

<b>Local Procedure Title</b>	<b>Curriculum</b>
<b>Service</b>	<b>Clay Hill School</b>
<b>ACS Policy number and title</b>	<b>ACS 31 Curriculum</b>
<b>Local Procedure template reference</b>	<b>ACS LP 31</b>
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<b>Local Procedure Author(s)</b>	Caitlin Webb
<b>Local Procedure Ratification</b>	Checked and Approved by: CN

### 1. Intent - Aims

At Clay Hill and Home Farm school, we aim to provide a curriculum where our learners can develop both academically and personally. Essential to and underpinning all we do is the drive to promote a love of learning in all subjects and encourage our young people to become inquisitive and independent thinkers.

Our curriculum intends to:

- provide a broad and balanced curriculum which enables all pupils to:
  - develop confidence;
  - feel successful;
  - be independent;
  - challenge themselves;
  - understand and respect diversity;
  - explore their spiritual, moral, cultural, mental and physical development;
- deliver a creative, engaging and high-quality curriculum that inspires and challenges all pupils;
- provide our pupils with experiences that broaden their knowledge and understanding of the world;
- design a curriculum which is reflective of our school values;
- support pupils' spiritual, moral, cultural, mental and physical development;
- promote a positive attitude towards learning;
- equip pupils with the knowledge, understanding and skills they need to succeed in life;
- provide a curriculum that prepares our pupils for life in modern British society.

This is in line with the requirements as set out in the Independent School Standards which ensures pupils can engage in and have experience in core and non-core learning areas as set out in the National Curriculum. Specifically relating to our offer of coherent and well developed linguistic, mathematical, scientific, physical and creative curriculums.

Many of the pupils at Clay Hill have had disruption within their educational experience and as such not necessarily having had exposure to all elements of National Curriculum areas of study as well as lessons and sessions relating specifically to personal development. Therefore, we also intend to be rigorous in our identification of gaps in knowledge and skill in all curriculum areas, to ensure our young people have the best possible chance of achieving high outcomes at KS4.

**2. Intent – Values**

Aspris Children's Services Clay Hill and Home Farm School "Nurturing potential, embracing individuality, thriving together"					
Ambition	Support	Passion	Independence	Resilience	Empathy
We encourage the students to be ambitious in their daily lives as well as in their goals for themselves in order to reach their full potential.	We encourage the students to support one another, work together and accept support from their peers and adults that work with them.	We encourage students to pursue their passions and interests. We also encourage our students to show passion in their learning.	We develop our students independence skills so that they can succeed in their future aspirations.	We support our students to develops their resilience in their learning and teach them skills that they can apply throughout lives.	We encourage our students to show empathy and understanding towards others as we do for them.

Our school values of ambition, support, passion, independence, resilience and empathy aim to create an environment where our learners become confident and independent in the application of divergent thinking, aspirational attitudes, academic risk-taking and questioning and reasoning. In doing the above we also aim for our learners to identify and embody the importance of teamwork and support of each other.

**3. Implementation – Curriculum design**

Our curriculum is supported by subject specific procedures for:

- Literacy
- Numeracy
- Non-Core
- Careers
- SMSC and British Values (Including PSHE)

All above procedures detail the specific delivery of each subject, how planning progression is ensured and structure and approach of assessment.

Progress and progression are the underpinning elements of all our curriculum procedures and approaches. We identify the wide range of needs of all our pupils and have high aspirations for what they will achieve at each key stage of learning.

At Clay Hill and Home Farm School, staff have access to curriculum maps and progression maps for each subject from year 1 to year 11. These documents clearly outline the outcomes for each key stage and the expected progress through each National Curriculum year group. Mapping the curriculum in this way ensures that not only is there the eradication of unnecessary repetition of content but most importantly, progress is achieved through a sequentially developing skills/knowledge base.

We ensure planning is personalised and gaps are filled through rigorous assessment. Our assessment model for Literacy and Numeracy is in line with what is provided within the Primary and Secondary Curriculum.

At Home Farm School, a bespoke curriculum has been implemented to support the progress of pupils that encounter more profound barriers to their learning. The curriculum maps have been written in relation to 7 Areas of Learning:

1. Literacy
2. Numeracy
3. Communication and Language
4. Personal, Social and Emotional Development
5. Physical Development
6. Understanding the World
7. Art and Expressive Design

These curriculum maps include outcomes from EYFS to Functional Skills Level 2 in Literacy and Numeracy and ASDAN awards for the non-core subjects.

