

CURRICULUM POLICY STATEMENT

The head, heart and hands curriculum framework



Member of Staff Responsible: the Head teacher

Overseen by: the Proprietor

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This policy statement links to curriculum documents:

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- **Curriculum planning**
- **PLTS**
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1. VALUES, AIMS AND PURPOSES

a. Values and purposes underpinning the School's Curriculum

At Red Rose School we believe education is about developing the 'whole child', by encouraging each individual's intellectual, social, cultural, emotional, spiritual, moral and physical growth, and thus general wellbeing.

- The curriculum is evolving as we move out of a world-wide pandemic, and review the impact on pupil's intellectual, social, emotional and physical well-being.
- Our curriculum needs to adapt, and we view this through the lens of a 'head, heart and hands' framework: 'Head' provision to rebuild and develop learning stamina, knowledge and skills for life and employment. 'Heart' provision to counter-balance anxiety, social isolation and promote happiness, confidence, resilience, trust and respect. 'Hands' provision to promote problem solving, physical abilities, teamwork. Attributes are inter-dependent.
- This framework is one in which curriculum can develop with flexibility as the focus shifts for individual pupils and as priorities change nationally.
- The school understands the importance of providing a balanced and wide-ranging curriculum for all pupils. As well as the core subjects (English, Maths & ICT), all pupils study, throughout the school year, Science, History, Geography, RE, PHSE, Art & DT, and Music at least up until Year 10.

Education should also reaffirm our values of truth, justice, equality, honesty, trust and belonging.

- We believe education is also a route to equality of opportunity and inclusion for all, a healthy and just democracy, a fair and productive economy based on sustainable development. Our curriculum is designed to reflect the values and attributes needed. These include having value and respect for ourselves, each other, our families, the wider groups to which we belong, the diversity in our society and the environment in which we live.
- The school actively promotes the universal and 'British' values of democracy, individual liberty, the rule of law and tolerance of different belief systems. These fundamental, humanistic ideals span across all subjects and form the basis of many class discussions. They also inform the way we teach subjects such as History, English, PHSE and Geography. For example we study the challenges and dangers that these values have faced in the past and in the present.
- Education must enable us to respond positively to the opportunities and challenges of our rapidly changing world. This means preparing pupils for life in the 21st century, enabling them to navigate its risks mindfully and benefit from what it can offer (e.g. understanding online safety risks, whilst also understanding the value of information and communication technologies (ICT) for positive social, environmental and economic change).

b. Aims of the School Curriculum

- The curriculum aims to offer pupils a thorough and stimulating journey to inspire children's learning and lead them towards self-discovery.

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- We believe lessons should be engaging, stimulating and challenging to encourage the best possible progress and highest attainment for each pupil. To achieve this it is essential to observe, respond and work with a child's unique, natural skills and learning methods.
 - Our fundamental aim is to help each pupil to think independently, to be resilient in their ability to question, to enquire, to see the bigger picture and to make connections with their own lives and the wider world. The aim of the curriculum here is not only to develop rational, inquisitive minds but importantly minds that are equipped with spiritual, emotional and social intelligence.
 - The curriculum is modern and holistic in content within a spiritual, humanist, and moral framework.
 - The curriculum for a pupil is steered from the baseline of a pupil's Education, Health and Care Plan (EHC Plan).
 - The curriculum is carefully designed to help build strong foundations – good social skills, good practical skills, good concentration, self-confidence and the desire to learn and discover.
 - The curriculum aims for pupils' personal best academic standards within a relaxed but stimulating environment.
 - The curriculum is taught in an active rather than passive fashion, using art, music or other activities such as debate and discussion to bring subjects to life.
 - The curriculum is also 'taught' through in-depth discussions between the whole class and teachers. This incorporates aspects of pupils' EHC Plan outcomes in provoking thought, self-discovery and a genuine understanding.
 - Topic areas of the curriculum are treated as inter-connected, as well as being connected to everyday life. It is therefore education 'in context'.
 - The curriculum is designed to be flexible and adaptable, operating within a flexible timetable.
 - The curriculum is set up to consider the individual and unique needs of each of our pupils. We recognise the interaction of a pupil's complex needs with his or her specific learning difficulty - these challenges include special educational needs, long-term medical conditions, disabilities, protected characteristics under the Equality Act, child protection, or other challenging circumstances. Understanding these needs and working with empathy helps us to provide discreet support in enabling a child to achieve their full potential. We are committed to working with other agencies to achieve this (e.g. through a child's EHC Plan)).
 - Our 'Head-based' framework and assessment focuses on academic skills based on National Curriculum and /or progress through structured programmes of learning.
- Our 'Heart-based' framework focuses on skills in personal, social and emotional understanding, mental health and well-being awareness. Through our individual focus on each pupil we can assess development of happiness, confidence, personal awareness, social awareness, resilience, emotional intelligence, tolerance and respect for all.

