

Hurworth House School



Whole School Curriculum Procedure and Practice

The Hurworth Way is unique, we strive to develop moral **character** and purpose, **coach** for endless possibilities beyond the expected and **creatively** inspire to learn

Hurworth House School
Westfield Drive
Hurworth
Darlington
DL2 2AD
United Kingdom

Registration Number: 841/6006

Tel: 01325 729080

Fax: 01325 729081

Email: adminhurworthhouse@AsprisCS.co.uk

Procedure for:		Whole School Curriculum			
Associated Priory Policy:		Assessment Teaching & Learning	Number:	ES14 v04	ES11 v04
Unit:		Hurworth House School	Author:	Claire Blackett	
Issue Date:	Sept 2018	Version:	V6	Review Date:	Sept 2024

Curriculum: Intent, Implementation, Impact

Part of the Aspris’s specialist Education Service, Hurworth House is an independent provider of education for girls and boys aged 5-19 with complex learning difficulties. The school is open for 38 weeks a year offering day education.

Our young people at Hurworth often arrive with an uneven academic profile often further compounded by poor educational experiences some experience as a result of multiple placement breakdowns prior to attending Hurworth. Heightened anxiety and school phobia are frequent traits within our client group and we seek to counter this with empathy, understanding, and structure, all within a small supportive class groupings.

Hurworth House is unique, we strive to bring **creative** inspiration, present endless possibilities, nurturing and **coaching** innovation. Our curriculum is driven by our strong sense of moral purpose. We strongly encourage students to develop **creative** thought and experiences through therapeutic and or academic opportunities. We believe that it is vital to offer a broad and balanced curriculum one that supports socialisation, **creativity**, communication, and physical and sensory learning opportunities of our young people. We celebrate the interests our young people have in the fields of creativity science, mathematics, Physical and vocational curriculums. We recognise and celebrate individuality, developing all aspects of our young people’s **characters** to fulfil their ambitions. Our young people are encouraged to follow a pathway that best suits their aspirations, and we ensure these are not constrained by the demands of accountability measures. It is essential that the curriculum is organised in such a way that it provides students with the opportunity to learn the skills to build good **character**, expected behaviours and to be successful in their learning so that we can both **coach** and deliver our mission and aims.

Strategic Intent

To develop a curriculum which:

- Creates an aspirational high achievement culture.
- Considers individual learning needs and styles.
- Allows everyone to experience success.
- Raises standards of attainment

Curriculum intent

To create:

- Successful learners, who enjoy learning, make good progress and achieve excellence.
- Confident **creative** individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who present good **character** and can make a positive contribution to society.
- The development of skills in:
 1. Literacy
 2. Mathematical

3. Science/scientific enquiry
4. Technological
5. Communication and Linguistic
6. Human and Social
7. Independence and Good **Character**
8. Adopting a healthy and safe approach to living
9. The development of physical skills aesthetic and **creative** education.

We aim to:

- Reinforce and consolidate each learner’s learning and development through a consistent approach in a safe, supportive, and caring environment.
- Ensure that the individual needs of each learner are identified and that appropriate targets are set and reviewed in their Education, care, and health plans.
- Meet individual needs through an education programme that is implemented and supported across the disciplines of Education, Education Psychology, Speech and Language Therapy, Occupational Therapy, and other specialist areas that learners enjoy and in which they can achieve well.
- Offer access to the National Curriculum through appropriately adapted teaching which will allow learners to participate in nationally recognised examination courses, enjoy their work and achieve well.
- Ensure continuity and progression for every learner in terms of their learning and development from a day-to-day and year-to-year perspective.
- Promote consistency in each learner’s progress during periods at home (including covid remote learning provisions), by providing work, guidelines and or training for parents.
- The aim of the curriculum is to enable each learner to achieve his or her potential for living as independently as possible, making a positive contribution to the community and achieving economic well-being.
- Offer breadth, diversity, relevance, and accessibility for all learners.

Within Hurworth House, the learners are placed into main classes of typically six children grouped within Key Stage according to social dynamics and ability; this is within year groups where possible.

In some areas, these ratios can vary dependent on profile of cohort.

Each class has an assigned tutor responsible for supporting the learners, co-ordinating learning, academic progress and ensuring pastoral reporting is secure either daily or weekly as required.

The role of the Middle Leader, the SENCO and senior leaders is pivotal. Middle Leaders are involved in the dissemination and delivery of the vision for ensuring the curriculum offers parity for all groups of learners and at least meets and exceeds the standards set out in the National Curriculum.

