



Curriculum Policy (2024-25)

Reviewed	September 2024
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Owner	Cheryl Hunt

1. Curriculum Intent

Pupils at Reddish Hall School have emotional, social and/or behavioural difficulties that have proven too severe to have been successfully addressed within mainstream schools. Therefore, we strive to provide a caring, structured learning environment in which all pupils can develop academically, socially, emotionally and morally to their full potential.

All pupils, without regard to age, aptitude, attainment level, ability or social circumstances, are entitled to an education of the highest quality. Education is of incredible value, and we encourage all pupils to learn in school, outside of school and beyond into their next steps.

The design of our curriculum is based on thorough assessment of a pupil's needs and preferences alongside their strengths and areas for development. Pupils are provided with an appropriate and challenging pathway that meets their current needs.

We offer an environment where teachers can deliver lessons that excite and engage our pupils for their interests; by doing so we can have consistently high expectations of all pupils despite them previously having major barriers in accessing education.

Our primary aim is to meet the needs of our pupils, preparing them for adult and working life in the future. The vision for our School's curriculum is to provide a broad and balanced education, based on the realities of modern life. We recognise that:

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

Pupils enrolling at Reddish Hall School will typically have:

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

- Our students often need to be grouped with reference to their ability, rather than on their chronological age.

For the reasons above we need to take an individualised approach to each child's curriculum offer, which means that they may be working at a different level to their chronological age to ensure that learning gaps are addressed appropriately.

Curriculum Aims

The school aims to provide a curriculum that will inspire and challenge all learners and prepare them for the future. We provide pupils with a broad, balanced, relevant and supportive curriculum. Hence, the school seeks to:

- satisfy the requirements of legislation relating to the National Curriculum, statutory relationships and sex education (RSE) and religious education (RE), ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills especially literacy, numeracy and the use of information and communications technology (ICT);
- Provide for individual needs, whilst limiting disapplication from the National Curriculum to an absolute minimum;
- Consider the components of knowledge and skills that our pupils need to progress in each subject;
- Achieve high standards and make good/excellent progress via effective stretch and challenge;
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers via targeted interventions (MOTSI's) – see MOTSI policy;
- Provide a combination of academic and vocational options, catering for individual pupil needs and desired pathways;
- Provide activities that broaden a pupil's knowledge and understanding of the world. It is our ambition to encourage our young people to develop into responsible citizens with experience of cultural capital;
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life;
- Help pupils understand the world in which they live;
- Show commitment to all pupils as we believe that each individual matters.
- Value their learning outside of the curriculum.

2. Curriculum Implementation

The Head Teacher will ensure:

- the curriculum meets all legal and statutory requirements
- All statutory 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. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually.

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- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve.
- The curriculum prepares pupils for their chosen career pathway.

Governors/Outcomes First Group will ensure that:

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

The Quality of Education Lead will ensure that:

- They have an oversight of curriculum structure and delivery within the school.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these including interventions (MOTSI, see policy)
- Pupils have regular access across their curriculum to activities that support their spiritual, moral, social and cultural education.

Teachers will ensure that:

- Long term planning is in place for all courses. Schemes of learning will contain curriculum detail on context, sequencing of knowledge and skills, embedding key skills, learning objectives, learning activities, and indicative adaptations to meet varying needs.
- Schemes of learning **encourage** progression towards clearly set targets.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.
- They keep up to date with developments in their subjects.
- Assessment is appropriate to the course and timings are placed appropriately to support frequent, timed outcomes individualised to the pupil where needed. Access Arrangements are applied for in a detailed and timely manner.
- They adapt schemes of learning regularly to reflect dynamic formative assessments (measuring impact) and meeting SEND.
- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery or MOTSIs are planned and based on evidence.
- They share best practice with other colleagues in terms of curriculum design and delivery and attend CPD frequently to better their own practice.

Support staff will:

- Have access to, and be able to interpret, data on each pupil to target their support effectively.

- Work as directed by teachers cohesively to support the class. This may be inside or outside the classroom. All practice will guide back to the classroom for teacher input.
- Share and exchange information about best practice amongst their colleagues, communicating well with pupils, teachers, other school staff, parents/carers and other stakeholders where needed.
- Support pupils with their pastoral, emotional, learning and behavioural needs, signposting where appropriate.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.

Pupils will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices
- Receive adequate Access Arrangements to allow them to participate in assessments fairly

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

3. Curriculum Impact

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

- The levels reached by pupils in each subject compared with appropriate benchmarks.
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with appropriate benchmarks.
- Progression routes for Year 11 leavers and their Key Stage 4 qualification outcomes.

