



PROSPECTUS 2021



Welcome to Spring Hill High School

On behalf of the students, staff and Governors, I would like to welcome you to Spring Hill High School. We aim to be a welcoming and inclusive environment in which our students can learn and grow.



Our vision is to give our students the best opportunity to realise their potential and provide every student the tools they need to be respectful, successful and happy people who can go on to make a positive contribution to life in Modern Britain. We achieve this by providing a bespoke learning environment which provides a safe place for young people to mature and become more confident individuals.

We are extremely proud of our achievements. OFSTED noted that leaders 'have crafted a high quality and appropriate curriculum' and that the 'journey that students make from the moment they arrive at the school to the time they leave is considerable'. We will continue to drive standards higher so the opportunities for our young people are maximised.

We strongly value the relationship we have with our parents and recognise that effective partnerships are essential.

We appreciate the support our parents give us and the role they play in enriching our children's experiences and supporting their child's education. Parents are always most welcome into school to help or to discuss their child's progress or any matters of concern.

A handwritten signature in black ink, which appears to read 'G. Edmunds'. The signature is stylized with a large 'G' and a long, sweeping underline.

Gary Edmunds
Interim Head of School

Our Approach

Personalised Approach

Spring Hill High School has a very personalised approach to education that focuses on the holistic development of the child. This simply means that the school develops, with the student and their parent/carer/foster carer/social worker, a personalised programme of education that is designed to meet the complex needs of the student. Our approach is child centered and is based on elements of Social Learning Theory, Cognitive Behaviour Theory and to some extent the Psychologically Informed Environment(PIE).

Individualised Curriculum

Within this personalised programme of study we offer a very individualised curriculum. With the input of the student, the parent/carer/foster carer/social worker, the school designs an engaging curriculum for the student, which meets all government expected standards while capturing the interest and ambitions of the child.

A Robust Reward System

A strong underpinning factor to the work we do lies in establishing of a positive environment where staff model good behaviour, the students are offered options, and positive behaviours are constantly recognised through a very robust reward system that is managed by a set of Responsibility Points. Through this system the students are taught to reflect on their behaviours and make the right choice. The whole concept of reinforcing positive behaviour by 'catching students doing things right' culminates into a big celebration ceremony at the end of term where student' achievements are recognised before an audience of peers, teachers, parents/carers/foster carers, social workers and Governors. These are major school events to which 'all' are invited.

A Strong Home-School Relationship

A strong relationship between the school and our parents is paramount. We recognise our students thrive when there is consistency between home and school. Built into our approach is a high level of communication between site deputies and home. The deputies speak to parents every morning to find out the risks of the student before they come into school. This information is cascaded to staff in a morning briefing that takes place daily. It also help the deputy to reshape the students programme so that support is in place to meet the students' need that day. Likewise, the deputy or the teacher leading the site that day speaks to the home every evening to inform the home of the students day. This forms a part of the school's 'Open Door' policy which means that deputies, in house professional, as well as the Headteacher is available to talk with parents at anytime.

Small Sites of a very Nurturing Nature; One to One

Teaching and Small Groups

In order to create a safe, positive environment for the students we organise the school into small sites of a very nurturing nature. Sites are organized based on compatibility risk and based on student's needs, not key stage or ability. There is a very high level of 1:1 teaching where students are taught in a personalised safe space. Where students are able to access groups, the group size are relatively small, consist of no more than three students. There is always a safe space for students to withdraw to, when they feel that they cannot manage and where staff believe that their behaviour is impacting on the learning of others. One to one teaching and small groups give the school an opportunity to establish firm boundaries while enabling students to develop trust in the staff and each other, so that the behaviours that are preventing their progress in learning are diminished and more positive behaviours are practised.



Functional Analysis and Robust Risk Assessments

We are very aware that many of our students come to us with extremely high levels of anxiety and very complex emotional needs that often may compromise their academic ability. The success of our approach very much lies in understanding the barriers to individual student's learning and identifying strategies to overcome these so that the environment is right, and the students feel safe within their environment. With the use of the Antecedent Behaviour Consequence (ABC) approach we use functional analysis to create a deeper level of understanding of the students behaviours. This informs our staff of how the student's thinking, emotions and past experience impact on the way in which the student operates enabling robust risk assessments

of how to support them. Equipped with an understanding of where the student's behaviours originate, staff work more creatively and constructively with the challenging behaviours, plan their learning more effectively and help them to reach their full potential.

Interventions

The success of our approach is also heavily dependent on our use of interventions to support the students. Students have access to peripatetic music therapy, speech and language therapy and counselling. They also have access to impartial careers advice.

Our Classes

At Spring Hill High School, classes are organised for students to be taught in a personalised safe space. Classes are organised for either one to one teaching or small groups. One to one teaching and small groups enable students to develop trust in the staff and each other, so that the behaviours that are preventing their progress in learning are diminished and more positive behaviours are practised.

Learning

One to one teaching in the Spring Hill High School context means the student is taught in their own classroom by a teacher, without the distraction of any other student. For some students, their risk assessment allows for extra support in the form of an Educational Support Assistant (ESA).