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Our 'Hands-based' framework and assessment aims to capture development of physical (fine and gross motor) skills, practical problem-solving and teamwork.

The framework of the curriculum can therefore be seen as providing quality rather than just quantity.

- The school curriculum aims to develop the pupil's sense of identity through knowledge and understanding of the social, cultural, moral and spiritual heritages of Britain's multicultural society and of the local, national, European and global dimensions of their lives.

Each pupil is encouraged to appreciate human aspirations and achievements in aesthetic, scientific, technological, and social fields, whilst prompting a personal response to these experiences and ideas.

- Our curriculum aims to enable a pupil to think creatively and critically, to solve problems and to make a difference for the better. Thus we provide rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills to equip each child with the confidence for success in, and enjoyment of, life.
- The curriculum also develops their physical skills and encourages pupils to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.
- The curriculum aims to ensure that every pupil has a clear understanding of the digital environment of the 21st century e.g. the online safety risks and how to avoid or reduce them, and the benefits from safe and appropriate use of ICT.
- The school curriculum aims to develop pupils' spiritual, moral, social and cultural awareness. In particular, develop principles for negotiating the boundaries between appropriate and inappropriate behaviour as well as understanding boundaries derived from different cultural, historical and social societies.
- The school curriculum incorporates an impartial presentation of political views to empower pupils to make their own choices, while also strongly emphasising that bullying, violent extremism and acts of terrorism are never acceptable under any circumstances. It promotes an understanding through mutually respectful debate, discussion and non-violent conflict resolution where required.
- We aim to develop the pupil's knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
- The school curriculum aims to develop pupils' integrity and autonomy and help them to be responsible and caring citizens who can contribute to the development of a just society.
- The curriculum promotes equal opportunities, enables pupils to challenge discrimination and stereotyping (including unconscious bias), and aims to create a community in which everyone feels respected, understood and welcomed.
- The curriculum aims to develop pupils' awareness, understanding and respect for the environment, including commitment to sustainable development at a personal, local, national and

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global level. It also helps to equip pupils as consumers to make informed judgments, independent decisions and to understand their responsibilities and rights.

- The school curriculum promotes pupils' self-esteem and emotional wellbeing and helps them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and others, at home, school, work and in the community.
- The curriculum aims to develop each pupil's ability to relate to, and empathise with, others.
- The curriculum is designed to enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.
- We aim to prepare pupils for the next steps in their education, training, employment and life through supporting and equipping them to make informed choices at school. This includes enabling them to appreciate their achievements in relation to life and society outside school, including leisure, community engagement and employment.
- To effectively achieve these aims of our curriculum we always try to work in collaboration with the individual needs of each pupil, with families and the local and global community.
- We believe that the essential prerequisite for effectively achieving these aims is to deliver our curriculum within a small-scale, child-centred educational environment suited to ensuring that every pupil has a genuine opportunity to fulfil their full intellectual, social, moral, creative, spiritual and physical potential.

c. Purposes of the School Curriculum

To establish an entitlement

- The School Curriculum secures for all pupils - irrespective of age, social background, culture, language ability, race, religion or belief or the lack of it, sex, sexual orientation, gender reassignment, pregnancy or maternity, differences in ability and disabilities - an entitlement to a thorough curriculum that develops essential knowledge, language, understanding, skills and attitudes appropriate to aptitude. The curriculum is necessary for their self-fulfilment, development of specialisms and preparation as active and responsible global citizens.

