



Curriculum Policy

(2020-22)

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Contents

1. Our Curriculum Policy Statement

Reddish Hall School strives to provide a caring, structured learning environment in which all pupils can develop academically, socially, emotionally and morally to their full potential and in which pupils and staff feel safe, secure and valued.

All pupils, without regard to age, aptitude, attainment level, ability or social circumstances, are entitled to an education of the highest quality. Education is of value for its own sake and we seek to encourage all pupils to learn at school, outside school and beyond school age.

We are committed to delivering a personalised curriculum, the derivation of which is based on thorough assessment of a pupil's needs and preferences alongside their strengths and areas for development; pupils are provided with appropriate and challenging pathways.

We offer an environment where teachers can deliver an exciting and innovative curriculum, and ensure the application and use of emerging technologies is paramount; we have consistently high expectations of all pupils.

All pupils attending Reddish Hall School have emotional, social and/or behavioural difficulties that have proven too severe to have been successfully addressed within mainstream schools.

Our School is a learning environment at the heart of its wider community. We promote the care of our pupils in setting, respecting and expecting high standards in all aspects of school life. Our primary aim is to meet the needs of our pupils, preparing them for adult and working life in the future. The vision for our School's curriculum is to provide a broad and balanced education, based on the realities of modern life. We recognise that:

- The pace of change is increasing and the need for flexibility is paramount.
- Pupils have, and will increasingly have, greater access to information and learning materials independently of school.
- Adulthood requires economic participation- pupils must be adequately prepared for this.
- A curriculum defined purely in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should be augmented by adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business.

Pupils enrolling at Reddish Hall School will typically have:

- Been excluded from one or more schools;
- Had a long period away from school at some time;
- Received 1-1 support either at home or in a unit, possibly on a part-time basis;
- Low self-esteem and self-confidence in relation to their ability to succeed academically and control their own behaviour;

- Low expectations of the opportunities that is likely to be available to them when they leave school.
- A barrier to learning such as FASC, ASC, Specific Learning Difficulties such as dyslexia, ADHD.
- Many of our students have missed significant amounts of their education and may well have missed important curriculum elements.
- Our students often need to be grouped with reference to their needs, rather than on their chronological age.

For both these reasons we may need to select elements of the curriculum from more than one year's plan, and to find a 'best fit' for each student and for the group.

2. Curriculum Implementation

The school uses a range of teaching methods, each closely aligned to the project being used as a stimulus and the skills being developed by the lesson. A mix of whole-class, group and individual teaching is used, and teaching styles vary according to the needs of the pupils. In this way teachers ensure that the pupils perform according to their aptitudes and abilities.

The school will ensure that each pupil's EHCP outcomes and educational provisions are incorporated into their delivery of lessons, through scaffolding and differentiation.

Schemes of work are designed to support the sequencing of the development of knowledge and skills, allowing children to reinforce and develop these as they grow through school. They are also designed so that children who are new to school, who may have missed periods of education, are able to be supported to become fully engaged in the school's curriculum.

Teachers use their schemes of work to support the individualised planning for pupils in their classes, using assessment for learning to inform next steps.

3. Key Skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

We strive to develop these skills across the curriculum.

4. Curriculum aims

At Reddish Hall School, our aim is to develop a coherent curriculum that builds on young people's experiences and help them to become successful learners, confident individuals and responsible

citizens. The curriculum is matched to a pupil's individual abilities and aptitudes; increasing self-esteem and personal development. The school therefore, aims to provide a curriculum that will inspire and challenge all learners and prepare them for the future.

