



Handsworth Wood  
Girls' Academy

**King Edwards VI**

**Handsworth Wood Girls' Academy**

**Curriculum Policy**

**September 2018**

## Table of Contents

	Page:
1. Ethos and Values	3
2. Timetable Structure	4
3. Key Stage 3 – Years 7 & 8	5
4. Key Stage 4 – Years 9, 10 & 11	6
5. Key Stage 5 – Years 12, 13 and 14	7
6. Home Study	9
7. Disadvantaged & Pupil Premium Students	10
8. Additional Needs	11
9. Able, Gifted and Talented	12
10.Literacy	13
11.Numeracy	14
12.SMSC and British Values	15
13.Employability Skills	16
14.ICTAC	17
15.Sports	18
16.Study Support and Revision Classes	19
17.Trips and Visits	20

## Ethos and Values

Our Aim is simple; that every student is able to leave KEVI Handsworth Wood Girls' Academy having realised their full potential, having **'Aspired for Excellence'**.

Driven by our ethos and values, our curriculum enables students to study the subjects important to them, develop the skills they will need to shape them as citizens ready for a prosperous future in modern Britain or globally.

We have very high expectations for every student, with challenging, aspirational and shared potentials. Students at KEVI Handsworth Wood Girls' Academy are supported academically and emotionally developing skills, attitudes and abilities which will enable them to achieve their life goals.

Within the curriculum, we at every point encourage learners to help shape their own learning. Our curriculum is designed so that each student has access to a curriculum which will enable them to make the most possible progress; guiding choices, while offering a broad and balanced curriculum.

High quality teaching enables students to enjoy their learning and ensure they are well prepared for future success in all aspects of their life. The aims of our curriculum are to develop in all students:

- A sense of enquiry, the ability to question, solve problems and argue rationally;
- a willingness to apply themselves and an aptitude for learning;
- knowledge and skills relevant to adult life and employment in a changing world;
- literacy, numeracy and competence in the use of information technology;
- to develop their creative, critical awareness, empathy and sensitivity;
- a recognition of their own and others' achievement, in school and beyond;
- self-esteem, self-worth and self-confidence;
- the skills of working as an individual and as a member of a group or team;
- appropriate moral and spiritual values and tolerance of others;
- to value each individual in an atmosphere of mutual respect.

## Timetable Structure

The Academy operates a two week timetable which operates on 48 one hour periods, plus 25 minutes each morning of tutor time devoted to PSHCCE x 3, form business or assembly. On Monday, Tuesday, Thursday and Friday students have five hours of teaching, three in the morning and two in the afternoon. On a Wednesday students have four hours of teaching, three in the morning and one in the afternoon. This allows for regular staff CPL every Wednesday for two hours. With 75 minutes of PSHCCE during tutor time each week, we are in excess of government recommendations of 25 hours of teaching time per week.

Example Week:

Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
AM Registration 8.40 – 9.05	PSHCCE	PSHCCE	form business	PSHCCE	assembly
Lesson 1 9.05 – 10.05					
Lesson 2 10.05 – 11.05					
Break 11.05 – 11.25					
Lesson 3 11.25 – 12.25					
Lunch 12.25 – 1.10					
Lesson 4 1.10 – 2.10					
Lesson 5 2.10 – 3.10			PM Registration 2.10 – 2.20		
PM Registration 3.10 – 3.20			Staff CPL 2.20 – 4.20		

## Key Stage Three – Years 7 & 8

From September 2017 we moved to a two year KS3 and a three year KS4. This decision was made in response to the demands of new terminal exams at GCSE. It ensures that our students have three years to focus on their examinations and that teachers can plan and teach their courses effectively. At Key Stage Three students follow the following curriculum:

