



CURRICULUM POLICY

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Owner	Headteacher

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1. Aims

The curriculum is based on the vision statement of 'A place of love, commitment and opportunity'.

Heath Farm Curriculum Model



'Love' represents the unconditional love that is provided through the well-being support provided to all students resulting in them being able to overcome and manage their differing needs.

'Commitment' represents the commitment to providing our students with a purposeful and engaging academic curriculum resulting in them gaining relevant accreditation and academic so that they leave with a world of opportunity at their feet.

'Opportunity' represents the life skills that we will develop in the students resulting in them leaving school fully prepared for adulthood and their working life.

It is key that each of these are of equal importance and in fact all support each other equally:

- a. Develop a child's well-being and you improve their chances of achieving academically. They will also develop the confidence to tackle and understand those key life skills for success.
- b. Prove to a child that they can be successful academically and you will do wonders for their well-being. They will also be better able to reflect on and develop those key life skills
- c. Give children the skills to be successful in life and again their well-being will rise significantly. They will also grow in confidence within their academic subjects and value and appreciate the importance of academia more readily

Provision of a rich, inclusive, holistic learning environment where every learner is empowered to progress and achieve at the highest level, is fundamental to the philosophy at Heath Farm School.

The curriculum is the whole learning experience offered by the school, including the therapeutic, wellbeing and PBRs aspects of the school ethos.

How students learn is as important as what they learn. Students are learning all the time and it is our responsibility to optimise learning opportunities throughout the school day, in curriculum time, during Wellbeing sessions and at social times. Within our established ethos, students will gain confidence in making positive, healthy choices and increase their knowledge and understanding of the world around them.

All teachers and professionals engaged in teaching and learning activities will be partners in learning and continuously develop their skills and competencies for providing an appropriate range of strategies to inspire all of our learners.

We aim to ensure that the curriculum:

1. Is broad, balanced and relevant focusing on demonstrable positive impact upon all aspects of the individual needs of each student, including their SEMH needs.
2. Will encourage all students to reach their full potential.
3. Is flexible enough to meet the needs of the diverse population within the school and matched to the individual needs of the student at the current point in their development.
4. Builds on students' existing knowledge, skills and understanding.
5. Recognises that students often enter the school with low academic and wellbeing starting points and provides individualized support to close the gaps and overcome barriers to learning.
6. Reflects the multicultural nature of society and builds on Fundamental British Values.
7. Develops confidence, resilience, high self-esteem and independence.
8. Develops a respect for themselves, other people and the environment.
9. Prepares students for the opportunities, responsibilities and experiences of adult life including all aspects of the Skills Builder curriculum from KS1 through to Post 16.
10. Enables students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations including preparation of adult life.
11. Supports students' spiritual, moral, social and cultural development.
12. Supports students' physical development and responsibility for their own health, and encourages them to be active.

13. Ensures equal access to learning, with high expectations for every student and appropriate levels of challenge and support.
14. Provides subject choices that support students' learning and progression, and enables them to work towards achieving their goals.
15. Develops students' independent learning skills and resilience, to equip them for further/higher education and employment.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#). 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
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs 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
- Students from year 8 onwards 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 students 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.
- They manage requests to withdraw students from curriculum subjects, where appropriate.
- 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 students with different abilities and needs.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Deputy Headteacher with the Responsibility for the Quality of Education, oversees the Academic and Skills elements of the curriculum, ensuring full coverage is in place across all Key Stages within the school.

The Deputy Headteacher with the Responsibility for Wellbeing, oversees the Wellbeing elements of the curriculum, ensuring that this is developed effectively across all Key Stages within the school.

Subject Leaders have delegated responsibility for ensuring an efficient and effective Curriculum Map is in place throughout the school, evidencing full National Curriculum coverage and demonstrating progressive knowledge and expectations. Subject Leaders provide support and guidance to colleagues who are planning and delivering their subject responsibility areas.

Staff with subject specialism teaching responsibilities cover the following areas from KS3 onwards,

- Maths
- Science
- English

Staff with subject specialism teaching responsibilities cover the following areas across the school from KS1- KS3

- Outdoor Learning
- Music
- ICT
- PE
- Food Technology/DT
- Art
- Geography
- History

Students are able to elect their Options choices at the end of YR9 to begin in YR10, a wide and diverse range of academic, creative and vocational pathways are on offer. All students participate in English, Maths and Science accreditation pathways, including GCSE, Functional Skills and Entry Level as appropriate to ability. Students have access to a range of optional GCSE's including Art, Media Studies. Creative pathways through Trinity College London Arts Award, art, photography and music based. Horticulture and conservation courses are also available, providing a clear flight path to college and further study within this field. Vocational qualifications leading to professional qualification are offered, including City and Guilds Level 1 Construction, potentially leading to CSCS card eligibility. Wedding and Occasion make up accreditations are also available.

