

# **Curriculum Policy**

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# Clovelly House School Policy

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## General Policy Statement on the Curriculum

### 1. Introduction

Although there is considerable scope for flexibility within the National Curriculum Framework, there are circumstances in which dis-application of part or even all may be appropriate.

*Dis-application is permitted under the Education Act 1996 for individual pupils for:*

- *A temporary period, under section 365*
- *For specific purposes at Key Stage 4, under section 363*
- *Through a statement of special educational need, under section 364*
- *Independent schools*

Since the majority of our students have social and emotional difficulties with challenging behaviour and mental health difficulties they also usually have an Education Health Care Plan which spells out the statutory provision for these children. As we are an independent school, we have some flexibility with regards to delivery of the full National Curriculum and we reserve the use of our right of dis-application for certain subjects, where necessary. However, all pupils at our school are offered access to a broad and balanced curriculum of high quality education as far as possible.

Our intention is to deliver the National Curriculum at KS2 and KS3 using the National Curriculum Guidance. At KS4 and at KS5 the students work towards qualifications at GCSE, Functional Skills, B.Tech., Entry level, Vocational options, AQA unit awards and ASDAN.

Where pupils are struggling to access the National Curriculum, we adapt this to offer a personalized curriculum including core subjects and enrichment options.

Since this is a school for children with social, emotional and mental health challenges, the school additionally focusses on PSHE and therapeutic approaches.

### 2. Legislation and Guidance

This policy reflects our desire to follow the National Curriculum Programs of Study. It also reflects the requirements for inclusion and equality as set out in the 'Special Educational Needs and Disability Code of Practice 2014' and 'Equality Act 2010'.

### 3. Purpose

*Many of our young people had had very negative experiences within the education system; our aim is to overcome these negative attitudes towards education.*

*All of our teachers are extremely caring and experienced teachers, who endlessly strive to build up trust and who also believe in attempting to build up a good and positive relationship based upon mutual respect.*

The aim of our school is to provide access to each child's education entitlement and to encourage each pupil to engage with the process and to achieve according to his/her ability. To do so we:

- \* Provide a broad and balanced education for all pupils that is coherently planned and balanced and sequenced towards cumulatively 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 children's spiritual, moral, social and cultural development and promote British Values;
- \* Support children's physical development and responsibility for their own health, and enable them to be active;
- \* Promote a positive attitude towards learning;



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

To realize these aims:

- \* We have high expectations for all young people to attend full time education and to engage in a personalized program
- \* The school offers a broad and balanced curriculum which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, which is personalized to the individual needs of every child and is appropriate for the ages and aptitudes of pupils including those pupils with an Education Health Care Plan, (EHCP) – however, not all pupils are able to access this provision and the school adapts the provision with the intention of supporting pupils to progress towards accessing the National Curriculum as far as possible;
- \* We realize the importance of working proactively with parents and we develop and encourage home/school contact in order to reinforce the positives for each child, keep carers/ parents informed, and ensure that the parent/ school partnership develops in a positive manner;
- \* We understand the importance of positive behaviour management in maintaining an environment conducive to learning and attainment so that pupils have the opportunity to learn and make progress;
- \* We use both the National Curriculum and our 'Hidden Curriculum' to develop academic achievement, skills, creativity, imagination, initiative and individuality in all pupils;
- \* We use therapeutic approaches to promote a caring community which respects the contributions and values of all sections of society;
- \* We apply positive reward schemes to enhance the self-esteem of all pupils and promote positive/ appropriate behaviour; and,
- \* We endeavor to adequately prepare pupils for the opportunities, responsibilities and experiences of adult life according to their needs and abilities.

All activities in the school are designed to give the pupils opportunities to learn and make progress. Research has shown that there is a direct correlation between academic success and self-esteem. In addition, academic success leads to increased job prospects. We offer opportunities for young people to experience success and security in order for pupils to learn to take educational risks so that our students should leave here good citizens; well prepared for adult life after school and motivated to achieve success. We also aim to help them to develop social skills so that that they know how to act responsibly, are aware of acceptable modes of speech, dress and behavior and to act accordingly.

#### 4. Model

After consultation with all the leadership team and education staff, Clovelly House School has decided to follow a curriculum model which caters for the unique qualities of our children, staff and environment.

This model is based on four strands:

- \* Child centered
- \* Nurture & wellbeing
- \* Growth mindset
- \* Head, heart, hand (Developing academic knowledge, skills and personal development)

The **child centered approach** is embedded – this ensures that each child has an individualised curriculum tailored to their needs and abilities. This stand also looks at preparing each young person for their future career and progression into adult life. It also means that the child's voice is important and pupils are listened to. It



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does not, however, mean that children direct their own learning, this approach ensures that they have choices and have a say, but that adults direct the learning.

**Nurture and wellbeing** are central to the approach to everything at Clovelly House School. Safeguarding children is integral to everything across the school. Staff are trained in therapeutic thinking and use therapeutic approaches. This strand also ensures that each child's unique qualities are considered, discrimination is not tolerated and that diverse needs are catered for. Staff demonstrate nurture and care and use PACE (playfulness, acceptance, curiosity and empathy) when working with pupils. This approach is built into the curriculum.

