

<i>Creative</i>	<i>Scholarship</i>	<i>Inclusive</i>	<i>Aspirational</i>
<i>Life-long, Independent Learners</i>		<i>Supporting Personal Development</i>	

“A caring, forward thinking professional learning community that develops exceptional educators and kind hearted, hard-working and well-rounded young people, all with a passion for equality and scholarship.”

Vision and Ethos

Our curriculum is centred upon a set of scholarship ideals which inspire a passion for life-long learning, enquiry and scholarship. It raises students’ expectations, promotes independent thought and broadens their knowledge and skills.

We seek always to provide an outstanding level of educational provision that meets the needs of every learner, and enables everyone to lead active, happy, healthy and fulfilling lives. To this end, we believe that the curriculum we offer should prepare students for life and the world of work, helping students to develop skills for life, support their personal development and enable them to develop as enquirers and independent learners.

We passionately believe that an ability to learn successfully and achieve well promotes equality of opportunity, and helps to transcend barriers of poverty, health and circumstance.

In this rapidly changing world, we believe that we have a responsibility to:

- Meet the needs and raise the expectations and aspirations for success of every learner; to encourage them to be bold and brave in their thinking!
- Nurture the passion, knowledge, skills and values that enable independence and cooperation, reflection, resilience and the ability to unlearn and relearn;
- Help learners of all ages to develop a passion for life-long learning, and the skills of self-discipline;
- Provide opportunities for successful personal and social interaction in an ever increasing technological age;
- Encourage scholarship, creativity and collaboration, communication and competition;
- Develop outstanding levels of pedagogy - a world class commitment to the craft of the teacher and learner;
- Raise levels of achievement and standards, so that every young learner leaves our care with the skills and qualifications they need to lead successful lives.

The Harlington Baccalaureate (The ‘Harlington Bacc’)

Our curriculum is underpinned by the philosophy of a 5 - year continuum where the design of the curriculum and the planning, assessment and feedback strategies that underpin the curriculum, support the development of our students throughout their educational journey.

We are in a transition period to a 3-year Key Stage 3 / 2-Year Key Stage 4, with year 9 students retaining the broad balanced curriculum of Key Stage 3.

Students experience a wide range of subjects in their first three years, and continue to retain a broad and balanced range of subjects through the 'Harlington Baccalaureate' which commences in Year 10. The core GCSE subjects of English, mathematics, science, humanities and modern foreign languages (The English Baccalaureate) are complemented by GCSEs in philosophy and ethics (RE), and Computing or Computer Studies and at least one creative, practical or work-related learning subject. In addition, all students undertake PSCH EE, RSE and have a weekly double period of physical education. The vast majority of students will complete 'The Harlington Bacc', as we believe that this range of subjects provides the best possible preparation for students' future lives as it allows for a range of different pathways at the end of Key Stage 4. For some of our students, this curriculum is personalised further in line with the needs of the individual student.

Personal Development

Running as strands throughout the broad, balanced and inclusive curriculum we provide at all key stages is the need to support and promote the development of students' character, literacy and numeracy skills and also enhance their personal development. Students' experiences are also enhanced by a varied enrichment and extra-curricular programme.

We believe that school is a microcosm of our society, country and cultures and that it is our duty to promote values which support our students in developing into members of the community who lead successful and fulfilling lives. We do this through the promotion of students' Spiritual, Moral, Social and Cultural development (SMSC) and Life in Modern Britain, not only in the curriculum but also in all that we do at Harlington School.

We have identified where we develop SMSC strands both implicitly and explicitly in the curriculum (see SMSC and Community Cohesion audits) and monitor these for relevance. Subjects such as PSCH EE, Philosophy & Ethics, the Arts, English, and Humanities are essential in supporting students' personal growth and development. Enrichment opportunities are also essential for developing SMSC and these are mapped in a whole school SMSC audit which signposts evidence sources as well as in our Enrichment provision and Careers provision documents.