To this end, the School supports and endorses the principles of providing pupils with a broad, balanced, relevant and differentiated curriculum. Hence, the school seeks to:

- satisfy the requirements of legislation relating to the National Curriculum and religious education (RE), ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills especially literacy, numeracy and the use of information and communications technology (ICT);
- Provide for individual needs, whilst limiting disapplication from the National Curriculum to an absolute minimum;
- Achieve high standards and make good/excellent progress;
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers;
- Be challenged and stretched to achieve their potential;
- Provide access, at an appropriate level, to a curriculum that takes account of developments in provision for 14-19 year olds;
- To prepare all pupils for a successful adult and working life in a 21st century global society.
- Provide a combination of academic and vocational options, catering for individual pupil needs and desired pathways;
- Provide enrichment activities that broaden a pupil's experiences whilst at school. It is our ambition to encourage our young people to develop into responsible citizens with moral purpose and values that help sustain their everyday lives;
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life;
- Help pupils understand the world in which they live;
- Show commitment to all pupils as we believe that each individual matters and should be provided for.
- value their learning outside of the curriculum.
- relate to the taught curriculum.

This focus on meeting individual needs is set in a context of each pupil's entitlement to a broad, balanced, relevant and differentiated curriculum and their desire to follow a course similar to those of their peers in mainstream school. Thus, whilst providing common curriculum opportunities for all, the school curriculum provides enough flexibility to meet the very differing needs of our pupils. Therefore, pupils benefit from personalised teaching/learning or individual curriculum timetables, which help to engage the learner and to recognise the value and importance of education in their lives.

5. Curriculum outcomes

Our School's curriculum will:

- fulfil all statutory, framework and National Curriculum requirements .
- lead to qualifications that are useful for both employers and further education.
- enable our pupils to fulfil their potential.
- meet the needs of our pupils of all abilities.
- provide equal access for all our pupils to a full range of learning experiences beyond statutory guidelines.
- prepare our pupils to make informed and appropriate choices at points of transition.
- help our pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include a range of vital characteristics such as breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing our pupils' choice during their school career.
- foster teaching styles which offer and encourage a variety of relevant learning opportunities.
- help our pupils to use language and number effectively.
- help our pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help our pupils understand the world in which they live.
- meet the social, emotional and behavioural needs of our pupils

6. SMSC within the curriculum (see SMSC Policy)

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own thoughts and beliefs, even about difficult events.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc. (for comprehensive list see attached sheet).

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.

- Work co-operatively and collaboratively.

Links with the wider community:

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation:

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning, by the SLT and MLT
- Regular discussion at staff meetings
- Audit of policies and Schemes of Work by the SLT
- Sharing of classroom work and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on the school SIP.

7. Roles and responsibilities

The Head Teacher will

ensure:

- the curriculum meets all legal and statutory requirements
- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve.
- the curriculum prepares pupils for their chosen career pathway.

Acorn Care and Education will ensure that:

- it considers the advice of the Head Teacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

The Head Teacher will ensure that:

- they have an oversight of curriculum structure and delivery within the school.
- detailed and up-to-date schemes of learning are in place for the delivery of courses.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.

Teachers will ensure that:

- long term planning is in place for all courses. Schemes of learning are designed using the school pro-forma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- schemes of learning **encourage** progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of learning are in place and used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.
- where necessary an appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of learners.
- assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment.
- they keep the senior leadership team informed of proposed changes to curriculum delivery.
- pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- they oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- actively support pupils in their progress through the curriculum.

Pupils will:

- be treated as partners in their learning, contributing to the design of the curriculum.
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices

Parents and carers will:

- be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive

- throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

8. Monitoring, evaluation and review

Acorn Care and Education will receive an annual report from the Head Teacher on:

- the standards reached in each subject compared with appropriate benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with appropriate benchmarks.
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

9. Curriculum Offer

Primary

Primary classes follow the National Curriculum as guidance. We aim to ensure that pupils can have similar experiences and opportunities to their peers in mainstream schools, taking into account their baseline assessments and social and emotional needs. This can mean that some children who are at a developmentally lower age than their chronological one, will experience the curriculum through approaches that are tailored to their learning style, which may be experiential or a continuous provision.

Pupils experience Maths, English, Science, History, Geography and R.E. (Which may be delivered through a topic based approach), access, horticulture, PE including swimming, computing and art/design.

Emphasis is placed on pupils working towards their EHCP targets, as well as developing phonic knowledge, reading skills and numeracy.

