



Curriculum Policy

Reviewed August 2023

School Accepted definition of Curriculum

The Curriculum is broadly defined as the totality of pupil's experiences that occur in the educational process.

In school different types of curriculum are often talked about. The Explicit Curriculum and the Hidden Curriculum

The Explicit Curriculum describes what appears in documents and teachers' plans. The term refers specifically to the planned sequence of teaching, or the pupil's experiences in terms of the school's instructional goals.

The Hidden Curriculum refers to the unwritten rules, values and normative patterns of behaviour which students are expected to conform to and learn while in school. Examples of things taught through the 'hidden curriculum' include: respecting authority, adhering to rules and boundaries the interaction between pupils and between adults and pupils in school settings.

Overview of the Explicit Curriculum in school

The 'basic' school curriculum includes the 'national curriculum', as well as religious education and sex and relationships education RSE.

The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

Principles

The curriculum at Selwyn Hall is guided by the following principles:

- A belief in the importance of a personalised, broad and balanced curriculum;
- A belief that a curriculum must allow equality of opportunity;
- A belief that the curriculum meets the needs of individual learners and the School will dis-apply portions of the National Curriculum only in agreement with the placing LEA, parents or carers, and only if SELWYN HALL feels this to be in the best interests of the pupil.
- A belief that the curriculum should pursue excellence in all areas;
- A belief that the curriculum should provoke creativity, self-confidence and the ability to work collaboratively by learners of all backgrounds and abilities;
- A belief that learning takes place beyond the formal curriculum.

Aims:

More specifically we aim:

- To encourage intellectual curiosity, critical perception and a respect for learning;
- To encourage individual responsibility, self-esteem and confidence as well as care, concern and respect for others;
- To promote the development of personal values to help meet the challenges of a complex world and to encourage a commitment to contributing positively to the community and a wider society.
- To provide appropriate challenge and accreditation opportunities to develop the personal resources necessary to be happy and successful in a complex world;

All our students will learn:

- To respect and celebrate the differences between people;
- To question reasonably but to treat with compassion and understanding the positions of others;
- To be flexible thinkers;
- To become life-long learners.

Most of our pupils will arrive at Selwyn Hall with Special Educational Needs and are supported appropriately by small class sizes (usually no more than 6 pupils per class), class room support, mentoring, counselling, access to ICT, and other specialist staff and resources. Specialist provision such as our own company Therapeutic practitioners, 1:1 programmes built into their timetables which can cover a vast number of areas of the Social, emotional and mental health issues we come across including anger management and counselling are available when required by the professionals involved with individual pupils.

- Each subject planned is underpinned by the clear objectives from the National Curriculum objectives or the guidelines which govern individual accredited courses at a level which is most appropriate for the individual student. The planning is based on the development of knowledge and skills. Key cross-curricula areas such as Literacy, Numeracy and the use of ICT are embedded in all subject areas.
- The pupils arrive at school with varying amounts of information about their previous school life and progress. On entering Selwyn Hall all pupils are tested and placed in appropriate learning groups for their ability and their needs. The tests include maths, reading age, spelling age, multiple intelligence testing and learning style inventory. These tests are put together with observations, communication with parents, carers, social workers and if possible previous schools and or tutors.
- After initial assessment, pupil's progress is monitored on a Half-Term basis using, amongst other assessment tools, teacher assessment (both formal and informal) and the accredited exam material. Reports on pupil progress are distributed each term, with a final end of year report in July.
- All subject teachers use Key Performance Indicators to track the exact learning objecting that each pupil is working at in each subject area. This may be different for different subjects or even within different concepts within one subject. This very detailed understanding of exactly where the pupil has gained knowledge and understanding informs the teaching and learning in future lessons
- The KPI are analyses to gauge the level each individual is working. Pupils are tracked using KPI to measure progress across the curriculum. (**See Assessment Policy**)

Curriculum Evaluation and Development

Specified curriculum areas are allocated to 'subject leaders' who attend weekly whole staff meetings. The Head teacher or Lead teachers chair the meetings. The involvement of senior staff in the production of subject development plans allows the planned use of material and staffing resources. Subject leaders are developing a cycle of self-evaluation which will culminate in a monthly 'single conversation' with the SMT to evaluate performance and progress. Proposed curriculum developments are discussed by the SELWYN HALL Directors who are kept informed by the Head Teacher.

