towards individual students' best 8 subjects and their relative weighting. The school's decision on individual students' curriculum is final.

5.3 The schools CEIAG is planned against Gatsby benchmarks criteria to ensure every student has access to careers support from years 7 to 13. This support includes careers learning embedded within subject curriculum, engagement with employers, employability lessons in PDL, Careers focused activities in school and/or virtual events. 1:1 careers interviews are provided to KS4 and KS5 students. Students with SEND and/or those at risk of becoming NEET are provided with a personalized curriculum of CEIAG and support.

**Appendix 6 – to be read in association with Admissions Policy and course guide, which contain information relating to course prerequisites and entrance criteria.**

**Sixth Form**

6.1 Hillview Sixth Form offers full-time programmes of study equating to the number of guided learning hours defined by the DFE banding. These hours consist of academic, applied and technical courses. Work experience can also form part of the full-time curriculum at the discretion of the Assistant Headteacher responsible for Hillview Sixth Form.

6.2 The Options Process will be run on the principle of overall viability rather than individual classes feasibility and will be reviewed year on year. The affordability of staffing per year group will be agreed in advance with the Director of Finance and the overall number of groups approved prior to running the process. In response to the current financial pressures, the above factors will be fundamental in deciding on viability of individual classes. The school's decision on the yearly curriculum offer is final.

6.3 We will offer Mathematics for students who wish to continue their studies in this area but who do not opt to study a full A Level qualification in Maths.

6.4 Extended Project is offered as part of our certified enrichment programme and students intending to apply to university are advised to register on this course.

6.5 Extra-curricular and leadership opportunities will be offered as resources allow. We will endeavour to offer more targeted provision to the individual student.

**6.6 Entry and study requirements**

Students entering Hillview Sixth Form must meet the entry requirements as outlined in the annual course guide and are committing to a 2-year programme of study, as agreed at the start of the course.

6.1.1 Due to changes in performance measures and planned changes to funding, Year 12 students are required to follow a full-time programme of study as defined by the DFE banding, usually comprising 3 subjects and a certified enrichment courses. Hillview Sixth Form reserves the right to make exceptions on a case by case basis.

6.1.2 Time allocation for teaching each Year 12 and Year 13 courses is up to a maximum of 10 hours a fortnight.

6.1.3 PDL (includes citizenship and RSHE) is taught in the Sixth Form once per fortnight.

## **Appendix 7 – TV@ES (The View at East Street) – Post 16 Provision** **To be read in association with Admissions Policy and TV@ES course** **guide**

7.1 This appendix is in place to confirm the intended curriculum of the The View at East Street (TV@ES), Satellite school, Bordyke End, Tonbridge.

The View@East St curriculum is flexible to support the needs of the learners.

7.2 The provision is across 2 strands of education – Level 1 (work-based learning and **Level 2** academic routes). Both strands offer personalisation for the individual and supports learners in gaining a place at a Sixth Form or college or entering directly onto an apprenticeship/work with training. The intention is for students to receive provision for 1 year with ongoing support beyond the end of the qualifications as required.

7.3 Work-based learning programme will:

- Engage learners within post 16 education
- Engage learners with the world of work
- Offer close pastoral and career support
- Support and develop the skills needed to engage and thrive within the working world
- Provide students with a portfolio of functional qualifications
- Prepare students to move into Apprenticeship schemes/College provision/Work at the end of the year

7.4 The academic route supports students who did not achieve as expected at GCSE but want to sit A- Levels rather than specialising on a Level 2 course at college.

7.5 This programme of study will:

- Support students to achieve the required grades to enter Sixth Form
- Develop the skills needed to be successful at GCSE
- Develop the skills needed to be successful at Level 3
- Provide pastoral and career support to build confidence

### **Entry Requirements**

7.6 Guidance on entry requirements for Level 1 and Level 2 courses are outlined in the annual brochure and course guide. There can be some personalisation and flexibility taking into consideration student needs, abilities and career aspirations. Students will be committing to a 1 year programme of study, as agreed at the start of the course.

7.7 .Students will follow a full time programme of study with hours as defined by the DFE banding. The View @ East Street reserves the right to make exceptions on a case-by- case basis.

## Hillview Governors' Curriculum Policy 2024-25

Main Compiler: Rebecca Edwins, Deputy Headteacher

Date of approval by governors: June 2024

Consulted: SLT, Extended SLT, Curriculum Leaders, Careers Leader, Head of Sixth Form, Full Governors

Most recent update: June 2024

Anticipated review date: June 2025