Reading is a priority in every subject and Maths and numeracy are preconditions for success across the curriculum. Middle Leaders collaborate to focus on knowledge progression and the sequencing of concepts in their own subject and, in the context of learning, in other subjects, projects or themes. Effective CPD ensures middle leaders have the knowledge, expertise and practical skill to design and implement a curriculum.

We base our KS2 (and KS3 if appropriate) provision on the primary school model with a single class teacher managing the class groups with the help of a teaching assistant, but this is augmented by some specialised subject teaching in certain subjects such as Art, PE, Food and Science. Our provision often entails formulation and revision of individual timetables to balance curriculum issues, communication needs and foibles of individual learners within practical day-to-day demands of a small school. In addition to this curriculum changes are made at times in response to the

changing cohort dependent on new admissions, for example, in the summer term the school amends the curriculum to accommodate early transition routes into key stages across the school.

Co-ordination and Communication

Middle leaders are responsible for overall co-ordination of their form. Beyond this, each subject is co-ordinated throughout the school by individual teachers who are responsible for reviewing subject resources and needs within the school.

Communication is essential for effective co-ordination and continuity; this takes place formally through daily and weekly teacher's briefings, termly long / short reports, and informally through newsletters, emails, the communication log and casual discussion.

Senior Staff are responsible for identifying strengths and areas for development by analysing the achievement of learners through the results of assessments. The result of these reviews will be used to inform interventions and the school improvement plan.

Additional teaching staff meetings are held to focus on curriculum developments, and CPD, for further subject meetings where necessary. The weekly teachers' meeting offers the opportunity to raise educational issues, co-ordinate planning and explore curriculum initiatives and resourcing implications. In addition, teachers meet monthly to develop pedagogical research which is tailored to meeting the needs of their young people to promote overall progress in both emotional and academic areas. The therapy teams provide case formulations to ensure access to learning is under continual review.

Breadth of the Curriculum

Where appropriate, Hurworth House follows the National Curriculum. We are required to be aware of initiatives within mainstream curriculum development and balance these with the specific needs of each learner, expectations of parents and carers.

However, the specific needs of the learners mean in rare situations some may require reviewing aspects of subject areas. Equally, their needs as described in their Education Health and Care Plan / Statement can go beyond the N.C. These specifically focus on three main areas: social skills, communication skills, motor skills and imaginative and symbolic thinking skills. These are all addressed differently for the learner's dependent upon the results of on-going individual assessment. Additionally, whilst learners may be academically able within the context of psychometric assessments, e.g., average, or above I.Q., they may require a very specialised teaching methodology to gain access to specific areas. We offer a comprehensive support programme for all learners whose literacy levels fall below those deemed by the government as being below functional levels for everyday life.

The curriculum model offers more personalised choices whilst maintaining a focus on the core subjects to provide pupils with the best opportunities to continue their studies at post-16 and beyond. Some learners access work-based placements or college for their option choices. As a school we recognise the value of early GCSE study both academically, and for the self-esteem of the learner. To this end we utilise individual 1:1 or small group withdrawal to enable learners to take examinations early.