Key stages

The national curriculum is organised into blocks of years called 'key stages' (KS).

| Age | Year | Key stage |
|----------|-----------|-------------|
| 3 to 4 | | Early years |
| 4 to 5 | Reception | Early years |
| 5 to 6 | Year 1 | KS1 |
| 6 to 7 | Year 2 | KS1 |
| 7 to 8 | Year 3 | KS2 |
| 8 to 9 | Year 4 | KS2 |
| 9 to 10 | Year 5 | KS2 |
| 10 to 11 | Year 6 | KS2 |
| 11 to 12 | Year 7 | KS3 |
| 12 to 13 | Year 8 | KS3 |
| 13 to 14 | Year 9 | KS3 |
| 14 to 15 | Year 10 | KS4 |
| 15 to 16 | Year 11 | KS4 |

Key stage 1 and 2

Compulsory national curriculum subjects at primary school are:

- English
- maths
- science
- design and technology
- history
- geography
- art and design
- music
- physical education (PE), including swimming
- computing
- ancient and modern foreign languages (at key stage 2)

Schools must provide religious education (RE) but parents can ask for their children to be taken out of the whole lesson or part of it.

Schools also teaches:

- personal, social and health education (PSHE) and Relationships education
- Citizenship
- Life skills

Key stage 3

Compulsory national curriculum subjects are:

- English
- maths
- science
- history

- geography
- modern foreign languages
- design and technology
- art and design
- music
- physical education
- citizenship
- computing

Schools must provide religious education (RSHE) and sex education from key stage 3 but parents can ask for their children to be taken out of the whole lesson or part of it.

Key stage 4

During key stage 4 most pupils work towards national qualifications - usually GCSEs, Functional Skills Awards, Cambridge National Awards or Certificates, or alternative qualifications which best suit the needs of the individual pupils.

The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.

Core subjects are:

- English
- maths
- science

Foundation subjects are:

- computing
- physical education
- citizenship

Schools must also offer at least one subject from each of these areas:

- arts
- design and technology
- humanities
- modern foreign languages

They must also provide religious education (RE) and sex education at key stage 4.

As a small school we are able to guide and discuss the 'options' that are available to the pupils as they progress into Key Stage 4 in a particularly personalised way: there is a strong emphasis on preparing for a working/adult life whilst simultaneously encouraging the continuous development of Literacy and Numeracy skills. The Key Stage 4 curriculum builds on the Key Stage 3 curriculum to provide an important core of learning with the opportunity to begin to specialise. It is revised on an annual basis in response to the needs of the pupils in Year 9.

Once ready for the future college placement we can offer to those pupils who would benefit a robust college transition a college plan which can complement their learning in school. These can be for one morning per week through to 3 days per week. We wrap their timetable around their college time. Each individual requires varying levels of support with this and we offer full support from school to assist in the transition to college or throughout their college placement.

The core curriculum comprises:

English, Mathematics, Science and Computer Science

We also offer non-core curriculum subjects to develop their understanding in the broadest way possible:

Humanities, Beliefs and Philosophy, Vocational Studies, Art and Design Technology, PE, Life Skills and Careers lessons.

All pupils have the potential to achieve AQA Entry Level Certification in the core subjects as well as the subjects listed above in the Year 9 curriculum. Where appropriate, pupils will be entered into AQA/GCSE or equivalent examinations in these subjects as well.

We also offer:

- Cambridge National Awards and Certificates levels 1 and 2 in Computers and Science
- GCSE English Literature and Language, Geography, Biology, Maths
- Functional skills Awards in English, Maths and ICT at levels 1 and 2
- ASDAN Award Scheme progressing further when they are able.

We are always looking at other courses depending on the needs of the students.

