

## **LHS 25 CURRICULUM POLICY**

To be read in conjunction with:

- Assessment Policy
- Teaching and Learning Policy
- Accessibility Policy
- Equality of Opportunity Policy
- Special Educational Needs and Inclusion Policy
- Educational Visits Policy
- E-Safety Policy
- Communication, Reading and Writing across the Curriculum Policy
- Careers Education and Guidance Policy
- Monitoring and Evaluation Policy
- SMSC Policy

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## Contents

1. Aims .....	2
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Organisation and planning .....	5
5. Inclusion .....	8
6. Monitoring arrangements .....	9
7. Links with other policies .....	9

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### 1. Aims

Longdon Hall School is a Day School for boys and girls aged 7 to 18 who exhibit social, emotional and behavioural difficulties. Pupils are placed from a wide range of local authorities and they all have a statement of Special Educational Need. Before joining our school and as a result of their behavioural and emotional difficulties many have been unable to access an educational curriculum effectively.

At the School we believe that the word ‘curriculum’ should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole School day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers, support staff and instructors structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils.

The overall aim of the curriculum is to enable all the young people at Longdon Hall School to become **Successful Learners, Confident Individuals** and **Responsible Citizens**. We aim to achieve this by supporting the following key principles:

- *Provide a broad and balanced education for all pupils*
- *Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations*
- *Support pupils’ spiritual, moral, social and cultural development*
- *Support pupils’ physical development and responsibility for their own health, and enable them to be active*
- *Promote a positive attitude towards learning by developing emotional resilience and social communication*

- *Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support*
- *Fill in any gaps in learning resulting from disrupted education prior to joining the school*
- *Re-engage learners by aligning learning with strengths and interests of pupils*
- *Develop personal resilience and independence in preparation for adulthood*
- *Provide opportunities for work related learning and employability*

## **2. Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

## **3. Roles and responsibilities**

### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **3.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Requests to withdraw children from curriculum subjects are reviewed and managed appropriately
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs as all children have an EHCP

### **3.3 Other staff**

Staff at Longdon Hall School are expected actively to promote and seek to secure the curriculum aims named above and, in particular to:

- have high expectations of pupils;
- employ a variety of appropriate teaching and learning methods;
- ensure that adjustments are made where necessary to promote access to the curriculum
- deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum;
- provide work which meets their pupils' needs and develops aspirations, offering depth and challenge, and motivating and inspiring all;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, agreeing targets and encouraging pupils to evaluate their own achievements;
- develop pupils' skills to become independent learners;

- encourage, reward and value achievement and effort, both formally and informally, through  
praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve  
shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of  
the pupils

#### **4. Organisation and planning**

- Curriculum Structure
  - The timetable has been developed to personalise the learning for all pupils with a focus on mental health and wellbeing being taught throughout the curriculum not just through PSHE
- Structure of the School Day
  - KS2 and KS3 have timetabled lessons to support both their academic and social development which includes regular evaluation from tutor teams, teachers and therapy teams
  - Individualised planning is informed through the standardisation of target setting, where the impact of personalised targets is measured against the AET progression framework
- The school operates a 30 period week. There are 6 periods per day, 4 in the morning, 2 in the afternoon, each of which lasts for 45 minutes. Two additional 15-minute tutor periods, on Tuesday and Thursday morning, are devoted to planned tutor support and personalized target setting. The final 2 periods on a Friday are used to support the School's extended curriculum by offering a range of activities both on and off site. Additional student learning and support is incorporated through the delivery of two fully planned morning assemblies and four periods of whole group circle time per week.
- Key Stage 2 Curriculum
  - The curriculum at Key Stage 2 will enable re-engagement through a thematic approach. There will be a key focus on developing core skills and a prioritisation on personal development through delivery of aspects of Social and Emotional Aspects of Learning (SEAL). Pupil's social needs are also taken into consideration along with any other aspects that are deemed important and these are addressed through delivery of weekly timetabled Social Communication lessons following the 'Talk About' programme. SMSC requirements are met through the delivery of weekly timetabled RE lessons. Learning outside of the classroom is a key element of the Key Stage 2 curriculum. Pupils have weekly opportunities to engage in outdoor

learning lessons and these follow the 'Forest Schools' curriculum and learning principles.