There is also the focus on social and emotional development. Many children are with us as they struggle to regulate their emotions, so teaching approaches are developed to aid children firstly to be ready for learning, and for learning to occur at the pace of which an individual child can manage successfully, and to promote progress in all areas.

Social skills and interpersonal skills are also taken into consideration, with many children finding school difficult due to barriers in these areas. Circle time and play may be facilitated, with facilitated play key in some primary classes to aid both social skills and communication.

Key Stage Three

Key Stage 3 is based upon a mainstream secondary model with the majority of pupils moving to subjects specialists' classrooms. Children are placed into classes that are suitable for their learning style and academic need as opposed to their chronological age. This also helps in terms of developing social skills and promoting positive friendships between pupils. One class is predominantly for children who have additional learning needs, but require a secondary model as opposed to our static class group.

The National Curriculum is followed in accordance with the child's academic need and cognitive ability. Progress is monitored through teacher assessment using Reddish levels.

Subjects taught include:

- English
- Maths
- Science
- ICT
- PE
- RE
- PSHE
- History
- Geography
- Art
- Outdoor Education

Key Stage Three also has a static class group, who are taught using a primary model with one key teacher. They may still be learning at a lower primary level, both academically and socially. Children in this group may still require intensive phonics delivery, and benefit from remaining in one class room, using specialist rooms for key settings. The Key Stage Three curriculum is delivered and differentiated to meet learning needs. It may also be delivered through a topic based approach, with a higher emphasis on experiential learning. Boxall Profiling is used to help set targets for children in this group, and their key focuses are their EHCP targets, numeracy and literacy, as well as supporting complex mental health.

Key Stage 4

All pupils have access to the National Curriculum and are offered the opportunity to take part in courses of study leading to examination entry at a range of levels. These courses include 'Foundation Learning' qualifications; a range of GCSEs including core subjects and optional courses that we hope support children in their future aspirations. Whilst all pupils have the opportunity to follow a personalised timetable including GCSEs, vocational pathways, access careers/work placements and work experience, the core GCSE courses/subjects are always provided or made available.

Options are chosen in the Spring term of year 9, and children can choose up to three options subjects. For some pupils, they may choose less to allow them to concentrate on a small number of subjects, and for others, they may choose an additional subject with extra, after school support.

All children study:

- English Language (at GCSE, Functional Skills or Entry Level)
- Maths (at GCSE, Functional Skills or Entry Level)
- Science (at GCSE or Entry Level)
- PE (non-examined)
- PSHE (non-examined)
- Access to independent careers advice and guidance

- Outdoor education
- Enrichment opportunities

Options subject may contain (this list may alter depending on staffing and pupil interest)

- GCSE English Literature
- BTEC Sport
- BTEC Food
- GCSE History
- GCSE Geography
- GCSE Computing
- Health & Social Care (BTEC or AQA Awards)
- ASDAN (CoPE)

Some pupils may have bespoke timetables where they attend off-site provisions in order to support them gaining a qualification or experiencing a subject that is relevant to their future hopes and aspirations. For example, Travel and Tourism BTEC or Animal Care.

Key Stage Four also implements a static class for children who require a curriculum based around life and key skills. For these children, GCSEs may not be appropriate. This class offers a flexible programme of Maths, English, Science, PSHE and ASDAN which covers a broad area of study and allows the group to work at their own pace, building up a portfolio of evidence in key skills. Other subjects can be studied in conjunction as each child still has their personalised timetable, which can also include individual or whole class excursions. Cooking, sport and healthy lifestyle education are also incorporated.

Pupils in Key Stage 4 are encouraged to undertake periods of work experience to help prepare them for post-16 and to help them decide which career paths are of interest to them. Successful work experience placements may lead to one day a week placements if it is going to be beneficial to their career development.

As much as possible, we look to provide an engaging curriculum that takes into account the interests and aspirations of pupils, helping them to succeed academically. We also look to support the independence of our learners to prepare them for their next steps, as well as their social skills, encouraging them to take responsibility for their learning and actions.