

Spring Hill High School (TOO)

Curriculum Policy

Policy: Curriculum Policy

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To be read in conjunction with: SMSC policy, PHSE Policy, Safeguarding Policy

Aims and Principles

At Spring Hill high School, we aim to provide a curriculum to develop inquisitive, independent thinkers with a love of learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged. We intend that our curriculum should imbue in our students these qualities: responsibility, independence and a sense that learning can excite and invigorate throughout life.

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as events, routines, and learning that take place outside the classroom. The Curriculum Policy should be seen within the overall aims and ethos of the School, which are at the core of its objectives.

Our curriculum is designed to allow each student to:

- achieve the best possible academic qualifications and standards, whatever their ability;
- ensure high levels of engagement, enjoyment and personal development.

Within the framework of a broad and balanced education for each student, we intend for our curriculum to allow a high level of personalisation so that each student can play to their strengths and develop specialisms, develop existing and new interests and achieve their personal best in all that they do`.

Our curriculum provides a broad and balanced education which allows students to become:

- **Successful learners** who enjoy learning, make progress and achieve their academic potential;
- **Confident individuals** who are able to live safe, healthy and fulfilling lives;
- **Responsible citizens** who can make a positive contribution to society.

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1.0 We aim for our curriculum to develop successful learners who:

- are inducted into the essential knowledge, skills and discourse of subject disciplines and are able to develop specialisms appropriate to aptitude;
- can appreciate human achievement in the fields of languages, mathematics, science, technology, humanities, physical and aesthetic
- pursuits and creative and expressive arts, and to experience a sense of personal achievement in these fields during their time at school;
- are able to link areas of knowledge in a spirit of enquiry;
- are able to pursue courses appropriate for their stage of learning and particular abilities in order to achieve their personal best, in lessons which differentiate for student need;
- are able to learn independently and with others;
- can acquire the study skills and self-knowledge necessary to realise their learning potential, and are motivated to achieve the best they can, now and in the future;
- are creative, resourceful and able to solve problems.

1.1 We aim for our curriculum to develop confident individuals who:

- show courage and compassion in their dealings with others;
- can respond positively and with resilience to the opportunities, responsibilities and experiences of adult life;
- can develop for themselves an active and healthy lifestyle;
- can evaluate risk, take managed risks and stay safe
- can relate well to others;
- have secure values and principles to distinguish right from wrong;
- are articulate, confident players on a global stage;
- are increasingly independent, able to show initiative and organise themselves;
- are willing to try new things, are ambitious and able to make the most of opportunities;
- are open to the excitement and inspiration offered by the natural world and human achievements.

1.2 We aim for our curriculum to develop responsible citizens who:

- can participate as effective, respectful citizens within a global society;
- acquire an understanding of the social, economic and political issues of the world and the interdependence of individuals, groups and nations;
- can challenge injustice, are committed to human rights, and can strive to live peaceably with others;
- understand the complex human interaction with, and dependence upon, the local and global environment, and develop a caring and responsible attitude towards the environment;
- can change things for the better, taking into account the needs of future generations in the choices they make.

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At the same time, we recognise that education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communications technologies.

2.0 The aim of the school is to develop good citizens, well prepared for life after school, which can make informed choices and are motivated to be successful. They will know how to act responsibly, understand acceptable modes of speech, behaviour and dress and be able to act accordingly.

2.1 Although there is considerable scope for flexibility within the National Curriculum, there are circumstances in which disapplication of part or even all may be appropriate. Disapplication is permitted under the Education Act 1986 for individual students for:

- A temporary period, under section 365.
- For specific purposes at Key Stage 4, under section 363.
- Through a statement of special educational need, under section 364.
- Independent schools.

2.2 Since the majority of our students have emotional or challenging behaviour, and are often referred to us through their EHCP'S (Education, Health, Care Plans), we are not bound by the National Curriculum.

2.3 However, all students at our school are entitled to a broad and balanced curriculum of high quality education.

2.4 We do cover the majority of the National Curriculum, and our aim is to provide the following:

- The core subjects of English, Mathematics and Science.
- A balanced and broadly-based curriculum including religious education, sex education and careers education when appropriate.
- PSHE, RE, PE, History, Geography, English Literature and Sociology.
- ICT, DT, Art and Design and Music.
- Modern Foreign Language.
- A range of Vocational Qualifications including Motor Vehicle Mechanics.
- Health and Social Care at the Post 16 Provision.
- Use of approved qualifications (GCSE, AQA and NCFE Functional Skills, Entry Level, and ASDAN Awards)

3.0 Use of Information and Communication Technology across the curriculum:

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3.1 Students will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all areas.

3.2 Students will be given opportunities to support their work by being taught to:

- Find things out from a variety of sources, selecting and synthesizing the information to meet their needs and developing an ability to question its accuracy, bias and plausibility.
- Develop their ideas using ICT tools to amend and refine their work and enhance its quality and accuracy.
- Exchange and share information, both directly and through electronic media.
- Review, modify and evaluate their work, reflecting critically on its quality as it progresses.

Learning across the National Curriculum

Promoting spiritual, moral, social and cultural development.