**Literacy** – Underpinning the Literacy Curriculum for all year groups is

- a) Developing a love of reading
- b) Literacy across the curriculum
- c) Development of the writer's process and independence in application.

For Year 1 to Year 6, pupils engage in lessons which include objectives for both Literacy and Reading Comprehension. Teachers support pupils to independently engage in activities which enhance their acquisition of the 8 National Curriculum Reading Domains. We believe these skills (*inference, fact retrieval, summarising, identifying meaning of words in context* etc) are essential and transferable skills and can be applied in all subject areas..

In relation to writing, all year groups, pupils: *Immerse in text type examples; explore vocabulary, research, plan, draft, edit and publish* independently.

Through years 7-9, pupils build on the knowledge and skill base that they have learnt in years 1-6 and start working towards the GCSE/Functional Skills Assessment Outcomes. Pupils start to develop their higher-level reading/writing skills – evaluation, analysis, reflection and creativity.

In year 10-11, pupils may work towards the following accreditations:

Entry Level Step Up to English Silver Award

Level 1/2 Functional Skills English

GCSE English Language

As promoted in our book 'Care labels' and 'secretarial marking' sheets, pupils are encouraged to correctly apply grammar, spelling and punctuation in all of their written work across the curriculum.

**Numeracy** – We draw from the National Curriculum and NCETM in our approach to Numeracy. We are a Maths Mastery school and refer to White Rose Maths to guide and support our curriculum mapping. This is underpinned by an approach to planning, as setup by the subject leader, which incorporates recapping of previous learning, embedding of fluency, mastery of arithmetic skills and mathematical reasoning, conjecture and conceptual thinking.

To support this process, each group is well equipped with a variety of Maths resources to ensure conceptual understanding through CPA (Concrete, pictorial and abstract) representations can take place.

**Non-Core** – Science: From Year 1-6, Science is delivered through the half termly topics, linked to the core text in Literacy. During years 7, 8 and 9 students commence discrete science lessons. They participate in a series of units which develop their understanding of key themes introduced in key stage 1 and 2, in addition to developing their understanding of the scientific process. At Clay Hill School, Year 10 and 11 pupils continue the science curriculum towards accreditation in Entry Level or GCSE Combined Science. At Home Farm School, science is incorporated into the year 10 and 11 curriculum through the ASDAN awards.

**Non-Core** – Foundation subjects: From Year 1-6 at Clay Hill and Home Farm Schools, the foundation subjects are delivered through some discrete teaching (e.g. P.E.) and through Topics. Curriculum maps have been written for all non-core outcomes at both schools.

Topics are decided on by class teachers annually and they must present their LTP to the Non-Core subject lead who is accountable for ensuring whole school progression takes place.

Topic Planning will draw upon all non-core subjects and be channelled and focussed through one specific Topic. The topic will also centre around a core text for Literacy.

The aim of this is to support the writers process for pupils by engaging them in content which allows them to develop the necessary content and vocabulary for them to create their own text types.

At Clay Hill School, in Key Stage 3, pupils start to participate in discrete, subject specific lessons. Curriculum maps are written for each of the individual subject areas. The staff team includes specialist teachers for each subject area who can support planning and subject knowledge where appropriate.

At Home Farm School, in Key stage 3, pupils will work towards outcomes through a topic planned by the teacher, much like in Key Stage 1 and 2. This supports engagement for the pupil, it enables the teacher to link to pupil's interests and supports writing in literacy.

**KS4 Learning** – All subject specific procedures allude to KS4. With regard to English, Maths and Science Year 10 and 11 pupils, where appropriate, are taught in line with KS4 content and programmes of study in line with specifications from allocated awarding bodies. With regard to the foundation subjects, Year 10 and 11 pupils, where appropriate, are taught in line with KS4 content and programmes of study in line with specifications from allocated awarding bodies. Each subject leader oversees these and subsequent outcomes, however it is the responsibility of each KS4 specialist to create the long term planning for their groups.