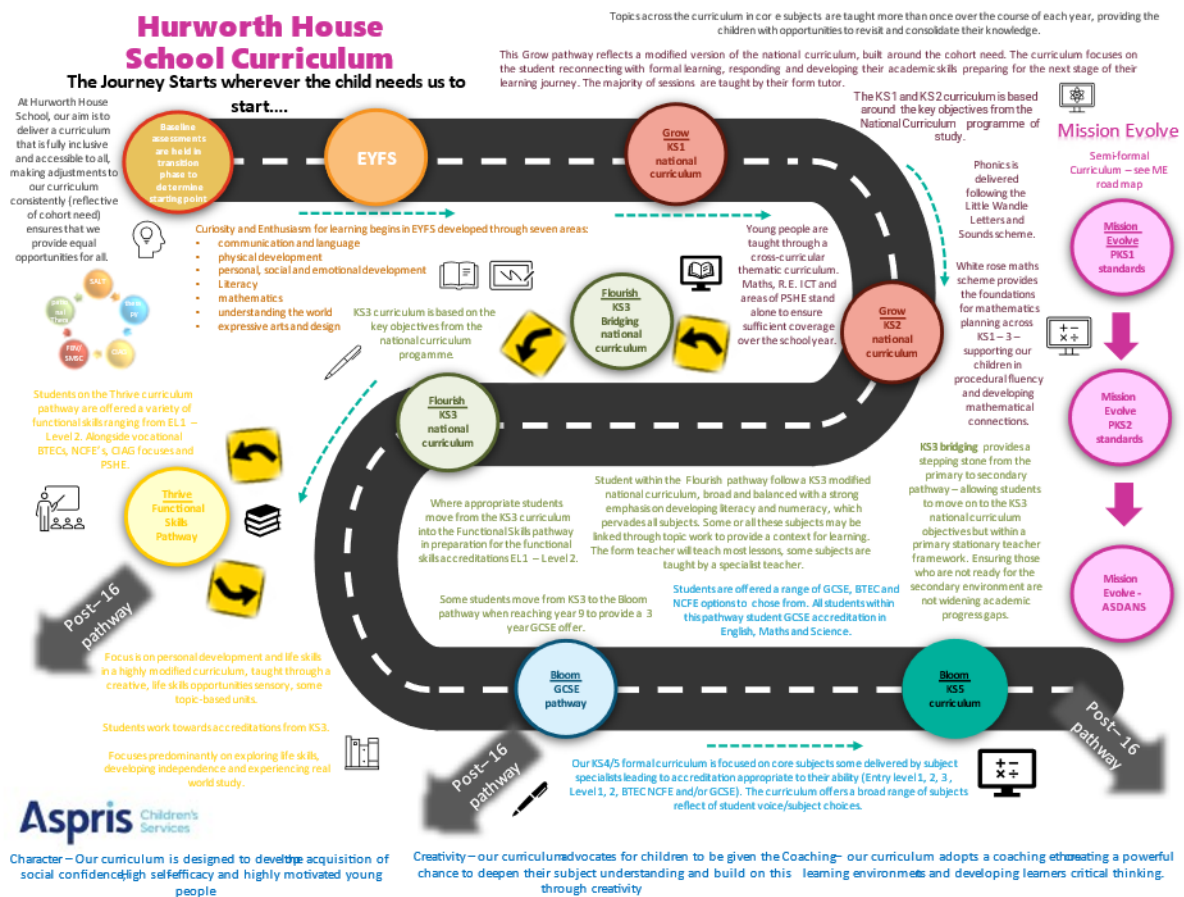
Curriculum Overview

Hurworth House School operates a 25 hour per week timetable, lessons range in duration between 45 minutes to 90 minutes.

There is a tutorials period in the morning, which focuses on dialogical teaching covering; SMSC, cultural capital, reflection, and target setting. Opportunities for reflection are taken into consideration within the school day.

The Curriculum Implementation

The curriculum is organised to ensure appropriate **coverage, content, structure, and sequencing** is continuously reviewed to ensure continuous effective implementation. Pupils of all ability levels follow a personalised pathway programme that focuses on the young person, considering gaps in learning, overall education goals and cognitive ability.



Within each pathway, planning clearly identifies the subject focus for each term. Teaching staff within the school fully differentiate the learning outcomes to support pupil's individual needs and learning styles.

Through our stimulating and specialist environments we help motivate and engage all learning styles ensuring all activities have meaning for each child. We recognise individual interests and aspirations by promoting fun and enjoyment in all areas of learning. We aim to use whatever specialist techniques and teaching approaches, which may motivate, support the needs, or improve access of any individual pupils.

Engagement pathway

- Pupils within this pathway engage in subject specific learning who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.
- These young people are not engaged in a subject specific timetable rather celebrating holistic progress of the young persons daily achievements.
- Personalised timetables and provision mapping is provided to these young people with a focus on plan, do and review.

