



**Outcomes
First
Group.**

Curriculum Policy

The Holden School

2024-2025

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Rationale

The Holden School is registered by the DfE to provide education for students between the ages of 4-18. Our pupils have been diagnosed with a range of special educational needs including Autism and Social, Emotional, Mental Health; their additional needs have affected their ability to be successful within mainstream educational settings. The intent of our curriculum is to offer a nurturing/trauma-informed learning environment that provides social and emotional support alongside a targeted curriculum.

All pupils, irrespective of age, aptitude, attainment level, ability or social circumstances are entitled to an education of the highest quality. Education is intrinsically valuable and so we seek to encourage all pupils to learn at school, outside of school and beyond school age.

We are committed to delivering a personalised curriculum which is based on the assessment of pupils' needs and preferences alongside their strengths and areas for development. Pupils are provided with an appropriate and challenging curriculum and an identified career pathway.

We have high aspirations for all our pupils and use our curriculum to respond to the children's evolving needs; we aim to remove barriers to learning so that children are able to realise their potential. By building strong relationships with pupils and providing a safe and supportive environment we aim to enable pupils to make progress beyond previous expectations.

We want pupils to succeed and leave The Holden School with the skills and knowledge needed to have a positive impact on their lives and their community. To this end we focus on developing pupils' social skills; we support them to develop strong literacy and numeracy skills and develop their creativity and curiosity about the world and its history. We aim to instill values to equip pupils for life in modern Britain whilst promoting their health and wellbeing.

Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2019, with regards to:

Curriculum:

- (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- (b) that pupils acquire speaking, listening, literacy and numeracy skills to the standard expected of pupils nationally.
- (c) where the principal language of instruction is a language other than English, lessons in written and spoken English so that pupils achieve the fluency of pupils nationally in speaking, reading and writing English.
- (e) where a pupil has an Education, Health and Care Plan, education which fulfils its requirements.
- (f) personal, social, health and economic education which –
 - i) reflects the school's aim and ethos
 - ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

- (g) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that:
 - I) is presented in an impartial manner;
 - II) enables them to make informed choices about a broad range of career options;
 - III) helps to encourage them to fulfil their potential.
- (h) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
- (g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs.
- (h) that all pupils learn and make progress at the rate expected of pupils nationally.
- (i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

Teaching:

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- (b) fosters in pupil self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
- (c) involves well planned lessons and effective teaching methods, activities and management of class time.
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.
- (e) demonstrates good knowledge and understanding of the subject matter being taught.
- (f) utilises effectively classroom resources of a good quality, quantity and range.
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and that pupils make good progress because teaching is planned using information from those assessments.
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- (j) does not discriminate against pupil's contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our pupils. We actively promote the fundamental British Values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance of those with different Faiths and Beliefs. We also ensure that principles are promoted which:

- (a) enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- (b) enable pupils to distinguish right from wrong and to respect the Civil and Criminal Law of England.
- (c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in
- (d) which the school is situated and to society more widely.
- (e) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England.
- (f) lead to further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
- (g) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

- (h) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils are offered a balanced presentation of opposing views:

- while they are in attendance at the school.
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school.
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere

Curriculum Intent

The design of our curriculum is based on thorough assessment of pupils' needs and preferences alongside their strengths and areas for development. Pupils are provided with an appropriate and challenging pathway that is adapted to meet their changing needs. We offer an environment where teachers are encouraged to deliver lessons that excite and engage our pupils; we have consistently high expectations of all pupils regardless of any barriers to learning that they may have.

Our primary aim is to meet the needs of our pupils, preparing them for adult and working life in the future. We recognise that:

- The pace of change is increasing and the need for flexibility is paramount.
- Pupils have, and will increasingly have, greater access to information and learning materials independently of school.
- Adulthood requires economic participation - pupils must be adequately prepared for this.
- A curriculum defined purely in academic terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery can be enhanced by adults other than teachers. These adults could include support staff, graduates, artists, sports people and people from industry and business.

Pupils enrolling at The Holden School will often have:

- Been excluded, or have been at risk of permanent exclusion from one or more schools.
- Had a long period away from school; many of our students have missed significant amounts of their education and may well have missed important knowledge and skill Components.
- Received 1-1 support either at home or in a mainstream setting or possibly accessed education on a part-time basis.
- Low self-esteem and self-confidence in relation to their ability to succeed academically and to control their own behaviour.
- Low expectations of the opportunities available to them when they leave school.
- A barrier to learning such as, ASC, developmental trauma, FASC, Specific Learning Difficultiessuch as dyslexia, ADHD.

Curriculum Implementation

The school uses a range of pedagogical approaches to achieve optimum outcomes for our pupils. A mix of whole-class, group and individual teaching is used, and teaching styles vary according to the needs of the pupils. In this way teachers ensure that the pupils perform according to their aptitudes and abilities.

The Holden School will ensure that each pupil's EHCP outcomes and educational provisions are incorporated into the delivery of lessons through Quality First Teaching strategies and effective sharing of ECHP aims. We take a Graduated Approach of Assess, Plan, Do and Review when planning lessons and reviewing progress.

Schemes of work are designed to support the sequencing and development of knowledge and skills, allowing children to reinforce, develop and build on this knowledge as they progress through school. Schemes of work are designed so that children who are new to the school, or may have missed periods of education, are able to be supported to become fully engaged in the school's curriculum. Formal and informal assessments are embedded into planning and schemes of work will also help to identify gaps in students' knowledge, and inform the school on the most prudent forms of intervention in order to effectively address those gaps.