**Home Farm/Nurture Provision** – Our nurturing provision at Home Farm aims to follow the above curriculum approach. Within the setting there are young people who are extremely unwilling to engage in learning activities. As such, the approach to delivery is highly personalised to ensure we are having the child at the centre. This can take the form of an alternative and active style of learning, incorporating more enrichment and life skills approaches to learning.

This is detailed further in our Teaching and learning Procedure (LP ECS 32).

Staff are expected to complete relevant medium term plans each half term. Templates are available for Literacy, Numeracy, Topic and Non-Core subjects. The purpose of these documents is to outline the sequence of learning that will take place and demonstrate how the learning will be personalised to meet the individual needs of the pupils. The medium term plan shows how the learning links to prior knowledge. It also shows links with school values and SMSC outcomes.

#### **Cultural Capital, SMSC and Careers**

Life skills and preparation for adulthood is essential for our young people, especially as many of them do not naturally exhibit the skills that will give them an advantage when entering into the adult world.

Cultural Capital is a key driver in all curriculum planning. We recognise that due to their wide range of ASC needs and social and communication difficulties, many of our young people have not been able to accumulate, through social experiences and opportunities, the knowledge, skills and behaviours which would give them an advantage to engage in society and succeed in line with their peers of a similar age.

All subjects, especially non-core Topic Plans, specifically highlight how cultural capital will be delivered and supported. In addition to in class learning, this will also be supported by our enrichment afternoons where each class have the opportunity to take part in an offsite activity/experience. Teachers will consider the social and cultural capital benefits of this as well as the academic. This is detailed further in our Local Procedure ECS LP 40 relating to Enrichment.

In our SMSC, British Values and Cultural Capital Procedure (ECS LP 34) we set out our priorities relating to SMSC and British values and how we plan to include them within our curriculum and pastoral delivery to our Young People. Specifically, through the use of PSHE lessons in Tutor Time, assemblies and whole school weekly themes relating to SMSC and British Values.

PSHE is delivered through topic, social skills sessions and during tutor times upto year 6. From Year 7, PSHE is delivered through discrete lessons every week. Teaching of PSHE also includes SRE which starts in Primary, focussing on Puberty and associated changes as well as relationships.

Our careers programme is based upon the framework provided within the Gatsby Benchmark. This is detailed further in our Careers Guidance Local Procedure ECS 57.

#### **4. Implementation: Learning Environment**

Taking into consideration the sensory needs of the pupils at Clay Hill and Home Farm School, the learning environment requires careful consideration. Staff should ensure that pupils have access to a visual timetable displayed either on the wall or the desk. In addition, staff should have a tutor board to display the ASPIRE values.

With respect to the curriculum, a numeracy and/or literacy (where appropriate) working wall is a useful tool in the classroom for staff and pupils to refer back to prior learning.

And, if it is possible, it is nice to have a space within the classroom to celebrate pupils' successes in their work. This could be part of the tutor board to minimise the possibility of sensory overload from too much display.

Again, to minimise the sensory impact, classes should be kept tidy. Books and stationery should be organised and labelled for ease of access by the pupils. This may include the use of symbols. (All sharps including scissors should be locked away securely and there should be an inventory completed to detail the number of items in the room. These items should be counted out and counted back in.)

#### **5. Implementation: Roles and Responsibilities**

It is the responsibility of the **subject lead** of each subject area and the Assistant Headteacher - **Teaching and Learning** to stay abreast of both national and local developments in their subject area.

At Clay Hill and Home Farm School there are the following roles/responsibilities:

Assistant Headteacher – Teaching and Learning – Caitlin Webb

Literacy Lead – Megan Baldwin

Numeracy Lead – Kristy Wharton

Life Sciences Lead – Sam Pithers

Personal Development Lead – Albert Coe

Humanities Lead -

Lead Teacher at Home Farm School – Becky Clements

Careers Lead – David Taylor

The subject lead will review the way their subject area is taught in the school and plan for improvement. All development planning will link to whole-school objectives as part of the school development plan. Each **subject lead** will review the curriculum plans for their subject and ensure full coverage of the national curriculum.

The headteacher is responsible for ensuring that this policy is adhered to, and will work in collaboration with **senior leaders/middle leaders** to ensure that:

- adequate time is provided for teaching the required elements of the curriculum;
- requests to withdraw children from curriculum subjects, where appropriate, are managed appropriately;
- procedures for assessment meet all legal requirements;
- the link governor is kept updated and fully involved in decision-making processes that relate to curriculum breadth and balance;
- effective provision is in place for all pupils with different abilities and needs, including children with special educational needs and/or disabilities.

