



CURRICULUM POLICY

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Next Review: January 2021

Curriculum Policy

Policy Statement

At the Marchant Holliday School (MHS), we believe in providing a curriculum that is both creative and innovative in meeting the needs of all our pupils. Our learning environment is designed to develop individual strengths, talents and aptitudes our individual learners. We recognise the unique worth and importance of each pupil and ensure that as well as meeting the aims of the National Curriculum we develop the social and cultural experiences of our pupils in an all-encompassing wider 24 hour curriculum offer.

Our school provides a stimulating and caring environment for pupils with social, emotional, behaviour and mental health needs (SEMH). All of our pupils have an Education, Health and Care Plan (EHCP). We have detailed understanding of the individual needs of our pupils, their abilities, personal interests and talents and aim to provide a curriculum, which enables them to build on their successes and maximise their knowledge and love of learning.

Procedures and Framework

Our pupils eventually move to new schools in either mainstream or alternative specialist provision. The curriculum incorporates aspects of the National Curriculum 2014, and takes account of the new Code of Practice for SEN (2014), and of 'Every Child Matters'.

Given the continually changing nature of the pupils referred to MHS, the curriculum is subject to regular review. This is so that we can realistically address the increasingly complex needs of pupils experiencing social, emotional and mental health issues who often have additional needs in areas such as ASC, ADHD, ODD, PDA, SPLD (including Dyslexia, Dyscalculia), Dyspraxia and Attachment Disorder.

The Marchant-Holliday School recognises that, when new pupils join the school, they may have had significant gaps in their previous schooling and therefore often find a school day to be overwhelming. Pupils often lack the confidence to try new activities, initiate ideas or tolerate failure. Due to the missed learning opportunities, in their previous settings, our pupils are often working below the expected standard for their age chronologically. The curriculum recognises the need to spend time developing social skills, emotional literacy and nurture in order for them to be able to modify their own behaviour and learn to manage situations they find difficult through greater resilience.

The curriculum has the following values:

- We value the way in which all pupils are unique and our curriculum promotes respect for the views of the individual as well as people from all cultures and backgrounds. We value the intellectual, social, emotional and physical development as well as the spiritual and moral development of people.
- We value the importance of each person and their role in our community.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our community and encourage individual and collective responsibility.

- We respect each child in our school for who they are and treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all pupils in our school.
- We value our environment and we aim through our curriculum to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We support a comprehensive PSHE (Jigsaw) and RE (Discovery) scheme of work, which enables us to take whole school as well as personalised approach to enable our pupils to learn about how to keep themselves safe on and off-line.

Aims and Objectives

The aims of our school curriculum are:

- to ensure our learners effectively acquire new knowledge, in their work, to develop their ideas and increase their understanding
- to deliver opportunities for appropriate engagement, concentration, application and productivity
- to support our pupils to develop the skills and capacity to work independently and collaboratively
- to support our pupils both within and outside the classroom by providing them with opportunities to work with well-qualified, enthusiastic and knowledgeable staff
- to promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid base for lifelong learning
- to teach pupils the core skills of social communication and interaction, phonics, writing, reading, mathematics, science and information technology in order to support and underpin all aspects of learning
- to enable pupils to be creative and to develop their own thinking and talents
- to teach pupils about their developing world, including how their environment and society will continue to change over time
- to help pupils understand Britain's cultural heritage and promote supportive relationships with respect for diversity and difference
- to enable pupils to be positive citizens in society and participate in the transformation of their society through reflection, sensitivity and action
- to teach pupils to have an awareness of their own spiritual development and to understand right from wrong
- to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all

- To enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Curriculum Organisation

We acknowledge that our pupils learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suits them. When planning teaching and learning strategies, we take into account the different forms of emotional intelligence to ensure all pupils effectively acquire new skills, understanding and knowledge. The MHS curriculum, therefore is both a needs led and knowledge rich curriculum and founded on the *National Curriculum 2014*. The school structure 2019-20 is organised in three broad age ranges;

- Nurture based provision typically Year 1, 2, 3
- Lower Key-stage 2 team of three classes of Year 3 and 4 pupils
- Upper Key-stage 2/lower Key-stage 3 team of four classes of Year 5, 6 and 7.

Classes plan the delivery of the curriculum in teams over two year cycles. We believe this model of working enables our teaching and planning teams to moderate and share best practice between classroom staff. It also encourages creativity, reflection and analysis and is a catalyst for positive classroom communities between the class teams. Teaching in parallel teams also enables flexibility with grouping so that the needs of individual students are delivered more effectively.