Within the school, subject leads and key staff contribute to measuring curriculum impact by producing subject progress data reviews, undertaking pupil voice, and by aiding SLT with performing widespread quality assurance.

4. SMSC within the curriculum (see SMSC Policy)

At Reddish Hall School we recognise that spiritual, moral, social and cultural (SMSC) development is integral to human existence and that it plays a significant role in peoples' ability to achieve and create

a successful life. Therefore, we aim to facilitate an education that provides our students with the opportunity to develop spiritually, morally, socially and culturally throughout their time here; this includes all areas of school life, during lessons, break times, during intervention and extra-curricular time.

Our beliefs and values influence the way we behave and have an impact on the community that we live in. As a school we work not solely on academic achievement but also strive to improve the development of the pupil holistically.

Monitoring and Evaluation:

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of planning and teaching and learning, by SLT and MLT
- Audit of policies and Schemes of Work by SLT/MLT
- Sharing of classroom work and practice.
- Measuring progress via PIES trackers

Statutory RSHE curriculum (see RSHE policy)

At Reddish Hall our core curriculum covers not only statutory RSHE but also further identified topics to meet pupil needs in preparation for adulthood . It is experience, based on cohort needs. It occurs as follows:

- ASPIRE – covers statutory RSHE and Citizenship content plus additional personal development topics
- Wellbeing (Nurture) – covers hands-on therapeutic wellbeing and health activities to help pupils in regulating their emotions and looking after themselves
- Lifeskills – covers independent living skills such as caring for themselves in the home, planning journeys, managing money

5. Curriculum Offer

Key Stage 2

Primary KS2 classes follow the National Curriculum as guidance. We aim to ensure that pupils can have similar experiences and opportunities to their peers in mainstream schools, taking into account their baseline assessments and social and emotional needs. This can mean that some children who are at a developmentally lower age than their chronological one, will experience the curriculum through approaches that are tailored to their learning style, and meets their abilities.

Pupils experience Maths, English, Science, History, Geography, Art , D.T and R.E. (Which may be delivered through a topic based approach), RSHE/Citizenship, computing/ICT, and PE including swimming. Pupils also access Outdoor Education to build on their skills in interacting with the environment around them and their resilience in trying new activities.

Emphasis is placed on pupils working towards their EHCP targets, as well as developing phonic knowledge, reading skills and numeracy.

There is also the focus on social and emotional development. Many children are with us as they struggle to regulate their emotions, so teaching approaches are developed to aid children firstly to be ready for learning, and for learning to occur at the pace of which an individual child can manage successfully, and to promote progress in all areas.

Social skills and interpersonal skills are also taken into consideration, with many children finding school difficult due to barriers in these areas. Circle time and play may be facilitated, with facilitated play key in some primary classes to aid both social skills and communication.

All pupils in KS2 have access to MFL through themed mornings/afternoons where appropriate throughout the year.

Key Stage 3

Key Stage 3 core pathway is based upon a mainstream secondary model with the majority of pupils moving to subjects specialists' classrooms, accessing a largely academic offer with some vocational subjects. We acknowledge that Year 7 pupils require a more gradual transition, therefore they have a designated teacher who delivers their core subjects (English, Maths, Science) to give them a stronger sense of consistency.

There are three KS3 Nurture groups, who due to their complex learning and attachment needs are a static class based taught by one teacher for the majority of their lessons. The Key Stage Three curriculum is delivered and differentiated to meet learning needs. It may also be delivered through a topic based approach, with a higher emphasis on experiential learning. GL Assessments are used to help set targets for children in this group, and their key focuses are their EHCP targets, numeracy and literacy, as well as supporting complex mental health needs.

The National Curriculum is followed in accordance with the child's academic need and cognitive ability. Progress is monitored through teacher assessment using Reddish levels which is mapped on to national frameworks.

Subjects taught include:

English	Maths
Science	ICT
Physical Education (PE)	Religious Education (RE)
ASPIRE inc. RSHE	History
Geography	Art
•Outdoor Education	•Modern Foreign Languages

Pupils access vocational courses on a carousel to prepare them for possible KS4 options. These include Horticulture, Hair and Beauty, Motor Vehicle Maintenance and Catering/Food Technology.

Themed activities based around key events, awareness days and celebrations such as World Book Day, LGBT Awareness Month and Children's Mental Health Week are also planned in to the curriculum in conjunction with our Personal Development Team.

