

<b>Curriculum Policy</b>	
--------------------------	--

<b>Date policy approved by Governors</b>	<b>30 January 2019</b>
This Curriculum Policy replaces all previous Curriculum Policies and references to the Curriculum Policy in other policies and documents from the implementation date set out below.	
<b>Date policy to be implemented</b>	<b>January 2019</b>
<b>Manager/s responsible for policy review</b>	The Headteacher
<b>Date of next review</b> This policy is subject to annual review	January 2020
<i>J Organ</i>	<i>Alice Redfearn</i>
<b>John Organ – Chair of Governors</b>	<b>Alice Redfearn - Headteacher</b>

## 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils, in line with the Independent School Standards
- 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
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils’ learning and progression, and enable them to work towards achieving personal success
- Develop pupils’ independent learning skills and resilience, to equip them for further/higher education and employment
- Meet the needs of pupils at Horatio House who are challenged in their learning as a result of social, emotional and/or mental health issues

## 2. Legislation and guidance

This policy reflects the requirements for Independent Schools to provide a broad and balanced 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](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#).

### **3. Roles and responsibilities**

#### **3.1 The governing board**

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

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- 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
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils 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 governing board
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order 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

Key stage leaders and subject leaders will ensure schemes of work are in place and regularly reviewed to ensure they meet the needs of all learners.

### **4. Organisation and planning**

Young people at Horatio House come from a range of educational backgrounds, so base line data is used to ensure that appropriate challenge and differentiation are built into planning.

The Key Stage 3 curriculum is largely delivered by a specific teacher, responsible for ensuring the delivery of a broad and balanced curriculum. Key Stage 4 is delivered, where possible, by subject specialists to ensure a high quality of provision.

- The school offers a broad curriculum, in line with the Independent School Standards, and within that provides coverage of:
  - Linguistics

- Mathematics
- Science
- Technologies
- Human and social studies
- Physical studies
- Aesthetic and creative arts
- Personal, social and health education
- Fundamental British values

Mapping of the current curriculum to these standards will be found in Appendix A

- Staff are aware of short, medium and long-term planning expectations whilst ensuring that they are responsive to the learning needs of individual pupils.
- Pupils are taught in small groups, not exceeding 6 students. Where appropriate, pupils are supported by teaching assistants.
- Some elements of the curriculum may be delivered through mentoring and 1:1 sessions.
- Approved alternative providers are used to supplement the curriculum offer at Horatio House, this may include practical vocational training for example construction, mechanics or health and beauty therapy skills.
- Where it may benefit students, intensive work may be commissioned from external providers to promote self esteem and team building skills.
- Work related learning and work experience are an integral part of some young people's curriculum access at Horatio House.
- Young people and their parents/carers are partners with the school in decisions regarding appropriate provision.

## 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)

On entry to Horatio House all pupils are assessed to establish their baseline. Teachers will 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.

At Horatio House, our Transition Unit is available to enable those pupils who need a structured return to classroom participation to make that journey in a safe and responsive manner.

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

## **6. Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects.

Subject leaders monitor the way their subject is taught throughout the school by planning scrutiny, learning walks, book scrutiny and pupil progress meetings.

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

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the full governing board.

## **7. Formal Qualifications**

At Horatio House, we recognize that our pupils will be advantaged in further education, training and employment by achieving formal external qualifications. All pupils are matched to achievable external criteria in order that they can be entered for appropriate assessments. The school is an approved external examiner for a range of nationally accredited qualifications.

## **8. Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning policy
- SEN policy and information report

## APPENDIX A

Curriculum Area	Subject Coverage	Qualifications	Additional Coverage
Linguistics	English	GCSE NCFE Level 1 NCFE Foundation	Throughout the curriculum offer, across all subjects
Mathematics	Maths	GCSE NCFE Level 1 NCFE Foundation	Throughout the curriculum offer, across all subjects
Scientific	Science	GCSE NCFE Level 1 NCFE Foundation	Throughout the curriculum offer, specifically through Occupational Studies Food and Hygiene
Technological	ICT Mechanics	NCFE Occupational Studies, Office and Business, Motor Vehicles BSI EDCL (Extra)	Throughout the curriculum offer, for example presentation skills in Science, English, organising data in maths
Human and Social	Occupational Studies PHSE	NCFE Occupational Studies Hospitality and Catering, Child development	Throughout the curriculum offer, for example
Physical	PE Occupational Studies	NCFE Occupational Studies, Sport, Leisure and Tourism	Science
Aesthetic and Artistic	Art	GCSE Art	Through curricular activities, PHSE, drama