The MHS Curriculum consists of:

Core Subjects:

English (Reading, Writing, Spelling, Grammar, Phonics, Speaking, Listening, Communication and Language Skills)
Mathematics (Numeracy)
Science

Foundation Subjects:

History
Geography
Art and design
Design and Technology
Computing
RE
PE/ Swimming
Music/ Singing
MFL - Year 7 only
Personal, social, health and economic education (PSHE/SRE)
Social Skills
Citizenship

Core subjects

English:

Although many of our English lessons have a cross-curricular, experiential based thematic approach, we support our pupils' early reading and language skills through some discrete English lessons. By recognising prior learning, we tailor English lessons to meet the needs of each unique individual. By creating a communication-supportive environment for all pupils, our English curriculum enables and empowers written, oral, reading and creative language skills.

In English lessons, we believe in providing pupils with subject specific vocabulary and knowledge to allow them to build links and enhance their learning across other subjects. Having knowledge of spoken language, reading, writing and vocabulary is an integral aspect of every subject and fluency. English language is an essential foundation for success in the curriculum as a whole. We aim to nurture a love of language and literature in order to give them the confidence to continue reading and writing throughout their lives. Teaching daily phonics or spelling lessons allows the pupils to deepen their knowledge of spelling patterns and then apply what they have learnt when segmenting and blending for reading and writing.

The overarching concept for English at The Marchant-Holliday School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Mathematics:

Mathematics is an interconnected subject in which pupils need to be able to move fluently between mathematical ideas. The programmes of study are, by necessity, organised into distinct areas, but pupils will make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They will also apply their mathematical knowledge to and other curriculum subjects.

Pupils who grasp concepts relatively quickly experience further extension through mastery problems before progression to new content. By creating cross-curricular learning experiences and real life opportunities, pupils become fluent in the fundamentals of Mathematics and, through regular and varied practice, to be able to solve increasingly complex problems.

All pupils learn Mathematics within the following strands:

- Number – number and place value, addition and subtraction, multiplication and division, fractions (including decimals and percentages)
- Ratio and Proportion
- Algebra
- Measurement
- Geometry – properties of shapes, position and direction
- Statistics

Science:

The Marchant Holliday School aims to give all pupils a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and an understanding of the uses and implications of Science, today and for the future.

Scientific enquiry skills embed themselves within topics within the year and are then again throughout subsequent school years. This model allows pupils to build upon their prior knowledge and increases their enthusiasm for the topics whilst embedding this procedural knowledge into their long-term memory. All pupils are encouraged to develop and use a range of skills including observations, planning and investigations, as well as being encouraged to question the world around them and become independent learners in exploring possible answers for their Science-based questions.

The overarching concepts for Science at the Marchant-Holliday School are:

- a positive attitude towards Science;
- an understanding of Science through a process of enquiry and investigation;
- confidence and competence in scientific knowledge, concepts and skills;
- an ability to reason, predict, think logically and to work systematically and accurately;
- an ability to communicate scientifically;
- the ability and understanding to use and apply Science across the curriculum and real life;
- the ability to apply their knowledge of English and Mathematics to their understanding of Science, including collecting, presenting and analysing data;
- to work with regard for their own safety and that of others

Foundation subjects:

We aim to promote creativity through exploration, experience and experimentation. In order to make all our lessons meaningful and engaging we have designed them to work in harmony with our cross-curricular approach to learning experiences.

By setting each lesson in a topic context, the pupils gain knowledge of how different fields of study work together to help them make sense of the world. Specialist teachers teach computing, PE, Social Skills, Swimming and Music. The class teacher teaches all other subjects.

Personal, social, health and economic education (PSHE)

At the Marchant-Holliday School, we believe that Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. The school tailors the PSHE programme to reflect the needs of individual pupils, to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Through planning cycles, we use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. As a school, we have adopted the Jigsaw PSHE/SRE resource to inform planning across the school.

Sex and relationship education

Sex and relationship education (SRE) is an important part of PSHE education and is statutory in maintained secondary schools. As a school, we have regard to the Secretary of State's guidance:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance>

In addition to Jigsaw, the school may also reference the PSHE Association framework in planning throughout the year:

<http://www.pshe-association.org.uk/>

Our wider curriculum offer:

- Assemblies
- Special Days (Friendship Day, Multicultural Day, Sports Day, Community Day,)
- Themed Curriculum days (National Poetry Day, World Book Day, Number Day, Environment Day)
- Events (Christingle Service, Pantomime, Christmas performance, Visitors' Day)
- Themed weeks (Whole School Science week, Well-being week Anti-bullying week)
- Educational visits
- Social visits and trips
- Visitors
- Participation in local primary cluster events

Learning outside the Classroom

By helping pupils apply their knowledge across a range of challenges, learning outside the classroom builds bridges between theory and reality, school and communities, young people and their futures. Quality learning experiences in 'real' situations have the capacity to raise achievement across a range of subjects and to develop better personal and social skills. When these experiences are personalised to meet the needs of every pupil at Marchant-Holliday School they may:

- Provide a bridge to higher order learning.
- Develop skills and independence in a widening range of environments.
- Make learning more engaging and relevant to young people.
- Develop active citizens and stewards of the environment.
- Nurture creativity.
- Provide opportunities for informal learning through play.
- Improve social interaction and SEMH outcomes.
- Improve attendance.
- Stimulate, inspire and improve motivation.
- Develop the ability to deal with uncertainty.
- Provide challenge and the opportunity to take acceptable levels of risk.
- Improve young people's attitudes to learning.

