

WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

Curriculum Policy

Policy Date: September 2026

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Signed: *Schaefer. ✓*

WEST HATCH SCHOOL CURRICULUM POLICY

1. Curriculum Vision

At West Hatch School, our curriculum is central to our mission of enabling every student to strive **“to be the best that I can be.”**

Our curriculum aligns with our West Hatch Vision, which is focused not only on what we believe, but on how consistently we bring those beliefs to life through our daily practice. The curriculum is a fundamental cornerstone of this vision and is designed to ensure that the learning programmes we intend for our students are realised in daily practice through tracking and monitoring programmes that are designed for this purpose.

We believe that education should empower young people with the knowledge, skills, qualifications and personal qualities required to lead successful, fulfilling and responsible lives. Our curriculum is therefore designed to be ambitious, inclusive and transformative, ensuring that every student, regardless of background or starting point, is supported to achieve their full potential.

We view the curriculum as far more than a programme of academic study. It encompasses the totality of planned experiences that students encounter during their time at West Hatch, including classroom learning, enrichment opportunities, personal development, careers education, leadership experiences and wider cultural opportunities.

Through our curriculum, students develop the knowledge to understand the world, the character to contribute positively to it, and the confidence to shape their own futures.

Our curriculum is shaped by three pillars of the West Hatch Vision:

Academic Excellence

We believe that every student is entitled to an ambitious education and access to powerful knowledge.

Through carefully sequenced learning, expert teaching, effective assessment and responsive support, students develop secure understanding and achieve strong academic outcomes. We maintain high expectations for all students and create pathways that enable every learner to experience success and make sustained progress.

The West Hatch Spirit

Our community is built on the values of:

- Self-discipline
- Perseverance
- Integrity
- Respect
- Independence
- Teamwork

These values underpin our curriculum and shape the relationships, behaviours and attitudes that enable students to flourish.

We foster a culture in which students feel valued, supported and challenged, developing a strong sense of belonging alongside a commitment to personal responsibility.

Character Development

Education extends beyond qualifications.

We are committed to developing resilient, reflective and compassionate young people who are prepared for the opportunities and challenges of adult life. Through enrichment, leadership opportunities, careers education, sport, the arts and educational visits, students develop the confidence, cultural awareness and social responsibility needed to succeed beyond school.

2. Curriculum Principles

The curriculum at West Hatch is designed around six core principles.

Ambition

We believe all students can achieve highly. Curriculum content, expectations and pathways are designed to ensure that every student is challenged appropriately and supported to achieve their potential.

Knowledge

Knowledge sits at the heart of learning. Students are taught the substantive and disciplinary knowledge of each subject, enabling them to understand increasingly complex concepts, make connections between ideas and apply their learning confidently.

Progression

Learning is deliberately sequenced. Knowledge and skills are carefully planned across year groups so that students build secure foundations before progressing to more complex concepts and applications.

Inclusion

An ambitious curriculum must be accessible to all. We adapt and support learning to ensure that all students, including those with SEND, disadvantaged students and vulnerable learners, can access, engage with and succeed within the curriculum.

Independence

Utilising our DPR platform, students are supported to become increasingly independent and reflective learners. We encourage students to understand their strengths, identify areas for improvement and take responsibility for their learning.

Enrichment

Learning should extend beyond the classroom. A rich programme of extracurricular opportunities broadens horizons, develops character and helps students apply their learning in meaningful contexts.

3. Curriculum Design

Curriculum Aims

Our curriculum aims are shaped by our vision and curriculum principles. The West Hatch curriculum aims to:

- Develop confident, resilient and ambitious learners.
- Secure strong academic outcomes for all students.
- Promote intellectual curiosity and a love of learning.
- Build secure knowledge and understanding within subject disciplines.
- Develop students' literacy, numeracy and digital competence.
- Foster independence and self-regulation.
- Promote personal growth, wellbeing and character.
- Prepare students for further education, employment and lifelong learning.
- Develop informed, responsible and active citizens.
- Ensure all students can access, participate in and benefit from an ambitious curriculum.

