



**The
Haven
School**
Wolston

'A place to belong'

Curriculum Policy

Control Sheet

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1. Introduction

The School caters for pupils with a wide range of difficulties and barriers from the ages of 11-18. The School also expects that a number of the pupils may also have associated disabilities secondary to their learning difficulties such as physical disabilities, sensory impairment/s and behavioural difficulties.

The ideology of The Haven School Wolston is one of inclusivity and we are determined to support all young people in line with our vision of *'enhancing young lives for a brighter future'*. Our core aim is to offer a highly bespoke education to enhance the social and emotional wellbeing and life chances of vulnerable children who struggle in a mainstream educational setting. This Policy is unique to our School and we believe it ensures that expectations remain high, whilst also understanding that one size does not fit all and that some young people require both adjustment and significant wrap-around care. We aspire to work extremely closely with parents, local authorities and other partners to remove the barriers to meeting expectations that some young people face. It also defines our expectations for the strong relationships and mutual respect between individuals that permeates our School. Therefore:

'We are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 into our curriculum planning and teaching. Suitable and challenging learning opportunities will be planned and delivered for all pupils with the aim of maximising achievement for each individual.'

Teachers will respond appropriately to pupils' diverse learning needs and be aware of their needs based on gender, special educational needs, disability, disadvantage (including those pupils who are eligible for the Pupil Premium grant) and pupils who are newly arrived and/or speak English as an additional language, for whom individualised assessments will be carried out, including for those who are newly arrived to the UK.

We are committed to the principle of equality of opportunity for all and this will be reflected in the curriculum, the assessment for learning opportunities offered, the quality of education provided and the achievement of all pupils.

2. The Haven School Wolston Curriculum Vision and Philosophy

This Policy is developed to reflect The Haven School Wolston Curriculum Vision that:

'The Haven School Wolston is inspired by a belief that we can make a difference to every young person we work with by listening to them and raising their aspirations. We believe in the potential of every young person, no matter who they are, what they have done or what they have been through.'

This Policy is developed to reflect The Haven School Wolston Curriculum Philosophy that:

- *All pupils at the School have their own individual learning needs.*
- *All pupils have a broad range of other needs that require a broad and balanced curriculum with a high priority on social and emotional well-being, effective communication, inclusion and positive moving on opportunities.*

- *All pupils learn in different ways and at different rates.*

3. Realising Our Curriculum Vision and Philosophy:

To realise Our Vision and Philosophy, we will:

- Create and deliver an alternative curriculum for young people which is innovative, holistic, encourages collaborative working, positive progression and promotes independence
- Provide advice and support to young people, signposting to other agencies whilst maintaining close support for them throughout this process.
- Only engage with organisations which work with young people in ways which ensure they are listened to and their individual needs met.

4. Our Curriculum Principles

The Haven School Wolston curriculum is driven by pupil needs and is underpinned by the following principles which seek to:

- Support.
- Educate.
- Encourage independence.
- Inspire and motivate.
- Promote partnership working.

5. Our Curriculum Intent

To realise our Curriculum, Vision, Philosophy and Values it is our intention to:

- Provide each young person an Individual Learning Plan (ILP) that relates directly to their emotional and social well-being, topics and activities that they enjoy and that lead to accredited qualifications in line with National Curriculum requirements, individual needs, level of learning and specific learning styles.
- Monitor and track progress on an individual basis both formally and informally.
- Develop a whole curriculum framework for Key Stages 3-5 to provide pupils with access to qualifications from a wide range of disciplines, programmes, experiences and areas on interest including:
 - a) Core subject areas – Maths, English, Science and ICT.
 - b) History, Geography and Citizenship.
 - c) Vocational qualifications.
 - d) Creative and practical subjects and projects.
 - e) Food Preparation and Nutrition.
 - f) Human and Social Development.
 - g) Physical Education.
 - h) PSHE.
- In addition to a suite of qualifications, also allow pupils to access a range of non-qualification related activities, including:

- a) Relationships and Sex Education (RSE)
 - b) Values Education.
 - c) Personal development sessions.
 - d) Educational visits.
 - e) School committees.
 - f) Non-PE related physical activities.
 - g) Self-care and management.
 - h) Voluntary work.
 - i) Competitions.
 - j) Charity fundraising awareness and events.
 - k) Outdoor activities.
 - l) STEM visits.
 - m) Guest speakers.
- The framework above ultimately serves as a guide and will never be a limiting factor in the curriculum offer for any pupil as the School guarantees to offer appropriate and relevant provision for any pupil based on their individual needs and areas of previous interest and success. These may include but will not be limited to, for example, Asdan short courses and vocational taster courses.
 - Develop curriculum documents and resources for each subject area allowing progression within those topic areas and following DFE guidance and The National Curriculum guidance.
 - Develop pathways for pupils to follow at KS3, allowing for progression from Entry level qualifications up to GCSE at KS4 and KS5. The Land Based Management, Animal Studies, Sports Studies and Asdan programmes will be both taught and embedded into all areas of teaching as well as bespoke classes.
 - Enable pupils to build individual portfolios containing all their work as evidence and for use at college interviews and at the weekly Friday progress tracking and progress review meetings.
 - Ensure all teaching links into areas of The National Curriculum.
 - Recognise achievement as appropriate for each individual.
 - Consider the teaching and learning at other times (e.g. break and lunchtimes times, evenings, weekends, holidays, projects and activities with other agencies, homework, independent study etc.) using a wide variety of medium to include on-line learning, project work, phone apps and flipped learning.
 - Provide time for teachers to monitor and plan for their subjects.
 - Provide time for the Headteacher and other members of the teaching team to support the delivery, marking and assessment of all qualifications, including lesson observations and individual support for all teaching staff.
 - Provide or organise relevant and an on-going CPD plan for all individual staff.