Hook Days:

Each learning experience begins with a Hook Day, which draws the pupils into the learning and sets the topic in context. Staff ensure that the day is meaningful, relevant and stimulating by planning opportunities for the pupils to gain from first-hand experiences.

A typical hook day involves the use of hands-on resources, selected to encourage enquiry and reasoning. Some of these artefacts, relics or concrete objects are from the Somerset Heritage Loans Service. Through the Service, our school is able to borrow a wide range of real and replica Museum objects to support creative learning in our classrooms.

The packs contain a selection of resources, including genuine artefacts, models, printed materials and other useful information for our pupils to use. Depending on the theme of the day, the pupils may do some creative projects involving drama, music, art and design, cooking, sewing and STEM projects (Science, Technology, Engineering or Mathematics).

Trips:

Visits to a wide variety of geographical locations and events are central to each learning experience. Pupils benefit from a wide variety of opportunities and experiences often being the catalyst for engagement and creativity.

Trips and visits support the work we do on cultural capital, SMSC and the Global Dimension. Trips and educational visits are powerful, positive teaching tools that help enhance the social, personal and emotional development of all our learners. Stimulation from a new environment or experience can be particularly beneficial as it can help prepare pupils for adulthood, teach life skills, and build on social communication skills, independence, and safety.

Experiences away from the security of the classroom also help develop a growth mind-set and resilience, giving pupils the skills to manage when there are changes to routines or locations and improving independence and self-confidence.

Additional Sporting trips and events:

We are proud of our community links with local mainstream Primary Schools, the local Secondary School, King Arthurs' (KA) in Wincanton and Yeovil College. Pupils from year 1 -3 enjoy attending the Multi-Skills festival held at KA and the older pupils attend the Top Links festival as well as taking part in other sporting tournaments such as football, running, dodgeball, handball, basketball, cricket and cycle-cross.

Year 7 and 6 pupils have additional swimming lessons at Wincanton Leisure Centre where they learn Rookie Lifeguarding skills and Archery.

Each week there are horse riding lessons with the Riding for the Disabled Association (RDA). This further develops social skills, as they develop interactions with the volunteers, as well as developing gross motor skills as well as improving core strength and fitness.

Links with the Team Bath Programme at Bath University have given younger pupils the opportunity to use the facilities of Olympic athletes and train with the University PE student mentors. Pupils also visited Somerset County cricket ground in 2019, to watch both the Women's World Cup and Somerset County Games.

Delivery of the Curriculum

Curriculum Planning

Many of our pupils have a level of academic attainment that is below their chronological age due to an often-disrupted education or previous absence from schooling. Planning is, therefore, at a level appropriate for the individual child based on their starting point.

Individualised Planning

Class teachers have a Data Seating Plan that gives an overview of current levels of attainment, some contextual learning information such as preferred de-escalation strategies. All pupils have two further key documents that develop and review provision, the Teaching and Learning Plan and the

Individual Behaviour Plan and Risk Assessment. Updates to these key documents occurs at least three times a year and contribute to the Annual Review cycle.

EHCP Outcome Tracking

The school monitors progress towards outcomes in the EHCP twice a year. Data from this exercise informs teaching and learning, intervention and, if appropriate, specialist outside agency support e.g. Speech and Language Services, Educational Psychology etc.

The school moved to Age Related Expectation (ARE) as a progress measure in 2018 replacing former National Curriculum Levels.

Each National Curriculum year is recorded as either Emerging, Developing, Secure or Mastery

Long-term Planning

The planning of the school curriculum is in three phases across a year. Firstly, a two-year rolling programme of study for each planning team is organised, indicating the topics/learning experiences taught in each term. Long-term planning is reviewed and evaluated annually.

The review of the long-term planning allows for the development of a curriculum that is best suited to individual class groups, which may contain pupils of different ages, stages, abilities and additional needs.

Included in the long-term planning for the year are special days or themed weeks. These to allow pupils to work in mixed age groups and explore wider educational themes as well as develop social skills. Flexibility exists within the curriculum to introduce additional whole or part days for all or some pupils to be involved in activities during the afternoons.

Medium and Short Term Planning

Medium term planning covers half-termly plans for all subjects. Medium term plans show individualised learning objectives, social and emotional objectives and the learning activities that will take place to meet these objectives. Planning also takes account of Individual Care and Education Plans.