Key Stage 1/2 curriculum pathway

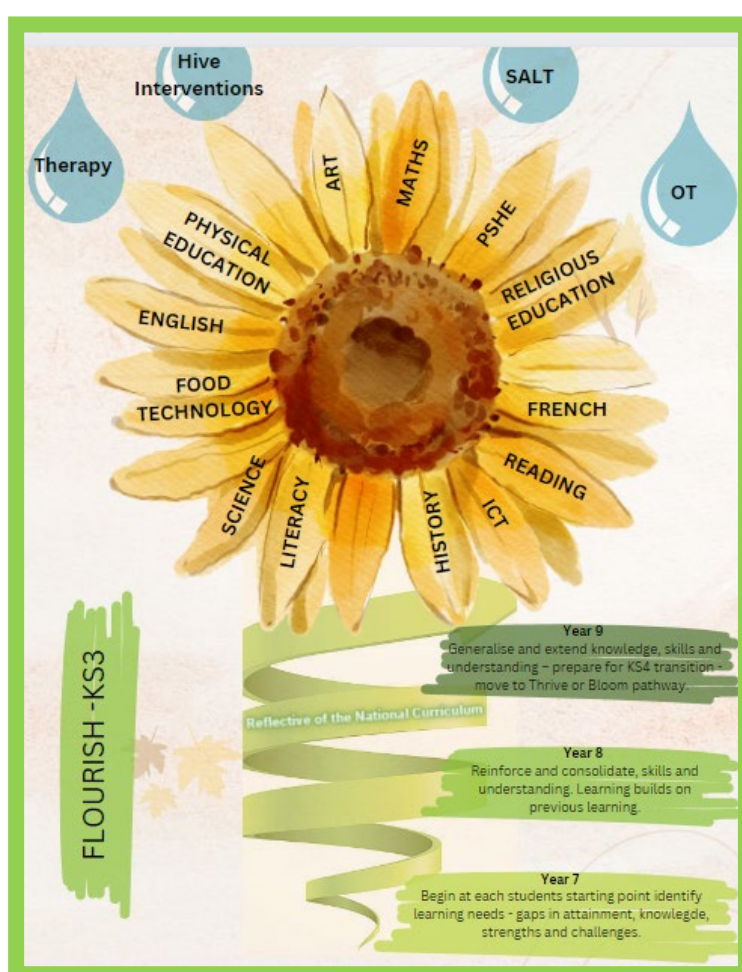
- KS2 classes have a form tutor who will take most of the curriculum subjects although in the National Curriculum there some specialist teaching mainly for Science, PE, Technology and others where the expertise of the staff is considered beneficial.
- Our focus is on the acquisition of skills, especially in literacy and numeracy. We make links between subjects where it helps make learning more meaningful and teach subjects discretely when that addresses the needs of the subject more effectively.
- Intervention classes are allocated to support individualised provision mapping for phonics /Maths.



Key Stage 3/Key stage 3 Bridging Curriculum pathway

We have a very broad KS3 Curriculum: In Key Stage 3 (Years 7, 8 and 9), there are lessons in English, Maths, Science, Languages (Spanish), Food and Design and Technology, Computer Science, History, Geography, PE, Art and enterprise, Music, Drama and PSHE/Citizenship. This suite of subjects is complemented by our 'Enrichment Days'/master class programme which spans across the year, where students can take part in rich learning experiences that do not easily fit into the normal school day and allow for students to learn in different ways.

In years 9 there is a consultation between school, students and parents/carers about the aspirations, interests, courses, and curriculum pathways in line with their preparation for adulthood goals. From 14 years onwards there are two distinct pathways thrive and bloom.



Accelerated provisions

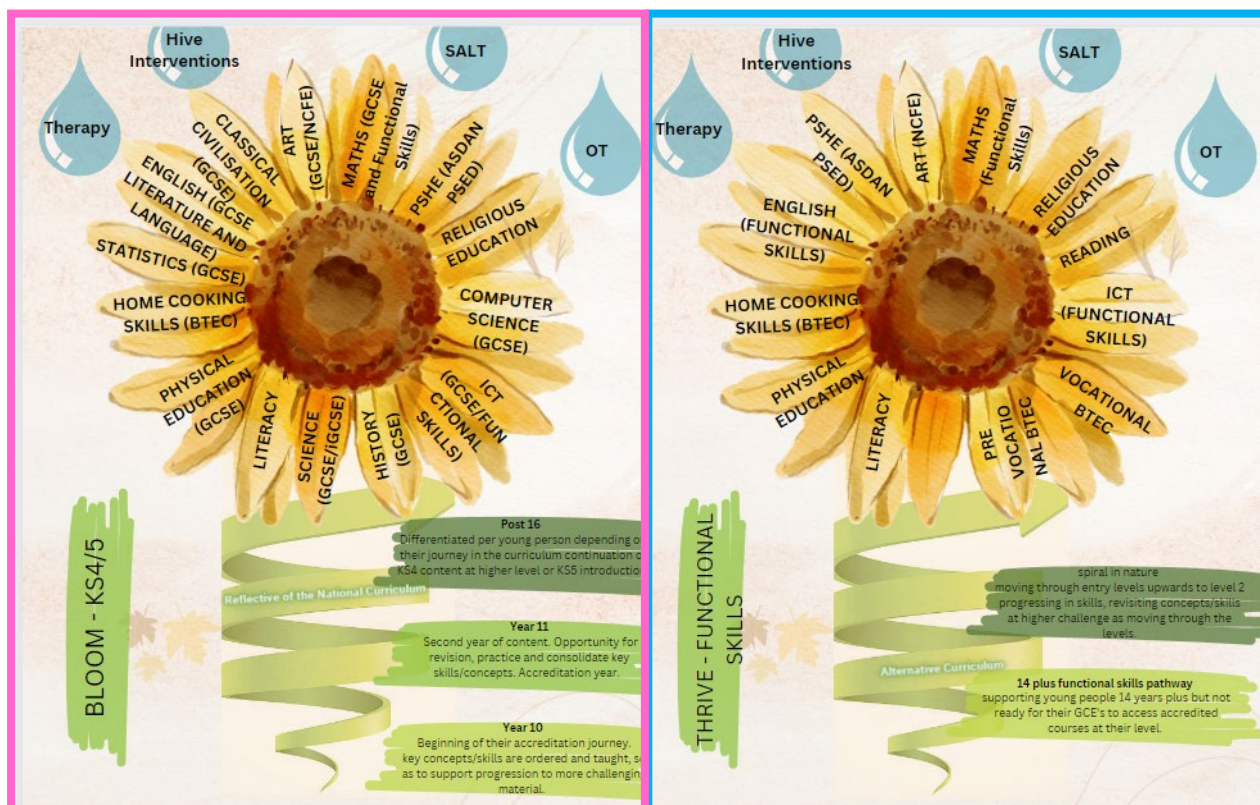
We accommodate an accelerated learning provision for year 9. The curriculum prepares learners for traditional GCSE routes. These packages could include business studies, GCSE, ICT, and vocational studies.