- The Key Stage 2 Curriculum is introduced and developed on a thematic topic based curriculum (creative curriculum) and incorporates all core subjects and follows the KS1 (where applicable), KS2 and KS3 National Curriculum objectives to ensure all areas are covered. These are placed into the 3 Year, Long Term Plan, which is continually updated. Alongside this thematic approach discrete intervention to support learning in numeracy and literacy will focus on pupils being able to catch up and fill in gaps in learning. The Key Stage 2 Curriculum is based on a thematic approach alongside an intensive focus on core subject development. Where appropriate and to further support learning the themed curriculum will be further enhanced by the use of additional selected units to reinforce the topic or theme being taught.
- All core and foundation subjects are based on the National Curriculum with a particular focus on the Primary National Strategy and framework for literacy and mathematics, which are created and planned around the term's topic. A stand alone Modern Foreign Language unit is delivered in Term 3 to cover statutory curriculum requirements. All plans are differentiated for each class and within each class so that every student's needs are catered for. These are being created so that plans will be available on a 3-year cycle (3 Year, Long Term Plan) to ensure that no student repeats any area of the curriculum. Short term lesson plans are produced by each teacher from these medium term plans.
- \*The move into the Key Stage 3 curriculum at either y7 or y8 will be based on a judgement about cognitive and emotional development.
- Key Stage 3 Curriculum
  - At the end of each academic year the pupils in Year 7/8 (see \* above) enter the Key Stage 3 Curriculum Phase. To ensure smooth transition into this Key Stage, these pupils continue to work to a themed curriculum to reflect the Key Stage 2 themed topic based approach. Pupils at this Key Stage are also encouraged to develop and consolidate their key skills in core subjects and are also offered opportunities to prepare for examination courses. In addition accreditation at Entry Level is offered in core subjects. An adapted National Curriculum is delivered with discrete teaching of English, Maths, ICT, Science, Art, DR, PE, RE, and PSHE. Citizenship is delivered through the ASDAN Citizenship KS3 programme incorporating Citizenship and Social and Emotional Aspects of Learning (S.E.A.L). A stand alone Social Communication programme is also delivered in this phase. Enterprise is encouraged in all areas of the curriculum and is introduced at this Key Stage.
  - The final term of Year 9 is organised so as to focus on transition into Key Stage 4: transition reviews in which the Connexions Service is involved offer pupils the opportunity to plan an education pathway based on their

interests and strengths for KS4 and beyond and at the end of Year 9 the pupils make their vocational option choices for Year 10 and 11. In this year too, the final term, like the final term of Y8, has a more thematic structure. A focus on travel and tourism will enable learners to see traditional subjects like Geography, History, English, alongside vocational themes such as marketing, economic awareness, ICT, and food technology. There will also be a substantial element of a modern foreign language, built around the speaking and listening skills required for holiday survival in another country, and the reading and writing demands of investigating and producing simple brochures in another language.

- Key Stage 4

- The curriculum from Key Stage 4 onwards provides the flexibility to be able to offer our young people a learning experience that will meet their individual needs. The paths available for the young people at Longdon Hall School comprise of Personal Development, Core Subjects and Options (a combination of Academic and Vocational) and supported by college courses and work experience. The personalised pathways are designed to meet the desired requests of the pupil, statutory requirements of each pupil's statement, and views taken from significant stake holders in young people. The aim of this phase is to personalise the curriculum, to meet individual personal needs, engage the learners and provide maximum opportunity to achieve. All learners are challenged to make progress and achieve in their functional skills, particularly in English, Mathematics and ICT. The options provide opportunities to broaden and increase individual experience towards independence.
- Our challenge in our second year at Longdon Hall School has been to provide a curriculum model for our KS4/5 students that offers a breadth of experience and both the flexibility and choice to cope with the diversity of students' interests and ability levels. In addition, due to various start dates during the year students have had very limited time to complete accredited courses and qualifications. A focus has therefore been on offering a combination of Functional Skills, Basic Skills, Life Skills, Wider Key Skills, Entry Level and Vocational qualifications.
- Core subjects English, Maths, and ICT are all covered along with Science (through WJEC Science Today qualification), Personal and Social Development (through WJEC PSD qualification) and RE (through Beliefs and Values ASDAN short course). Opportunities to work with others and to develop key citizenship skills are provided through the ASDAN Peer Mentoring short course. This is combined with regular opportunities for the KS4 students to work with younger pupils at Longdon Hall School and also in PE lessons and other planned sporting events at a local primary school, St James'. In order to offer breadth of experience, vocational opportunities are provided through college experiences, motor vehicle maintenance delivered on site, small animal care at 'Happy Hens' farm and music

technology delivered through the ASDAN performing arts qualification at a local music recording studio.