Through meetings and the Developmental Improvement Approach, Aspris will monitor the implementation of this policy and hold the headteacher to account.

#### **6. Impact: Inclusion and Personalisation**

Our young people have a variety of barriers to their learning; both social and emotional and also linked to sensory processing difficulties due to their ASC.

The Assistant Headteacher -SENDCo works closely with tutor teams, the Pastoral Team, the Therapy Team, Senior/Middle Leaders, parents/carers and pupils to ensure effective communication and understanding of the individual needs of the pupils and the support that they require in their learning.

Therapy is a crucial part of our curriculum in terms of supporting young people in being emotionally and personally ready to access it. More detailed description of our Therapeutic provision is detailed within our Well-being Procedure (ECS LP17)

Our Therapy Team is led by the Inclusion Lead who coordinates the therapy for all young people. This requires close working with the SENCO to ensure all therapies identified within EHCPs are put into place for our young people.

The two main associated areas of need are:

- a. Occupational Therapy (With Sensory Integration Specialism)
- b. Speech and Language Therapy

In addition, we have a high volume of need in relation to comorbidities of ASC, specifically social and emotional needs such as Anxiety, OCD and depression. The needs of these young people are met mainly by our Inclusion Lead and Pastoral Support Team.

Ensuring that we monitor the personal development of all young people is essential, not just in ensuring access of the curriculum is enabled but also to ensure we are improving each young person's 'Cultural Capital' and preparing them for adulthood.

The Assistant Headteacher – Teaching and Learning works with teaching teams to ensure that they know the pupils starting points and end of year targets. They hold termly pupil progress meetings to discuss progress and planned strategies to support the pupils in their learning going forward. Targeted interventions may be identified as part of this meeting or at any other time. Staff have access to a range of different intervention programs that will support progress in core subjects. Where a specific intervention is identified, subject leads or Assistant Headteacher – Teaching and Learning can support in identifying relevant resources.

Within their medium term planning, teachers specify how they are personalising the learning for each individual (where appropriate). Personalisation may relate to:  
Barriers in communication

Challenges in social interaction  
Sensory needs  
Accessing the resources  
Physical disabilities  
All personalisation will support pupils access their learning and ensure an inclusive environment for learning.

## **7. Impact: Assessment, recording, monitoring and evaluation**

This section of the procedure links to our existing LP ECS 30 procedure relating to Marking and Assessment.

This details the approach to assessments and accreditations.

The aim of assessment is to ensure a) we identify gaps in learning and knowledge to inform our planning and close the chronological gap caused by missed learning b) to ensure our young people leave here with accreditations which give them the best life chances.

### **Assessment**

Assessment takes place termly. Based on National Curriculum and progression maps, teacher assessment will identify where each pupil is in both core and non-core areas.

Teacher assessment is supported by half termly moderation opportunities, alternating Writing moderation with a non-core subject to ensure a broad coverage.

This is detailed further in our Assessment Procedure (ECS LP 30).

Summative assessment is logged termly onto an excel spreadsheet for whole school collation.

### **Bespoke Accreditation Pathways**

The majority of our young people will leave Clay Hill with GCSEs. Being a small provision, we consult with our incoming Year 9 and 10 pupils each year regarding choices in particular areas such as the Arts and Humanities and create Bespoke Accreditation Pathways. The assistant Head teacher – Teaching and Learning and Subject Leads will meet with the KS4 teachers as well as the KS3 tutors, and identify the appropriate accreditation pathway for all young people entering into Year 10 the following academic year. This allows us to:

- a. Be aspirational in our accreditation offer to all young people
- b. Identify, where appropriate, accreditations for pupils to complete when they are going to find accessing GCSE too challenging cognitively or emotionally
- c.

Bespoke Accreditation Pathways will inform the accreditation offer for each cohort. For example, our Current Year 11s are completing: Functional Skills English Level 1/2, GCSE Maths, Functional Skills Level 1/2 Maths, GCSE Science (Trilogy), Entry Level Science, GCSE Short Course PE, GCSE Food Technology, GCSE Art, GCSE History, GCSE Citizenship.