**Growth mindset** is a strand which we have included to remind all staff and children that we inherently believe in each child's capacity to grow and develop. We are committed to setting realistic, ambitious targets and for offering support to achieve these. This is embedded into our motto. We track this progress by using assessment processes that assess children's base-line and continuous assessment to ensure progress from the base-lines.

**Head, heart and hand** curriculum ensures that all aspects of the curriculum are integrated. The school is committed to fulfil its statutory duties to offer a knowledge-based curriculum as far as pupils are able to access this. This includes core subjects in addition to a range of other academic subjects (see below). The education of the heart links with nurture and wellbeing, and ensures that PSHE is included across the curriculum and that SMSC, (social, moral, cultural and spiritual needs) as well as British values are central. Education of the hand ensures that we include high quality functional, practical and vocational learning wherever suitable for pupils.

We are committed to considering across the curriculum –

Safeguarding & behaviour

English, communication, reading, phonics

Maths

Science, exploratory learning, sustainability, STEM

PSHE – sex and relationships, values-based education, resilience,

Humanities, World views, environment

Art, creativity

PE, physical activities, gym, swimming

Woodland, forest activities, outdoor education

Vocational, Food tech, Hair & beauty, D&T

Preparation for working life, independence, careers,

SMSC & British values

Progression, sequencing work,

Remote learning

Assessment

### 5. Roles and Responsibilities

**The Education Leadership Team** is responsible for challenging the Principal and holding her to account for the provision of statutory, high quality education opportunities for our pupils.

**The Principal** is responsible for ensuring that:

- \* a robust framework is in place for setting curriculum priorities and aspirational targets;
- \* curriculum schemes of work have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- \* enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- \* proper provision is made for pupils with different abilities and needs, including children with special educational needs, (SEND), including processes for permanent or temporary concessions and disapplication from all or part of the National Curriculum;



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- \* all courses provided for pupils below the age of 19 lead to national qualifications approved by the secretary of state;
- \* the school implements the relevant statutory assessment arrangements;
- \* she is actively involved in decision making about the breadth and balance of the curriculum;
- \* pupils from year 8 onwards are provided with independent, impartial careers guidance;
- \* she actively consults the Leadership teams on decision-making processes that relate to the breadth and balance of the curriculum;
- \* the school development plan spells out the annual development of the school's curriculum;
- \* funding is in place to adequately provide resources and staffing to deliver the curriculum;
- \* staff members are trained to deliver subject offerings and contributing to the a high quality curriculum provision across the school;
- \* ensuring that a curriculum officer is appointed to oversee and co-ordinate the curriculum across the school; and,
- \* an examinations officer is appointed to oversee the examination and qualifications procedures in a transparent, robust and ethical manner.

**The Curriculum Officer** is responsible for:

- \* overseeing the curriculum provision across the school;
- \* reporting any anomalies' or shortcomings to the Principal;
- \* mentoring new staff on the delivery of individual subjects;
- \* where requested, supporting staff members to write schemes of work for individual subjects;
- \* ensuring that schemes of work include cross-curricular options for SMSC and inclusion,
- \* overseeing baseline assessment procedures and the reporting of these to relevant stakeholders;
- \* developing individual assessment toolkits for regular monitoring and reporting progress to stakeholders;
- \* liaising with the Examinations Officer in a timely manner to register pupils for external examinations;
- \* meeting regularly, half termly, with members of the education leadership team to review curriculum provision.

**The Examinations Officer** is responsible for:

- \* monitoring and advising staff on procedures for submissions for external examinations, and for ensuring that qualifications and awards entries are conducted appropriately and efficiently;
- \* ensuring that pupils with SEND have statutory procedures in place for examinations;
- \* pupils, parents/carers and professionals are provided with the results of external assessment qualifications.

**All teachers** are required to:

- \* draw up appropriate schemes of work for their subjects, planning to introduce appropriate subject matter for the ages and aptitudes of pupils, including those pupils with an EHCP;
- \* contribute towards the delivery of a high quality individualised curriculum for all pupils in the school.

## 6. Curriculum subjects

The school will endeavor to offer a wide range of subjects according to the interests and needs of individual pupils. Most subjects are delivered individually or in small groups of up to three in a class.

The school currently is able to offer the following subject options:

1. Maths; English; Science; ICT; Citizenship; Art and Design; History; Geography; Music; PE; Drama; RE ; PHSE; D & T, MFL, Child Development, Sociology, Psychology, Dance, Business Studies, Food technology, WRL/Careers Education, Vocational Options such as B.Tech, Hospitality and Sport, Music, Drama and ASDAN Hair & Beauty, Land Studies and Animal Care.

Qualifications include:

2. approved accreditation/ certification qualifications, GCSE, Functional Skills, Entry Level, B.Tec, AQA (Assessment & qualifications Alliance) Unit Awards, Entry Level & G.C.S.E. Functional skills, ASDAN \* Award Scheme (Gold, Silver & Bronze, COPE)

All subjects are delivered following schemes of work outlining long-term, medium term and short-term planning.