To achieve these aims the curriculum is organised primarily through discrete subject disciplines. Thorough research has established that subject-specialist teaching provides students with the strongest opportunity to develop deep knowledge, understanding and expertise within individual disciplines.

Across all key stages, students develop:

Declarative Knowledge

The facts, information and concepts that students need to know and remember. We achieve this through a range of connected processes: teaching, testing/quizzing & questioning, homework, deliberate practice, the use of memory objectives and the use of knowledge organisers.

Procedural Knowledge and Conditional Knowledge

The methods, techniques and skills students need to apply effectively and an understanding of when and why particular knowledge or skills should be applied. Our teachers expertly guide our students to better understand the skills needed to succeed academically in each discipline.

Conceptual Knowledge

An understanding of the underlying principles, relationships and ideas that connect learning together. As students move through the curriculum, they are encouraged and taught to take notice of and demonstrate increasing sophistication in how they apply and connect their learning.

4. Curriculum Leadership and Development

Curriculum development is a continuous process at West Hatch.

Departments regularly review curriculum content, sequencing, assessment and resources to ensure that provision remains ambitious, coherent and relevant.

Curriculum evaluation considers:

- Student outcomes and progress. We have key stage managers who are responsible to overseeing students' academic progress in each year. They track progress, offer training and support to teachers and students and respond to any barriers to learning.
- Assessment timing, use and the information to be obtained about learner's progress.
- Student engagement. We use various initiatives mapped out that build ambition and independence in student's as they progress through the school. For example, graduation day, aspiration evening, careers guidance, open classroom evenings, etc.
- Feedback from students, staff and parents. We regularly take feedback from all stakeholders and through monitoring DPR so that we can respond to need and ensure that our intended curriculum is realised through the daily experiences of our students.
- Developments within subject disciplines. Our CPD deliberately includes departments taking ownership over their curriculum content and delivery within the frameworks the senior team provides. These frameworks are deeply influenced by education research are designed to secure the best outcomes for our students.
- National curriculum and examination requirements. All curriculum content is standards checked by Heads of Department and Senior Leaders to ensure it meets or exceeds national standards.

Professional development is closely linked to curriculum priorities, ensuring that staff continue to develop the expertise required to deliver the curriculum effectively.

The school also works collaboratively with partner schools and external organisations to strengthen practice and share expertise.

5. Curriculum Transparency and Dynamic Progress Reporting

A key feature of the West Hatch curriculum is its transparency. We ensure all resources, assessments and materials used and seen by students link linked together and mutually support student's progress.

Having seen too little impact from it, we no longer rely on static reporting. Through Dynamic Progress Reporting (DPR), students, teachers and parents can clearly see the most important aspects of learning within each subject and students are able to respond to feedback from teachers in real time.

Every subject identifies a series of **Key Learning Objectives (KOs)** that represent the essential knowledge and skills students must master.

These objectives:

- Define important learning.
- Guide curriculum planning.
- Support assessment and response.
- Inform feedback.
- Help students understand their progress and respond to barriers.

At all Key Stages, subjects organise learning around Key Learning Objectives each year, providing a clear framework for progression and achievement.

DPR brings together curriculum, assessment, feedback and resources into a single system that connects our intended curriculum and our realised curriculum so that we can visibly monitor the impact it has on students' progress. It also promotes student ownership and engagement as they can see if they have secured their learning in each of the KO's throughout the year. They are able to either extend their learning or respond to barriers in their learning through the provision of linked resources to support their independence.

6. Retention, Recall and Long-Term Learning

Learning is most secure when knowledge can be retained and recalled over time. The curriculum therefore incorporates deliberate approaches to retrieval, reinforcement and recall.

Students are supported through:

- Key Learning Objectives.
- Memory Objectives.
- Knowledge Organisers.
- Purposeful homework.
- Low-stakes assessment.
- Regular retrieval activities.