One to one teaching is done on all sites including the post 16 site. On sites where one to one teaching is mostly predominant, peer interaction is encouraged at break and lunchtime depending on risk assessment.

Small Group Learning

Opportunities are available in our school for students to access learning in small groups. Where this is the case, the group size consists of no more than five students and there is always a safe space for students to withdraw to, when they feel that they cannot manage and when staff believe that their behaviour is impacting on the learning of others. The groups are heavily supported by staff.

Learning in PE Lessons

Most PE lessons are organised in groups based on an initial assessment by the PE department. Where students cannot access group PE, because of their risk assessment, PE is taught following their personalised PE plan, in their one to one arrangement.



Our Ethos

At Spring Hill High School we are passionate about the family social model which encompasses a caring, supportive framework that underpins our friendly, family ethos. We pride ourselves on our mission of giving every student the best opportunity to realise their full potential by building their academic, social and emotional skills, so that they can blossom as individuals.

Our values underpin and motivate the high expectations we have of all our students and teachers in our school, whilst strengthening our relationship with parents/carers and our local community.

In providing a caring, nurturing environment Spring Hill High School aims to

- Recognise the worth, individuality and potential of each student
- Give access to a broad, balanced and relevant curriculum throughout the school day and in the home setting
- Support students to enable them to modify inappropriate social behaviours
- Promote effective communication skills, using a range of approaches and techniques
- Implement individual educational plans as a team, ensuring consistency across educational settings
- Prepare students for the transition from school into the wider community, and for the demands they will meet in their future lives by teaching practical, functional, vocational, careers and life skills
- Develop understanding and respect for all cultures and enhance students, moral and social development
- Promote students' ability to make choices and decisions, and develop leisure and recreational skills
- Work in partnership, where possible, with parents and other family members
- Provide opportunities for students to participate in activities in the wider community
- To promote and respect British Values, the culture and religious principles of others
- Promote equal opportunities.

Our Core Values

Trust

Trust in your ability despite difficulties

Commitment

Commit to doing the right thing. Never Give up!

Respect

Have respect for self and others

Safety

Keep yourself and others safe at all times

Curriculum Information

As a school our aim is to provide learning opportunities that will develop our students to become responsible, respectful, confident, independent, young adults who make a positive contribution to, and are prepared for life beyond Spring Hill High School.

The main Principles of the curriculum.

- All students follow a personalised curriculum based on prior attainment data, CEM data, For Skills data, student aspirations and challenging targets.
- All students will develop Literacy, Numeracy and ICT skills.
- All students will be actively involved in British Values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs.
- All students to develop an understanding of the world in which they live, and be prepared to contribute to their community.
- Learning will be relevant to the context of life and work.

Student Outcomes

The curriculum will prepare students for the future by:

- Securing achievement in Literacy and Numeracy.
- Develop lifelong independent learning .
- Ensuring courses provide progression and continuity in learning experiences.
- Students will be exposed to a broad and balanced relevant, differentiated curriculum to meet the needs of a full range of abilities.
- Enabling students to reach their full potential.
- Supporting students to secure understanding of personal moral values, respect for religious values, and tolerance of other races, beliefs and the way of life.
- Preparing students to make informed and appropriate choices at Key Stage 4 and 5.

Curriculum Outcomes

The curriculum will:

- Provide balance, relevance, differentiation and progression.
- Promote knowledge and understanding, physical and interpersonal qualities, values and attitudes.
- Be increasingly diverse and flexible while promoting the individualised learning and facilitating the national agenda.
- Provide work related learning.
- Provide parents/carers/social worker with curriculum information relevant to their child.
- Lead to qualifications that are that are of worth for employers, and for entry to higher and further education.
- Prepare students to make informed and appropriate choices at the end of Key Stage 3, Key Stage 4 and Key Stage 5.



Curriculum Provision

Students follow the National Curriculum at Key Stage 3. This include: Maths, English, Science, Geography, History, Physical Education, Religious Education, Design Technology, Art, ICT and PHSE/Career Options.

Students have the opportunity to achieve a number of AQA Unit Awards from the list below

AQA GCSE English and English Literature
AQA GCSE Mathematics
AQA GCSE Science Trilogy
AQA GCSE Biology
AQA GCSE Geography
AQA GCSE History
AQA GCSE RE
AQA GCSE Citizenship
AQA GCSE Computing Science
AQA GCSE Business Studies
AQA GCSE Art
AQA Level 1/Level 1 Preparation for Working Life
AQA FCSE Spanish



Art & Design

The Art Department's aim at Spring Hill High School is for students to gain confidence through practical involvement in two and three dimensional activities.

Students will use and experiment with a wide range of materials in order to demonstrate and interpret or explain an idea, concept, theme or subject. They will also display and show evidence of how to carry through a piece of artwork from conception to realisation by gathering research, drawing from observation and experimenting with ideas before concluding with a final piece of work.

KS3

We encourage self awareness and promote individual responses through the use of visual language and the development of creative skills and techniques. Students will develop a greater understanding of materials, tools, processes and art practices and practitioners at KS3 by working in line with the National Curriculum and towards achieving a Bronze Arts Award.