To establish standards

- The School Curriculum is the framework for making expectations and attainment for learning explicit to pupils, parents and teachers. Fundamental standards for the performance of pupils in its subject areas can set targets for improvement, measure progress towards those targets, and monitor performance for individuals and groups. These standards are not rigidly imposed but take careful consideration of the unique needs and history of each child.

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To promote continuity and coherence

- The School Curriculum contributes to a framework that promotes coherent continuity and is sufficiently flexible to ensure progression in pupils' learning and provide a foundation for lifelong learning.

To establish an education for all

- To ensure entitlement for all pupils to a broad, balanced and holistic curriculum that offers continuity and coherence and reaching for high standards.

To raise attainment

- To raise attainment in all subjects, through careful consideration and understanding of each child's special educational needs and learning style.

To prepare pupils for their future

- To equip children with the essential social, intellectual and moral awareness that will prepare them for the next stages of education, for the world of employment and for their future self-confidence and well-being as adults.

To increase awareness of community

- To help pupils become more aware of, and engaged with, their local, national and global communities; the differences and similarities of their communities from a fundamental perspective of empathy, tolerance and understanding.

To encourage self-responsibility

- To encourage pupils to take responsibility for their actions, their emotions and their own health and safety, by being able to make informed choices based on the benefits and risks inherent in the choices they make.

d. Ongoing Development of the School Curriculum

The School Curriculum is specifically designed to remain flexible whilst retaining its core values. This flexibility is essential for responding to the needs of pupils, and to allow the school to respond to changes in society and the world at large. For the older year groups, this includes the changes in the curriculum that impact on external exams as well as addressing the key issues in our ever-changing world.

As a school, which prides itself on its ability to meet the individual needs of each child, the curriculum itself can also be adapted to the changing needs of our pupils.

- The teacher may adapt the curriculum to meet pupils' needs, interests and abilities at the time, whilst always ensuring that key areas are covered.

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- The curriculum is attached to frameworks of learning. However, if a particular need arises in a class or pupils are engrossed in a specific topic area, it will be given more time. This allows pupils to experience the rewarding nature of ‘in depth learning’.
- Interesting topical issues are given space within the curriculum, whether they are issues raised by the class, the media or world events. Consequently the curriculum is ever evolving.
- When certain topic areas within a subject are taught in depth or when new, topical areas are added to the curriculum, it can mean that other, less relevant areas receive more limited treatment or are not studied. However it is to be understood that the fundamental purpose of the school’s curriculum is based on quality of education rather than quantity.

2. INCLUSION OF ALL PUPILS

a. Addressing Individual Needs

- As a small school with small class sizes we are in an excellent position to address the unique needs of each child. With a flexible curriculum we are able to tailor the curriculum for the benefit of individual pupils.
- All pupils may receive some individual tuition where appropriate. This may be because a child is struggling in a particular subject but equally it can provide for an academically achieving child needing extra challenges.
- The composition of classes is based loosely on key stage, but with a focus on ‘heart-based’ principles of a pupil’s social or emotional developmental needs whilst taking account of ‘head-based’ considerations. For example, a pupil’s advanced academic ability in certain subjects may suggest their needs would be best fulfilled in an ‘older’ class, whereas other pupils may shine better in a ‘younger’ class more suited to their particular social, sensory and ability needs at the time. Within a small school, younger classes consist of mixed year grouping that relate loosely to key stage boundaries. As pupils reach exam stage i.e. key stage 4, class grouping becomes more confined, although not exclusively defined by year group. All pupils can mix freely between classes at set times of the day, and as pupils’ year groups are not a focus, class grouping does not carry a stigma.
- Where there is a broad mixture of ages and abilities in certain classes and subjects the teacher divides the class into appropriate groups during ‘small group work’ in lessons. When the range of abilities are not possible to bridge, the teacher may work with groups in the class.

b. Setting suitable learning challenges

- Every pupil is given the opportunity to experience success in learning and to achieve as high a standard as possible.



