



Curriculum Statement 2020-21

1.0 Hackney New School Mission Statement

Hackney New School is a learning community where our students have high aspirations for themselves and each other. We want our students to grow into well-informed, well-balanced and confident citizens. We aim to provide a disciplined, safe environment where children learn effectively and respect each other.

2.0 Curriculum Rationale Overview

Our curriculum aims to deliver the following outcomes:

- a. The best GCSE grades possible for students, given their starting points in Year 7
- b. Resilient, confident and responsible citizens
- c. A supportive and inclusive environment
- d. Positive destinations for our students beyond school
- e. Rich learning experiences centred on mastery of knowledge and skills

3.0 Implementation

3.1 How much progress do we expect from our students?

- We provide judgements for all students against key learning objectives. These objectives are designed to be challenging and they reflect the knowledge and skills required for each student to make progress.
- Our reports are both meaningful and helpful to the parents and students because they clearly demonstrate how much progress the students are making and what else they need to do in order to improve.
- Students are allocated a pathway dependent on their starting point at the school. This is usually determined by the KS2 attainment.
- If students demonstrate secure understanding of all of their key learning objectives before the end of the academic year, they will be allocated a new, more challenging target so that they achieve their very best.
- If a child makes the expected progress between Year 7 and Year 11, it will look like this:

Students' starting points at KS2, upon entry to HNS	Allocated pathway(s) for the student	Expected Year 11 GCSE grades linked to the pathway(s)
Progress significantly above the expected level of attainment at KS2	A	7, 8, 9
Progress the same as the expected level of attainment at KS2	B	5, 6
Progress below the expected level of attainment at KS2	C	3,4
Progress significantly below the expected level of attainment at KS2	D	1,2

3.2 What are the main principles behind our curriculum?

- To identify core knowledge and skills to be learnt, retained and recalled over time
- To facilitate opportunities for 'mastery learning' and encourage depth before breadth
- To create independent learners who can self-regulate
- To help students be able to retrieve critical learning information by deploying the process of diagnosis, therapy and testing (DTT) in our teaching
- To help students connect different strands of learning together
- To develop 'examination literacy' and the 'application' of knowledge
- To develop behaviour and attitude reflective of responsible citizens, able to read, write and communicate well, to allow them to play a positive role in British life

3.3 What do students learn at HNS?

2020-21 Academic Year Overview of Curriculum:

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
All Pathways	En	En	En	En	En	PSHCE	Sc	Sc	Sc	Sc	Sc	Sc	Ma	Ma	Ma	Ma	Ma	Cs	Re	Pe	Pe	Hi	Hi	Gg	Gg	Dr	Mu	Ar	MFL	MFL
7	En	En	En	En	En	PSHCE	Sc	Sc	Sc	Sc	Sc	Sc	Ma	Ma	Ma	Ma	Ma	Cs	Re	Pe	Pe	Hi	Hi	Gg	Gg	Dr	Mu	Ar	MFL	MFL
8	En	En	En	En	En	PSHCE	Sc	Sc	Sc	Sc	Sc	Sc	Ma	Ma	Ma	Ma	Ma	Cs	Re	Pe	Pe	Hi	Hi	Gg	Gg	Dr	Mu	Ar	MFL	MFL
9	En	En	En	En	En	PSHCE	Sc	Sc	Sc	Sc	Sc	Sc	Ma	Ma	Ma	Ma	Ma	Cs	Re	Pe	Pe	Hi	Hi	Gg	Gg	Dr	Mu	Ar	MFL	MFL
10	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Ma	Ma	Ma	Ma	Ma	Pe	Pe	Re	Re	A	A	A	B	B	B	C	C	C
11	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Ma	Ma	Ma	Ma	Ma	Pe	Pe	Re	Re	A	A	A	B	B	B	C	C	C

- We offer a broad and balanced curriculum given the constraints of our school site. All of our students take GCSE English Language, GCSE English Literature, GCSE RE and GCSE Mathematics. Additionally, all of our students will be doing GCSEs in either single or combined Sciences.
- We allow our students three option choices in their GCSEs in year 9, with the exception of a few students who have two choices as they require more support in English and/or Mathematics.

- The vast majority of our students will choose highly academic subjects which will qualify them to meet the standard required for the English baccalaureate (EBacc), a measure that has been identified to ensure students are prepared for academic careers. We do not believe that this route is suitable for all our students. Some students will choose two options only and they are given additional time to improve their literacy and/or numeracy skills which will help them to access the full curriculum.
- These are the following subjects we offer as an additional option choice in year 9: GCSEs in History, Geography, French, Spanish, Computer Science, Art, Drama, Music and BTEC Music.
- The ability to use a computer effectively is an essential life skill. Almost every career in today's world requires computer skills and Internet skills. Therefore we introduced Computer Science to our curriculum in 2019-20. We also introduced Drama as a subject in 2019-20. We are constantly looking at ways to broaden our curriculum offer further, given the constraints of our school site.
- In year 11, we expect all our students to practise examination skills after school for their different subjects.
- Our PHSCE periods are 50 minutes long and we have a clear agenda which takes the Citizenship (Cz) and Relationships and Sex Education (RSE) Programme of Study (PoS) into consideration.
- We develop our students' cultural capital and resilience through our excellent Master Mission programme incorporating our HNS Value of the Week assembly schedule.