To achieve Bronze, a Level 1 award on the Regulated Qualifications Framework (RQF) students must complete 4 parts of the award. Young people take part in an arts activity they enjoy, go to an arts event, research their arts inspiration and share their skills with others.

KS4/KS5

GCSE Art is offered at KS4 - students need to complete a body of coursework (AQA exam board) which is 60% of their overall grade covering all the above as well as preparing for a 10 hour practical exam worth 40%; this is a 2 year course.

A GCSE is taken over a two year period working on two units of coursework as well as the practical exam. Assessment is carried out using the examination guidelines on assessment criteria for GCSE Art and Design. Coursework and examination work is internally assessed and marked and is externally moderated by an examiner/ moderator.

Students also have the option of working towards a Silver Arts Award, a Level 2 award. This is a year long course and is 100% coursework based. Students will develop their leadership skills as well as using key communication skills to work as a team and complete an arts challenge.

Business Studies

Certification

Learners are awarded a Level 1/2 VCert in Business and Enterprise.

Student Book

Student workbooks are provided to help Learners which is relevant to the curriculum. Learners are encouraged to work independently to carry out research required.

Assessment in Business Studies

VCert in Business and Enterprise is a new and exciting course that allows learners to complete internal units work and has no exam element.

Learners' skills, knowledge and understanding will be measured against the standards set in a qualification. The assessment for the NCFE Level 1 Certificate in Business and Enterprise is an internally assessed portfolio of evidence. This will be graded by centre staff and externally moderated by NCFE.

Progression opportunities

Learners who achieve this qualification could progress onto other V Cert qualifications, such as: NCFE Level 2 Certificate in Business and Enterprise or further Level 2 qualifications and GCSEs, such as: NCFE Level 2 Award and Certificate in Developing Enterprise Skills or GCSE in Business
SMSC in Business and Enterprise Spiritual, Moral, Social and Cultural Development

Learners develop their ability to understand the importance of social, moral and cultural changes. The different spiritual beliefs of people play a key role in business planning. Learners are made aware that these beliefs need to be considered when bringing out new products and often embed this practice when they are planning their own enterprise product idea. This leads onto the Learners having the chance to work in teams, be creative, use their problem solving skills and adapt products to meet the wants and needs of customers with different beliefs. Learners explore equal opportunities legislation and how it has changed over time. This provides the opportunity for them to form their own opinions and broaden their morals.

Learners will be aware of different cultures and are able to work in group situations to discuss the effects of culture on business today. Learners learn to discuss how different multinational organisations trade in different cultures and backgrounds. Learners look at the production of goods and the recruitment and retention of staff. They practice role play interviews, which enables them to form their own views and opinions, understand the consequences of their actions and apply this to real life business situations.

Business and Enterprise offers the opportunity to develop personal qualities and social skills, by participating in projects such as Young Enterprise and the National Enterprise Challenge. They interact with the local community and real business people to practice customer service and develop their presentation and social skills. They participate in lots of group work in lessons, as well as practical tasks that relate to real business tasks and software.

Citizenship

Citizenship Education at Spring Hill High School helps to provide learners with the knowledge, skills and understanding required to become informed and active citizens of the UK and promotes positive engagement in the political process. The scheme of learning is centred around investigation of current and topical affairs and fosters students' natural curiosity and awareness of the key British values, the operation of democracy and how individuals may have their voice heard and make a difference locally and nationally.

The curriculum aims to assist learners to develop a commitment to participation in volunteering and other forms of responsible action that they may take into adulthood. It also aims to ensure that all learners become politically astute and able to consider political, social, economic and environmental issues, debate and make informed arguments clearly and coherently in a range of contexts.

They will also gain the ability to recognise bias, critically evaluate arguments, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills in the 'age of information' and are valued by higher education providers and employers.

Citizenship studies investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values. The overarching theme of this specification is 'How citizens can try to make a difference'. This aim is supported by three content themes, and a campaign or investigation component:

Opportunities are provided for learners to engage in enrichment activities and experiences outside the classroom. After completing case study investigations of voluntary organisations and pressure groups and reflecting critically on what constitutes successful active citizenship in a modern context, learners can embark on a campaign of their own to raise funds or awareness to effect change in their local, national or global community on an issue close to their hearts. Previously this has constituted engagement with charities and other organisations and advocating for change to people in positions of power. In 2016, GCSE students presented a case for mounting a campaign to their local MP in school, arguing on issues such as welfare state and promoting tolerance and the benefits of multicultural society in the wake of the Paris attacks. The department works with Oxfam Education, who assist students in planning and orchestrating their campaigns and provide the potential for careers stemming from volunteering activities.

Theme 1- Life in Modern Britain

This theme looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the United Kingdom's (UK's) role on the world stage

Theme 2- Rights and Responsibilities

This theme looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides

Theme 3- Politics and Participation

This theme aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society

Theme 4- Active Citizenship Investigation

English

At Spring Hill High School, the English department offers a range of courses to develop every child's skills in the subject area. The team are dedicated and assist all children in the school to achieve their educational goals, which enables them to progress in this subject. The school offers innovative, creative and engaging learning schemes which are personalised to suit every student's interests and their learning needs. The passion and enthusiasm from the team has proven to be inspirational to the students, as they have developed, progressed and achieved in the subject at all key stages.