Where appropriate children of all ages follow the National Curriculum. Typically, children in our Primary setting will have lessons in: Phonics, English, Maths, Science, History, Geography, Music, Swimming, Art & Design, PE and PSHE. For some children, who may have Specific or Moderate Learning Difficulties, we follow the Equals semi-formal curriculum. Children at our secondary setting typically have access to: English, Maths, Science, History, Geography, Food Technology, PE, Art & Design, Computing and PSHE. Children are able to access a range of qualifications including: GCSE, Functional Skills, BTEC, AQA Awards and ASDAN.

All children have access to Thrive, enrichment and mindfulness & wellbeing sessions.

We believe that every child should be a reader and daily opportunities for shared reading, guided reading and reading for pleasure are timetabled for all pupils.

Curriculum Impact

The Holden School's curriculum is broad and balanced; we will measure its success by the progress and outcomes of our students. It aims to engage and challenge all pupils. Children's academic progress, coupled with targets from their EHCPs, will be continuously monitored.

Acorn Care and Education will receive termly reports from the Head Teacher on:

- The levels reached by pupils in each subject compared with appropriate benchmarks.
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with appropriate benchmarks.
- Progression routes for Year 11 leavers and their Key Stage 4 qualification outcomes. Within school, subject leads and key staff contribute to measuring curriculum impact by producing subject progress data reviews, undertaking pupil voice, and by aiding SLT with performing widespread quality assurance.

SMSC (see SMSC Policy)

Development in SMSC will take place across all curriculum areas but also discretely during form time. We provide activities that encourage pupils to recognise the spiritual and cultural dimension of their learning, reflect on the significance of what they are learning and to recognise any challenges that there may be to their own attitude and lifestyle.

Class discussions will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own thoughts and beliefs, even about difficult events.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.

- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally –
- e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc. (for comprehensive list see attached sheet).

Many curriculum areas provide opportunities to:

- Listen and talk to each other
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different
- Agree and disagree
- Take turns and share equipment
- Work co-operatively and collaboratively

Links with the wider community:

- The school seeks to develop strong links with the wider community.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

PSHE and RSHE (see separate policies)

PSHE is central to the development of the pupils in our school. Our planned programme is designed to support pupils with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society. PSHE is taught as discreet sessions throughout the school and also feeds into other curriculum areas.

Equal Opportunities: We promote the needs and interest of all pupils irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Key principles that underpin our RSHE provision: We recognise that our pupils bring with them prior learning and real-life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our pupils.

Our RSHE programme is taught within a safe and supportive learning environment where our pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The RSHE programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the RSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools' commitment to providing a 'healthy school's' climate and culture; and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of pupils is the responsibility of all staff supported in partnership with families and the wider community.

Individual Pupils Educational Needs: As far as is appropriate, all pupils follow the same RSHE programme. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Learning Support Workers work with individual pupils, where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw pupils from RSHE to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

Confidentiality: Due to the nature of the topics covered in the RSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Roles and Responsibilities

Outcomes First Group will ensure that:

- It considers the advice of the Head Teacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

The Head Teacher will ensure that:

- They have an oversight of curriculum structure and delivery within the school.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses.
- Schemes of learning are monitored and reviewed on a regular basis.

- Levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.

Teaching staff will ensure that:

- Long term planning is in place for all courses. Schemes of work are designed using the school proforma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of work encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of work are in place and used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.
- Where necessary an appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of learners.
- Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment.
- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- They engage with appropriate CPD with regard to curriculum planning and delivery within their area of responsibility.
- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.

Enrichment, CEAIG and Alternative Provision

In line with our Behaviour Policy, all children have access to weekly enrichment sessions. Children are able to select from a range of activities that are pupil driven and offer valuable learning opportunities to supplement our curriculum offer. Children may choose to access additional art sessions, offsite football, a walk to the local park, horticultural experiences, pampering sessions, mindfulness activities or play board games with their peer group. Where appropriate, and to supplement learning across the curriculum, teaching staff will book trips and take children to museums, sensory play centres, theatres, local shopping centres and places of interest. These opportunities are used to support learning across the curriculum and demonstrate progress towards many EHCP targets; they are also used to help children make choices about careers and explore possibilities beyond The Holden School. Children within KS3 and KS4 also have access to Personalised Learning opportunities and sessions supported by The Princes' Trust.

The Holden School coordinates a sophisticated transition plan to ensure that all pupils have positive destinations in training, employment or further education. This is steered by the role of the IAG Coordinator. Pupils who are transitioning to college will visit suitable colleges in their local area and meet with their assisted learning departments, as well as exploring the college environment.

Pupil choice is a significant feature of the Holden School's careers programme and listening to the pupils informs the direction we take. The process begins in Year 7 with pupils recording and reporting their ambitions to staff and the 14-19 Coordinator. Attention to pupil ambitions is maintained throughout Key Stage 4 and Key Stage 5 to improve their successes. Children practice CV writing, interview techniques and application letters as part of the school's life skills programme.

Where a more vocational approach is required, or where children's needs have proven difficult for them to be in school full-time, some KS3 and KS4 children may require access to alternative provision. After discussion with all stakeholders a bespoke vocational and/or pastoral pathway may be provided.

Monitoring, Evaluation and Review (see also Assessment Policy)

School and Subject Leaders will monitor the planning, teaching and learning of all curriculum areas including SMSC, PSHE and RSHE regularly. Schemes of work and relevant policy documents will also be reviewed according to the review cycle.

Provision for all curriculum areas including SMSC will be monitored and reviewed by:

- Monitoring of lesson plans and teaching and learning, by the SLT
- Regular discussion at staff meetings
- Audit of policies and Schemes of Work by the SLT
- Sharing of classroom work and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on the school SIP.

This curriculum policy will be reviewed annually by the Curriculum Lead and the Senior Leadership Team to ensure it remains relevant, up-to-date and that it meets the needs of all our pupils.