Whilst we aim to be aspirational in our offer, we recognise that we do have young people who have missed significant portions of education and also face more profound challenges in their cognitive ability. Our aspirational values extend to all of our pupils and as such, as part of the process of mapping accreditation pathways, we will always endeavour to find a level of accreditation that every child can leave with.

This means that even for our pupils with the highest SEN barriers to learning, there is the opportunity to leave Clay Hill with recognition of the work completed during KS4 and beyond.

Where this is identified, mainly within our nurture classes such as Home Farm, alternative accreditations are implemented such as:

Entry Level

Functional Skills level 1 or 2

ASDAN awards

AQA Unit Awards

## **8. Monitoring**

Monitoring of the curriculum takes place through our DIA approach. Developmental Improvement Approach is supportive and collaborative in nature and removes the need and use of 'high stakes, low frequency' traditional monitoring model.

The **DIA approach** monitors Teaching and Learning and the Curriculum through the stages below:

### **Headteacher Surveys**

- Implemented by the school lead to all stakeholders, which includes, amongst other things, opportunities for feedback on subject content and aspirations.

### **DDI – Developmental Drop Ins**

- Completed 3 times throughout a term, subject leads drop into lessons including Literacy, Numeracy and Non-Core subjects. With staff wellbeing and workload taken into consideration, drop-ins will not total more than three hours of observation throughout the year for each member of the teaching team. To ensure full coverage of the curriculum, subject leads meet in advance of the drop-ins to review which subjects will be visited. The focus of the drop-ins are determined in advance and shared with the team, observations are made in relation to the foci.

### **Book and Planning Triangulation**

- In advance of the developmental drop ins, medium term plans are reviewed and they are used during the drop in to observe the sequence of learning. In addition to reviewing medium term plans, pupil books are scrutinised to monitor the sequencing of learning, the implementation of learning and the use of the marking procedure.
- Following the completion of developmental drop ins, triangulation meetings are held within Key Stage teams. The purpose of these meetings is a professional conversation about the observations made, the sequencing of learning and the personalisation put in place to support pupil progress. These meetings provide the opportunity for staff to reflect on their practice in a collaborative manner, providing each other with feedback and support to develop their practice. Following the triangulation meeting, staff will identify an area of their practice that they can develop over the following weeks.

### **SEN DIA**

- Termly review of all SEN documentation, specifically IEPs which are written and reviewed half termly in conjunction with parents. Completed by Headteacher and SENCO.

### **Pupil Progress Meetings**



**Children's Services  
Local Procedure Template**

- Termly meetings between Assistant Headteacher – Teaching and Learning or Deputy Headteacher and teaching staff where individual teachers present the current data for each of their young people and the strategies in place to overcome any barriers preventing progress from taking place.

**9. Summary**

The effectiveness of the curriculum is only as good as the quality of its previous review. There are many elements to our curriculum, as detailed above. All of which need constant review and improvement to ensure we are providing the absolute best provision possible for our Young People.

We do this annually, in line with Aspris Children's Services, to ensure our plans are compliant with the service but most importantly relevant to our young people.

**10. Section Title**

Content

**Children's Services  
Local Procedure Template**

<b>Contents Checklist</b> (Local Services may add additional items – this is a core list)			
Rationale underpinning the curriculum – Intent, Implementation, Impact		Reference the teaching of reading	
Reference the ISS			
Reference qualifications and outcomes supported by the curriculum			
Reference relationships and sex education and how this is taught			
Opportunities for work related learning, independent CIAG and reference to the Gatsby Benchmark			
Post-16 as a separate section if this is applicable			
The role of subject coordinators if this is applicable and how the curriculum is monitored			
Reference to the process of how the curriculum is and will be reviewed			

**Local Procedure Review History:**

<b>Date Reviewed</b>	<b>Reviewer</b>	<b>Summary of revisions</b>
Sept 21	Claire Nicholas	Section 4 implementation – curriculum design. Updated to indicate when students commence the different KS4 accreditations
		Changing reference to Ascending to the Stars to Progression maps
		Remove D of E, this is now offered as an option through Enrichment in KS4.
		Section 6: reflects the timetable changes relating to PSHE lessons.
Sept 23	Caitlin Webb	Adaptation of values to the new ASPIRE values.
		Updated responsibilities list.