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Programmes of study set out what most pupils should be taught at each key stage – but we teach the knowledge, skills and understanding in ways that suit our particular pupils’ abilities at any given time.

This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make the building blocks of progress needed for showing what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, this may limit teaching of all aspects of the age-related programmes of study. However attention is paid to fundamental building blocks for learning.

A similarly flexible approach is applied to take account of gaps in pupils’ learning resulting from missed or interrupted schooling (for example, refugees, those in care or those who have been long-term out-of-education).

- For pupils who have been traumatised by previous experiences or schooling and need to follow a gentler pace, provision is made throughout the school day to rebuild their confidence and resilience for learning. In certain circumstances this may lead to a lessening of written work in class or a period of flexible attendance and other provision. These approaches are carefully monitored and reviewed in consultation with the pupil and parents. In accordance with the school’s Attendance Policy, the aim is to ensure that every child receives the equivalent of a full-time education with the best interests of the child as paramount.
- All pupils in the school have an EHC Plan. For some pupils, attainments can fall significantly below the expected levels and need a greater degree of differentiation. In these situations, teachers may need to use the content of programmes of study as a resource, or to provide a context in planning learning appropriate to the age and requirements of their pupils. Teachers may also need to work with outside agencies and professionals to support a pupil.
- For pupils whose attainments exceed the expected level of attainment within one or more subjects for their age (as can be a feature of SpLD), teachers plan suitably challenging work within the context of meeting a pupil’s less-developed social, emotional or other academic needs. As well as drawing on work from later key stages, teachers may extend the breadth and depth of study within a current key stage subject area. This may be relevant for the level of social understanding of the pupil.

c. Responding to pupil’s diverse learning needs

- When planning, teachers set high expectations and provide opportunities for all pupils to achieve whilst highly conscious that failure can be a considerable setback for emotionally fragile pupils.

Whilst all pupils in the school have special educational needs, they may also have different social, cultural or ethnic background, such as asylum seekers from diverse linguistic backgrounds. We are aware that pupils bring to the school different experiences, interests and strengths, which will influence the way in which they learn. Teachers plan their approaches to teaching and learning so that pupils can take part in lessons fully and effectively. This has a basis in the provision guidance as set out in pupils’ EHC Plans.

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- To ensure that we meet the full range of pupils' needs, all staff are aware of the requirements of the Equality Act 2010 that covers disability, race, religion/belief or the lack of it, age, sex, sexual orientation, gender reassignment, pregnancy and maternity. Staff receive training on protecting pupils from direct and indirect discrimination, harassment and victimization.
- Teachers respond to pupils' diverse needs by creating effective learning environments, securing pupils' motivation and concentration, providing equality of opportunity through teaching approaches tailored to different learning styles, using appropriate assessment approaches, and setting flexible targets for learning.
- Our premise is that if all of the above is in place, individual children will start to fulfil their potential. Targets for learning are not 'written in stone' and take into consideration that each child learns at a different pace.

d. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

All our pupils with special educational needs have particular learning and assessment requirements that include fundamental delays in attainment and /or specific, inherent barriers to learning.

- Curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the pupil. Teachers encounter a wide range of pupils with special educational needs and /or disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access is met through greater differentiation of tasks, intuitive pace that enables relevant and required overlearning, and use of specific resources and materials, consistent with the SEN Code of Practice.

A small number of pupils may need specialist equipment and /or specialised alternative programmes or approaches. Teachers, where appropriate, work closely with professionals from other agencies who may be supporting the pupil.

