



Highfields Inclusion Partnership

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Policy Title:	Curriculum Design Policy		
Last Reviewed & Updated:	Sept 2019	Due for Review:	June 2020

HIGHFIELDS CURRICULUM DESIGN POLICY

Overarching Aims

The Highfields 'CREATE' vision is expressed through our curriculum as follows:

<u>Mission Statement</u>	<u>Connection to Curriculum</u>
Care and Safety	To become 'worldly-wise' in terms of <i>a sound knowledge base</i> . To become <i>independent thinkers</i> .
Re-engagement in Learning	To have <i>meaningful</i> classroom experiences.
Educational Achievement	To have <i>tangible</i> experiences of success in the classroom.
Access to Holistic Support	To <i>address gaps</i> in their prior learning. To develop <i>core skills</i> for learning. To <i>grow as a whole</i> person ('character').
Transition	To rediscover academic and vocational interests which ' <i>drive</i> ' the <i>direction of future learning</i> .
Enjoyment of Life Itself	To rediscover <i>a love of learning</i> .

Highfields seeks to develop programmes of study that reflect the 'CREATE' vision - programmes which provide an experience for students to discover and fulfil their academic potential, and offer opportunities for students to be 'co-creators' in the learning experience, whilst also securing appropriate academic standards. Our development of courses and programmes retain a dual-focus with academic standards set alongside developing young people into engaged, resilient and responsible citizens.

At KS3, Highfields aims to offer modes of study and combinations of subjects ('thematic' / 'creative' curriculum) which offer breadth & depth, have consistency (though not necessarily uniformity) with mainstream programmes and provide opportunities for students to discover and showcase academic talent, personal qualities and creative flair.

At KS4, we aim to offer a similarly broad and deep curriculum, providing a range of programmes which wherever possible are connected to external accreditation to equip students with an 'achievement portfolio' which will aid them in accessing education and training at post-16 and in finding employment.

Curriculum development will also ensure that curricula underpins the school's financial sustainability through programmes that make efficient use of resources.

Principles of Curriculum Design:

The following set of principles, which sit in conjunction with other policies, provide a framework within which these aims can be fulfilled. Every programme of study and development at Highfields should be designed and delivered according to the following principles:

Principle		Related Reading
1	Programmes should be specific in terms of clear aims and learning outcomes with explicitly aligned learning, teaching and assessment strategies.	Highfields Teaching and Learning Policy http://www.hip.stockport.sch.uk/wp-content/uploads/2019/11/Teaching-and-Learning-Policy-New-Jan-2019-with-updates-from-JQU.pdf
2	Programmes should promote session-by-session, week-by-week progression so that the demands on the learner in intellectual challenge, knowledge, conceptualisation, practical skills and learning autonomy increase as students move through a programme of study.	What do we mean by a 'knowledge rich' curriculum? (EEF Blogs, 2019) https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway/ Ever Increasing Circles – What The Spiral Curriculum Can Do For Your Students (TeachWire, 2016) https://www.teachwire.net/news/ever-increasing-circles-what-the-spiral-curriculum-can-do-for-your-students
3	Programmes should promote 'connected, cumulative content' across the key stages, with regular opportunity for review and reinforcement of 'previous' learning (including in many cases, the addressing of missed education).	The move to topic-based learning in Finland's world-leading schools (Independent, 2016) https://www.independent.co.uk/news/world/europe/finland-schools-subjects-are-out-and-topics-are-in-as-country-reforms-its-education-system-10123911.html
4	Programmes should prepare students for their next step including a return to mainstream, transition to Post-16 and the world of work - not by seeking to blindly mirror other provisions but by developing transferable knowledge, understanding and skills.	Why study Art? (Tate Talking Points) https://www.tate.org.uk/art/talking-point/why-study-art Mental Health and the Importance of PE, Sport and Physical Activity in the Curriculum http://www.afpe.org.uk/physical-education/mental-health-and-the-importance-of-pe-sport-and-physical-activity-in-the-curriculum/

Principle		Related Reading ('Short Guides')										
5	<p>Programmes should seek to develop the whole person in terms of 'character education' focusing on the following virtues as detailed in the School's 'Character 120' document.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Intellectual Aims</th> <th>Performance Aims</th> <th>Moral / Ethical Aims</th> <th>Civic Aims</th> <th>Digital Age Character</th> </tr> </thead> <tbody> <tr> <td><i>Curious Thoughtful</i></td> <td><i>Diligent Determined</i></td> <td><i>Self-Aware Compassionate</i></td> <td><i>Charitable Democratic</i></td> <td><i>Open- Minded Discerning</i></td> </tr> </tbody> </table>	Intellectual Aims	Performance Aims	Moral / Ethical Aims	Civic Aims	Digital Age Character	<i>Curious Thoughtful</i>	<i>Diligent Determined</i>	<i>Self-Aware Compassionate</i>	<i>Charitable Democratic</i>	<i>Open- Minded Discerning</i>	<p>Highfields 'Character 120' Document www.hip.stockport.sch.uk/wp-content/uploads/2019/06/Character-120-Aims-Bank-for-Highfields.pdf</p> <p>Defining Character Education (SecEd, Jan 2017) http://www.sec-ed.co.uk/best-practice/defining-character-education/</p>
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<i>Curious Thoughtful</i>	<i>Diligent Determined</i>	<i>Self-Aware Compassionate</i>	<i>Charitable Democratic</i>	<i>Open- Minded Discerning</i>								
6	<p>Programmes should draw upon British Values and SSMC (Spiritual, Social, Moral and Cultural Development).</p>	<p>Turning Students into Global Citizens (Ed Week, July 2016) https://www.edweek.org/ew/articles/2016/08/03/turning-students-into-global-citizens.html</p> <p>Why religious education has an important role to play in our society (Irish Times, July 2016) https://www.irishtimes.com/news/education/why-religious-education-has-an-important-role-to-play-in-our-society-1.1853105</p>										
7	<p>Where appropriate, programmes should be consistent with national guidance and accreditation frameworks.</p>	<p>Highfields Local Colleges Consultation, Spring 2019</p>										
8	<p>Programmes should be informed by knowledge of the current cohort and recurring cohort trends over the past 2 - 3 years in terms of any specific learning difficulties and specific SEMH needs etc.</p> <p>In relation to SEMH, the curriculum should be thought through in terms of 'Phase 1 – Re-Engagement in Learning' and 'Phase 2 Progression in Learning'.</p>	<p>Highfields Teaching and Learning Policy http://www.hip.stockport.sch.uk/wp-content/uploads/2019/11/Teaching-and-Learning-Policy-New-Jan-2019-with-updates-from-JQU.pdf</p> <p>How dyslexia effects the curriculum (University of Michigan) http://dyslexiahelp.umich.edu/professionals/dyslexia-school/how-dyslexia-affects-the-curriculum</p>										

Principle		Related Reading
9	Programmes should be informed by relevant research into and established models on curricular in similar settings.	'How nurture groups help children in schools' (Bennathan, 2011) https://www.goodenoughcaring.com/the-journal/how-nurture-groups-help-children-in-schools/
10	Programmes should take into account the existing subject specialisms, including subfields, of teachers delivering.	Does good subject knowledge make a good teacher? https://www.tes.com/news/does-good-subject-knowledge-make-you-good-teacher

Curriculum Design Process

Highfields expects all teachers to contribute to ongoing curriculum development in line with Professional Standards for Teachers. The model below sets out broadly the process for ensuring the curriculum is organised, reviewed and developed on a regular basis.