Subject	Hours per fortnight	Set or Form (mixed ability)
English (including literacy)	8	Set
Maths	8	Set
Science	6	Set
French	4	Form
History	3	Form
Geography	3	Form
Religious Studies	2	Form
Computer Science	2	Form
Creative Design: (on a rotation) <ul style="list-style-type: none"> <li>• Product Design</li> <li>• Graphics</li> <li>• Art</li> <li>• Food</li> </ul>	4	Form x 3 Divided into four groups
Physical Education	4	Form
Music	2	Form
Drama	2	Form

### Options

Options are now taken in Year 8. We have a full programme of support to ensure all students are guided effectively through the process and can make informed decisions. Students have THREE optional subjects to choose from. Strategies to support student option decisions are:

- Extended assembly
- Option booklet
- Taster Days
- Option evening
- Option performances
- One to one meetings with the Senior Team
- Careers support from the Futures Manager
- All information on the website

## Key Stage 4 – Years 9, 10 & 11

At Key Stage 4 all students follow 'core' subjects and their three optional choices. Set one science students also have the opportunity to study the three separate sciences of biology, chemistry and physics. All other students complete the combined science trilogy.

Subject	Exam Boards	Hours (per fortnight)	Set or Form or mixed ability
English & English Literature	AQA	9	Set
Maths	Edexcel	8	Set
Science	AQA	11	Set
Physical Education - core	Non-examined	2	Forms
<b>Option Subjects: 3 choices from the following list</b>			
Art	Edexcel	6	Mixed ability
Business Studies	AQA	6	Mixed ability
Children's Play, Learning and Development	Edexcel	6	Mixed ability
Computer Science	OCR	6	Mixed ability
Drama	WJEC	6	Mixed ability
Food Preparation and Nutrition	WJEC	6	Mixed ability
French	AQA	6	Mixed ability
Geography	AQA	6	Mixed ability
Graphic Design	WJEC	6	Mixed ability
Health and Social Care	Btec	6	Mixed ability
History	OCR	6	Mixed ability
ICT	Edexcel	6	Mixed ability
Music	Edexcel	6	Mixed ability
Physical Education	AQA	6	Mixed ability
Product Design	AQA	6	Mixed ability
Psychology	AQA	6	Mixed ability
Religious Studies	AQA	6	Mixed ability
Sociology	AQA	6	Mixed ability
Textiles	WJEC	6	Mixed ability

## Key Stage 5 – Years 12,13 & 14

Students are able to benefit from a broad range of courses in the Sixth Form that facilitate progression to any university course. The Level 3 courses available to students have access to subjects that interest our students and allow the required combinations for students to achieve their desired destination.

**Advanced Level** Courses are studied over two years with examinations at the end of Year 13. Our students' progress is carefully monitored over this period through teacher assessment and mock examination results to ensure expected progress is being made.

**BTEC** courses at Level 3 are available for students who prefer a more coursework based approach. Subsidiary Diplomas are equivalent to one A Level, Diplomas equivalent to two A Levels and Extended Diplomas are equivalent to three A Levels.

**EPQ (Extended Project Qualification)** is available for our students to study as part of their enrichment programme. The prestigious research based qualification attracts UCAS points and is highly valued by universities.

**Level 2** courses for students who require an additional year of study before accessing Level 3 pathways are also available and all students have the opportunity to retake GCSE English or GCSE Mathematics if necessary.

**Enrichment:** The Enrichment Programme offers students the opportunity to participate in a vast array of subjects, projects and awards to support their UCAS applications and to develop new skills. Enrichment takes place every Wednesday morning for all students in the Sixth Form.

Our curriculum is fully compliant with the [16 to 19 study programme requirements](#) with our study programmes designed to provide students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans. Our study programmes includes:

- One or more academic, applied or vocational qualifications that stretch the student and link clearly to training, employment or higher education, or work preparation and an extended work placement for those students who are not ready for study at level 2, or who are on a traineeship
- A level 2 pathway for students who do not have GCSE 4 - 9 in maths or English to work towards the achievement of these qualifications
- Ample opportunity for meaningful work experience (related to the vocational area) and/or other non-qualification activity to develop students' personal skills and/or prepare them for employment, training or higher/further education.

