

# Curriculum Policy

## Higher Farm

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# Curriculum Policy

## 1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards sufficient knowledge for skills and future learning and employment.
- 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.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals.
- Provide a broad curriculum prioritising a strong academic core of subjects.

- › Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.

This policy should be read in conjunction with the school's curriculum plan which sets out more details of the school's curriculum offer and the reasons behind decisions that have been taken.

## 2. Legislation and guidance

This policy reflects the requirement for independent schools to provide a broad and balanced curriculum with reference throughout all schemes of work to EYFS (Early Years Foundation Stage) and National Curriculum.

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](#).

## 3. Roles and responsibilities

### 3.1 The Management Committee

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

The Management Committee will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets.
- › Enough teaching time is provided for pupils to receive a broad and balanced curriculum.
- › 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.
- › Pupils benefit from rigorous 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 Management Committee.
- › They manage requests to withdraw children from curriculum subjects, where appropriate.
- › The school appropriately assesses pupils to ensure and track pupil progress.

- › The Management Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- › The Management Committee is advised on whole-school targets to make informed decisions.
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN.

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## 4. Organisation and planning

Students who can do so will usually have the opportunity to enter for 5 GCSEs – Mathematics, English Language, English Literature, Biology, Citizenship. However, due to the developmental needs of the students who will be enrolled at Out To Help, this may not always be possible. Students will be given the opportunity to sit Maths and English Functional Skills at a level that challenges them but is also deemed achievable. If appropriate to their developmental needs, they will have the opportunity to sit GCSE's. During their education sessions students will have opportunities to access:

- Sex and relationships education
- Spiritual, moral, social and cultural development inc British Values
- Holistic education and vocational courses
- Careers guidance
- Horse Riding
- Equine Care
- Maths & English
- Science, humanities and creative studies taught as a holistic, project based curriculum.

Curriculum leaders will create a scheme of learning for each subject area and complete weekly planning to show the progress through these schemes of learning. These will be monitored by the Headteacher. The schemes of work will follow Out To Help's own system of OTH Level's 1 – 4 which provides schemes of work for all learning needs from EYFS – KS4 and links to the EYFS Statutory Framework and The National Curriculum. Due to the developmental needs of many of the pupils Out To Help will cater to, traditional classroom grouping by age is not appropriate. Instead, the pupil is assigned an OTH Level appropriate to the learning needs and stage. Although the pupil's lessons will follow these schemes of work, due to the personalised nature of Out To Help and 1:1 and small group lessons, class teachers can personalise these schemes of work to suit individual pupils.

## 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 SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

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

## 6. Monitoring arrangements

The Management Committee will monitor whether the school is complying with its statutory duties and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Oversight of the curriculum and curriculum updates during termly meetings.
- Commissioning external quality assurance as needed.
- Where they have the relevant expertise to do so, carrying out their own quality assurance e.g. learning walks.

Curriculum leaders monitor the way their subject is taught throughout the school by:

- Carrying out learning walks.
- Where trained and experienced to do so, carrying out lesson observations.
- Carrying out book scrutinies
- Reviewing the progress of students using available data such as assessment results.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the Headteacher. At every review, the policy will be shared with the Management Committee.

## 7. Assessment

Out To Help have a duty to ensure adequate pupil progress is made and this is done in the form of regular assessments. When a pupil first joins, a baseline assessment is carried out to determine which OTH Level the pupil will be assigned. The decision as to which assessment is given to them is determined through information provided by their referring/previous school along with conversations and initial observations of the pupil.

Termly and half-termly assessments are then carried out by class teachers and subject leads.

### English:-

- Ongoing informal teacher assessments through observation, conversation and marking and hot/cold writes at the beginning and end of topics.
- RAG (Red, Amber, Green) rating the pupil’s weekly target at the start and end of each week.
- Self-assessments through RAG (Red, Amber, Green) rating targets at the beginning and end of each topic/term.
- Termly comprehension assessment papers.
- Termly composition, spelling and handwriting assessment as an independent piece of writing.
- Working towards, working at, greater depth data tracked termly and annually

### Maths:-

- Ongoing informal teacher assessments through observation, conversation and marking.

- Self-assessments through RAG (Red, Amber, Green) rating targets at the beginning and end of teach topic/term.
- RAG rating weekly targets at the start and end of each week
- Termly assessments in line with termly topic
- Annual formative assessment papers
- Working towards, working at, greater depth data tracked termly and annually

**Science and Humanities**

- Ongoing informal teacher assessments through observation, conversation and marking.
- Self-assessments through RAG (Red, Amber, Green) rating targets at the beginning and end of teach topic/term.
- RAG rating weekly targets at the start and end of each week
- Hot/Cold quizzes at the start and end of each topic

<b>Policy Written By:</b>	<b>Date Written:</b>	<b>Date to be reviewed:</b>
E. Spafford	10/01/23	January 2023