- The students will also keep an ongoing portfolio of evidence to earn ASDAN Wider Key Skill awards in up to 3 different areas – working with others, improving own learning and performance and problem solving. The qualification overview (appendix 1) provides details of the range of qualifications offered during the academic year 2012 – 2013 along with associated QCF points. It is our intention that the KS4 students will all achieve over 100 QCF points at the end of this academic year. **(See attached KS4 Qualification Overview)**
- Subjects offered at Key Stage 4
  - Delivery of the Core 14 – 19 Curriculum provides for student personal development through Life Skills, Wider Key Skills, an accredited PSD programme (WJEC), Careers Education and Guidance and a Tutor support programme. These planned tutorials take place on a Tuesday and Thursday morning and include input from all staff who work alongside the pupils. The core subjects delivered include English, Maths, Science and ICT at GCSE, functional skills and/or Entry Level.
  - Functional Skills
  - Vocational topic based Maths, English and ICT support a functional skills approach delivered through the BKSB programme. This programme supports functional skills development and prepares pupils for the functional skills assessment leading to full accreditation. The qualification is offered from Entry Level 1 – Level 2. Final Functional Skills assessments are taken online through the EDI programme (LHS is an accredited EDI centre) and these can be taken at any time during the academic year.
  - Options Programme
  - The Key Stage 4 Curriculum also offers a comprehensive vocational based options programme covering Catering (Get Cooking Awards, Cert in Catering L2), Geography (GCSE and Entry Level), Environmental Science (GCSE/Entry Level), Design (GCSE and Entry Level), GCSE PE, Music, Art (GCSE and Entry Level), History (GCSE and Entry Level), Youth Award Scheme, ICT (NCFE Interactive Media and Entry Level), Horticulture (C&G Cert in Horticulture Skills L1) and NCFE Level 1 Travel.
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  - PE Options further support to the personalised curriculum at Key Stage and include Bikeability and Sports Leaders /Young Leaders Award. Yr 11 Skills for Life builds on the Duke of Edinburgh Programme including the

elements of Team Building, Outdoor Pursuits, Expedition, Enterprise, Young Enterprise, Community Volunteering, Environment and Climbing.

- College Placements
- The rationale for college placements is to provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to gain appropriate learning for individual needs and to encourage lifelong learning.
- All KS4 pupils have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathway. College placements are offered at Yr 10 and 11.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

### **Addressing Special Educational Needs and Disabilities**

As part of the admissions process and after a place has been confirmed, a range of data and information is shared with education staff prior to the pupil commencing the placement. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The statement of special educational needs will provide further information in order that personalised planning can take place.

On admission to the school each young person will complete a full baseline assessment in every subject. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the statement received indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans, positive handling plans and individual risk assessments (see also **Longdon Hall Assessment Policy** and **Communication, Reading and Writing Across the Curriculum Policy**)

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- *List the methods used in your school, such as school visits, meetings with the school council, etc.*

**Heads of department** monitor the way their subject is taught throughout the school by:

- *List the methods used in your school, such as planning scrutinies, learning walks, book scrutinies, etc.*

**Heads of department** also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed **annually** by **the Deputy Headteacher (Quality of Education)**. At every review, the policy will be shared with the full governing board.

## 7. Links with other policies

To be read in conjunction with:

- Assessment Policy
- Teaching and Learning Policy
- Accessibility Policy
- Equality of Opportunity Policy
- Special Educational Needs and Inclusion Policy
- Educational Visits Policy
- E-Safety Policy
- Communication, Reading and Writing across the Curriculum Policy
- RSE policy
- Provider access policy

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