



**Longdon Hall  
School**

## **Curriculum Policy**

**Ratified by:** Teaching, Learning & Curriculum team

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## 1. Introduction

Longdon Hall School is a special school for young people between the ages of 7-18 with with Education, Health and Care (EHC) Plans that identify SEMH as their primary need.

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 school's overall aim is achieved by continually developing a coherent curriculum enables learners to become successful learners, confident individuals and responsible citizens. Our curriculum is mapped and sequenced to include coverage of the National Curriculum, whilst also providing a range of experiences through our broad and balanced curriculum. At Longdon Hall School, personalisation is the key to everything that we do. The curriculum is matched to the individual needs of pupils, whilst taking into account particular SEND needs. Therefore, this policy aims to promote a curriculum that enables:

- Every child receives the education they need to be motivated, independent learners;
- Every teacher is equipped to provide an ambitious, flexible and broad curriculum that reengages pupils with learning through a an approach that tailors learning to their interests, life experiences and backgrounds incorporating vocational as well as academic pathways and opportunities;
- Every parent and carer knows how their child is doing, what they need to do to improve and how they can support their child and teachers.

Our school supports the need of all of our pupils with their rights being protected with a focus on:

**Best interests of the child** – *the best interests of the child must be the top priority in all things that affect children (Article 3)*

**Right to education** – *every child has the right to an education (Article 28)*

**Goals of education** – *education must develop every child's personality, talents and abilities to the full (Article 29)*

## 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 2015 \(updated 2020\)](#) 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 head of School 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 Head of School

The head of School 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 in DIRT time
- 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 community to achieve shared goals
- Keep parents/carers regularly and fully informed about the progress and achievements of the pupils.

## 4. Our Curriculum Intent

Through our curriculum, we aim to achieve the following:

- To reengage pupils with learning through a flexible, broad, engaging curriculum approach that tailors learning to their interests, life experiences and backgrounds incorporating vocational as well as academic pathways and opportunities.
- The school ethos is at the heart of the curriculum, 'Safe-Joyful-Learning'. If pupils feel safe and joyful, through our curriculum offer we can rebuild self-esteem, confidence and support pupils to believe in their academic abilities. Only by establishing these relationships and knowing our pupils well will they be able to feel inspired and become successful learners both academically, socially and emotionally.
- Focus of the curriculum is teaching for long-term learning; the relationship between knowledge and skills. The curriculum aims to engage pupils so that they develop a love for learning rather than a focus on examinations.
- Broad and balanced Curriculum Learning Journeys that is coherently planned and sequenced to weave skills from each stage of learning from KS2 through to KS4. Pupils build upon these throughout their time at school, which enables a clear focus for learning throughout the school and enables pupils to gain cumulatively sufficient knowledge and skills for future learning and employment.
- The learning pathways available for pupils at LHS comprise of Personal Development, Core Subjects and Options (a combination of Academic and Vocational) and are supported by college courses and potential work experience placements.
- To provide pupils with a learning experience that will meet: their individual needs and desired requests of the pupil; statutory requirements of their statement/Health Care Plan, and views taken from significant stakeholders in young people.
- For pupils to enjoy learning and relate to all aspects of the curriculum.
- To interweave elements of learning so that pupils can build links across subjects, especially in KS2, through thematic learning.

- To further develop aspirations through high standards and expectations.
- For all pupils to be able to access and pursue their chosen range of subjects, regardless of ability, by removing the focus solely from exam results.
- Achieve high standards and make good or outstanding progress across a broad range of subjects.
- Enable those not achieving expectations to 'narrow the gap' and meet age expectations and/or personalised targets.
- Enable all pupils to exercise their right to an education, despite any restrictions and/or disruptions to the curriculum, by offering a mixture of online ADL learning, work packs, teacher work and support check-ins at the beginning and end of the day (KS2), as well as for pupils that are in school accessing face-to-face teaching.
- To offer all pupils the same opportunities by following carefully planned MTPs and adapting these to suit the situation and need of all pupils.
- By adapting MTPs and recording what each pupil has learnt/missed out on/struggled with, so that gaps can be closed but also so that learning can be stretched and pupils can develop further.
- To build resilience, confidence and independence in pupils to develop and encourage a 'can-do' attitude to their own learning.
- For pupils to enter appropriate public examinations/or equivalent in 2021 and gain qualifications that enable them to succeed and fulfil their potential in school and in their future lives.
- To enable pupils to gain the cultural capital and transferable knowledge to be able to enter the world of future employment or training fully equipped with the skills and British values they require.
- To develop literacy and numeracy skills across all subjects.