Key Stage 4

All pupils have access to the National Curriculum and are offered the opportunity to take part in courses leading to examination entry at a range of levels differentiated to their ability. These courses include a range of GCSE's and equivalent vocational qualifications (such as BTEC's) covering core subjects and optional courses that we hope support children in their future aspirations. Pupils can follow a personalised timetable including GCSEs and vocational pathways, however the core GCSE subjects are always provided or made available.

Options are chosen in year 9, and children can choose three or four options subjects. For some pupils, they may choose less to allow them to concentrate on a small number of subjects, and for others, they may choose an additional subject with extra, after school support.

All children access:

- English Language (at GCSE, Functional Skills or Entry Level)
- Maths (at GCSE, Functional Skills or Entry Level)
- At least one Science (at GCSE or Entry Level) including Biology, Chemistry and Physics
- ASPIRE (non-examined) including RSHE, Citizenship, and Healthy Lifestyles
- Physical education (non-examined)
- Enrichment opportunities (Friday Options and off-site trips)
- Independent careers advice and guidance in-school and via external IAG.

Optional subjects leading to a qualification may contain (this list may alter depending on staffing and pupil interest):

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| • GCSE English Literature | • BTEC Sport Studies |
| • BTEC Cooking Skills | • AIMVOCs in Horticulture, Engineering including Motor Vehicle, Hair and Beauty, Hospitality and Catering |
| • BTEC Health and Social Care | • GCSE History |
| • GCSE Geography | • GCSE Computing |
| • GCSE Psychology | • GCSE Art and Design, Arts Award |
| • Modern Foreign Languages and RE (GCSE) | • Prince's Trust Personal Development and Employability Skills |

Please see appendix 1 for an up-to-date list of our current qualification offer.

Some pupils may have bespoke timetables where they attend external provision in order to support them gaining a qualification or experiencing a subject that is relevant to their future hopes and aspirations – for example Animal Care.

Key Stage Four implements two static nurture classes for children who require a more personalised curriculum. For these children, GCSEs may not be appropriate. This class offers a flexible programme of Maths, English, Science, Humanities and ASPIRE with Wellbeing which covers a broad area of study and allows the group to work at their own pace, building up a portfolio of evidence in key skills for progression. Other subjects can be studied in conjunction as each child still has their personalised timetable, which can also include individual or whole class excursions. Cooking, sport and lifeskills are also incorporated to build pupils' wider independence skills.

Pupils in Key Stage 4 are encouraged to undertake periods of work experience to help prepare them for post-16 and to help them decide which career paths are of interest to them. Successful work experience placements may lead to regular work placements if it is going to be beneficial to their career development.

Key Stage 5

Some of our pupils, due to their needs, will stay on with us before transitioning to college or employment.

They will continue with us for an additional year, in order to complete their qualifications to a suitable level, and receive further support towards their educational goals.

This curriculum will be planned, implemented and evaluated based on cohort needs as we currently cater for a small cohort (less than 5) students.

Students will be predominantly based at the Denstone building, and will have access to the following curriculum:

- Maths
- English
- Prince's Trust for Lifeskills
- Physical Education / Sport
- Art, ICT / Computing, Humanities (chosen as 'options')

As with our 14-16 offer, pupils may then choose to study an optional vocational pathway in:

- Hair, Beauty and Barbering,
- Motor Vehicle or
- Hospitality and Catering.

Additionally, pupils will receive a programme of IAG to meet their needs for progression on to further training, education or employment. This will combine making applications and interview skills, social skills, teambuilding, healthy relationships, health education, communication skills, life skills and preparing for independent adult life.

Project 3 - Bespoke

Some of our pupils are referred to us with long-term absence, high levels of anxiety or health issues that affect their ability to attend school or to attend group classes.

We have developed a bespoke pathway that to ensure that we can cater for a wide range of needs. These pupils have individualised timetables, specific attached support and their timetables and curriculum are reviewed regularly. These pupils may access any of our wide range of qualifications, including GCSEs. The individualised timetables may also include long-term interventions with our Clinical Offer.

Please see appendix 2 for details of our flexible curriculum offer, that can be used if students are long-term non-attenders and have a specific barrier that prevents them from attending.