Below is a full list of courses currently available, including their entry requirements.

Option A 10 hours	Option B 10 hours	Option C 10 hours	Option D 10 hours	Option E 2 hours
A Levels:	B/5 grade as minimum in English, Maths and Chosen Subjects			<u>Enrichment:</u> Extended Project L2 (IFS) CeFE Envision Future Learn Food Hygiene ICT Art & Design Spanish Sports Beanstalk First Aid BCU Mentoring
Psychology	Religious Studies	History	English Literature	
Physics	Chemistry	Biology	Mathematics	
Sociology	Creative Design			
BTEC:	C/4 grade as minimum in English, Maths and Chosen Subjects (or equivalent)			
L3 Extended Diploma HSC	L3 Extended Diploma HSC	L3 Extended Diploma HSC	L3 Extended Diploma HSC	
L3 CACHE	L3 CACHE	L3 CACHE	L3 CACHE	
L3 Btec Science	L3 Btec Science	L3 Extended Certificate in Applied Business	L3 Extended Certificate in ICT	
		Core Maths (5 Hours)		
Year One:	Re-takes and L3 Pathway Progression			
GCSE Mathematics	GCSE Mathematics	GCSE English Language	GCSE Business Economics	
GCSE English Language	L2 Health and Social Care	L2 Btec Science	L2 Btec CACHE	
	GCSE French	GCSE Geography	GCSE Art	
		L2 IT	GCSE History	

## Home Study

Home study is set for all students in Years 7 – 11 in accordance with the home study timetables. Key stage 5 are not given a home study timetable, but teaching staff are expected to set work every lesson. All students are expected to read around the subject independently to consolidate their learning, knowledge and understanding. All home study is set on Firefly which can be accessed by students and parents. Students also have planners to support their planning and organisation.

### **Years 7 & 8** (Key Stage 3)

Students are expected to spend about 30 minutes on their core subjects and 20 minutes for all other subjects, per home study. This is the equivalent of around five hours home study per week.

Subject	Number of Home Study per fortnight	Total Home Study time per fortnight
English/Literacy	4	120
Mathematics	2	60
Science	2	60
French	2	40
History	2	40
Geography	2	40
Religious Studies	2	40
Computer Science	2	40
Creative Design: (on a rotation)		
• Product Design	2	40
• Graphics	2	40
• Art	2	40
• Food	2	40
Music	2	40
Drama	2	40
Physical Education	1	20

### **Years 9,10 & 11** (Key Stage 4)

Students are expected to spend about 60 minutes on their subjects per home study. This is the equivalent of around ten hours home study per week.

Subject	Number of Home Study per fortnight	Total Home Study time per fortnight
English/Literature	4	240
Mathematics	4	240
Biology	1	60
Chemistry	1	60
Physics	1	60
Option A	2	120
Option B	2	120
Option C	2	120

## Disadvantaged and Pupil Premium Students

To be able to successfully address the need to identify the correct interventions for disadvantaged students it is important that:

- All staff address potential underperformance for pupils in their classroom and to record the steps they take to address this.
- All staff make appropriate modifications to their own whole class teaching to suit individuals and ensure that it suits individual learning styles.
- Should the need arise that an intervention is needed, where the above modifications have not succeeded, then further intervention should be considered according to the list in section 5.
- The Director of Assessment will meet with heads of key stages (intervention meeting) on a fortnightly basis to assess the appropriateness and success of interventions and make decisions as to next steps and the funding of those steps.
- To access these interventions school procedures should be followed by all staff. It is not up to individual subject teachers to allocate pupils to an intervention unless they are responsible for that intervention
- In all cases, information about an intervention should be passed to the relevant head of key stage.
- In all cases, assessment data should be used to determine the need for interventions and all interventions should be recorded, monitored and reviewed using a whole school intervention mapping system.