4.0 Explicit opportunities to promote students' development in these areas are provided in the subject Religious Education, for personal, social and health education (PSHE) at key stages 3 and 4. A significant contribution is also made by the school ethos to promote effective relationships throughout the school. (See SMSC Policy)

Promoting skills across the curriculum

5.0 At all key stages, students learn, practise, combine, develop and refine a wide range of skills in their work across the National Curriculum. Some of these skills are subject specific (painting in Art and Design); some are common to several subjects (enquiry skills in Science, History and Geography). Some skills are universal, for example the skills of communication, improving own learning and

performance, and creative thinking. These skills are also embedded in the subjects of the National Curriculum and are essential to effective learning. Opportunities for teaching and learning all these skills across the key stages can be identified when planning. Students can be encouraged to reflect on what and how they learn, and how these skills can be applied to different subjects, different problems and real-life situations.

5.1 Key Skills

Six skill areas are described as key skills because they help learners to improve their learning and performance in education, work and life. These skills are embedded in the National Curriculum.

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Communication

Opportunities for developing this key skill are provided through English in particular and through students' use of language across the curriculum.

Application of number

Opportunities for developing this key skill are provided explicitly through Mathematics.

Information technology

Opportunities for developing this key skill are provided explicitly through the use of ICT across the curriculum.

Working with others

The key skill of working with others includes the ability to contribute to small-group discussion, and to work with others to meet a challenge. If students are to work with others, they must develop social skills and a growing awareness and understanding of others' needs. All subjects provide opportunities for students to cooperate and work effectively with others in formal and informal settings, to appreciate the experience of others and consider different perspectives, and to benefit from what others think, say and do, depending on the risk assessment for group work.

Improving own learning and performance

All subjects provide opportunities for students to review their work and discuss ways to improve their learning.

Problem solving

All subjects provide students with opportunities to respond to the challenge of problems and to plan, test, modify and review the progress needed to achieve outcomes.

Thinking skills

By using thinking skills students can focus on 'knowing how' as well as 'knowing what' – learning how to learn. The following thinking skills complement the key skills and are embedded in the Schemes of Work.

Information processing skills

These enable students to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse part/whole relationships.

Reasoning skills

These enable students to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons or evidence.

Enquiry skills

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These enable students to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.

Creative thinking skills

These enable students to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.

Evaluation skills

These enable students to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgements.

6.0 Promoting other aspects of the school curriculum

Financial capability

Financial capability is about making competent decisions in relation to managing money and planning finances for the future. It helps students to make independent and informed decisions about budgeting, spending, saving and investing, using credit, avoiding debt, and obtaining value for money. It helps students to understand their own and others' needs and to consider the effects of their decisions on individuals, groups, families and communities and at a national level. Students should be able to understand the financial implications of their choices and to leave school prepared to be confident and knowledgeable consumers, aware of their responsibilities and rights. There are opportunities for students to develop financial capability within the school curriculum, in particular in their work in Mathematics, PSHE, citizenship and ASDAN, as well as through involvement in other school activities such as fundraising for charity.

Enterprise and Entrepreneurial skills

Changing patterns of work mean that many young people will consider self-employment at some point in their working lives. Students should therefore develop skills and attitudes that will prepare them for this as a career option. The Design and Technology curriculum at all key stages provides opportunities for developing enterprise and entrepreneurial skills. Through participation in mini-enterprises students can practise risk management, learning from mistakes and being innovative.

Education for sustainable development

There are opportunities for students to develop their understanding of sustainable development within the school curriculum, in particular in their work in Geography, Science, PSHE and Citizenship

Policy for Literacy and Numeracy

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6.1 Our approach

Our school is committed to the delivery of high-quality literacy, numeracy and communication provision to all our students. We will seek to ensure a match between what the individual needs to learn and what is provided. When teaching literacy, numeracy and communication, the school will use the National Curricula as a framework to:

- Increase access to learning.
- Remove barriers to learning.
- Increase the effectiveness of learning.
- Ensure the relevance of learning.
- Enable individuals to take responsibility for their own learning within a supportive framework.
- Support every learner in achieving their full potential.

6.1 This will involve a whole-school approach with the full support of the subject teachers. The school will ensure that all students have equal access and entitlement to:

Thorough and appropriate initial and diagnostic assessment.

An individual learning programme, informed by the outcomes of careful assessment, which identifies literacy and numeracy goals for each learner across all learning areas.

A curriculum which promotes progress in learning.

Effective teaching, with accessible modes of delivery which match the learning requirements of learners.

Support for learning.

Robust procedures for assessing, recording and accrediting progress.

Learning materials and resources that are appropriate to the needs of each student, including ICT and appropriate physical and paper resources.

Technical aids and equipment that are appropriate to the needs of each student.

Staff that are trained in relation to the core curricula and who also have knowledge, skills and experience of working with learners with learning difficulties.

The opportunity to accredit their work where appropriate.

An environment that promotes equality and diversity.

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6.2 Underpinning philosophy

We are committed to providing opportunities for learners to develop literacy, numeracy and communication skills that will be relevant and useful to them in their everyday lives, which match their aspirations and needs and which will enhance their quality of life. Both verbal and nonverbal forms of communication are valued equally.