We provide access to learning for all our pupils with special educational needs by:

- a. Providing for pupils who need help with communication, language and literacy
- b. Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- c. Planning for pupils' full participation in learning and in physical and practical activities
- d. Supporting pupils to manage their behaviour effectively and safely and, at the relevant stage, to prepare for adult life
- e. Helping individuals to manage their emotions, particularly trauma and stress, and to take part in learning
- f. Teachers of pupils who use equipment such as mobility or hearing aid, or aid for vision, ensure that planning for these pupils enables them to participate as fully as possible within the

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curriculum. This may involve specialist teachers who can highlight potential areas of difficulty so that the environment and work can be modified.

- The school takes specific action to enable effective participation of pupils with disabilities by:
 - a. Planning appropriate amounts of time to allow for overlearning and satisfactory completion of tasks
 - b. Planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
 - c. Identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

English as an additional language (EAL)

- Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning takes account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages.

Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding, is necessary to confirm that no learning difficulties are present.

- The ability of pupils with EAL to take part in the curriculum may be ahead of their communication skills in English. Consequently teachers plan learning opportunities to help pupils develop their English and support pupils to take part in all subject areas.
- The school takes specific action to help pupils who are learning English as an additional language by:
 - a. Developing their spoken and written language
 - b. Ensuring access to curriculum and to assessment
 - c. Inclusion in all subjects

To overcome any potential barriers to learning in all subjects, some pupils may require:

- Support to access text, such as through prepared recordings, particularly when working with quantities of written materials or at a greater pace.
- Help to communicate their ideas in extended writing tasks, through alternative methods such as the use of ICT or speech, to allow them to show their understanding and to maintain their concentration and motivation.
- Non-visual means to access information when researching a topic. Where such provision is required for examination, this can be facilitated in similar ways to our other pupils i.e. preparation and practise are given, including use of an appropriate room and an invigilator for pupils who need a reader and/or scribe. Consideration will be given to ensuring an adequate time gap between



exams that are 'on demand'.

Prior to this stage, pupils will be supported to access all subjects, ensuring that they have access to a broad and balanced curriculum.

3. PERSONAL DEVELOPMENT

Personal development is fundamental to our curriculum. Schemes of Work provide opportunities to plan sequences of work, learning outcomes and teaching approaches that support personal development outcomes.

a. Enjoy and Achieve

Through becoming self-aware and self-managing pupils will –

- Develop self-esteem and a positive sense of their own identity.
- Be able to enjoy life and be positive about its challenges.
- Use their imagination and creativity to develop new ideas, insights, and new ways of doing things.
- Learn to assess their skills, achievement, and their potential to set personal goals, negotiating and planning ways to meet them.
- Understand that achievement is life-long and that there are different ways to succeed.
- Aim to achieve personal excellence, motivated to learn, and achieve their best.

b. Be Healthy

Pupils will understand –

- How to look after their physical, emotional and sexual health.
- That they can and should make positive choices and take sensible actions to avoid harmful choices.
- The consequences that some decisions might have on their health and that of others and how to deal with illness, in themselves and others.

c. Stay Safe

Through learning how to make informed and responsible choices, pupils will –

- Understand how to identify risks, minimise them and deal with them in different situations, and be able to make safe choices.
- Develop confidence to take on new experiences and ideas safely.



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- Identify the dangers in new and different choices in a changing technological world and be able to use ICT safely.
- Develop skills such as negotiation and assertiveness, to resist unhelpful pressure.
- Recognise when they need to involve an adult for their own or someone else's safety and understand how to do so.

d. Achieve Economic Wellbeing

Pupils will be able to –

- Understand the qualities and skills needed in preparing for adulthood, budgeting time, money and a working life.
- Handle uncertainty and respond positively to change.
- Make reasonable risk / reward assessments and act upon them in a variety of contexts, both personal and work-related.
- Understand about the global economy, the way business works and that there are different kinds of business.

e. Make a Positive Contribution

Pupils will

- Develop the skills and strategies to form effective relationships in a variety of roles.
- Know how to make a difference in a group, community, or society.
- Know how to work effectively with a range of people of diverse cultures and backgrounds and understand the consequences of anti-social behaviour.