Pupil Premium funds can be accessed for a number of initiatives dependent upon student needs as decided at intervention meetings. Requests for funding should be made using the appropriate proforma to assist record keeping. Some funding will be allocated from the overall Pupil Premium budget for the provision of additional staff who will provide additional services in the academy, for example health, welfare, and careers support. This funding will also support a universal entitlement to these services. Funding can also be requested for the following non-exhaustive list of interventions

- 1-1 or small group tuition in school (full cost)
- 1-1 or small group mentoring/counselling (full cost)
- 1-1 or small group learning support
- Other educational assessments (full costs)
- Internal educational assessments (full costs)
- Instrumental lessons (a contribution of the total cost dependant on need and in discussion with the Headteacher)
- Revision and learning support aids
- Duke of Edinburgh Award (full course costs and additional, associated costs)

## Additional Needs

In line with the Special Educational Needs Code of Practice (2014), the Additional Needs Faculty is involved in the identification of need and in supporting the needs of all individuals. This covers the four areas of need identified in the Code of Practice of: Communication and Interaction, Cognition and Learning, Emotional, Mental and Social and Physical and Sensory. Identification is through prior information, academy data and staff/parent referral.

Depending on the specific area of need, the academy offers a range of support mechanisms including TA support, specialised groups, personalised timetables, speech & language intervention and many more. For further information please see the SEND Information report on the school website.

We support our SEN/EAL students in core subjects in each year group and balance this with the specific needs of other students entitled to support. For students who join us with little or no English language, we support them with an intensive focus on language until students are able to access lessons. These students will experience a phased integration into mainstream lessons.

## Able, Gifted and Talented

Our ethos is progress for all and students that are more able are well catered for through a balanced curriculum and personalised teaching methods. To support student progress we identify our students through using the acronym AGT. Able – academic ability, Gifted – natural ability and Talented – arts and sports. Our more able students are identified on class registers and their progress is tracked from class teacher up to leadership level. More challenging targets are set on entry and progress is closely mapped through individualised flight paths for each curriculum area. Setting within the core subjects allows for teachers to stretch and challenge through the teaching strategies they deploy and entering students for higher tier and separate sciences.

With high expectations and differentiated planning as our key priority we are able to provide quality learning experiences to stretch our most able students. Teachers have access to regular CPD opportunities and are able to collaborate with universities to keep their subject knowledge at its peak. Many subject areas are taught at KS5 which enables more challenging material to filter down to students lower down in the academy. We are able to offer a wide range of choice at KS4, which enables talents to specialise in areas of interest, including full access to the EBACC. Students with a natural ability in an area of the curriculum are encouraged to follow that route through to A level, whilst always having a career path in mind. Our scientists, mathematicians, historians, linguists, coders and artists are encouraged within faculties to continue to foster their love of learning by offering extra-curricular activities, trips and wider reading material in lessons. We have high aspirations for our students which are supported through our career and citizenship curriculum, which includes regular talks by universities in and out of curriculum time. Opportunities within the arts are well established for our talented students including the academy show, working with actors and trips to the performing arts industry. A wider range of sporting events are available with competitive sports within the city on the increase for our talented students.

Differentiation, level of challenge and maximizing progress is a regular feature of CPD and Top Tips to ensure AGT students are well catered for. The introduction of the Brilliance Club is now in place to support AGT students with a particular focus on STEAM. Further wider learning opportunities for our AGT will be planned in for September 2017.

## Literacy

Literacy encompasses one's ability to read, write and communicate and it is these areas that form the foundations to an individual's success. Through the acquisition of good literacy skills a child is able to develop into a competent and assertive young person who is likely to have greater opportunities in their adult life. Here at Handsworth Wood Girls' Academy, we understand the importance of teaching literacy alongside subject content. In addition we offer enrichment activities as well as routine strategies that enable our students to develop a higher sense of self-esteem, greater aspirations and an improvement to their academic ability through literacy.