Key Stage 3

At Key Stage 3, the students will focus on developing their skills in English language, with aims to provide opportunities to introduce skills development and familiarity with GCSE paper formats; to promote targeted teaching and learning strategies for groups of students as a lead into developing skills and time management strategies that can benefit students in Key Stage 4; develop opportunities for tracking of progress at formative and summative level. The students will focus on different writing for different purposes, this will include looking at fiction and nonfiction texts as well as writing texts for the six main purposes (describe, explain, advise, argue, inform and persuade). Alongside this, each year group (7, 8 & 9) will study novels from the 19th, 20th and 21st century, with a focus on characterisation and changes, themes and plot, to a more advanced focus on developing skills on the analysis of language and structure and making links and comparisons between texts.

Key Stage 4

At Key Stage 4, the students will focus on developing their skills towards the English Language GCSE examination. They will prepare towards both exam paper A and exam paper B, as well as completing the GCSE Spoken Language unit. Students will study a range of fiction and nonfiction texts from different literature. They will develop their skills to exam responses based around the 9 assessment objectives. The students will analyse the language and structure used and how the writer has tried to influence the reader through their choices. They will also analyse 19th, 20th and 21st century texts and comment on the writer's viewpoints and perspectives. **Students will also develop** their skills in creative writing with a descriptive and narrative writing style, as well as writing for different purposes, which is assessed for accuracy, with a focus on spelling, punctuation, grammar and structure.

Functional Skills

The school also offers a range of qualifications and courses in Functional Skills for students with specific learning needs. Each functional skills course is offered at different levels which ranges from Entry Level 1, Entry Level 2 and Entry Level 3. The main focus of the Entry level courses is to develop applied skills in English, enabling them to get the most from life, learning and work. Using separate tasks, it assesses, Reading, Writing, Speaking, Listening and Communication. The students are also offered Functional English Level 1 and Level 2 which gives students practical skills for the modern world and helps them get the most from life, learning and work. The course aims to ensure students have good communication skills in reading, writing, speaking and listening. It assesses whether students can use these skills in everyday situations. The course provides realistic contexts, scenarios and problems drawn from everyday life, the community, the workplace or educational settings.

Assessment in English

Assessment: This will be ongoing through in class study and Pupil self assessment and peer assessment of work

Food Technology

This qualification is designed for students with an interest in food and cookery. It will provide students with experience of using different cooking techniques and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food.

Students at Spring High School will gain a broad knowledge and understanding of working with food and cookery as well as producing and serving food for all inclusive of culture religion and for those with allergies in our working kitchen, which caters for up to thirty covers.

It's appropriate for students who are motivated and challenged by learning through hands-on experiences and through content which is concrete and related directly to those experiences. This Level 1 qualification is appropriate for students looking for an introduction to the skills needed for a career in the food and cookery.

This qualification shows students how to :

- Prepare themselves and the environment for cooking,
- Research factors that affect food choice and ingredient suitability selection
- Understand the importance of a balanced diet is and reference intake (RI)
- Adapt recipes to make them healthier, to plan and produce dishes for a purpose.

On completion of the course students will know about:

Safe and hygienic preparation of the cooking environment

The main food groups and nutrients and how food labels inform healthy eating

Designing and creating menus to meet a brief selecting ingredients to cook dishes that are adapted for all with an emphasis on healthy eating.

Successful completion of this qualification will enable students to progress to the Level 2 qualification.

This qualification has been mapped to relevant National Occupational Standards for food and cookery. Students may, therefore, use evidence from this course towards the knowledge requirements of a relevant competence-based qualification. The knowledge and skills gained will provide an introduction to those interested in the food and cookery industry.

Assessment in Food and Cookery

Level 1 is equivalent to GCSE grades D-G;

Level 2 is equivalent to GCSE grades A*-C

Assessment: This will be ongoing through in class study and Pupil self assessment and peer assessment of work

There is an opportunity for students become certified in their study through the AQA Unit awards scheme.

Geography

At Spring Hill High School, our aim as a Geography Department is to provide a high quality curriculum that encompasses the key knowledge and skills needed while also cultivating then nurturing an awe and curiosity of the world that surrounds us, both on a local and global scale.

Our topic areas cover a wide range of physical and human processes that affect or impact upon a range of people or environments. As our learners progress through their learning journey, they develop a depth of understanding of different environmental, economic and social factors that impact on the world around us. As a school, we offer a variety of topic areas and qualifications to cater to a wide range of learners.

Key Stage 3 - Year 7 & 8

As a department, our initial goal in lower Key Stage 3 is to create a learning environment that inspires creativity and enjoyment through Geography.

Learning takes place through a range of activities, including Art, ICT and model making tasks. Topics covered include Rainforests, Rivers and Volcanoes, while in the summer term the learner chooses a Geography project from a wide range of options. Teaching also incorporates basic world/location knowledge and practical subject skill to provide learners with the required foundation skills in the subject. AQA Unit Awards are used to accredit the work and efforts our learners put forward.

