

# The Curriculum



The Bible is central to all that is taught at **Hillel Park School**. We will offer a broad and balanced curriculum, in a God-centred way, so that, alongside learning tolerance and respect for all faiths and cultures (in the teaching of RE), the children learn that it was God who both created and sustains this universe and makes life meaningful. Equally, as a '*hybrid school*' (*learning both offline(3.5 days) and online(1.5 days)*), children will acquire the latest 21<sup>st</sup> century digital skills and knowledge needed, to successfully navigate the world of work.



## Juniors Curriculum– Reception to Year 6

We believe in striking a balance between traditional curriculum values and ensuring that pupils have plenty of opportunity to learn through doing and experiencing. Our *FOREST school – outdoor learning*, will ensure pupils audio, visual and kinaesthetic skills are honed and improved, both inside and outside the classroom setting. Undoubtedly, *reading is the key to unlocking the rest of the curriculum* and our Primary school teachers will invest a lot of time to ensure pupils have the best possible start in learning to read.

Primary pupils also gain solid foundations in *mathematics, handwriting and English Language and literature* by following carefully planned schemes of work and using a wide range of the best curriculum materials available. Through studying the foundation subjects: *science, history, geography and Scripture(RE)*, pupils gain an understanding of God's wonderful world. Our pupils will also get an opportunity to access first class teachers in sports and the *creative arts (music, drama, dance and art)*. Pupils will start a *modern foreign languages* from *KS1*. *Play is important*, too, and pupils will make good use of the outdoor area for structured play and free recreation, as well as learning the basic skills through maths and language games.



## Seniors Curriculum– Year 7–11

We will continue to build on the excellent work of the Primary Department and widen the curriculum to include subjects such as *ICT, Food Technology* and *STEM (Science, Technology, Engineering and Maths) programme*, whilst still maintaining the balance of academic study and rich cultural experiences. Pupils are increasingly encouraged to take more responsibility for their own studies and become more independent learners. This stands them in good stead, should they decide to continue their studies at one of the local 6<sup>th</sup> Forms.

As *a school promoting professional pupils*, from *Year 6*, students will begin to be introduced to the idea of having a *CV, biography* and gaining valuable work-related skills, knowledge and experience (e.g. volunteering, leadership roles in school, church the local community, etc). *Careers guidance* and taking part in *summer work experience*, will be *encouraged from Year 7*.

At *GCSE Level*, pupils will be able to take a core of *6 subjects: mathematics, English language, a language and triple sciences*. We hope that most students will opt for other subjects including: *English literature, a language (French/Spanish), triple science, history, geography, ICT, music, art, food technology* and *PE* (subject to demand).

We hope that the GCSE courses lead to pupils undertaking *International GCSE qualifications*, which have long been considered to be *academically rigorous*, thorough and excellent preparation for A Level, or the increasingly *popular International Baccalaureate*.



### Junior and Senior Pupil Assessment

Pupils' progress will be monitored by *observations, portfolios of work* and *annual tests* in reading, spelling, writing and maths, which allow teachers to compare pupils to the national average in each year group. The *Cognitive Abilities Test* (CEM/GL Assessments) will be used *annually from Year 4* to test the children's potential in the *3 areas of verbal, quantitative and non-verbal reasoning*. In the secondary department, these tests will give accurate predictions of the GCSE grades individual pupils can be expected to achieve. Since it is not possible to 'teach to the test', lessons will be devoted to teaching rather than preparing pupils to perform well in tests. Pupils also take end of topic tests throughout the year and senior pupils have an annual exam week in the summer term.

### Provision for pupils with learning difficulties (SEN), disabilities, or those for whom English is not their first language

The School will give consideration to pupils with learning difficulties (especially *Dyslexia and Dyspraxia*), disabilities, or those for whom English is not their first language (*EAL*). Each pupil's application is considered on its own merit, taking into account whether the School is adequately staffed and resourced to meet the individual pupil's needs. Where a child has an Education Health and Care Plan (*EHCP*), or special educational, physical or pastoral needs, the School will discuss with the parents what the School is able to offer, which may involve additional cost to the parents.



### Curriculum: Extra-curricular Activities

Pupils will be encouraged to take advantage of the wide range of extra-curricular activities on offer. We aim to provide school events throughout the year that offer the pupils opportunities to perform in *choirs* (singing), *theatre productions* (drama/dance) and *concerts* (music ensembles). Private music lessons will also be available. There will be after school clubs where, for example, pupils can learn to *play chess*, improve on *STEM* skills and knowledge, or take part in the *Duke of Edinburgh Award*. Pupils will have access to our sister schools, successful *11+ programme* (Bright Futures 4 All).

The pupils will be encouraged and supported in organising a *School Council* and *Christian Union* themselves and thereby gain useful *life and leadership skills*, as well as serving the school and wider community through fundraising and other charitable ventures. Throughout the year, we pray that the easing of restrictions, due to the COVID-19 pandemic, will once again lead to schools arranging educational visits to support the curriculum and broaden the children's cultural experiences. *This will include: visits to museums, galleries, science lectures, field and residential trips,*