Appendix 1 – Qualification Overview

<u>Subject</u>	<u>Qualification</u>	<u>Level</u>	<u>Exam board</u>	<u>Year group</u>	<u>Assessment</u>	<u>Dates</u>
Maths	iGCSE Mathematics	1 and 2	Pearson	KS4 or KS5	2 x 2 hour exams	January, May/June
	Functional Skills	Entry level, 1 and 2	Pearson	Any KS3, KS4, KS5	1 x 1.5 hour exam	Any time
English	GCSE English Language	1 and 2	AQA	KS4 or KS5	2 x 1.75 hour exams	May/June
	GCSE English Literature	1 and 2	AQA	KS4 or KS5	2 x 1.75 hour exams	May/June
	Functional Skills	Entry level, 1 and 2	Pearson	Any KS3, KS4, KS5	1 x 1.5 hour exam	Any time
Science	GCSE Biology	1 and 2	AQA	KS4 or KS5	2 x 1.75 hour exams	May/June

	GCSE Physics	1 and 2	AQA	KS4 or KS5	2 x 1.75 hour exams	May/June
	GCSE Chemistry	1 and 2	AQA	KS4 or KS5	2 x 1.75 hour exams	May/June
	Entry Level Certificate Science	Entry level	AQA	KS3 – KS5	100% internally assessed	May
ICT/Computing	GCSE Computer Science	1 and 2	OCR	KS4 or KS5	2 x 1.5 hour exams	May/June
	BCS ICDL	Entry level, 1 and 2	BCS	Any KS3, KS4, KS5	6 short unit exams, on-demand	Any time
Geography	iGCSE Geography	1 and 2	Pearson	KS4 or KS5	1 x 70 minute and 1 x 1.25 hour exam	May/June
History	iGCSE History	1 and 2	Pearson	KS4 or KS5	2 x 1.5 hour exam	May/June
RE	GCSE Religious Education	1 and 2	AQA	KS4 or KS5	2 x exams	May/June
Psychology	GCSE Psychology	1 and 2	AQA	KS4 or KS5	2 x exams	May/June
Sport	BTEC Sports Studies	1 and 2	Pearson	KS4 or KS5	1 x exam, 1 x internal unit	May/June
Outdoor Education	Duke of Edinburgh Award	Bronze, Silver, Gold	D of E	KS4	Internally assessed	Anytime
Prince's Trust	Prince's Trust PDE	1 and 2	Prince's Trust	KS3/KS4	Internally assessed	Anytime
Art	GCSE Art and Design – Fine Art	1 and 2	WJEC	KS4	1 x exam 1 internal unit	May/June
	Arts Award	Entry level, 1 and 2	Trinity College	Any age	Internally assessed, 3-4 tasks	Anytime
Horticulture	AIMVOC Skills for Working in Horticulture	Entry 3, Level 1	AIM	KS4 or KS5	Internally assessed	Anytime
Motor Vehicle Engineering	AIMVOC Skills for Working in Manufacturing and Engineering	1 and 2	AIM	KS4 or KS5	Internally assessed	Anytime
Health and Social Care	BTEC Tech Award in Health and Social Care	1 and 2	Pearson	KS4 or KS5	Internally assessed	Anytime
Hair and Beauty	AIMVOC Skills for Working in Hair and Beauty Industries	1	AIM	KS4 or KS5	Internally assessed	Anytime
Hospitality and Tourism	AIMVOC Skills for Working in	1	AIM	KS4 or KS5	Internally assessed	Anytime

	Catering and Hospitality Industries					
	BTEC Home Cooking Skills	1	Pearson	KS3 – KS5	Internally assessed	Anytime

Appendix 2

Flexible Qualification Offer

Rationale

Given that some of our students are not participating in full-time education for various reasons, and may be missing out on large parts of their learning, we have a flexible qualification offer to support students in their next steps.

This offer would suit a young person who is experiencing a significant barrier to attending school and attending timetabled national exams e.g. GCSE's.

The offer would need to be agreed in advance with the young person and their family, and be reviewed regularly with clear opportunities to participate and receive feedback on their work from a trained assessor or teacher.

All of the below qualifications are recognised nationally by colleges, apprenticeships and other training providers so will be a real stepping-stone to post-16. New courses may be added over time and the offer will be subject to availability.

The offer

Subject	Qualification Available	How it will be achieved	When this can be done	What is the qualification worth
English	Functional Skills English	1 x reading paper 1 x writing paper 1 x speaking and listening task Can be done handwritten or typed.	Anytime, advised 50 Guided Learning Hours. Could be done intensively over 4 weeks.	Available at entry level, Level 1 or Level 2
Maths	Functional Skills Maths	1 x 1 hour 30 min paper	Anytime, advised 50 Guided Learning Hours. Could be done intensively over 4 weeks.	Available at entry level, Level 1 or Level 2
Art	Trinity Arts Award	100% coursework – 1 booklet	Anytime, advised 50 Guided Learning Hours. Could be done intensively over 4 weeks.	Available at entry level, Level 1 or Level 2