Teachers explicitly identify the knowledge that students need to remember, revisit previously taught content and provide frequent opportunities to strengthen long-term memory. This approach helps students build increasingly secure knowledge foundations that support future learning.

7. Developing Independent Learners

Developing independent learners is a fundamental aim of the curriculum. Students are encouraged to take increasing responsibility for their learning through reflection, self-evaluation and purposeful use of curriculum resources. The DPR Resources Portal supports this through a structured cycle of:

Diagnosis: Identifying misconceptions and gaps in learning.

Therapy: Revisiting resources and strengthening understanding.

Testing: Checking whether learning has become secure.

Through these processes, students develop the habits, resilience and self-regulation necessary for future success.

8. Personal Development

Personal development is an integral part of the curriculum. Through Personal, Social, Economic and Citizenship Education (PSEC), assemblies, enrichment opportunities, careers education and wider school experiences, students develop the knowledge and skills required to thrive in modern society.

The curriculum promotes:

- Personal wellbeing.
- Healthy relationships.
- Financial literacy.
- Careers awareness.
- Digital responsibility.
- Citizenship and democracy.
- Equality and inclusion.
- Cultural understanding.

Students are encouraged to become thoughtful, responsible and active members of their communities.

Care and wellbeing support

From time to time, students can become derailed from accessing the curriculum. Every student at West Hatch benefits from a comprehensive support package. There are dedicated pastoral teams for each year group, alongside counselling, learning mentors, careers advisors, and specialist student welfare teams for timely, personalised support. Our inclusive environment also helps every child find their place and build positive relationships, so each student can progress academically, socially and emotionally.

9. Enrichment

The curriculum is enhanced through an extensive programme of enrichment opportunities.

Students benefit from:

- Educational visits and residential experiences.
- Sporting activities and competitions.
- Performing arts opportunities.
- Leadership programmes.
- Cultural events.
- Clubs and societies.
- The Duke of Edinburgh's Award.
- Careers and employer engagement activities.

These experiences broaden horizons, raise aspirations and help students apply learning beyond the classroom.

10. Curriculum Structure - Personalisation and Challenge

Our curriculum structure promotes a more personalised approach to ensure that all students are appropriately challenged and praised for their progress. In Year 7 & 8 students there are 9 classes split into 3 groups of 3 classes. One of these classes in each group will comprise of the most able 30 students to allow for greater challenge collectively. The two remaining classes in the group consist of students with a range of abilities. Mathematics sets all groups according to ability. We also have an accelerated reader, thinking reading and Bedrock learning programmes in place to support students that join us from primary school with a low reading age. We encourage as many students as possible to study GCSE statistics in year 9 to build aspiration and also introduce new,

one year, vocational and arts subjects to broaden students horizons before choosing subjects to study at GCSE in KS4.

Teachers adapt learning plans to match students' needs and progress. Students different starting points are acknowledged through being placed on one of four learning pathways. These pathways are initially informed by students' KS2 outcomes and/or SATs scores, but they remain flexible through each Key Stage. To promote ambition students who demonstrate accelerated progress can move to a more challenging pathway if they are able to secure all the learning in their current pathway. They can see their progress and access resources on DPR to support this process and personalise their learning journey.

Our overarching aim is to ensure students can access our curriculum. Students who are unable to do this are offered a range of provisions through bespoke support that is designed to help them overcome their barriers and access the full curriculum. A tiered programme of temporary interventions support students at key stages 3 and 4 to overcome social, emotional and academic barriers that might otherwise prevent them from accessing the main curriculum offer.

Key Stage 3

During Years 7 to 9, students follow a broad and balanced curriculum designed to provide strong foundations across a wide range of subjects.

The curriculum:

- Closely reflects the National Curriculum.
- Develops secure literacy and numeracy skills.
- Introduces students to a range of academic, creative and practical disciplines.
- Builds confidence and independence.
- Supports informed future curriculum choices.

Year 9 serves as a transition year, enabling students to develop greater depth within core academic subjects whilst exploring areas of personal interest through elective vocational and arts courses.