## 5. Structure the Curriculum

### 5.1 The Timetable and Overall Curriculum Offer

- The structure of the school day is differentiated dependent on the needs of the pupils. The school is divided into three areas: lower school, the provision and upper school.
- The main 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. Each day, pupils have the opportunity to read within their class groups, in the form of two 15-minute additional form time slots, in the morning and afternoon. 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.
- The lower school operates in a similar manner in that there are 6 periods per day consisting of 4 in the morning and 2 in the afternoon. However, pupils within the lower school benefit from differentiated learning times dependent on their ability to focus for periods of time. For example: Pupils have a 45 minute slot in period 1 followed by period 2 that only consists of 30 minutes so that it is more manageable. This helps build pupil resilience and enhance engagement and therefore progress. In lower school, pupils have more regular breaks in the form of 15 minute slots between period 3 and 4 in which pupils are exposed to more personalised learning opportunities that help them to regulate prior to the next lesson. Following on from lunchtime, all pupils in the lower school have 15 minutes for class regulation to help that smooth transition between lunchtime and afternoon learning slots. Pupils in the lower school are also offered an afternoon break between periods 5 and 6.
- To help consolidate and build upon skills in the lower school, all pupils have a daily session (period 1) of key skills. Each pupils' learning is personalised specifically to meet individual areas of focus and consolidated in a practical and fun way. This may be in the form of the

following: handwriting, times tables, reading comprehension, spellings, touch typing, basic literacy skills and basic numeracy skills. All pupils are exposed to ICT during these periods.

- The 'mixed provision' (our ASC base) offers a slightly differentiated form of the lower school timetable that meets the needs of these pupils primarily with ASC needs. Pupils have 10 slots; each than 30 minutes so that pupils can concentrate in shorter bursts therefore enhancing their overall progress. In between core lessons, pupils are given the time to self-regulate and focus their learning in different directions. This includes: physical wake up, reading based activities, class regulation, individual activities and a transition phase.
- Focus of the curriculum is teaching for long-term learning; the relationship between knowledge and skills. The curriculum aims to engage pupils so that they develop a passion for all subjects rather than a focus on examinations. The learning pathways available for pupils at Longdon Hall School comprise of Personal Development, Core Subjects and Options (a combination of Academic and Vocational) and are supported by college courses and potential work experience placements. For core subjects, we use a variety of planning resources in order to provide a bespoke teaching and learning experience for all our pupils. Many pupils are offered a 1:1 learning provision where they are able to access the curriculum offer on a tailored basis and by utilising their interests as a key motivator as well as access to off-site activities.
- By using prior knowledge as a starting point for all planning and teaching, we plan lessons that enable pupils to make progress. The curriculum has been reviewed and structured ensuring that- for each subject offered- there is a clear and conscious sequence of content necessary for pupils to make progress. Long Term Learning Journeys have been created, and continue to be reviewed and adapted, using flightpaths that weave skills, at each stage of learning, from KS2 through to KS4 and for pupils to build upon these throughout their time at school. All pupils have access to these journeys and can see-for both their core and option subjects- where they are in this journey and how they will reach their end goals. Links between skills and knowledge taught at each stage are colour coded so that pupils can understand the relevance of their learning to their future.
- Reading is embedded in the curriculum offer and throughout school life. Through promoting a love of reading, we are able to address gaps in pupils reading ages through: regular 1:1 reading intervention across all key stages; regular access to Accelerated Reader; reading slots on the timetable (15 mins AM and PM); whole class texts that are regularly read in lessons.
- All KS2 (and lower KS3) pupils undertake a guided reading programme from Pearson using the app 'Bug Club' as a stimulus. This is completed in their key skills lesson and supports their reading development and comprehension.
- All KS3 pupils undertake guided reading tasks every morning based on current news stories. These are discussed with the teacher and pupils then independently answer reading skill based questions to check their understanding and develop other key skills that individual pupils need to focus on specifically.
- Pupils in the lower school and the provision also have access- at home and in school-to many ICT based apps that explore and encourage pupils to read regularly and embed their core skills. These include: Bug Club, Spelling Shed, TT Rockstars, Education City & Purple Mash.
- The KS2 and KS3 curriculum- across all subjects- have been created carefully to ensure that pupils are not only accessing the National Curriculum, but also that they are building a foundation of the skills, along with real-life experiences, that they will need for KS4 and beyond using their own lives and interests as a driver. There is a two-year KS2 LTP and three-year KS3 LTP to enable rotation of learning within these key stages.
- In addition to the two-year KS4 Curriculum, the KS4 English and Maths Curriculum are differentiated to create a dual pathway for year 11 pupils: the A route (GCSE) and the B route (Functional skills). Pupils are set according to their chosen pathway, however there is flexibility across the year.
- In KS4 English, this is differentiated further to offer an additional dual pathway so that the learning can be tailored carefully to the specific needs of the pupils at that time and enhance their progress along their pathway.