At Hurworth House School learners can continue their education to 19 years. The curriculum model at Key stage 4 builds upon experiences gained in year 9 and also provides transitional pathways to college and or work-based placements.

KS4/5

Key stage 4 and 5 is split into two distinct pathways – **thrive** and **bloom**.

Bloom reflects a formal GCSE curriculum pathway with an enhancement of optional subjects. Thrive provides an alternative pathway of functional skills ensuring all students fulfil their academic potential and have the opportunity to experience success.



In Year 10 students begin to specialise in their chosen GCSE and or functional skills subjects and vocational route pathways to college or work-based placement.

Our Key Stage 4 curriculum is broadly based and balanced; all students will follow a *common core curriculum* in the following:

- English
- Mathematics
- Science
- Physical Education

Optional Subjects include:

Art
Computer Science/ICT
Design & Technology
Food Preparation & Nutrition

French
 Geography
 History/Classical Civilisation
 Media Studies
 Music
 Physical Education GCSE
 Religious Studies

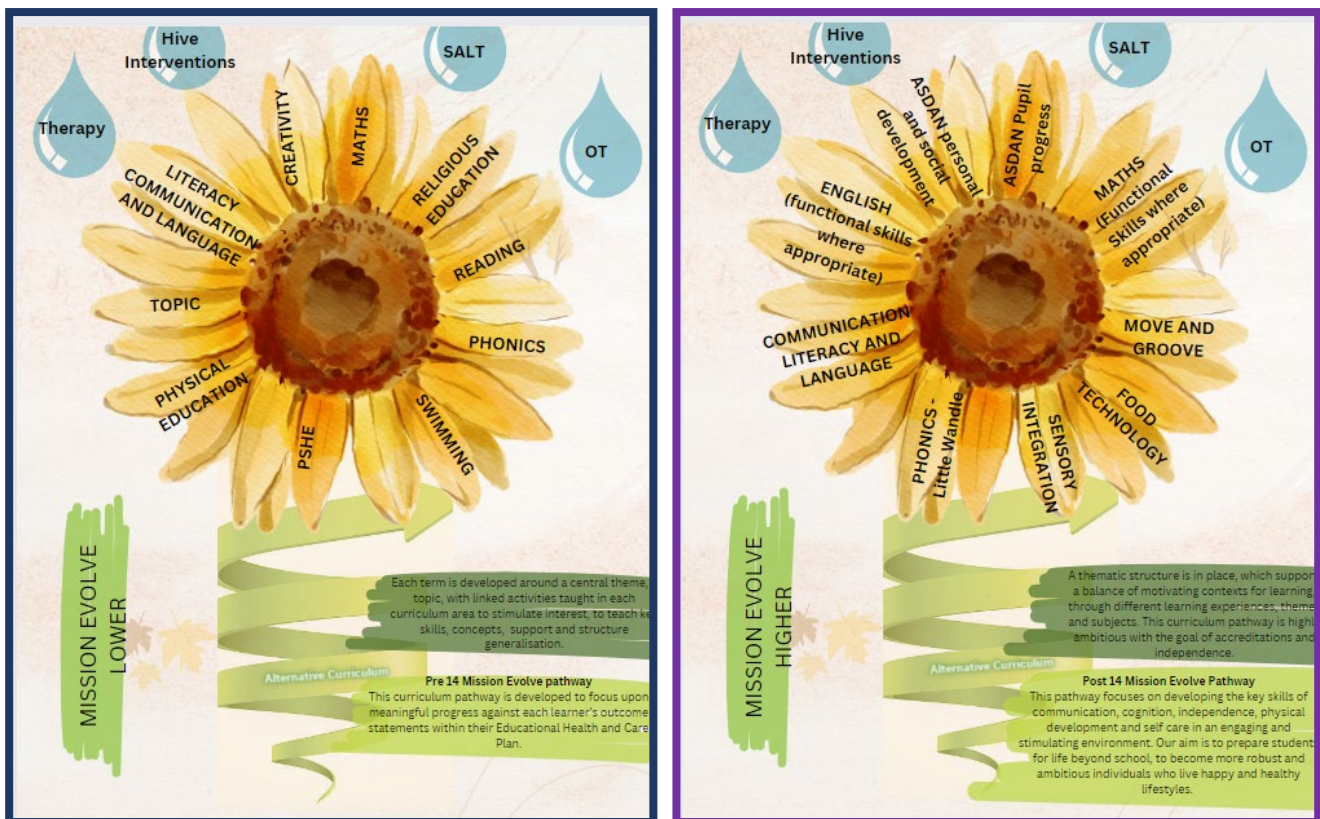
KS5

We aim to provide a supportive & ambitious environment in which individuals feel valued, grow in confidence and fulfil their potential for academic, moral and social development. Each student can expect a personalised education with the highest quality teaching and a supportive learning environment that will ensure that they leave on a well-matched post-18 route.

This provision is primarily for learners in Years 12 and 13. The morning consists of core curriculum subjects with an emphasis on work related learning and life skills. The afternoon sessions are based around the interests and career aspirations of each learner and this may consist of college placements and / or work experience opportunities alongside vocational options within school.

The Hub

This **semi-formal curriculum pathway** has been developed for those pupils who are generally working significantly lower than their age-related expectations, this curriculum follows a pre-14 **(lower)** and post 14 **(higher)** pathway:



This curriculum reflects the diverse range of complex needs that many of our learner's encounter. Also, supporting our teaching staff to develop specific teaching strategies and learning environments to ensure the student continues to thrive and achieve their potential.

The Curriculum Impact