We as an academy are aware that reading is first and foremost an underpinning factor to a child's progress. As an academy we are working hard to instil a reading culture and ignite a love of literature. Students carry a reading book with them at all times during the academy day, and one morning a week they engage in a form reading session. The Accelerated Reader Programme is delivered to years 7-9 and has shown to be very effective in improving the reading ages of our students, as well as promoting books and teaching those valuable reading skills. In March we celebrated 'World Book Day' and the enthusiasm for reading was reflected in the fun and excitement of staff and students alike.

'Pause for Literacy' is a whole school approach that aims to consolidate a number of literacy skills for students in every classroom across the academy. The resource offers support to areas of punctuation, essay writing, the examination of texts and even delivering a presentation. This combined sense of responsibility from all departments is essential in raising our students' standard of literacy, emphasising its importance beyond the English classroom.

## Numeracy

We aim to enable all students at KEVI HWGA to be confident when using numbers in problem solving, reasoning and making decisions both inside the academy but also in their everyday life.

To enable this to happen in the coming academic year there will be a focus on five key areas of numeracy. These will be confidence in correctly using fractions, in multiplying, dividing and solving equations. Central to this focus, and all numeracy, will be a drive to get all students to know their times tables up to 12.

These key areas of numeracy will have dedicated time not just in mathematics but also in all other subjects so as to show the real world applications and necessity of numeracy. In addition, all subjects will have numeracy mats which will aid students' learning. During tutor time there will be space for the promotion of numeracy in the first instance to ensuring all students know their time-tables (through games and competitions), but once this is achieved to go onto problem solving and reasoning activities.

This we believe will have the desired effect of improving whole academy numeracy for students whilst they are studying at HWGA and once they leave and make good decisions that impact upon their lives.

## SMSC & British Values

### LIFE Programme

#### Personal, Social and Health Education, Citizenship and British Values

All students at KEVI Handsworth Wood Girls' Academy actively engage in our LIFE programme. We aim to prepare our students with a strong foundation to live, work and play in a rapidly changing and increasingly challenging world and be proud members of British society. We hope to achieve this by providing our students with a strong basis of:

- **Love**– We love our students and want them to love themselves and others by giving them the tools to stay healthy and safe, develop worthwhile relationships, respect difference, make the most of their own abilities and those of others, accept and shape their own identities and embrace difference as a positive thing.
- **Independence** – We strive for our students to celebrate who they are with the ability to make informed choices and decisions whilst building resilience, self-esteem, creativity and confidence, managing emotions and the ability to problem-solve, identify and manage risks.
- **Factual, up-to-date and relevant information**
- **Engaging activities that inspire, motivate and ignite curious minds**

This is embedded throughout our school culture and is underpinned by everything we do, including:

- Three LIFE lessons per week in form time
- Five 'Creative Citizenship Days' per academic term where the school timetable is collapsed and dedicated to LIFE
- Student council
- Citizens UK Group
- Links with local community groups and places of worship
- Duke of Edinburgh Award
- Work experience
- Volunteering opportunities
- Healthy eating
- Trips and outings
- School Productions
- Mentoring programmes
- Awards Evenings
- Visiting professionals and community members
- Supporting national and local charities through fundraising initiatives
- A comprehensive enrichment and extra-curricular programme
- A clear focus on British Values

## Employability Skills

Careers education, guidance and employability is a very important part of the broad and balanced curriculum we provide.

Careers education starts in year 7 and in year 8 we have a full programme of events to support students as they make their option choices.

Employability skills and work experience is a major focus in year 10 in preparation for work experience and in year 11 and 6<sup>th</sup> form a robust programme is in place to ensure that students are very well prepared for their next phase of life.

The careers programme is delivered through a planned series of assemblies, form time PSHCE sessions and whole school collapsed timetable days. This programme is age specific and includes regular contact with people from the world of work alongside external visits to employers, careers fairs, universities and other events that will increase knowledge and raise aspiration.

We have a number of partnerships with local employers who support with the embedding of employability skills and we have a number of curriculum links in subjects such as technology and science.