SELWYN HALL are hoping to establish a close working relationship with Careers team in the LA so that we are able to offer extended Work Experience placements as well as accredited training at local colleges and institutions. Therefore, the pupils at SELWYN HALL can have specially tailored packages of options to allow this combination of accreditation and development. At SELWYN HALL there is a commitment to creating personalised curriculum 'packages' for individual pupils. We endorse a 'multi agency' approach where the curriculum can include college placements, extended work experience (where possible), a reduced academic curriculum, independent learning and individual learning support. The Head teacher negotiates and oversees this process in close collaboration with all professionals involved with the Individual pupils.

Children must also study:

- sex and relationships education (year 7 onwards)
- Relationships education (all pupils)
- religious education (RE)

They may not have to take exams in these subjects.

Sex and relationship education

Sex and relationship education (SRE) is compulsory from age 11 onwards (can be aged 10 depending on the mix of class). It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation.

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want. All schools must have a written policy on sex education, which they must make available to parents for free.

Religious education

Schools have to teach RE but parents can withdraw their children for all or part of the lessons. Pupils can choose to withdraw themselves once they're 18. Local councils are responsible for deciding the RE syllabus, but faith schools and academies can set their own. We have devised our own RE Curriculum taking guidance from the LA approach

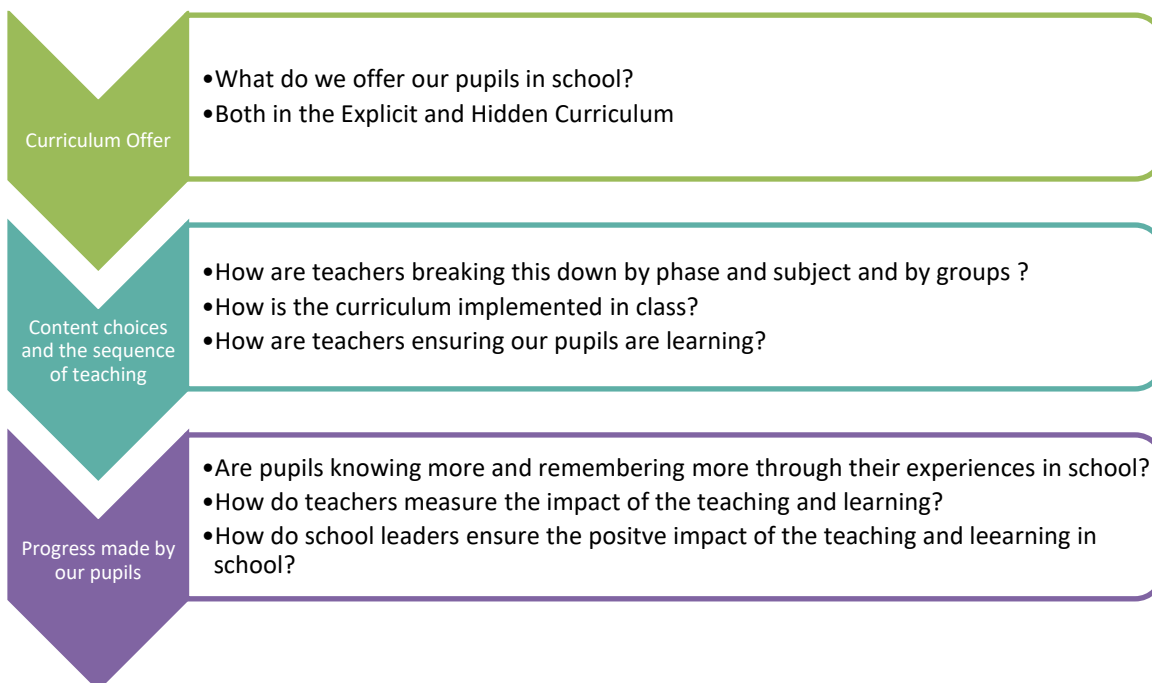
Follow the links below to access the relevant UK curriculum documents

- National curriculum framework from key stage 1 to key stage 4
- National curriculum: primary curriculum
- National curriculum: secondary curriculum
- National curriculum: English
- National curriculum: Mathematics
- National curriculum: Science
- National curriculum: Art & Design
- National curriculum: Citizenship
- National curriculum: Computing
- National curriculum: Design & Technology
- National curriculum: Geography
- National curriculum: History
- National curriculum: Languages
- National curriculum: Music
- National curriculum: PE

SEE ALSO CURRICULUM SUMMARY

Curriculum Offer at Selwyn Hall School

The School leaders have designed the Curriculum offer to ensure it best meets the needs of our pupils.