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At the Clovelly site, the school uses therapeutic approaches for delivering the curriculum. Those pupils who are able to access the formal curriculum are encouraged to do so. Those pupils who have educational backlogs and/or SEND have access to enrichment through the 'Hidden Curriculum' which is a unique, 'Clovelly Curriculum Recovery Model' based on nurture learning, DDP, (dyadic, developmental psychotherapy), and PACE, (playful, accepting, creative and empathic).

At the Enderby site, the school uses a more structured, qualifications-based program with an emphasis on work-place skills. For this reason, the older, more settled pupils attend at Enderby.

The curriculum also uses cross-curriculum strategies to include:

- \* Relationships and sex education, and health education;
- \* spiritual, moral, social and cultural development
- \* British values;
- \* careers guidance.

### **7. Strategies for delivering the curriculum**

Education staff members will engage with an ongoing program of professional development to keep up-to-date with the latest trends and national curriculum developments in order to offer interesting and stimulating lessons to the young people.

Teachers will have high expectations for all pupils and will plan lessons to ensure that there are no barriers to pupils achieving.

Education staff members are required to evidence well planned lessons and effective teaching methods, activities and management of class time.

Education staff members will demonstrate appropriate knowledge and understanding of the subject matter being taught.

The curriculum will be designed to enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.

The programs of study will be designed to foster in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves.

Progress lesson planning will show good understanding of the aptitudes, needs and prior attainments of the pupils and ensure that these are taken into account in the differentiation of lessons.

The teaching at the schools will evidence effective use of classroom resources of an adequate quality, quantity and range.

The Principal will ensure that a framework is in place to assess pupils' work regularly and thoroughly so that education staff members can use the information from that assessment to plan teaching so that pupils can progress.

The education staff at the schools will utilize effective strategies for managing behavior and encouraging pupils to act responsibly.

Young people are challenged to explore a variety of less traditional skill areas whilst concentrating upon establishing a firm foundation of core and academic and life skills.

Each student receives an induction on the first day at school on the school rules, timetable and will receive a student planner/diary.

Each young person undergoes various baseline assessments which then allow teachers to prepare a tailor-made IEP and programs of study. All students are reassessed formally at six monthly intervals and at the end of each academic school year. In addition, all teachers use continuous assessment and AfL based on teacher assessments at the end of each term and this aims to support pupil progress. Progress reports will be written and updated every term for each child. Home teams will be invited in once every half term for 'mentoring meetings' with each child to discuss their academic progress and to review and set targets for the next half term.



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There are weekly school meetings for young people to meet with staff to address any issues including curriculum issues.

Managers review all aspects of the curriculum at a staff meeting once a week as and when issues are raised. Comprehensive Educational review reports are written when required, usually to coincide with the young person's LAC review. In addition, school reports will be written for each of the day pupils at the end of the school academic year.

Pupils have the opportunity to voice their opinions about the curriculum to staff members in a responsible and open way during the school day.

Students in secondary education are offered career guidance through lessons and through the involvement of and Independent Careers Guidance Advisor. Where appropriate students are offered opportunities to engage in taster sessions and part-time options to attend local colleges and work experience as and when appropriate. Throughout their time in school all students are encouraged to achieve using reward and praise. They have the opportunities to achieve merit points evidenced through written daily records.

### **8. Special Needs and Inclusion**

Where a pupil has an EHC Plan, teaching staff will plan to deliver education which fulfills its requirements. All pupils will be taught to acquire skills in self-regulation and behaviour management through PSHE and the use of therapeutic and nurture approaches which reflects the school's aim and ethos. This is also done in a cross-curricular way across all subjects.

All pupils will be required to acquire basic skills in speaking, listening, literacy and numeracy.

Where a pupil is learning in English as second language this will focus on written and spoken English in preparation for adulthood and working life, where possible.

The school is committed to promoting equal opportunities for all. All pupils will be included in every activity offered to the group and the school will make reasonable adjustments to accommodate this.

Therefore, all learning materials and resources will be non-discriminatory, all pupils will be offered a package tailored to their specific needs and no one person will be treated more favorably than others, although all pupils will be offered a personalised program according to their interests and abilities.

### **9. Assessment**

All children will be assessed on entry to the school to determine the base-line. Thereafter, lessons will be planned for progressive structuring of the material to be learned according to the curriculum. Assessment is based on the 'stages of mastery'. This will determine whether the pupil is at one of the following levels:

Pre-emerging

Emerging

Developing

Achieving

Securing

Excelling

Pupil progress will be tracked according to these stages.

### **10. Monitoring arrangements**

The Curriculum policy will be reviewed annually by the Principal and School Leadership team. Where there is National Guidance which may impact on the curriculum, those revisions will be made as necessary. The Curriculum Policy will be revised by OFSTED, the external regulator during routine inspections.

**See also:** National Curriculum framework  
Teaching and Learning policy  
Subject Policies



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Special Education Needs Policy  
Assessment Policy  
Basic Skills Policy  
Marking Policy  
Homework Policy  
Inclusion Policy  
An Illustration of the 'Hidden Curriculum'  
School Improvement Plan  
Equalities Act Action plan  
Examinations Policies and Procedures