Year 9

Learning in Year 9 is designed to prepare students for choosing their appropriate learning route as they move forwards into Key Stage 4.

Topic areas covered include Coasts, Natural Hazards, Settlements and Tourism; these areas of study have been chosen so that learners have a grounding in them should they choose to move forwards towards a GCSE qualification. Key Geography skills are developed throughout the academic year while moral and social impacts of human and physical processes are discussed in more depth in line with the school's dedicated SMSC ethos. GCSE lessons are introduced in the Summer Term if learners are taking this qualification route.

Key Stage 4 - Year 10 +

Learners in Year 10 and above are provided with the option of two qualification routes.

Spring Hill High School offers the GCSE AQA Geography A specification to students who wish to pursue this option. From September 2017, learners will undertake a new specification of learning in line with AQA's new syllabus. This is a 2 year course, with 3 written examinations at the end. The course also requires learners to undertake two practical fieldwork investigations outside of the school grounds.

The 3 primary modules of GCSE study from the course syllabus include Living with the physical environment, where learners study the challenges of natural hazards, the living world and physical landscapes in the UK, Challenges in the human environment, which includes urban issues and challenges, the changing economic world and the challenge of resource management, as well as Geographical applications, which entails issue evaluation (provided from an AQA booklet prior to the exam) and fieldwork decided between the teacher and pupil in accordance with AQA syllabus guidelines.

Health & Social Care

At Spring Hill High School post 16 provision, learners have the opportunity to undertake a level 1 Introduction to Health and Social Care and Children's and Young People's Settings.

The primary purpose of this qualification is to develop the learner's knowledge of health, social care and children and young people's settings. Together with developing the learner's understanding of the similarities and differences between the different settings.

The qualification is designed to develop learners' knowledge and awareness of health, social care and children's and young people's settings, together with preparing the learners for further study and progression in this subject area.

The course is designed to be studied over 1 year and includes a minimum of 86 guided learning hours. Each unit of learning is allocated a credit value; learners are required to study 2 mandatory units with a credit value of 6 credits together with additional units of study that will total 4 credits.

This course is ideal for learners who prefer coursework and practical based learning, and covers a wide range of transferable skills that would be relevant for any future employment.

Certification

Once a student's work has been both internally and externally moderated, certificates for successful candidates will be awarded from NCFE.

Assessment in Health and Social Care

Assessment: This will be ongoing through in class study and Pupil self assessment and peer assessment of work.

History

History offers students the opportunity to learn about past events, which have shaped the world in which we live today. History allows students to develop their understanding of historical events and create comparisons between the past and the present. As a subject it enables students to learn skills that are not only essential to the study of history, but also across many of the core subjects. Students are encouraged to become independent within their study and will learn through the use of cross curricular links. History offers the unique opportunity of being able to learn through hands on and living history, by allowing pupils to visit museums, galleries and the use of artifacts. Pupils will be able to recognise the significance of events and be able to draw conclusions from these.

Key stage 3 leads through to GCSE History and helps develop the skills needed to progress and become successful in further education. Through their study pupils will be able to use keywords and terminology. They will, over a period of time, become skilled in creating evidential and structured arguments to support their findings.

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history.

Pupils will follow the guidelines set out by the National Curriculum

Student Book

The activities in this Short Course are grouped into the following modules:

- Local History
- British History – Our Island Stories
- Britain, the Empire and the World
- History From Below
- European History
- History in the World

Due to the nature of the ASDAN Short courses pupils will aim to complete 1 module per half-term depending on the student having 2 hrs lesson each week over at least a 5 week period. However this may change according to the varying needs of each pupil.

Assessment in History

Assessment: This will be ongoing through in class study and Pupil self assessment and peer assessment of work There is an opportunity for pupils become certified in their study through the AQA Unit awards scheme.

Maths

Maths is for everyone; it's woven into the fabric of everyday life. Mathematics is diverse, engaging and essential in equipping students with the right skills to reach their full potential, whatever that may be. Through our style of teaching we aim to build pupil motivation as a means of enabling pupils to reach their full potential whatever their level of ability. We adopt a variety of teaching strategies that are specifically suited to the needs of individual pupils. Significant efforts are made to relate mathematics to real-life situations, improving basic numeracy while incorporating audio visual aids as effective tools to increase interest and confidence in the subject. Paramount to the ethos of Mathematics teaching at Spring Hill High School is the demonstration to pupils that maths is fun and that it can be taught and learned in an interesting and stimulating manner.

Pupils have access to the Corbettmaths website which needs no login details to access. This enables our learners to have full access both at home, at school or on the go to a range of videos, textbooks questions and also examination style questions for revision or simply for fun.