4. SKILLS

a. General and Functional Skills

The Curriculum provides pupils with a broad range of opportunities for developing skills important for learning and for life beyond the classroom.

- Pupils are encouraged to apply their different skills in everyday situations as they spend time planning and developing their work, make choices and decisions, and think creatively and independently.
- pupils are encouraged to always be flexible in their thinking. Discussion is used to help them see that text or speech can have a number of different perspectives.

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- Pupils are encouraged to communicate effectively in class discussions, group activities as well as through their written work.
- Pupils are given broad scope to express themselves clearly and succinctly whilst developing their own points of view through careful analysis, reasoning and persuasion.
- The curriculum incorporates cross-curricular thinking so that transference of skills essential to English can be seen as important in other subject areas such as ICT, Geography, Science, RE, Maths, PHSE and Art and Design. Cross-curricular activities takes place in lesson time, Topic work and in vocational or thematic activities i.e. measuring in construction work or Geography field trips.
- Pupils are always encouraged to read and understand information and instructions, then to use this understanding to act appropriately, whilst continually analysing ideas and information, evaluating their usefulness, accuracy and possible agenda.

b. PLTS

The Curriculum supports PLTS (Personal, Learning and Thinking Skills), whereby the pupils are able to develop the ability to become independent enquirers, creative and reflective thinkers, team workers, self-managers and effective participants.

i. Independent Enquirers

To be successful in school and the world beyond the classroom pupils need to become independent enquirers who have the ability to think about, evaluate and challenge ideas and assumptions constructively. We aim to develop pupils' abilities to:

- Develop their independence in reading and writing
- Constructively explore, evaluate and challenge ideas and assumptions
- Analyse and make connections between texts
- Explore the ideas of others and develop their own
- Identify questions to answer and resolve problems
- Support conclusions, using reasoned arguments and evidence.
- Plan and carry out research
- Appreciate the consequences of decisions
- Analyse and evaluate information and judge its relevance and value
- Consider the influence of circumstances, beliefs and feelings

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ii. Creative Thinkers

Creative thinking aims to develop pupils' ability to use imagination, make fresh connections and use creative approaches in a range of different contexts.

- The curriculum encourages creative thinkers who can generate ideas, explore possibilities and try out alternative and new solutions.
- Competence is encouraged through processes for speaking and listening and writing i.e. adapting communication to make it more effective; adapt ideas as circumstances change.

iii. Team Workers

Pupils are given opportunity to adapt their behaviour to suit different roles and situations, including leadership roles

- to show fairness and consideration to others
- to take responsibility, showing confidence in themselves and their contribution and to provide constructive support and feedback for others.

iv. Self-Managers

- Pupils are encouraged to organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement.
- They are encouraged to embrace change, respond positively to new priorities, cope with challenges and opportunities.
- Pupils are taught to organise their time and resources efficiently and to deal with competing pressures, including personal and work-related demands.
- They are encouraged to manage their emotions and build and maintain relationships.

v. Effective Participators

- Pupils are encouraged to actively engage with issues that affect them and the world around them.
- Pupils play a full part in the life of the school by taking responsible action to bring improvements for others as well as themselves.
- Pupils have opportunities to discuss issues of concern, seeking resolution where needed. They are assisted in finding practical ways forward and breaking these down into manageable steps.
- Pupils are shown how to influence others through negotiation, to reach workable solutions and advocate for views and beliefs that may differ from their own.



vi. Reflective Learners

- Pupils are encouraged to assess their own strengths and weaknesses, setting themselves realistic goals with criteria for success.
- Pupils are encouraged to review their progress; to deal positively with praise, setbacks and criticism; to evaluate experiences and learning to inform progress, and to communicate their learning in relevant ways for different audiences.

vii. Embedding PLTS

With thoughtful planning, a range of PLTS can be embedded in any sequence of work. For example, pupils might be asked to prepare a group presentation on a local environmental issue over several lessons. This would involve pupils:

- Identifying key questions and issues
- Researching issues
- Choosing the format for presentation and the approach to take for maximum effect, allocating roles and tasks, delivering the presentation at an agreed time
- Anticipating questions and being sufficiently informed and aware to answer any problems that ensue
- Use feedback from peers and teachers to improve their presentation

5. CROSS-CURRICULUM DIMENSIONS

Cross-curriculum dimensions unify areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect ideas and challenges that face individuals and society.

