**HIGHGATE HILL HOUSE SCHOOL**

**Curriculum Policy**

**Introduction**

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be planned to meet the requirements of the National Curriculum taking account of the need to differentiate the learning experiences of our children.

Highgate Hill House School provides a Therapeutic Educational Framework that promotes emotional growth and academic success. It is acknowledged that the experiences and backgrounds of these children will impact upon the curriculum provided.

As we are a small school our teaching staff know our children well and are, therefore, able to use not only the information gleaned from assessment results to influence teaching, but also to tap into interests and hobbies of our pupils to act as a catalyst to learning. The evaluation of pupil learning will inform curriculum development and enable accurate and relevant target setting for each pupil.

Many of the pupils within our school will have gaps in their prior learning due to either frequent school or placement breakdowns, trauma, cognitive delay or mental health difficulties. Pupils may well have also experienced negative attitudes to their difficulties and disturbances in previous placements. These attitudes towards pupils will often lead them to manifest behaviours such as resistance to learning, disengagement and disinterest and disruptive behaviours. Our nurturing environment, empathy and warm approach to teaching and learning will support our pupils in filling these gaps and enable them to gain the confidence that they require to make progress, develop and achieve academic success.

Whilst providing an age appropriate curriculum, necessary adjustments need to be made to ensure that accessibility and meaningful outcomes are achieved. This requires finely tuned differentiation and, at times, the delivery of an ‘alternative’ Education programme to ensure emotional well-being as well as academic success.

**The School Aims:**

 To provide a broad and balanced curriculum

 To treat pupils with dignity

 To ensure accessibility to learning regardless of gender, ethnicity, or demographic

 To enable children to grow and develop an interest in literacy, ethics, mathematics, sciences, the arts, other cultures and religions as well as their own

 To teach pupils skills and to cultivate an interest in sports, physical well-being, healthy lifestyles and other hobbies

 To encourage pupils to continue to use skills and remain open to learning to enable them to engage in the technological future of our society

 To teach and model the values of our society and to contemplate issues relating to government, politics, relationships and community affairs

 To encourage pupils to become independent learners thus ensuring their continued ability to remain engaged in learning throughout their lives.

 To prepare pupils for further education, employment and training

 To provide, whenever possible, work experience opportunities for pupils in KS4  To offer external accredited examinations

 To teach pupils in an environment free from anxiety.

Each curriculum area will have its own policy which will include information regarding assessment, tasks and accredited examination procedures. All teachers are responsible for the planning and teaching of their subjects and pupils’ work will be marked and assessed regularly in line with the Marking Policy and the Assessment Policy.

Pupil progress will be tracked and monitored and subject tutorials with pupils will ensure that they always understand how well they are doing and what they need to do to make further progress. Structured interviews will pupils will also inform further curriculum development and improved differentiation; target setting will be specific to each pupil in each curriculum area and reviewed half termly with their teacher and tutor. This information will be shared with parents and carers in the knowledge that this extra external support from home is invaluable to pupil progress.

**We aim that our pupils will:**

 Develop the skills to problem solve using technology, mathematics, language and team work

 Be able to communicate effectively using writing and language as well as through music, the arts and other creative elements.

 Be able to listen well with understanding and have the confidence to ask for help and advice when they get ‘stuck’

 To be creative and to enjoy the process of creativity

 Learn to work independently as well as being able to work as part of a team

 Begin to acquire a set of moral values such as honesty, integrity, sincerity and personal responsibility

 Have an understanding of their culture and those of others.

 Develop tolerance, respect and appreciation of others in a non-biased way

 Develop a knowledge and understanding of their own time and place within humanity; to begin to see the links within the family, society, national heritage and national and international events

 To understand our environment, geography and surroundings and to experience their beauty and the spiritualism of the natural world

 To develop an enjoyment for reading, storytelling and song

 To understand the notion of keeping safe and the importance of safety in its many guises

 To have a sense of belonging to our school

 To be happy and safe and to acquire resilience

**The Headteacher will:**

 Ensure that all the statutory elements within the curriculum are adhered to

 Provide regular support and supervision for the staff

 Continue to ensure that all education staff receive regular continued professional development either externally or internally.

 Work closely with the SENCO to ensure that all of the needs of our pupils are met well

 Observe lessons to ensure that teaching is of a good standard or better

 Undertake a scrutiny of pupils’ work to guarantee that work is of a good standard and that marking and assessment adhere to the school’s policies.

 Ensure that the tracking and monitoring of pupil progress is undertaken well and that timely reports are issued to parents and carers informing them of pupil progress.

 Support the examinations officer in the preparation for external examinations for pupils thus ensuring that they have the best opportunity to achieve examination success.

The cross curricular elements within the school such as thematic learning will ensure that pupils experience teachers working in a team to deliver curriculum. Cross curricular links will provide pupils with the notion that no learning can be isolated from other subjects and that the acquisition of a variety of learning skills will enable them to become lifelong learners.

Our outdoor education programme will enhance and support more formal learning that takes place within the school. This opportunity will enable pupils to achieve success in different activities, to challenge their abilities and to raise their self- esteem.

Adopted by the Proprietor 01/01/2016

Reviewed 01/01/2017

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