The senior leaders in the school, including middle managers, ensure that the rationale for the curriculum design is shared across the school. In developing this there is careful consideration given to knowledge progression and the sequencing of concepts in and across subjects. The delivery of the curriculum is equitable for all groups and enhances students' capacity to access the full curriculum. Leaders, including governors, as part of the planning process, build in regular opportunities for review and quality assurance. There is a commitment from SLT to ensure ongoing professional development so that curriculum expertise develops across the school.

Resources

Resources are the direct responsibility of the subject co-ordinator and class teacher. We expand our resources in relation to our priority areas as evidenced on our school development plan. A yearly subject-specific audit is carried out by each teacher. This audit provides an overview of the subject requirements over the coming year and provides a breakdown of costs and needs both essential and desirable. This audit has to be completed with reference to the priorities for improvement in the School's Improvement Plan. Where possible, those subjects taught in modular format are resourced on a termly basis linking to the specific programme of study. This is an ongoing project ensuring growth of resources in appropriate subject areas. In addition, the audit provides a CPD training requirement through self evaluation and feeds into the school SIEF.

1. Education for Life

The curriculum at Hurworth House both within and beyond the classroom is designed to meet each learner's needs in terms of independence training, daily living skills, communication skills, social skills and the development of leisure skills across the settings of school and home. The aim is to help each learner to achieve integration into the community and to develop skills that will increase his or her potential for living independently.

2. Therapeutic curriculum

Our on-site Psychology and Therapies team offer a holistic, comprehensive, and detailed assessment and therapy provision, which is individually tailored to each child. Their invaluable insight and input provide a deep understanding of the children's complex and multi-faceted needs, and helps to formulate strategies through which children can overcome barriers, and be supported to maximise their potential.

Therapy sessions take place on site in specialist rooms and is provided by our own fully trained and qualified therapists and other professionals, as agreed with placing authorities and carers.