In order to give sufficient time to cover aspects of PSCH EE, particularly in light of recent societal needs, we have changed from a rolling programme to a fixed, weekly lesson of PSHE for all students. Relationship and Sex Education (RSE) provision is delivered by specialist teachers as part of this programme.

The PSCH EE programme reflects opportunities for our students to explore and develop their own beliefs and values within a safe and nurturing environment. We believe that students should be equipped with fact and begin to develop reasoned judgements, understanding how their decisions impact on others and their future lives. PSCH EE content is reviewed regularly and themes explored adapted or changed to meet the needs of students in response to school, local, national or international issues. (See PSCH EE programme overview)

Key Stage 3 Overview

In years 7, 8 and 9, we provide a broad and balanced curriculum based on the National Curriculum, whilst building the foundation of skills, knowledge and understanding in order to prepare our students for the next stage of schooling. Students have access to a full and varied range of subjects.

The profile of students on entry to Harlington continues to change. Our cohort of students is stabilising and there is less pupil mobility and fewer students arriving with early stages of English language acquisition. There is provision for students who need additional literacy to follow an intensive programme with specialist support and all Year 7 students study two languages, choosing to study one of these in greater depth in Years 8 & 9.

The curriculum is reviewed and adjusted annually as appropriate.

Our Key Stage 3 curriculum focus is on ‘Stretch and Challenge’ in order to enable our students to access the rigorous and demanding curriculum at KS4. This focus enables students to develop ‘deep learning’ and broaden their knowledge and understanding outside of that required to ‘pass their exams’.

Key Stage 3 Subjects Overview

English	Mathematics	Science
Geography	History	Philosophy & Ethics / RE
MFL—French, German, Spanish	Computing and ICT	Physical Education
Art & Design	Design Technology x 4 Graphics, Electronics, Textiles and Resistant Materials	Food Technology
Music	Drama	PSHE including Citizenship & RSE

Key Stage 4 Overview

We maintain a traditional academic provision through the 2-year Level 2 (GCSE and Vocational) programme, with a small provision for vocational learning where it is appropriate. Some of the vocational options are provided as BTECs or Cambridge Technical courses within school. Partnerships with other education providers enable us to offer more practical courses to those students for whom it is relevant – these take the place of two subjects and sit alongside the rest of the curriculum for these students.

Students are guided in their choice of KS4 pathways by tutors, teachers and receive independent careers advice and guidance. The majority of students study the EBACC as part of the ‘Harlington Baccalaureate’.

We personalise the curriculum where appropriate, to give access to ESOL courses, additional support with the Learning Development Department or in our HarlingtonAP.

Key Stage 4 overview (The ‘Harlington Bacc’)

English	Mathematics	Science – Double or Triple
Geography or History	MFL – French, German, Spanish	Philosophy & Ethics (RE)
Computing or ICT	Core Physical Education	PSHE including Citizenship & RSE
Choice of Art, Music, Drama, Design Technology, Business Studies, Economics, PE, Psychology, Sociology		
Students may also sit community language GCSEs where available		

Key Stage 5

We offer 2 year A Levels and Level 3 BTEC courses, with a small number of Level 2 BTEC courses. We work in a consortium arrangement with another school to provide additional programmes of study at both schools and students may choose one of these subjects as part of their programme of study.

For those students who have not yet attained GCSE English or Maths at grade 4, provision is made for them to be enrolled on a GCSE resit course in one or both subjects as needed – these can be taken alongside A Level, L3 or L2 BTEC courses. Year 12 students are expected to participate in timetabled enrichment activities in addition to their option subjects, with enrichment such as CISCO, EPQ and Duke of Edinburgh also continuing into Year 13. Where students may be retaking English and Maths GCSEs, they may also pick up one of these subjects.

