

# Hulme Hall Grammar School



## School Curriculum Policy

Policy Control	
Report	Curriculum
Approval Body	Education Committee
Date Reviewed	November 2022
Review Schedule	Annually
Next Review Date	November 2023

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. The curriculum will be planned to ensure that all pupils are encouraged to participate actively in all lessons and to generate an enthusiasm for learning. Teaching strategies will harness a wide range of teaching methods, resources, activities and make effective use of available time.
4. At Hulme Hall our aim is to support the individual child and provide a varied curriculum which maximises their opportunity to succeed and encourages their interests. The curriculum is not confined to the classroom. It encompasses every aspect of our pupils' experience whilst being a member of our community.
5. The curriculum takes into account the age, aptitude and needs of all pupils, including those pupils with an EHC plan.
6. 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.
7. Pupils are encouraged in all subjects to acquire speaking, listening, literacy and numeracy skills across the curriculum.
8. Pupils undertake lessons in personal, social and health education (PSHE), including lessons in relationships and sex education (RSE). They 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.
9. 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 pupils are entitled to examination entry in their chosen subjects and all pupils are regularly tested and monitored in order to apply for access arrangements.

10. While the School will have regard to the requirements of the National Curriculum, it will make provision according to the best interests of the School's pupils. The school will endeavour to offer choice, especially as pupils progress from Key Stage 3 to 4, however, the precise courses made available will need to be affordable within the School's overall budget and timetable constraints.
11. The curriculum offered at Key Stage 4 ensures that there are clear progression routes to enable pupils 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 encourage them to reach their full potential.
12. 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.
13. 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 the more able and talented pupils, as well as intervention and support provision as required.
14. All pupils have the opportunity to learn and make progress.
15. Pupils are prepared effectively with opportunities, responsibilities and experiences of life in British Society.
16. Formal assessments of learning are shared through the Pupil Progress Record and through the annual School Report. Each pupil'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 pupil is falling below their potential, the system allows us to ensure that the appropriate intervention can be put in place.
17. The School publishes a comprehensive assessment and reporting calendar for parents at the beginning of each academic year.
18. The School will take steps to monitor the effectiveness of the curriculum through a range of methods including using tracking data, work scrutiny and direct lesson observation.
19. A focus for the school is for pupils to gain confidence in study skills and become independent learners. Specific study skills lessons are offered in Key Stage 3. Pupils throughout the School are encouraged to take ownership of their own learning through the School's 'Inspire and Challenge' programme.



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