The Psychology and Therapies team work closely, as members of the 'Team Around the Child' – sharing knowledge, insights and experience with colleagues in our education provision. This integrated approach ensures that every child's psychological, emotional, occupational, sensory processing and communication needs are fully identified and met. By implementing appropriate therapeutic services, we aim to develop in our young people a greater understanding to work towards resolution of specific issues that may affect them.

The specialist therapeutic range of services we have access to include:

- Child and Adolescent Psychiatry
- Behavioural Therapy
- Psychotherapy
- Art Therapy
- Educational Psychology

Individualised programmes are designed to give the young people an opportunity:

- To reflect and develop.
- To deconstruct experiences to afford greater understanding.
- To lead them towards a greater ability to communicate their complex thoughts and feelings in a non-threatening and confidential environment.
- To encourage and teach self-expression which may otherwise be acted out in anti-social ways
- To develop self-esteem and a sense of identity

Social Moral Spiritual and Cultural (see separate policy)

Aspects of SMSC are developed through virtually all parts of the curriculum, although some subjects and activities are likely to be more relevant than others. There is also a robust form and assembly plan. Our focus is to eliminate bias and encourage balance of viewpoint, opinion and understanding.

Hurworth House School is committed to supporting British Values:

- encouraging pupils to respect specified fundamental British values.
- not promoting extremist views, or partisan political views, through the curriculum and/or teaching
- ensuring pupils are offered a balanced presentation of views when political issues are brought to their attention.

3. Religious observances

Priory Hurworth House has no affiliation with any particular culture or faith and embraces an understanding and tolerance of all irrespective of race, culture or faith. The fostering of spiritual growth is considered to be an important aspect of a young person's well-being and the need to nurture this growth is taken seriously. The young people are supported in their wishes and the wishes of their parents regarding their particular religious observance. The young people will be encouraged to explore their own spirituality through a variety of means. Included in this will be positive role modelling, multi-faith religious education within the context of the school curriculum, encouragement to participate in their own stated religious observances and encouragement to develop an understanding of the differing religious observances and practices to be found within a multi-cultural society.

Priory Hurworth House does not subscribe to or advocate any particular religious belief.

4. English as a second language (EAL) (see separate policy)

Hurworth House School is committed to equal treatment for all including those for whom English is not their first language. The school recognises the importance of making provision and support for such pupils in line with their commitment to encourage applications from candidates with as diverse range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world.

Where necessary EAL Specialists from external agencies, will be invited to provide support through training or visits to maximise progress. Staff training reflects the need for respecting individual views, equality, and diversity by providing courses on equality and person-centred support.

5. Careers Guidance (see separate policy)

We have careers education; information, advice and guidance embedded across our curriculum and provide an independent and impartial careers advice to all our Year 9, 10 and 11 pupils on an individual basis. We have personal advisors from our linked authorities who work with our in-house IAG officer to help our year 10 and 11 pupil decide on their career paths.

The IAG officer also develops pathways for Key Stages 1, 2 and 3 and has targeted sessions to raise

awareness of careers and the skills required. The students have the opportunity to go and visit different industries to gain an understanding of the jobs people do.

We hold an annual Careers fair consisting of employers, Further Education and Higher Education organisations and apprenticeship providers, which all KS3/ 4/5 pupils attend. Pupils can ask questions and find out how to enter certain professions etc.

Our school liaises closely with the local colleges, and we take pupils on visits to do taster sessions enabling pupils to get a good idea of what each course involves and get a taste of learner life.

6. Documentation

Planning is the method of ensuring lively, reflective delivery with pace and continuity, leading to a positive and rewarding learning experience for the learner. The system of curriculum documentation at Hurworth House is designed to streamline planning, assessment, and recording, whilst acting in itself as the basis for communication of progress between departments, parents and outside agencies.

Assessment opportunities, recognised by the teacher, are recorded with annotated evidence in the learners' workbooks and in their planner. It is this evidence that enables teachers to adjust plans to meet the specific individual needs of the learners.

Curriculum documentation at Hurworth House forms the physical backbone of the planning for continuity and effective progress in education through Key Stages One, Two, Three, Four and Five. It is a set of interlinked working documents that serve as tools for planning and differentiation and to inform the annual educational review. This, in turn, ensures correct target setting for each child into the forthcoming academic year.