Our Curriculum is broken down into Phases of learning and then by Subject area.

The Curriculum is **what** is taught

The Pedagogy is **how** it is taught

The teachers then assess the high-level desired outcomes and measures of those outcomes in what the pupils have learned from the experiences provided in school.

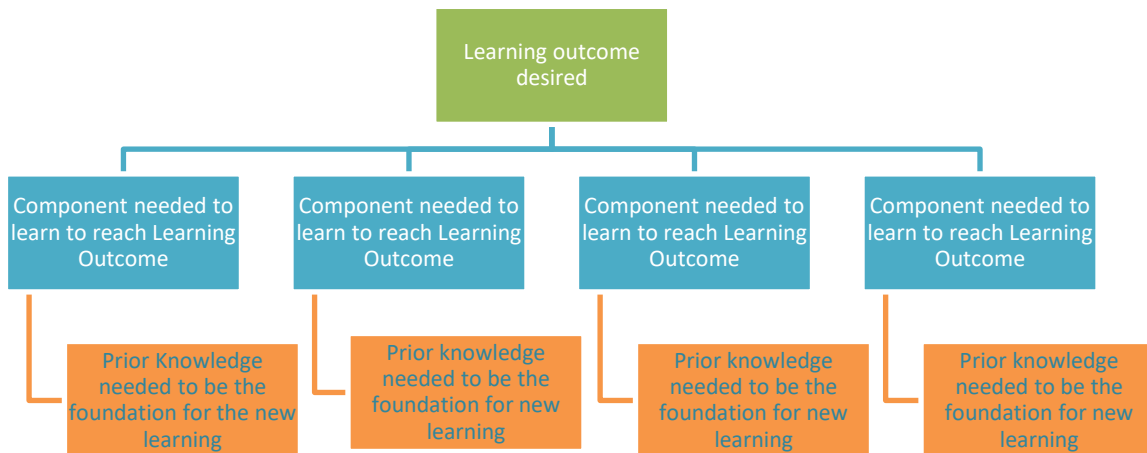
Substantive and Disciplinary Knowledge

It is important that teachers ensure the curriculum planning develops the pupils Substantive and Disciplinary knowledge for each subject area

Substantive Knowledge is, for example, knowing what Newton's Law is and how it is applied in Science

Disciplinary Knowledge is, for example, knowing how to set up experiments or how to control variables in Science experiments

Planning the Curriculum

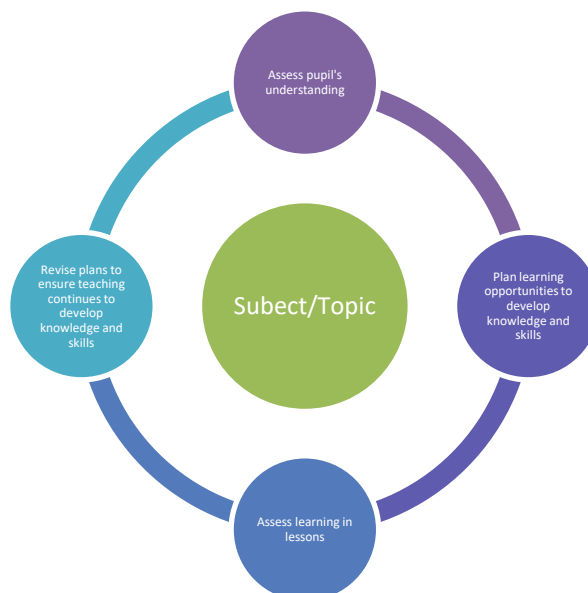


Teachers use an assessment/ planning cycle to ensure pupils are continually learning and developing skills through the teaching and learning experiences in school.