- Pupils are encouraged to see and consider connections between subjects and topics as well as the connections with their own lives.

Cross-curriculum dimensions include key areas of identity and cultural diversity, healthy lifestyles, social participation, enterprise, global dimension and sustainable development, technology and the media (including online safety), and creative and critical thinking.

- Pupils utilise the school council as a productive way of engaging every stage of the school in listening, reasoning and acting on behalf of peers towards a common goal of assisting in school decisions.

A fundamental aim of the curriculum is to allow the pupil to see and make connections between their everyday, real lives and academic learning. To this purpose, pupils are assisted to see how a

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subject area, whether a mathematical problem or a passage of literature relates to and mirrors their everyday lives.

- This is firstly achieved through teacher-led discussions during each lesson, involving and ensuring that each pupil has a concrete understanding of the topic area.
- Secondly, everyday life connections are made-
 1. through visits or trips related to a subject.
 2. The school's location by the coast with its beach, estuaries and wetlands provides a rich environment for field trips.
 3. Through use of cultural venues i.e. theatre or cinema visits to link drama to a book study such as, 'The War Horse'.
- Literacy is a cornerstone of all subjects. Subjects like English Literature and PSHE often raise issues that are then related to a pupil's studies in other subjects.
- Where applicable numeracy skills are also accessed in a variety of lessons, from collecting data in subjects such as Geography and Science to assisting in the understanding of Music.
- ICT skills are used in all subjects, from internet research to recorded work.
- Drama may be used to apply multi-sensory learning a topic area i.e. enacting a social situation, enacting the construction and operation of an electrical circuit.
- The pupils are made aware of the crossover points between the Sciences, Design and Technology, Music and Geography.
- Specialists from local university or other organisations visit the school when possible, to further broaden pupils' perspective and understanding.
- Topic-based work supports understanding each subject in its own context i.e. considering for example the political and cultural history of, 'Gulliver's Travels'.
- The aim is that subject areas link and overlap within the curriculum so that pupils can then apply their knowledge in everyday life, and from other topic areas to answer questions for themselves.

6. ACADEMIC PROGRESSION

a. Pre-exam classes

- The curriculum of the pre-exam classes is designed to develop the 'head' and 'hands' achievements and abilities, in relation to the fundamental 'heart' values of happiness, confidence, resilience, personal awareness, social awareness, emotional intelligence, tolerance and respect for all. Pupils are assisted within the context of a child-centred, small-scale environment free from overbearing pressure.

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- Following a gradual and discreet progression in building the pupil's engagement, knowledge and interest, classes continue to lead each pupil towards self-discovery, resilience in learning and the ability to work independently.
- The curriculum is taught through discussion, group tasks, practical or other activities, such as field trips, as well as through written recording.
- Pupils have the opportunity to record their work on either a laptop or computer.

A lighter touch is in place regarding homework as many of the school's pupils find considerable difficulty in overlapping school and home. In addition, the high level of adult support in school allows for more focussed time in meeting individual work requirements.