- All pupils will study both English Language and Literature in Year 10 in order to promote high expectations and a broad curriculum amongst all pupils. They will then have the option to continue this into Year 11 through a Literature option, although some pupils may decide- with guidance from their teachers- to study a single pathway for English Language only.
- In Science, pupils have the option to study BTEC and for higher ability students, to engage in a single science GCSE award. In Maths, pupils have the option, alongside their maths GCSE, to study Further Maths and Statistics. Consistent and effective MTPs have been created for all staff to use and ensure progression of skills and long-term retention of knowledge is a key priority when planning lessons across the half-termly topic.
- Throughout the curriculum, pupils use of vocabulary is broadened. In addition, all key stages are given a 'Word of the Week' every Monday. Which they are encouraged to use throughout their lessons in all subjects as well as at other times of the school day. Staff in all subject planning provide students with core vocabulary they will need to acquire throughout their learning. Each week pupils have a focus word and twice a term these words are culminated into a spelling and vocabulary quiz.
- All pupils (KS2-KS4) are provided with daily spellings tailored to their individual spelling ages and take a spelling check once per week. This is reviewed every term and progress addressed.
- Across the curriculum, many aspects of British values are covered. Pupils learn about British values explicitly in Personal Development but this is also applied to other subjects across the curriculum. For example: Through a range of literature texts including Shakespeare, Of Mice and Men, Pig Heart Boy, Kensuke's Kingdom. Cultural awareness is discussed across all subjects and applied within their understanding and learning. Pupils learn about mutual respect through sharing ideas, exploring relationships, friendships and behaviours. Through the opportunities they have to discuss, debate and justify their own views and opinions, pupils are able to develop empathy for others. Through these aspects of the curriculum, pupils become well-rounded individuals in their life as a whole as well as amongst their peers at Longdon Hall, developing their ability to work well with other and through their use of skills such as team work.
- In addition to academic studies, pupils have access to daily topics of discussion following the structure detailed: My Rights Monday (linked to the MTP for UNICEF), Time to Read Tuesday, Workout Wednesday, Tutorial Thursday and Feel Good Friday. Videos/important links/tutorials are posted daily for all pupils/parents and carers to see and aim to cover more therapeutic and vocational topics. Tutorials include topics such as: how to wash up; make your own playdough; use the washing machine; make a sandwich etc. Whilst regular fitness videos help pupils to improve and practice their: hand-eye coordination skills, spatial awareness, motor skills, coordination and reaction times.
- A therapeutic approach to the curriculum supports broader development and character through personal development; mental health and wellbeing are woven throughout the coherent curriculum with key skills linked. Sensory lessons are a key part of our curriculum offer and pupils are support through our extensive therapy offer.
- Our 'Learning Hub' supports pupils to make the transition between therapy and learning smoother, as well as a designated space that pupils can learn if they struggle to access the curriculum with their class group or indeed access 1:1 learning on a regular basis. This space is also utilised for class groups as a breakout learning environment if differentiation is needed separately or even a different task required.
- We offer a wide range of extra-curricular opportunities, such as: work experience; trips and visits; college placements; outdoor learning; exposing the pupils to the wider community (plan, shop, cook, community projects etc.) By reducing anxiety with transitions throughout the school day, enables us to support pupils in building the skills young people will need in the wider world. In addition to this, KS2 and KS3 have their last lesson of each day timetabled to develop their resilience, independence and wellbeing. This is in the form of 'personal development,' 'social skills,' 'Lego therapy', 'sensory' and 'life skills' Planning is informed in communication with the therapy team, embedding slowly into the curriculum with the aim to reduce anxiety. Social Thinking has also on offer on the timetable to support the emerging needs of our pupils.