The teaching needs to be planned building on prior learning. Teachers need to ensure they have considered all of the prior knowledge the pupil would need to have to access the new learning

The teaching needs to be planned to ensure pupils are taught at a level which is accessible but promotes progress. At Selwyn Hall we have aspirational targets for our pupils.

The teachers continually assess the pupils understanding and then plan to reinforce and develop new knowledge and skills



How the Curriculum is taught

Teachers at Selwyn Hall know their pupils very well and therefore the way the curriculum is delivered is carefully designed to best meet the needs of the pupils.

Key Stage 2 and Key Stage 3

The Learning outcomes are taken from the Subject descriptions in the National Curriculum. Selwyn Hall teachers have broken down the National Curriculum broad descriptions into year group arranged statements – this was based on the Key Performance Indicators (KPI) designed by the NAHT. These outcomes are in the form of more specific statements or 'small steps' of learning.

The teachers use various methods of assessment to consider the level the individual pupil is at. For example, a pupil may be chronologically aged 13 but may be working at year group 3 or aged 7 to 8. The teacher then 'ticks off' the KPI the pupil can already do. The teacher then plans learning opportunities for the pupil to achieve the KPI they cannot as yet do.

Key Stage 4

The Learning Outcomes are taken from the specifications for the accreditation route the pupil is taking. These outcomes are broken down by teachers to specific statements or 'small steps' of learning.

Creative Curriculum

The **Creative Curriculum** is designed to meet the basic needs of the children. It offers strategies for building positive relationships, helping children develop self-regulation, and responding to challenging behaviours. It shows teachers how to guide children's learning during daily routines and everyday experiences.

At Selwyn Hall this means incorporating the desired Learning Outcomes into planning exciting and varied learning experiences

The learning activities vary across the school as would be expected for a school who work with such varied pupils with so many different Special Educational Needs.

Sequential Learning

Learning must build on what is already known and understood and must develop further knowledge and skills which will then lead to future learning.

It is vital that there is hierarchical sequencing in the planning so that the activities planned have a base in skills the pupils already have rather than relying on skills which the pupils have yet to learn.

| | | | | | | |
|--|--|--|--|--|--|--|
| Topic | Learning is part of the Topic _____ | | | | | |
| Subject | | | | | | |
| Desired learning outcome | By the end of week _ (this may be a 1 week plan or up to half term plan) Pupils should understand_____ (The KPIs being taught and which year group they are being taken from) Pupils should be able to _____ | | | | | |
| | Skills needed prior to today's learning | Skills being developed in this lesson (The small component part needed to reach the outcome above) | Activities planned for this session Adult led | Activities planned for this session Independent tasks | Specific support planned for individual pupils | How will we know if the pupils have achieved the learning outcome? |
| Week 1 | | | | | | |
| Week 2 | | | | | | |
| Week 3 | | | | | | |
| Week 4 | | | | | | |
| Week 5 | | | | | | |
| Week 6 | | | | | | |
| What could the next steps of learning be once a pupil has mastered the skills and understanding above? | | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Subject | | | | | |
| Desired learning outcome | By the end of week _ (this may be a 1 week plan or up to half term plan) Pupils should understand_____ (The KPIs being taught which year group they are being taken from) Pupils should be able to _____ | | | | |
| | Skills needed prior to today's learning | Skills being developed in this lesson (The small component part needed to reach the outcome above) | Activities planned to ensure learning takes place Include extension tasks for those pupils who manage the task more easily than anticipated | Specific support planned for individual pupils | How will we know if the pupils have achieved the learning outcome? |
| Week 1 | | | | | |
| Week 2 | | | | | |
| Week 3 | | | | | |
| Week 4 | | | | | |
| Week 5 | | | | | |
| Week 6 | | | | | |
| What could the next steps of learning be once a pupil has mastered the skills and understanding above? | | | | | |