b. The exam classes

- whilst we still maintain a focus on personal development, an increased focus is placed on each pupil achieving their potential and personal best academic standard in their qualification and award pathways.
- The small-scale, person-centred environment that incorporates the familiar class teacher and staff, is the fundamental framework for maintaining and supporting young people's mental, physical and emotional well-being.
- For those pupils with SEN who have had a much later start in the school and /or considerable gaps in learning from trauma or past experiences, parents and professionals may agree that further year in school is needed. The objective in such cases is for the young person to gain emotional resilience, relevant skills and personal best qualification levels to successfully transfer and thrive in a larger college or other setting.
- Year 12 studies offer the continuation that enables those specific pupils to gain their highest potential achievement within the 'heart' framework of the school's curriculum. At this stage, development of skills for well-being, learning and life may also be supported by the specialist Speech and Language therapist trained in Neuro Linguistic programming (NLP). Progression and extension in the curriculum framework include options for further levels in BTec subjects, experiential skills for college, preparation for adulthood and supported voluntary work in the community.
- The curriculum is also designed to prepare pupils for taking exams, qualifications and skills for study, organisation, and critical thinking for life beyond school.

c. General

- There are 4 main learning sessions per day that are each separated by a break.
- homework – this mainly consists of reading and /or spelling tasks. It may include some computer research or a pupil's school login to computer programs that support reinforcement of maths,

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cognitive skills or personal development skills. There is also flexibility for homework directed towards a pupil's needs and /or preferences.

- Following a gradual progression of carefully building up the pupil's knowledge and interest, classes continue to lead pupils towards self-discovery, resilience and the ability to work independently.
- The curriculum is taught through extensive discussion including individual and group pastoral sessions, subject-based group work, other active activities, as well as through recording.
- Work is recorded by the pupils on a combination of computer, laptop and paper.
- By the equivalent of Year 10 (and in some cases, Year 9) pupils begin to work towards their national qualifications, where it is expected that most pupils will take a number of core national qualifications and subsidiary qualifications that are either assessed by exam or portfolio in Years 10,11 and /or 12. This includes Pupils a BTEC for developing skills towards pupils' personal growth and wellbeing.
- Pupils at this higher stage are also taught how to write in styles required by exam questions and utilise technology to achieve their potential. Pupils are guided in using technology for research as preparation for exams and for the next stages of college and /or learning experiences beyond college
- Pupils may be given opportunities to assist in the younger classes as well as prepare lesson activities i.e. PE in the Primary Classes, under the guidance of a member of staff.

7. ASSESSMENT PROCEDURES

- All levels of assessment are designed to be without undue pressure, but nevertheless challenging in expectation.
- Assessment procedures are used to help a pupil, not to set them up for failure. Pupils are encouraged to learn from their mistakes rather than see them as an indication of failure.
- Assessment procedures vary according to a pupil's age and, to some extent, ability. For example, pupils are continually assessed on an informal, daily basis. This assessment is carried out by the teacher in class discussions or work completed in exercise books that are an integral part of each lesson.
- Pupils also complete quizzes on computer programs, and in lesson- based challenges. Routine focussed tests may be given based on their weekly maths or spelling homework. Other assessment may also be linked to English, Maths, ICT, Science, including 'mock' assessments as pupils practise for formal examinations.
- Standardised assessment in Reading, comprehension, spelling and numeracy are completed at least annually for assessing a pupil's progress towards the national 'average' in these areas. These assessments assist particularly with tracking of progress that is part of the annual review of a pupil's EHC Plan.

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- In exam classes assessment is continuous i.e. by observation including a pupil's ability in class discussion and in group / individual activities, and marking of written work.
- Pupils sit national examinations in Years 10 and 11 and /or 12 as appropriate. Assessment of portfolios of work is the means of qualification for BTec awards that, in specific instances of a pupil's motivation and ability, offers scope to gain 'AS' level in that subject area e.g. Art.
- All pupils have a detailed annual report that parents receive at the end of the academic year. This covers teacher assessment of academic skills in all curriculum areas and includes a pupil's national qualification results where appropriate.
- The annual review of an EHC Plan is a lengthy individual discussion between a pupil, parent or carer, teacher and other professionals who may have health, care or other involvement with the pupil. The review is a productive and helpful session that incorporates verbal discussion of the written progress on the review document in all areas defined by the outcomes on the EHC Plan. The measure of progress is based on achievement towards the outcomes in the pupil's EHC Plan. Shared discussion of challenges and strengths help to inform next steps or new outcomes.