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The Hayfield School Policy Statement: Curriculum Reviewed: March 2010

RATIONALE AND PURPOSE:

The Hayfield School believes that students are entitled to a broad balanced curriculum, which is personalised to the needs of the individual student within given constraints.

Key Stage 3 Years 7 & 8

There is a common curriculum for each year group offering a wide range of learning experiences, based upon the National Curriculum. The subject offer together with tutorial time will seek to ensure all students benefit from learning opportunities which are

- Aesthetic and Creative
- Human and Social
- Linguistic Literacy
- Mathematical and Scientific
- Spiritual and Moral
- Physical and Technological

Key Stage 4 Years 9, 10 & 11

The school recognises that students have different needs and will seek to ensure maximum attainment levels within the core and chosen subjects.

Students will follow courses in English, Mathematics, Science, IT, a Modern Foreign Language, PE, PD and RE. Students also choose further courses from a wide range of curriculum areas at appropriate levels e.g. GCSE, BTEC, NVQ. All student choices are considered and the vast majority are able to follow their chosen courses.

The school will continue to explore alternative courses and provision within KS4, appropriate to the needs and demands of each cohort.

Sixth Form

The school offers a wide range of AS/A2 courses and accommodates all combinations of choices wherever it is reasonable to do so.

Students wishing to undertake AS courses must have 5 GCSE passes at grade A* to C including English and Mathematics. Students must also have achieved the subject entry qualification.

Students wishing to progress to A2 level must have achieved a pass grade in the subject at AS level and must be able to access an appropriate full-time programme of study, normally three AS/A2 subjects and General Studies.

Enrichment

All students participate in Enrichment lessons.

Further

The curriculum as a whole includes appropriate provision for

- SEN students
- G&T students
- Sex Education
- Worship and RE
- Work Related Learning
- Citizenship

BROAD GUIDELINES

- The curriculum is constantly under review and changed as necessary as a result of LM meetings, SLT meetings, Curriculum Heads meetings and Curriculum Review meetings.
- The school recognises that the curriculum forms the structure and context within which students learn. It is therefore important that the curriculum structure must have regard for
 - teaching and learning styles
 - progression through the academic year and Key Stages
 - assessment for learning
 - target setting
 - development of key skills

The school recognises that students are individuals and will always seek to respond to individual needs in so far as it is possible within the context of the number of pupils on role, staffing levels and general funding.