Departmental aims include:

- Fostering a positive attitude towards, and enjoyment of the subject.
- Developing understanding of the basic concepts and deep structures of numbers that can be applied not just to school work but in society as well.
- Enhancing an understanding and recognition of best practice in answering exam questions.
- Imparting the skills necessary to produce a logical and clearly reasoned response to using appropriate mathematical notation accurately.
- Encouraging creative thinking and confidence building so that pupils can solve standard as well as unusual problems.
- Establishing skills in the analysis of and interpretation of given numerical information using it to draw conclusions, make reasonable evaluations and informed decisions.
- Maximising the mathematical understanding and achievement of every pupil.

The Curriculum

The Mathematics curriculum is organised around the statutory requirements and is personalised for each student in the school. The Department follows the AQA syllabus for pupils aiming to gain a GCSE qualification and offers Entry Level qualifications as well as Functional Skills mathematics up to a level two.

Years 7 and 8 students are following the New National Curriculum for Mathematics. (Introduced in 2013, fully in place from September 2016). The new National Curriculum places more emphasis on mathematical reasoning and problem solving. Students should be able to apply mathematical knowledge in other subjects such as science, geography and computing. The aim is to help learners to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society.

Years 9,10 and 11 students are following the new AQA GCSE programme of study.

Physical Education - PE

Physical Education at Spring Hill High School is designed and personalised to be as inclusive as possible, giving all of our students the chance to experience success in a curriculum area that many of our students have previously been unable to access. The department is made up of 1 PE teacher and a teaching assistant.

A range of pathways are offered to students at the school and tailored to suit their needs from 1:1 classroom based PE, PE in the community, PE in a nurture group, Higher level group PE and Post 16 recreation activities. We also offer accredited pathways of AQA unit awards, Sports and Fitness ASDAN, AQA Level 1/ 2 in Sport.

Students are encouraged to enjoy, succeed and excel in PE recreationally and competitively. The department provide opportunities for all students to become confident and competent in being active in order to support them to follow a healthy and active lifestyle. A range of opportunities such as group PE and our annual Sports Day provide great opportunities for our students to compete in Sport and other physical activities that help to build character and embed key values such as fairness and mutual respect.

Physical Education is an extremely important tool that we use at our school to support the holistic development of each and every student. Through PE students are provided with opportunities to develop their social skills, use of communication, experience leadership, develop confidence/self-esteem and develop problem solving skills. We support our students in becoming confident and positive members of society by hiring out state of the art local facilities for their lessons.

The department have a successful "Gifted, Talented and Able" programme which is designed to stretch and challenge students. Through this Students are offered a number of enrichment opportunities which serve to further develop their knowledge and understanding.

Group PE sports that are covered include: trampolining, basketball, badminton, tag rugby, rounders, cricket, athletics, handball, golf, futsal, volleyball, health and fitness, kayaking, rock climbing, table tennis, football, problem solving, multi-sports.

Sports covered in individual PE are: classroom based PE, table tennis, badminton, squash, tennis, rock climbing, problem solving, health and fitness, swimming.

Assessment in PE

Assessment: This will be ongoing through in class study and Pupil self assessment and peer assessment of work. There is an opportunity for pupils to become certified in their study through the AQA Unit awards scheme.

Preparation for Working Life

Preparation for Working Life is a vital and stimulating part of the curriculum offering knowledge and skills for students moving towards further education, employment and adulthood, this course is only offered at KS4 and KS5.

The Preparation for Working Life specification is equivalent, in the size and demand placed on students, to a GCSE short course.

It is an interdisciplinary course which covers aspects of careers, health, personal safety, employment opportunities, applying for jobs and personal finance. Preparation for Working Life is a practical course in which students learn skills such as how and where to find employment opportunities, how to apply for jobs and courses, and how to prepare for an interview.

Cross Curricular Links: Elements of the course map on to programmes of study at Key Stage 4 for Citizenship and PSHE, such as personal and economic well-being and financial capability.

ICT & Computing

Spring Hill High School's ICT/Computing department offers a range of courses relating to computer science, information technology and digital literacy. A range of modern, innovative and engaging learning tools are used to ensure that all students are able to access the subject, progress and achieve qualifications.

The school provides that every student has the opportunity to learn about concepts relating to three strands of computing. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils develop digital literacy – by becoming able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Key Stage 3:

At Key Stage 3, learners are introduced to the concepts and skills to prepare them to undertake a GCSE in Computer Science, whilst also achieving a Functional Skills in ICT qualification, which is discussed individually below. Learners will:

- Become familiar with several key algorithms and use logical reasoning to compare their performance and utility;
- Use a variety of programming languages including Scratch, Python, HTML/CSS and SQL and their natural curiosity and love of learning to design, develop, test and refine nested, modular solutions to solve computational problems making use of programming fundamentals such as input/output, variable assignment, functions and procedures and data structures;
- Understand simple Boolean logic and its uses in electrical systems and programming;
- Discover how different data types are represented by a computer system, including how numbers, text, images and audio are encoded in binary and hexadecimal. Learners will carry out operations including number base conversion and binary addition;
- Investigate the hardware and software components that make up computer systems and how they communicate with one another and other systems by disassembling and examining a real desktop system, creating networks and using network hardware to experiencing server/client-side programming and web design;
- Demonstrate a range of ways to use technology safely, respectfully, responsibly and securely in recognising inappropriate content and protecting their online identity and privacy.