4. Organisation and planning

At Heath Farm School we give particular emphasis in our curriculum to the development of:

- Academic skills including Literacy, Numeracy and ICT skills.
- Social, Emotional and Mental Health skills, including SRE (Sex and Relationships Education).
- The Thrive Approach as both a targeted individual intervention and as a whole class activity;
- Self-Governance Skills as supported by the PBRs;
- Physical Skills including PE, Swimming, Individual Therapies, using the community and Life Skills.
- Work-related and Vocational Skills including the Skills Builder Program

- Outdoor Learning and connecting to the Environment;
- Increasing diversity awareness with a focus upon FBV and RE within the context of SMSC;
- Regular careers guidance from KS3;
- Weekly rewards sessions for students who have followed the PRBS;

Each Key Stage has a Curriculum Map, designed collaboratively between subject, Key Stage and Senior Leaders which reflect the learning opportunities provided. We acknowledge that due to our students SEMH needs, they benefit from access to a holistic curriculum where equal priority is given to maintaining and developing their well-being and ensuring that their academic needs are met.

In addition, we have developed a Wellbeing Curriculum, including the Thrive Approach. As students move from Key Stage 3 to Key Stage 4 and Post 16 the emphasis shifts more towards preparation for adulthood and maximising independence, including work experience and college based learning opportunities whilst continuing to access the support of Heath Farm School in order to support them plan for the transition process and prepare for life after school. Learning in KS3, KS4 and Post 16 is accredited at an appropriate, aspirational level including Entry Level and Functional Skills.

Across the school SOLAR is used to record students' working levels and progress made. Please see the Assessment Policy for further information.

From KS3 onwards, students are assessed and can gain a range of accreditation at Entry Level, which includes a range of AQA, ASDAN and OCR qualifications. Students are also entered for a range of GCSE's if appropriate. Accredited courses are continually under review and we seek to provide the best options possible to our students for supporting their continued development as learners.

Students may also study for Functional Skills accreditation in English, Maths and ICT. Class teachers are responsible for reviewing the overall progress and achievements of students and for maintaining current assessment and progress data.

Student progress is reported to parents and carers on a number of occasions during the school year. Written information is sent to parents as part of the Annual Review process and once within each full term. In addition, Parent and Carers Drop in Sessions are held for all students in each term following the Celebration Assemblies. Parents and carers are welcome to discuss their student's progress at any other time during the year, preferably by prior arrangement.

5. Inclusion

We adapt the curriculum for individual learners according to their needs. We recognise students' strengths, needs and interests and build on these to promote achievement and success. We identify our students' needs through the Annual Review process and plan and adapt the provision and learning opportunities to meet these needs. Each Student has both individualised wellbeing and education plans that are regularly updated to reflect the individual needs. Students, staff and parents/carers are aware of the content of the plans.

We are committed to providing the best learning opportunities, including access to community resources and learning programmes such as Skills Builder, COPE and ASDAN that link classroom learning to life skills and accreditation.

All students learn best from first-hand experience. To develop a full, concrete understanding of a concept a student must have relevant, practical learning experiences in different situations. We strive to provide opportunities to practice and apply learning in different contexts, building upon and consolidating prior knowledge. Alongside the academic curriculum the school has a range of therapeutic inputs that support all students to access learning. These include Speech and Language Therapy, Occupational Therapy, Music Therapy, Play Therapy, various Psychological Therapies and a Student Council.

All learning within the school day is directly underpinned by the Heath Farm School Positive Behaviour Reward System (PBRS). Please see the PBRS Policy for further information.

Teachers set high expectations for all students. They use appropriate assessment via SOLAR to set ambitious, aspirational targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with English as an additional language (EAL)

Teachers plan lessons so that students can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

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 coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits, meeting with the School Council and participating in cyclical monitoring such as learning walks and book scrutinies.

Subject Leaders monitor the way their subject is taught throughout the school by:

- Participating alongside the SLT with planning and book scrutinies and drop ins.
- A comprehensive monitoring cycle is in place, including observations, scrutinies and Student Progress Meetings, all of which will be completed by/overseen by the SLT.
- Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

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

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Equality information and objectives
- PBRS policy