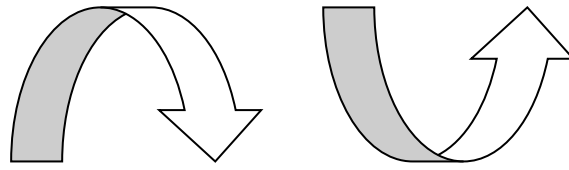
It is broadly split into the following main areas;

- Annual review documentation
- Individual provision Mapping / Behaviour Plans
- Curriculum planning
 - Curriculum road mapping to map out subjects long term focuses.
 - Medium-term plans compiled half-termly or termly and detailing weekly topic areas, needs and targets for each learner. This format also details assessment and next steps.
 - Lesson activity plans are managed daily by the individual teachers.

7. Assessment & recording (see also assessment and marking policy)

- On-going assessment in lessons against lesson objectives
- Opportunities for self assessment by learners
- Termly reports to be written and shared with parents/ carers and a copy kept on the learner's file which will detail achievement and progress against targets set.
- Three half termly checks will be made by senior leaders on learners' progress towards targets set, this in turn informs teacher and assistant performance Management / composite judgements.
- Termly checks of formal assessment of learners' achievements in relation to age related outcomes.
- A one point of the year, sometimes termly if required assessment against standardised reading, phonics and spelling tests if appropriate.
- External Accreditation

Planning offers assessment opportunities



Assessment informs effective planning

This system also enables teachers to plan and record learner progress and assessment results together with evidence of teacher assessed levels. This evidence enables moderation of teacher assessment and ensures consistency across the school with regard to the equality of levels judgement.

Provision mapping, Action Plans, and the language and support needs of the individual are only effective if communication between the whole school staff is taking place. The curriculum documentation system is designed to provide some of the means for this essential dialogue.

8. Involvement with Parents and Carers

- The school will establish a close working partnership with parents/carers in order to support their child's progression in all areas.
- The school will ensure that parents/carers are informed of their child's progress and will encourage them to participate in their child's development through learning opportunities based within the school.
- Close links with parents/carers, will enable them to implement effective strategies at home during school holidays. The therapy teams offer triangulation pastoral programmes to support interventions in the home setting.
- The school will encourage the sharing of knowledge and expertise between parents, carers, teachers, teaching assistants and other professionals.
- Parents and carers will be encouraged to attend special events at Hurworth House such as Sports Days, Drama Productions, Events and Parent meetings.

9. Behaviour Management (see Positive Behaviour Policy)

Behaviour Management is implicit to the whole educational approach at Hurworth House. The learner's behaviour is addressed holistically rather than in terms of isolated behaviour incidents. However, in accordance with regulations incidents are recorded and logged appropriately. Learner's behaviour, especially resulting in nonattendance or inability to manage learning is carefully logged and analysed. This data forms a vital role in establishing positive progress and formulating effective behaviour management strategies for each young person.

The following factors are fundamental in managing the learner's behaviour:

- Variety in the activities throughout the day.
- A rich and varied curriculum
- The pace of the day
- The group dynamic
- The teacher-learner relationship
- Clear, consistent expectations
- Active listening to Student voice

- A consistent whole school policy of pro-action, prediction and prevention.
- A shared understanding that “behaviour” is communication.

10. Enrichment – wide personal development

The curriculum provides many enriching **creative** learning contexts. Other wider opportunities are provided such as whole school projects linked to citizenship such as Red Nose Day, anti-bullying week and Comic Relief.

Links to events as they arise, which are consolidated in whole school assemblies e.g. the Olympics, national celebrations.

Use of external coaches/ professionals or internal programmes e.g., illustrator, wheelchair basketball.

Phase or whole school days e.g., World Book Day, cultural, Arts or Science days.

Opportunities can be planned and offered regularly linked to a year group or phase or may be that things are capitalised on when opportunities arise.

Produced in consultation with the learner, staff and parents, multi agency teams these documents review progress and set targets for the next period of time based on major targets and goals formulated at the annual educational review.

Targets for improvement are also set in the Global areas of:

- Communication
- Self-Awareness
- Independence
- Attention
- Co-operation

Accurate provisions mapping acts as a monitoring document facilitating regular progress updates for each target. The academic tutor is responsible for co-ordinating the monitoring and record keeping of provision action plans for his or her own tutees.

In order to readily communicate targets and progress learners are individually discussed at the morning teachers briefing. Termly provision mapping targets for all learners are available for all teachers at the start of each term along with prior attainment.

Targets in the learner’s provision mapping are related to the objectives detailed in the learner’s Statement/ Education, Health and Care Plan. Targets are set at an appropriate level for each learner and are informed by assessment against the National Curriculum.