Key Stage 4:

At Key Stage 4 students will study computer science and information technology at a sufficient depth to allow them to progress to a higher level of study and professional career, whilst pursuing a GCSE qualification. They will do so by undertaking in-depth practical programming projects to produce a substantial solution to a complex problem and preparing for written assessments comprised of computational problem solving and theoretical knowledge.

Learners will:

- Develop their independence, imagination and creativity in software development, computing theory and interacting with digital media;
- Develop and apply their analytical, problem-solving, abstraction, pattern recognition and decomposition skills;
- Investigate contemporary changes in technology such as augmented reality and computational models and threats to safety and cyber-security.

Personal Social Health - PSHE

The world in the 21st Century can be a daunting and difficult place to live in whatever age you are but especially for young people. At Spring Hill High School we consider PSHE a vital tool in preparing our students for the world they are entering and the challenges they may face.

Through our curriculum we offer students the chance to explore difficult and challenging concepts which will help them enjoy their lives to the full and give them strategies to stay safe in an ever changing world.

Our approach to PSHE is always centred on the needs of the pupils. Their journey through the curriculum will be unique to them. For example one student may not be emotionally ready to learn about sexual relationships because of their previous history at the point the National Curriculum may indicate they should. Nevertheless the subject will be returned to at an appropriate time as to do otherwise would be to not prepare the student for their journey into adulthood.

The school places a particular value on topics which will help safeguard the students and teaches topics which addresses issues such as Keeping Safe Online , Child Sexual Exploitation and Preventing Radicalisation.

PSHE Education programme of study

Our Curriculum for PSHE education identifies the key concepts, skills and attributes that are developed through PSHE education. It also contributes to ensuring that Spring Hill High School is fulfilling its statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

Our PSHE Curriculum was produced with the students needs we serve in mind and it is regularly updated to meet these changing needs.

The programme of study includes three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Our Spring Hill High School curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic well-being and aspects of careers education).

Religious Studies

Religious Studies helps students:

- Think through their own beliefs about life, death, the meaning of life, God, and many other 'ultimate questions'.
- To understand the beliefs, values and practices of people who may be different from themselves.
- To respect one another, even when people disagree about things.
- If students belong to one of the faith traditions that are studied in the syllabus, RE helps them to learn more about it.
- To look at many different areas of life that are important to us all, not because we are religious, but because we are human.
- To develop their ability to think 'conceptually'. This means to think about things that we cannot see, hear, touch, taste or smell. It helps them to explore ideas. Everybody needs to be able to do this, whatever they believe.

Religious Studies is not about making students believe in God, nor making them not believe in God. Religious Studies is not about promoting any particular religion, nor about criticizing any particular religion. Religious Studies is not about promoting religion in general, nor about suggesting that religion is not good.

Religious Studies is about promoting theological literacy. Theological literacy is based upon knowledge of religion and religious issues, but it is far more than this. It is the learning of the understanding of religion and religious issues. It is the appreciation of why people participate in religion, why they see and understand the dimensions of life and reality that are not seen and understood by secular materialism. It can be done through symbolism, through narrative, through image and through philosophy. Children who develop theological literacy do not necessarily develop a religious approach to life themselves, but they begin to understand that those who do have something that is of value. They are able to connect with the values that exist within religious worldviews and relate them to their own.

Science

Science at Spring Hill High School contributes significantly to Students' enjoyment and understanding of the world and their place within it. It is made accessible to all pupils meeting their needs. With a focus on practical work, first-hand experience and special events designed to inspire and engage learners. Teaching key skills such as making observations, predictions and evaluation of first hand observations are of equal importance to knowledge and understanding.

Key Stage 3 students' learning is greatly focused towards building independent and problem solving skills to allow students to develop their own ability to explore and find things out in science. The building of our new science laboratory has made it possible to give student the opportunities to engage in and experiment with high level practical science. The student truly enjoy these opportunities and has allowed for more independent exploration of scientific topics that meet the needs of the students and academically differentiated to allow them to access accreditation in science.

What key skills will be developed at Key Stage 3?

Students are taught through practical work wherever possible and students develop an understanding of experimental procedures. By the end of KS3 they should be able to:

- Identify the variables in an experiment and control them appropriately (fair testing);
- Manipulate equipment and carry out a practical safely;
- Generate and record accurate data from an experiment;
- Turn their results into an appropriate graph;
- Process results by completing calculations where appropriate;
- Make valid conclusions from data, and justify these conclusions.

What is GCSE Science?

GCSE Science introduces students to fundamental ideas in scientific theory and helps them learn practical skills through topical investigations. Two options are available Single Science and Trilogy. Students can opt for either to achieve a GCSE. Both options allow students to continue their study into the sixth form for all sciences.

Possible Careers Having A Studied GCSE Science

In our increasingly technological society, Science is becoming more and more important. Qualifications in Science open up many career opportunities. Opportunities to explore careers in science are integrated into science lessons, visit to the big bang fair and STEM engineering activities. However most of the career opportunities in Science require the continued study of Science at Sixth Form level (i.e. A Level).