3.4 How do we assess and report what our students learn?

- Our curriculum sets out a clear, differentiated learning journey for students with different starting points at KS2. For each subject and for each year group, we have carefully identified approximately 10 key learning objectives, which are carefully linked to the national curriculum for GCSE grades 1-9.
- Students are expected to demonstrate a 'secured' understanding in these areas within the course of a year.
- All teachers are required to report three times a year
- Students and parents receive real time judgements on the extent of student learning through our bespoke Dynamic Progress Reporting online application, after each interim assessment.

We assess our students in the following ways:

Formative Assessment	Summative assessments	Nationally standardised summative assessments
<p>These will be done the following ways:</p> <ol style="list-style-type: none"> In class: teachers are responsible for formative verbal and written feedback DPR: this will facilitate learning collaboration between students, teachers and parents about how the students are learning against expected standards Homework: Students will be expected to do homework based on poorly learnt topics 	<p>Interim Retrieval Practice:</p> <p>We will formally assess our students four times a year to help us assess how much learning they are able to successfully recall. The results from these tests can be used to inform the DPR judgements</p>	<p>These include:</p> <ol style="list-style-type: none"> New Group Reading Test (NGRT) for Y7, 8 and 9 GL Pass Tests-All years. A nationally recognised, robust self-evaluation system for the standardised measurement of pupil attitudes GL Progress Tests-nationally benchmarked Progress Test Series for Math, Eng and Sci (for the Years 7, 8 and 9). They will be used to support our own verdict on student academic progress. Year 7 national entry test National Y11 Reference Test (If selected) End of KS4 examinations

For all students we record and report a judgement on the key learning objectives which we colour code to mean the following:

E	EMERGING: This means the student has not yet shown understanding of the learning objective
D	DEVELOPING: This means the student has shown some understanding of the learning objective
C	CONSOLIDATING: This means the student has shown good understanding of the learning objective, but they need to practise more to secure their understanding
S	SECURED: This means the student has shown excellent understanding of the learning objective

The table below shows what we record and report:

What we collect	What they mean	How we show progress	For which year group?
ATL	Attitude Towards Learning	1 = Outstanding; 2 = Good; RI = Requires Improvement; N/A=Not Applicable	All
Self Regulation	The extent to which students organise themselves without intervention from teachers or adults		All

On/Off Track	Professional judgement made by teachers indicating if the student is on/off track to achieve their end of KS4 target	Y=Yes N=No	Years 7, 8, 9
Grades	Current Grade: This is the grade your child has achieved from a recent test Projected Grade: This is our best estimate, using the professional judgment of the teacher, of what your child will achieve at the end of the KS4 course. It is based on how well they are progressing at the moment.	We subdivide grades thus: 7a: highly secure 7b: secure 7c: insecure	Years 10, 11

3.5 How we provide pastoral care and guidance to our students

- We support students by engaging with parents/carers and we offer them support in order to build positive relationships by writing to them regularly.
- We have a dedicated Family Support Worker who supports families who are in need and those who experience genuine hardship.
- Student's behaviour is monitored very rigorously across the school by using different reports to support students – Head of Learning and Pastoral Support Plan.
- Underachieving students are identified by our pastoral team. They scrutinise the data and they conduct targeted Learning Walks to monitor students' academic attainment, achievement and general wellbeing. Underachieving students are mentored and they are given a clear action plan of how to improve, this is then monitored by the Head of Learning.
- The pastoral team and Family Support Worker offer students strategies to improve their attendance and punctuality to school. Daily home visits take place to ensure that students are in school on time every day.
- We offer all of our students a free healthy breakfast in the mornings before school. We also have a dedicated area where students can come and do their homework before school, during and after school every day. These facilities are fully supervised by a member of staff at all times.
- We have a zero tolerance on bullying. Students are able to report issues of bullying directly to a member of staff or they can report it to our dedicated email reportit@hackneynewschool.org anonymously.

3.6 How we provide careers information, advice and guidance to our students

- Our Careers Information and Guidance Officer organises face-to-face interviews for students about their career needs.

- All of our Year 11 students receive at least one face-to-face impartial careers information and guidance interview by an external careers officer. Students who require additional follow up interviews receive more.
- We organise a week's work experience for our Year 10 students and our Year 11 students take part in a careers fair organised by our Careers Information and Guidance Officer. Providers consist of colleges, sixth forms, universities and apprenticeship providers all attend the annual careers fair each year.
- Our Careers Information and Guidance Officer meets with parents at parents' evening and we offer parents timely information to help students make informed decisions about post-16 education.
- The Careers Information and Guidance Office promotes careers education learning in the school by working closely with educational providers and employers. Our students regularly visit educational establishments and places of work to broaden their understanding.

4.0 Policy documentation control

Responsible for review:	S Hussain
Version:	1
Reviewed:	July 2020
Next review date:	July 2021