This model helps students develop confidence, experience success and make informed choices before entering Key Stage 4.

Key Stage 4

At Key Stage 4, students follow an ambitious programme that combines a strong academic core with increased curriculum choice.

All students continue to study:

- English
- Mathematics
- Science
- Physical Education
- PSEC
- Financial Literacy

Alongside this core, students select option subjects that reflect their interests, strengths and aspirations. The curriculum supports progression into sixth form study, apprenticeships, employment and higher education pathways.

Comprehensive careers guidance and pastoral support help students make informed choices and achieve success throughout these important years.

Key Stage 5

The Sixth Form curriculum enables students to specialise through academic and vocational Level 3 pathways.

Students may follow:

- A Level programmes.
- Mixed academic and vocational programmes.
- Fully vocational programmes.

All pathways are designed to support progression into higher education, apprenticeships and employment.

Students also benefit from:

- Independent study opportunities.
- Academic mentoring.
- Leadership experiences.
- Careers and university guidance.
- Personal development programmes.

11. Preparing Students for Their Future

Every subject contributes to students' understanding of themselves, society and the wider world.

Collectively, the curriculum provides students with:

- The ability to read, communicate and think critically.
- Mathematical understanding and logical reasoning.
- Scientific knowledge and enquiry skills.
- An understanding of people, places and environments.
- Knowledge of historical change and human development.
- An appreciation of society, business and economics.
- Creative and cultural understanding.
- Ethical awareness and responsible citizenship.
- Technological literacy and adaptability.
- Knowledge of physical, emotional and financial wellbeing.

These foundations help students become confident, capable and responsible adults who can make a positive contribution to society.

12. Roles and Responsibilities

Governing Body

The Governing Body is responsible for providing strategic oversight of the curriculum.

Governors will:

- Monitor the effectiveness of curriculum provision.
- Ensure the curriculum remains ambitious, broad and balanced.
- Hold leaders accountable for curriculum outcomes.
- Ensure statutory requirements are met.
- Promote equality of opportunity for all learners.
- Ensure appropriate provision for students with SEND and other additional needs.
- Monitor the effectiveness of careers education and guidance.

Headteacher

The Headteacher is responsible for the overall quality and implementation of the curriculum.

The Headteacher will:

- Ensure curriculum provision reflects the school's vision and values.
- Maintain high expectations for curriculum quality.

- Secure the staffing and resources required for effective curriculum delivery.
- Monitor curriculum effectiveness.
- Promote continuous improvement through professional development and evaluation.

Senior Leaders

Senior leaders will:

- Lead curriculum development and review.
- Monitor curriculum implementation and impact.
- Support subject leaders in maintaining high standards.
- Ensure assessment information is used effectively.
- Promote consistency and quality across the curriculum.

Subject Leaders

Subject leaders will:

- Design and review subject curricula.
- Ensure curriculum content is ambitious, coherent and well sequenced.
- Monitor curriculum implementation.
- Support and develop subject teachers.
- Evaluate curriculum impact using assessment and other evidence.
- Ensure appropriate support and challenge for all learners.
- Identify resource and professional development needs.

Teachers

Teachers will:

- Deliver the curriculum effectively.
- Maintain high expectations of all students.
- Use assessment to inform teaching and learning.
- Support students in retaining and applying knowledge.
- Promote independence and engagement.
- Contribute to curriculum evaluation and improvement.

13. Monitoring, Evaluation and Review

Curriculum implementation and impact are monitored regularly through a range of quality assurance activities.

These include:

- Assessment analysis.
- DPR analytics.
- Curriculum reviews.
- Lesson visits and learning walks.
- Work scrutiny.
- Student voice.
- Moderation activities.
- Department reviews.

Leaders use this evidence to evaluate the effectiveness of curriculum provision and identify areas for improvement.

This policy will be reviewed annually by the Headteacher to ensure that it remains aligned with the school's vision, statutory requirements and educational priorities.