Short-term planning is on a weekly basis. These plans set out the learning intentions for the week. Plans are completed at least one day ahead and can be used by other staff to allow for some continuity of learning should the usual class teacher be absent.

Key Skills, Social Skills and Thinking Skills

Pupils learn, practise, develop and refine a range of skills during their time at school. Some of these skills are specific to certain subjects; others are universal and support learning in all subjects. These skills underpin learning throughout the school. We aim to equip pupils with these skills so that they can be successful in education and in the future. The school uses the Preparing for Adulthood (PfA) framework to facilitate this.

Home challenge tasks

One of the aims of our school curriculum is that pupils develop as independent learners. We believe that home challenge is an important way in which pupils can acquire some of the skills of independent learning. However, we also acknowledge the important role of play and free time in a child's growth and development.

The aims of home challenge tasks

The aims of home challenges are:

- to help pupils develop the skills of an independent learner
- to consolidate and reinforce learning done in class
- to allow pupils to practise skills taught in class
- to help pupils develop good work habits for future transition
- to develop pupils' self-guided study and home research
- to enhance pupils' personal development

Organisation

Reading books for day pupils go home daily with reading records for the pupils to share stories and texts with parents and carers. Home challenge tasks are set to enhance learning around a particular topic, through research tasks or personal development challenge activities for the pupils to complete at home.

The role of parent/carers of Day Pupils

We ask parents/carers to encourage their child to complete homework tasks. However, we are mindful that additional expectation away from school may be a source of anxiety. Tasks therefore remain optional and do not include unfamiliar concepts or information.

Subject Leadership roles

Subject Leaders work closely with the Teaching and Learning Lead (Mrs S Sellick). The primary role of the subject leader is to:

- provide a strategic role and direction for the subject
- work with the Teaching and Learning Lead in implementing the curriculum at subject level
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject

The school gives subject leaders additional Planning, Preparation and Assessment (PPA) so they can fulfil duties involved with their role. We use a cycle of subject leadership which includes; writing subject specific curriculum overviews for intent, implementation and impact; writing action plans; conducting pupil interviews; reviewing pupils' books, planning and resources and monitoring the progression of knowledge in their subject.

It is the role of each subject leader to keep up to date with developments in their subject at both national and local level. Subject Leaders review the way the subject covered in school and plan for improvement.

This development planning links to the School Improvement Plan. Each subject leader reviews the curriculum plan for their subject and works with the Teaching and Learning Lead to ensure that there is appropriate coverage and progression.

Curriculum Budgets

Each curriculum area has its own budget, which is set at the beginning of every financial year. The Teaching and Learning Lead and Subject Leaders are responsible for managing the budget for their subject area. In addition, class teachers have an annual budget for the topics that they teach. There

is a separate annual budget for Trips and Enrichment. Annual curriculum expenditure is linked to the Curriculum Development Plan and identified priorities

The Deputy Headteacher has the oversight of the budget.

Curriculum monitoring

The school uses the SEND Code of Practice guidance (2014) to assess, plan, do and review cycle (APDR) each term (approximately ten weeks) to evaluate the impact of the school curriculum. This includes the following components:

- **Assess** – Using Age Related Expectations within the National Curriculum alongside progress against social, emotional and mental health indicators and targets set within each Pupil's Education, Health and Care Plan (EHCP).
- **Plan** – Review individualised planning in class. Teachers plan individualised lessons through a Quality First Teaching framework.
- **Do** – implement planned and agreed changes
- **Review** – Review progress against targets set and adjust accordingly where necessary.

During this cycle the Deputy Headteacher (also SENCo); Teaching and Learning Lead and Senior Care staff routinely observe pupils and their work in and out of lessons in an on-going manner.

Each term the Deputy Headteacher reviews key pupil groups identifying, support and intervention. This may involve the commissioning outside professional services (e.g. counselling, Educational Psychology, Speech and Language Therapy, Occupational Therapy).

Monitoring and evaluation as part of performance management

The Performance Management Cycle (Appraisal) provides a framework for implementing the processes of target setting, planning, monitoring and evaluation from the School Improvement Cycle for each teacher and each class on an annual basis.

Monitoring arrangements

Governors receive regular curriculum updates and highlights throughout the year at Full Governing Body meetings. A curriculum link governor who works closely with the Teaching and Learning Lead and Deputy Headteacher in critically evaluating the impact of the school's curriculum.

Lesson observations and on-going pupil observations take place throughout the year. There is a strong support culture within the school and regular opportunities to share best practice through joint observation, Subject Leadership roles and planning teams in different school phases. The school is also part of local moderation clusters such as the Somerset Literacy Network and Special Schools STEM network.