Ascension School

Ascension School is a provision for those students who have limited or no English when they join the school. Supported by specialist teachers, Ascension School students spend most of their time within a small group where they acquire skills in English, including preparation for literacy based subjects such as Geography, History, Maths and Science prior to moving into the main school. It is intended that students attend the Ascension School for one or maximum of two teaching blocks (12 weeks per teaching block), but this very much depends on the need of the student. They also have Arts, Cookery and PE as part of their curriculum. Once in the main school, students continue to access specialist EAL provision in small groups for English and at Key Stage 4 this is also extended to ESOL groups in place of one option subject.

As our student profile is changing, we have fewer younger students with early stages of English language acquisition arriving as Mid - Year Admissions. As a result, we have adapted our provision and provide ESOL provision alongside other programmes of study as appropriate to the need of the young person.

The Learning Development Department

SEND students are supported through their studies at Harlington – this could be in the form of in-class support from LSAs or through small group work. Students with physical disabilities are fully integrated into the main school, supported by welfare LSAs in mainstream classes. Key Stage 3 Students who are ‘below the required standard’ at the end of KS2 in literacy receive intensive literacy programmes which take place on a peripatetic rota basis. They continue to have access to the full Key Stage 3 Curriculum whilst developing their skills to access the curriculum more fully and prepare them for accessing level 2 and 3 courses. For some students at Key Stage 4 (and in consultation with those involved), we feel it appropriate for students to take one less subject in order to support their development in other subjects with study skills or through bespoke provision.

HarlingtonAP

A small group of students can find it difficult to learn successfully in a classroom setting without support. **HarlingtonAP** has been set up with the focus on developing students’ social and personal development as well as continuing with their academic studies. This can be for a short term period with re-integration forming part of the programme, or to support them in a particular subject. As part of their nurture group programme, students study core subjects plus some foundation subjects together with enrichment. This bespoke provision will be put in place in discussion with the student, family and external agencies where appropriate.

For KS4 students for whom social or school exclusion from school is a possibility, **HarlingtonAP** may be offered. Individual needs are identified and a programme of academic and if appropriate, vocational study put in place together with a programme of social and personal development.

Preparation for the Future

We prepare students for a future in an ever-changing world in which they will be required to adapt and mould to suit their circumstances. As part of this, we provide a comprehensive careers programme for all students in years 8-13. We employ an IAG adviser for 3 days per week throughout the academic year to work with groups of students and individuals to discuss possible courses, careers and next steps. The IAG prioritises SEND, Children who are Looked After, students in receipt of Free School Meals and those students at risk of NEET, ensuring that these students are seen at the start of the academic year. The Careers Adviser also works with Year 9 students choosing option subjects during the autumn and spring terms. Drop-in sessions are available to all students from years 7-13. The IAG advisor also supports the Learning Development Department in preparing S139 Moving on Assessment Reports for students with SEND Statements and also works with students who have Pupil Support Plans. As part of their work, they also work with students in HarlingtonAP on a regular basis. The IAG advisor attends GCSE and A Level results days, open evenings, options evening and parents' evenings during the year where parents are also able to access support.

In order to support transitions, the advisor works with small groups of year 9 and year 11 students to aid with Option choices. PSCHEE and Enrichment programmes at key transitional points support students in making choices, developing their CVs, interview skills and personal statement writing. Transition post-18 also focuses on career opportunities in addition to university guidance, with interview skills workshop and apprenticeship awareness being part of the programme.

There is a wide range of careers provision, and the school working towards full compliance with the Gatsby Standards.

Class Sizes and Setting Policy

Students are mostly taught in mixed ability classes in Key Stage 3, and then by ability where possible at Key Stage 4. PE is taught as single sex groups for the most part and where scheduling allows, so that the sports provided can be tailored to suit the needs of the groups and also to increase the participation of girls.

Annual Curriculum Review

Each year, curriculum provision is reviewed by leaders and the governing body to ensure that the curriculum offer reflects the current needs of the students, within budgetary constraints.