Examination Board

AQA Method of Assessment: All courses are Linear: exams in Y11 Single Biology: There are 6 exams of 1 hour 15 minutes (70 marks). Exams are available at Foundation or Higher Tier. GCSE Trilogy: There are 2 exams for each of the sciences (so 6 exams in total) which are 1 hour 45 minutes at Higher or Foundation Tier.

Textiles

Design and Technology at Spring Hill High School is tailored to the learners' aspirations and needs, taking into account individual interests and needs, hence the diversity in the programmes of study offered.

Information on the National Curriculum for Design and Technology which is followed at Spring Hill High School is detailed on the Department of Education's website.

Textiles Overview

Textiles is a creative, inspiring subject that allows learners to progress at an individual rate.

Key stage 3 students follow the National Curriculum

Key stage 4/5 students either follow AQA Unit Awards or NCFE Level 1 or Level 2 Creative Craft (Textiles)

Creativity is encouraged and learners are given the opportunity to explore and use varying design techniques.

Typical units of study would involve:

- Health and safety in the textiles environment
- Explore textile ideas
- Create, present and review textiles items

Destinations

Spring Hill High School is committed to ensure that our students are afforded all the time and support they need, in order to access available opportunities to continue to grow and enrich their lives, thereby enabling them to make a positive contribution to the society, when they eventually leave us.

The personalised curriculum and individualised approach to our students' education means that they are able to move on from us at different times. Some will leave at the end of Year 11, while others, at the end of Year 12, Year 13 or Year 14. The time at which the students leave is dependent on the amount of time that is needed for them to access the next step.

Students' progression from Spring Hill High School can be seen as one of the school's greatest strengths, when we take into consideration the difficulties our students have to overcome in order to make academic and personal progress.

We are pleased to say that many of our Post 16 students make the choice to remain with us and enrol in our Sixth Form Provision.

An example of the destination data is given below:



Career Programme

Spring Hill High School endeavours to follow the guidance of the 'Association for Careers Education and Guidance' (ACEG) and together they are intended to help raise the quality and breadth of careers and work-related education for young people.

At Spring Hill High School, the impartial careers advisor is Julie Washington. Julie has 20 years experience working with young people in work-related learning, enterprise and careers including those who are NEET, disengaged or undecided about their career choices.

Julie strives to ensure all students receive a tailored careers service adapted to their needs.

Julie has put together a robust careers education information advice and guidance (CEIAG) programme for teachers to deliver during lessons. The programme (STEPS) is mapped across ACEG guidance, The Gatsby Report and Ofsted guidelines.

ACEG Framework Aims

- Developing careers through work-related education
- Learning about careers and the world of work
- Developing your career management and employability skills.

Opportunities in Careers at Spring Hill High School

- One to one impartial interviews tailored to the individual needs
- Work-related learning activities
- Work Experience
- Employability skills development
- Access to employers as resource person who engage the students in talks and other activities
- Transition planning
- Access to educational visits such as Careers Live, The Skills Show and Big Bang Science Fair.

Outcomes

The Careers Adviser has brokered links with various organisations that are well established and embedded into the school.

Career Lessons

Spring Hill High School follows Prospects 'STEPS programme and learning outcomes that are mapped across the ACEG learning objectives. The school uses Prospects Post 16 Booklets in conjunction with Preparation for Working Life and one to one Career Guidance from Career Options.

Parent and Carers

Parents and carers who wish for further information about our Careers Programme are encouraged to get in touch with our careers advisor to discuss any concerns they may have about their child's career.

Our School Day

A Later Start

A 9:30 start allows students who travel from further afield, such as Telford, Rugby, Nuneaton and Solihull, to get to school on time without having to leave home unreasonably early. It also gives students, who live in the local area and travel by public transport, an opportunity to miss the rush hour traffic, which often causes anxiety and may lead to school refusal.

An Earlier Finish

A 2:30 finish allows students, who have to travel far to return home, to miss the evening traffic as this may cause frustration and lead to school refusal. It also allows those students, who live in the local area and travel by public transport, to travel home at a quieter time of day.

A shorter day for our students is also important because the personalised curriculum means that the learning day is quite intense for students. Small groups encourage positive social interactions but still demand engagement at a more intense level than most mainstream schools.

The Length of Lessons

The length of lessons gives us an opportunity to structure the lessons in manageable chunks, with short breaks between tasks, so that students have rest periods between tasks and



School Uniform

Our school does have a uniform that is personalised to meet the needs of the students. We are very aware that some students find the wearing of different items of school uniform difficult. Therefore, the uniform that the students wear into school is usually agreed at the initial induction meeting.

Year 7-11 Uniform

- Long black trousers or black knee length skirts for girls
- Black blazer with school badge
- Black V-neck jumper
- Plain White shirt
- School Polo T-shirt with school logo
- Comfortable shoes

Post-16 Uniform

- White, Black or Grey plain shirt or blouse
- Black or Grey trousers or skirt
- Sports Wear
- Shorts
- T-Shirt
- Comfortable trainers
- Tracksuit bottoms



SPRING HILL
HIGH SCHOOL