6. Our Curriculum Management

The delivery of Our Curriculum Intent will be effectively managed by:

- Using the School Curriculum Vision, Philosophy and Values to inform all curriculum planning and decisions.
- Collaborating in regular curriculum planning meetings and continually reviewing the curriculum and developing fun, engaging and relevant topics.
- Attending relevant CPD and regularly providing feedback information and knowledge to the whole team. This includes staff building on their own CPD portfolio and constantly seeking out best practice.
- Ensuring non-teaching support staff are informed, consulted and involved in the class and curriculum development.
- Ensuring that staff assess and evaluate pupils' learning, including pupil self-assessment and work sampling.
- Marking work, with the pupil present as much as possible, using The Haven School Wolston Assessment for Learning Policy.
- Utilising outside agencies for support and advice where appropriate.
- Following health and safety guidelines and being aware of hygiene procedures.
- Liaising with relevant therapists/professionals on individual pupil needs and progress.
- Planning activities that are clearly linked to the ILP, learning objectives and outcomes.
- Planning a variety of activities that stretch and challenge pupils to achieve their best outcomes.
- Planning a range of sessions to encourage different learning experiences, e.g. investigation, observation, information gathering, discussion, prediction, practical work, co-operation.
- Ensuring that pupil progress is assessed within transition points in lessons so that misconceptions and misunderstandings are addressed.
- Carrying out planned and differentiated tasks allowing the teacher to assess whole class understanding and the pupils to reflect on what they have learnt, enabling them to see their next steps.
- Providing opportunities for practical and hands on learning situations and give demonstrations when required.
- Providing opportunities for pupils to generalise the skills or knowledge learnt.
- Ensuring equality of opportunity and access for all pupils (e.g. use of communication aids, signing, height of tables).
- Providing an interesting, stimulating and well organised learning environment within which the pupils can feel secure, develop independence and control over their own learning.
- Providing opportunities for pupils to learn to work individually, in both small and class groups and to contribute to whole School sessions where appropriate.
- Encouraging an atmosphere of trust, security and respect for all and give equal value to each pupil's contributions.
- Having and encouraging high expectations of pupils.

- Encouraging positive behaviour and provide good models of behaviour.
- Promoting good behaviour by incorporating The Haven School Wolston Expectations for Learning Policy into the ILP as appropriate and as part of regular 1:1 target setting sessions with pupils.
- Utilising and planning the appropriate use of Information Communication Technology.
- Utilising and planning the use of the School Resource Centre and incorporating and logging the time spent there by individual pupils.
- Planning for outings and visits to support the learning objectives for individuals and groups.,
- Encouraging and planning for inclusion within and out of school e.g. attendance at youth clubs, local events etc.
- Displaying pupils' work, photographs of them working, positive activities, events etc. in an attractive and celebratory manner around the School.

7. Our Quality Assurance for Curriculum Impact

The Headteacher and the teaching team will co-monitor, co-review and co-evaluate the implementation and impact of the curriculum by:

- Ensuring that pupils are working towards individual targets/ILP targets and using strategies identified in weekly team meetings.
- Sampling pupil work randomly mid-way through the topic to ensure teaching is on track.
- Carrying out walk by sessions, drop-ins and actively engage in sessions periodically.
- Monitoring individual pupil progress by undertaking work scrutiny against the criteria in the Assessment for Learning Policy.
- Tracking and planning pupil progression in accordance with The Haven School Wolston Assessment for Learning Policy and the ILP.
- Co- observing teaching and co-supporting through providing feedback on a 1:1 basis as well as at team meetings, coaching sessions, INSET/CPD sessions and following specialist input.
- Seeking out and sharing best practice in a particular area of interest.
- All teaching staff completing evaluation sheets at the end of each taught week and review the pupils' weekly evaluations.
- Constantly reviewing and evaluating all current policy, practice, and procedures via the annual review of the School Development Plan process and their annual professional development review cycle.
- Keeping up-to-date with the latest DFE guidance and that provided by the Headteacher and School Board.

8. Policy review

The implementation and impact of this Policy will be reviewed every year by the School

Board; this may occur earlier should there be a change in legislation, statutory guidance or an event or incident in the School which makes this necessary.