- Alongside our robust personal development curriculum, we have individual personal development targets, which centre around 'four areas of focus' related to pupils' social and emotional wellbeing. These targets, if possible, are chosen in conjunction with the pupil and will be closely linked to EHCP outcomes and used for evidence in annual reviews.

## 5.2 The KS2 Curriculum

- The curriculum at Key Stage 2 enables re-engagement through a thematic approach. There is a key focus on developing core skills and a prioritisation on personal development. KS2 have P1 every day for embedding key skills in line with pupils' individual EHCP outcomes, such as: handwriting, phonics, spelling, touch-typing.
- 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 Personal Development and RSE alongside many theme days throughout the year. 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, in our outdoor classroom, 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 Learning Journey, 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 move into the Key Stage 3 curriculum at either y7 or y8 will be based on a judgement about cognitive and emotional development.

## 5.3 The KS3 Curriculum

- At the end of each academic year the pupils in Year 7/8 (see \* above) enter the Key Stage 3 Curriculum Phase. Pupils at this Key Stage are also encouraged to develop and consolidate their key skills in greater depth as they move through the curriculum journey. The final term of Year 9 is organised in a way to focus on transition into Key Stage 4: at the end of Year 9 the pupils make their vocational option choices for Year 10 and 11.

## 5.4 The KS4 Curriculum

- 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 pathways 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. The options provide opportunities to broaden and increase individual experience towards independence.

- Core subjects at this stage consist of: GCSE English Language, GCSE English Literature, Functional Skills English, BTEC Science, GCSE Maths, Functional Skills Maths, BTEC PE, Personal Development, GCSE Computing & Careers.
- Option Subjects at this stage consist of: GCSE History, GCSE Geography, GCSE Psychology, GCSE Sociology, GCSE Single award Science, GCSE Statistics, GCSE Further Maths, GCSE Art, BTEC Sport, Sport and Fitness & BTEC Food Technology.
- All KS4 pupils have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathway. They 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. College placements are offered at Year 10 and 11 in a range of courses dependent on the cohort interests.

## 6. Inclusion

Teachers set high expectations and provide equal opportunities for all pupils regardless of SEND. They 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

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report. See LHS Assessment for Learning Policy.

## 7. Alternative Provision

Some student's behaviour or anxiety will be such that they cannot engage effectively in learning alongside peers. Where a student has to be educated by themselves or separate from their peers, then Alternative Provision is required. Alternative provision will differ from student to student, but there are some common elements that it aims to achieve. At LHS, alternative provision is tailored to meet the specific needs of the pupils and enables them to access the same education and achievements as their peers. There is a clear purpose with a focus on education and achievement as well as meeting the students' needs and rigorous assessment of progress.

Our Alternative provision aims to reengage pupils, improve their motivation, self-confidence, attendance, engagement, and fulfil their desires for their 'next steps' after LHS. In order to achieve this, LHS aims to:

- Identify any issues and barriers that prevent pupils from integrating learning with their peers as early as possible
- Provide full-time provision in total (some students may spend some of their time at an off-site provision)
- Create a personalised plan for intervention
- Monitor progress against the plan
- Encourage pupils to feel part of the school's community
- Reintegrate pupils back into the school community

## **8. Links with other Policies**

This policy has been written in conjunction with:

- Assessment for Learning Policy
- Safeguarding and child protection
- Complaints procedure
- Data protection policy and privacy notice