6.3 The school recognises that:

Some learners lack the concept of symbolic representation that is essential to the development of reading and writing.

Not all learners with learning difficulties can make sustainable progress in reading, writing and numeracy.

We need to consider carefully the appropriateness of continuing to teach reading, writing and more formal numeracy to those who have made little or no progress to date.

We need to be clear about what our learners are learning, and why.

For some learners, particularly the above, communication will be the priority.

Teaching must match individual needs

Our learners will typically produce a 'spiky profile' assessment. This indicates that they are likely to have skills and abilities that vary across levels or milestones.

We need to maximise the opportunities to develop literacy, numeracy and communication skills in all situations. This will require good management and effective tracking and communication of learner achievement across the school.

All means of communication have equal value.

6.4 Our students learn best:

- Through doing.
- In practical situations.
- Using real objects, materials and activities.
- When the object's, material and resources used are of interest to them.
- When they understand what they are doing and why.

7.0 Assessment

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All our students are entitled to a literacy, numeracy and communication assessment, using a combination of computer-based assessment, the diagnostic assessment from WRAT 3 and informed observation. Our students' needs are complex, and the outcome of any formal assessment will be verified by observation to confirm that the result is a fair reflection of what a student can do, rather than reflecting any difficulty they have in interacting with the assessment tool used or their emotional state at the time of assessment. This observation of the student's skills in practice will be undertaken by all teaching staff, over time, and in a range of settings.

Assessment will be ongoing to build up a profile of the student and his or her needs and will identify:

The level(s) at which the student is working in relation to the National Curriculum in all subject areas

- current abilities
- personal interests and aspirations
- priorities for learning
- support needs
- preferred learning environments
- preferred learning style(s)
- comprehension of spoken language and communication
- motivation for the student.

8.0 Individual education plans

The outcomes of assessment will be used to identify a student's priorities for learning, and where and what objectives are to be taught. The majority of learners will have at least one communication objective that is 'core' and is addressed in, and recorded against, all learning situations.

Literacy and numeracy skills will be embedded in all learning situations. The IEP is supported by other documentation, including individual subject plans, and where appropriate a behavioural plan.

9.0 Lesson planning

Subject tutors will plan their lessons to address the objectives identified in the IEP. These objectives will be contextualised in relation to the learning activity that is taking place. Tutors will pay particular attention to enabling students to develop their skills and understanding in practical situations, and will seek to develop communication at all times.

10.0 Assessment and recording

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Progress is recorded against identified objectives using IEP reviews; half term plans which take account of progress; and termly reports which record progress against learning objectives.

Students will have the opportunity to accredit their learning through Entry Level qualifications and on-demand tests. These will be used as a means of recognising achievement, and progress will also be recognised and celebrated by awarding certificates at the end of term awards ceremony.

11.0 The learning environment

We will ensure that the learning environment is made more accessible to students by the effective use of the display of student's work; appropriate signs, symbols and aids to prompt literacy, such as the alphabet in upper and lower case, or a tables' chart for numeracy. These will be available in all classrooms to provide an acceptance of their use by everyone.

12.0 Responsibility

All staff share responsibility for implementing the policy. The policy belongs to the whole school, including the students.

13.0 Scope of the policy

This policy applies to all students. All new staff will be made aware of the policy during their induction, and the school will provide training sessions based on the policy.

The successful implementation of the policy depends upon a whole-school approach, led by the Teaching, Learning and Achievement Deputy Headteacher, the SENCO and the Speech and Language Therapist. The responsibility for monitoring the policy lies within the senior management team in the school.

14.0 Use of language across the curriculum:

14.1 Students will be taught in all subjects to express themselves correctly, appropriately and to read accurately and with understanding. The level of teaching will reflect their individual needs.

14.2 Writing:

- Students will be taught to use correct spelling and punctuation and follow grammatical conventions
- Students will be taught to organize their writing into logical and coherent forms

14.3 Speaking:

- Students will be taught to use language precisely and cogently

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14.4 Listening:

- Students will be taught to listen to others, and to build on their ideas and views constructively.

14.5 Reading:

- Students will be taught strategies to help them read with understanding.
- To locate and use information.
- To follow a process or argument and summarise
- To synthesise and adapt what they learn from their reading.
- Students will be taught the technical and specialist vocabulary of subjects and how to spell and use these words.
- Students will be taught to use the patterns of language in different subjects e.g. language to express causality, chronology, logic, exploration, hypothesis, comparison and how to ask questions and develop arguments.

15.0 The Personalised Curriculum.

15.1 Personalised learning aims to match the needs of the student to what is learnt and taught and how it is taught and learnt.

15.2 Teachers observe students closely, recognise their strengths and areas for further development and draw on their full repertoire of skills, experience and strategies to meet the needs of the individual student.

15.3 Students are encouraged to become engaged not just with the content of what is being taught, but to become engaged with their learning processes, understanding what they need to do to improve and take responsibility for their own progress.

15.4 The school takes responsibility to think about routines and the organization of learning for all students so that their welfare and progress can be mutually supportive.