The careers education programme is complimented by the individual careers advice offered to all students in year 11 and 13 giving students the opportunity to evaluate all the information they have gathered which enable them to make sound career decisions.

## ICTAC

At KEVI Handsworth Wood Girls Academy we aim to provide all students with the opportunity to develop their ICT skills and become ICT literate. ICT capability involves technical and cognitive proficiency to access, use, develop, create and communicate information appropriately, using ICT tools. Learners demonstrate this capability by applying technology purposefully to solve problems, analyse and exchange information, develop ideas, create models and control devices. Pupils are taught skills which enable them to be discriminatory in their use of information and ICT tools, and systematic in reviewing and evaluating the contribution that ICT can make to their work as it progresses.

ICT is becoming an essential skill for life due to the increasing use of technology in all aspects of society. In order to equip our students with essential skills ICT is being delivered across the curriculum discretely via subjects. The ICT skills delivered are grouped into Four Bands:

- Finding Information
- Developing Ideas
- Communicating Information
- Evaluating

Each subject area has selected ICT skills which best fit and suit their subject area. The ICT skills to be delivered have then been embedded into existing schemes of work.

At KEVI Handsworth Wood Girls Academy we endeavour for all students to be ICT skilled. Students complete assessments based on the four strands to ensure ICTAC is delivered effectively and demonstrate students' progression. Students demonstrate appropriate selection, use and evaluation of ICT. Students display understanding of what ICT is available, when to use it and why it is appropriate for the task.

Education on the safe use of the internet and social media is also embedded within the curriculum, as well as through the PHSCE programme and assemblies.

## Sports

The PE department are diverse in their approach to teaching which allows them to offer personalised, individual and inclusive support to our students. Our aim is to give students the opportunity to learn in a fun, exciting, varied and enriching environment. Students are able to create, express and explore in order to achieve their full potential.

The department encourage, motivate and inspire to challenge students to overcome their self-doubt through developing self-esteem and confidence in an environment that encourages success at all levels. All members of the PE department are valued and have an equal part to play in developing the department.

Extra-curricular lunchtime and afterschool clubs are run every day for all students. These help students to socialise, be part of a team, compete against other schools, learn about discipline, have fun and gain more confidence.

The PE curriculum in KS3 is flexible and each sport/ activity is delivered over 6 hours. This means up to 12 different units can be taught in one year with the aim that pupils will discover sports they enjoy and will continue participating outside of school promoting lifelong physical activity and high level performance.

In KS4, GCSE PE is offered as an option for those who have a keen interest in the subject and want to have a career in the Sports Industry. All students participate in Core PE where students can either chose to gain a First Aid Qualification or a Sports Leaders Award to put on their CV alongside all their academic qualifications.

The PE department believes that regular exercise is not only good for the body but also the mind. It can have a profound positive impact on relieving stress and anxiety, having a sharper memory and thinking, having higher self-esteem and more energy. All these in turn will benefit our students here at HWGA.

## Study Support /Revision Sessions

KS4 and KS5 students are fully supported through weekly support sessions that are reviewed and updated each term. Holiday revision sessions are timetabled during the Easter holiday and Whitsun half term with every faculty offering examination support and preparation. One to one faculty intervention is also provided within core subjects. An example study support programme is detailed below:

Lunchtime:

Monday	Tuesday	Wednesday	Thursday	Friday
Y11 History-Exam Tech	Mrs Simmons – W205	Y11 Set 5 English Ms Mohmed – Z211		
Y11 Sets 3 - 6 Chemistry Ms Mustafa – Z113	KS5 Biology Mrs Dhanani – Z103	Y11 Sets 1 - 2 Chemistry Mr Morris – Z112	KS4 Biology Mrs Dhanani – Z103	KS4 & 5 Physics Mrs Gupta – W004
Y11 Geography Mr O’Grady – W209	Y10 History Mrs Simmons – W205	Y11 History-Public Health Mrs Simmons – W205	Y11 Health and Social Care Ms Blake – C005	Y13 Maths Ms Cheema – W015
Y11 Maths Mrs Jheeta – W014	Y10 Business Studies Mrs Butt – W103	GCSE Business Studies Drop in – W103	Year11 Business Studies Mrs Butt – W103	Y11 Maths Mrs Jheeta – W014
Y11 Set 6 English Mrs Williams – Z212	Y11 Biology (Week B) Mrs Khutan – Z101	KS4 English Mrs Denley – Z202	Y11 Set 6 English Mrs Williams – Z212	Y11 Set 6 English Mrs Williams – Z212
Y11 Maths Mr Blackham – W012	Y11 Sets 2-5 Biology Mr Johnson – Z102	KS4 Music Mr Lee – Z018	KS4 Drama/Perf Arts Mr Gilday – K004	Y11 Maths (Week B) Mr Rahman – Z003
		Y11 French HXS – W202	GCSE ICT/Computing Mrs Bains – W006	
		KS4 Art Ms Sydenham – W113	Y11 Maths Ms McGing – W008	
Y11 PE Drop in	Y11 PE Drop in	Y11 Maths Ms Cheema – W015	Y11 PE Drop in	Y11 PE Drop in
		Y11 Maths (Week B) Mr Rahman – Z003		

After School:

Monday	Tuesday	Wednesday	Thursday	Friday
Y11 Geography Mr O’Grady – W209	KS5 Biology Ms Hurst – Z107		Y11 History (Germany) Mrs Simmons – W205	
KS4 English sets 4 – 6 Ms Fletcher – W208	Y13 Chemistry - Z112 Mr Morris/Ms Mustafa		KS4 Art Ms Sydenham – W113	
KS4 Product Design Mr Rowberry – Z028	Year 11 French Mrs Searle – W202		KS4 Graphic Design Mr Siviter – Z030	
Y11 English Mrs Williams – Z212	Y11 English Mrs Williams – Z212		Y11 English Mrs Williams – Z212	
Y11 Set 3 English Ms Nessa – Z209	Y11 Set 3 English Ms Nessa – Z209		KS4 Catering Mrs Burgess– Z027	
Y11 Physics Mrs James – Z116	Y11 Set 1 English Ms O’Rourke – Z210		Year 11 French Ms Jaouen – W213	
Y11 Maths Mr Beaver – Z002	Y10 Biology Mrs Khutan – Z101		Y11 Biology Mrs Khutan – Z101	
	Y11 Health & Social Care Miss Blake – C005		Y11 set 4 English Mrs Denley – Z202	

## Trips and Visits

Opportunities for students to attend school trips and educational visits are powerful, positive teaching tools that help enhance the social, personal and emotional development of all learners. Extra stimulation in new environments can be beneficial for all students and can help teach life skills, build on social skills and improve independence and self-confidence. At HWGA we truly believe in the value of providing external opportunities and experiences within our curriculum provision to scaffold knowledge, learning and understanding. We follow the national guidelines to ensure the safety of all staff and students:

Procedural requirements:

- Risk assessment.
- Approval of staff to lead activities and visits.
- Evaluation of external providers.
- Parental communication and consent .
- Information about participants' medical conditions, special needs, behaviour etc.
- Prior notification and approval of visit plans.
- Any types of visit that should be approved only after consultation with an external adviser.
- 'Checking out' and 'checking in' before, during and after a visit.
- Emergencies.
- Monitoring.
- Evaluation.

Recent trips and visits have included:

- Subject based trips
- Theatre trips
- PE activities
- Community projects – Citizens UK
- Maths challenge competitions
- University Masterclasses
- Careers and employability visits
- Women's Leadership Summit
- Bletchley Park
- Healthy Schools Project
- Royal Television Society Awards
- Duke of Edinburgh Bronze Award
- Rewards trips

**Policy signed off by: Vijai Kumar – Chair of Governors**

**Date: 1 September 2018**

**Review date for policy: 1 September 2019**

**Person responsible for policy: Alexandra Galan – Associate Headteacher**