



Local Procedure/Protocol

School/Home Name:	Hartwell School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	July 2024
Next Update Due:	July 2025
Procedure/Protocol Lead:	Natasha Brown and Claire Dinsdale
Procedure/Protocol Sponsor:	Brin Kelleher – School Development Lead

EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

Document Number: HWS-V01-0924	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 1
Linked to Policy Number:	OPSP11		

CONTENTS

1. CONTEXT
2. VISION, AIMS AND INTENT
3. ROLES AND RESPONSIBILITIES
4. IMPLEMENTATION
5. IMPACT, ASSESSMENT AND MONITORING
6. CURRICULUM MODEL
7. REFERENCES
8. ASSOCIATED FORMS
9. APPENDICES

1. CONTEXT

- 1.1** Hartwell School is an independent special school and part of the Witherslack Group. Our pupils are aged 5 to 19, with varied strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which provide a challenge and, historically, a barrier to their social and academic development. Hartwell School caters for the individual needs of our young people who have been diagnosed with a range of complex difficulties, which have affected their ability to reach their potential in previous settings. We strive to remove barriers to our young people's social, personal and academic progress by offering a nurturing learning alongside a flexible, targeted curriculum which is underpinned by the National Curriculum Framework. All pupils have an Education, Health and Care Plan.
- 1.2** Hartwell School benefits from spacious grounds within an urban location within walking distance of Teeside Park in Stockton-on-Tees. The school grounds and facilities contributes to making our school a positive place in which to learn, work and live and we make full use of the environment e.g. our Forest School setting. Hartwell School is well-resourced and has a comprehensive range of facilities including a science laboratory, a food technology room a DT workshop and Forest School. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly skilled staff team of education, pastoral, care and therapy staff. We have no more than eight students per class with no fewer than one teacher and one teaching assistant.

2. VISION, AIMS AND INTENT

- 2.1** Hartwell School believes that the curriculum embodies all that is learned: via lessons, social times, therapeutic input and role modelling by the adults and peers around them. There is a clear thread of skills built into planning focusing intent, implementation and impact of learning in all areas of the curriculum. With this in mind, we are promoting an ethos of Respect, Responsibility and Resilience in all that we do. We aim to teach our young people to grow into citizens who are able to work and co-operate with others, whilst developing their knowledge and skills so that they make progress from their different starting points and celebrate both academic and personal success. We are asking our young people to demonstrate these three skills in the following ways:

Respect:

- For self • For peers • For staff • For the environment

Responsibility:

- On time • On task • On side • Looking after resources

Resilience:

- Trying – not giving up • Tolerating others • Not being distracted / led into poor behaviours • Coping with change

The curriculum at Ashbrooke consists of three key focus areas which are consistent across all key stages. The delivery of these focus areas are reflective of age, stage, and carefully selected learning programmes based

Document Number: HWS-V01-0924	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 2
Linked to Policy Number:	OPSP11		

on individual needs. These three areas promote academic/vocational achievement, personal development and preparing for adulthood.



Academic/Vocational Achievement

This element focusses on the specific learning pathways that pupils will study across all key stages:

- Deliver a broad range of subjects that addresses the needs of all pupils
- Subjects and learning pathways that support future aspirations, interests and strengths
- Pupils achieve functional reading, writing, communication and numeracy skills In KS4 and KS5 pupils have greater ownership of what they study in relation to their own personal aspirations, interests and strengths following an academic, vocational or mixed pathway.

Personal Development

This focus draws attention to the personalised work and potential interventions required to reduce barriers to learning and therefore enhancing the opportunity to learn and progress. This area draws upon the expertise of a wide range of professionals in addition to teaching staff such as clinical services, the pastoral team and external agencies. The holistic care will:

- Support learning needs and reduce barriers to learning
- Enable pupils to manage their emotions effectively and achieve optimal well-being
- Enable pupils to acquire a sense of well-being along with positive social skills
- Ensure EHCP outcomes are achieved

Preparing for Adulthood

The focus builds on transition across all key stages and preparation into adulthood so that pupils are given the best chance to maintain success beyond their time at Ashbrooke School. This includes Careers Education, Information, Advice and Guidance (CEIAG) support and developing independent living skills. Embedding preparation for adulthood allows our pupils to:

- Develop functional living skills
- Receive high-quality independent Careers, Information, Advice and Guidance, transition support.
- Develop employability skills through the Futures and Careers programme
- Prepare themselves for their next steps in education, training or employment
- Take responsibility for the management of their own health
- Become a part of their school and local community

At Hartwell School we aim to provide a broad and balanced curriculum that supports pupils to develop their knowledge and skills as appropriate to their age, ability and stage of development. The curriculum has been developed to prepare pupils for life beyond Hartwell School and to encourage them to develop a love of learning. We aim to prepare pupils with life skills that will allow them to become independent adults. We promote spiritual, moral, cultural, mental and physical development of pupils which are developed through our whole school PSHE curriculum, whole school Pupil Led Learning sessions and Topic lessons in Key Stages 2-3.

Document Number: HWS-V01-0924	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 3
Linked to Policy Number:	OPSP11		

Moving forward

The 2024/25 curriculum builds upon the learning, progress and changes implemented last academic and offers a broad and interesting range of subjects and learning opportunities for all. We have high expectations of all pupils to ensure that they leave Hartwell with a range of qualifications that will support them on the next stage of their educational journey. Our current offer is a mix of GCSE/ vocational/functional skills qualifications.

A whole school approach to reading has been further developed from September 2024. The Reading Strategy outlines the whole school approach to reading to ensure we are a 'reading school' which recognises the world as a whole is more accessible and open to an individual if you can read. Hartwell School has invested significantly in a range of resources and training to prioritise reading as a whole school focus. Primary pupils are engaged in daily sessions of Read, Write Inc. and secondary pupils engage in the Fresh Start programme for those who require intervention at this level. Reading is a focus of morning tutor sessions whereby students may read independently, partake in a whole class reader or engage in small group phonics work. Our 'Word of the Week' also helps extend vocabulary and decoding skills as a whole school approach.

Implementation

All subject areas are taught with our pupils' needs as the focus of the delivery. Each subject area uses a variety of approaches to ensure the curriculum is adapted to individual pupils, supporting pupils to remember what they learn, transfer skills and develop as independent learners.

For example:

- Learning aimed at incorporating special interests
- Modelling, role-play or speaking and listening activities
- Explaining and extending ambiguous language to aid understanding
- Templates and examples of expected outcomes
- Individualised worksheets
- Visual aids
- Relating skills/information to functional situations
- Differentiation of tasks and outcomes
- Mind mapping to aid sequencing and planning
- Collaboration with different subject areas
- A mixture of visual, auditory and kinaesthetic learning, to support all pupils
- Scaffolding to break down skills into smaller steps, to ease learning

Delivery of our curriculum begins as soon as pupils arrive at school. After being greeted, pupils have a Tutor session until 9.30 a.m.

KS1 – Continuous Provision

Intent

In KS1 at Hartwell School, core and foundation subjects are being delivered through a continuous provision approach, which is often in EYFS. This is the core provision, indoors and outdoors, that is available to children all day, every day. This provision does not fundamentally change daily, so children always know what is there and what they can help themselves to during child-led learning.

This approach allows for learning through exploration, child-initiated learning, promoting independence in making choices and becoming active learners – so pupils develop the 'characteristics of effective learning' in KS1.

Implementation

To ensure that pupils can act independently in their space, KS1 learning environments enable pupils to

- Freely access the resources with little or no adult assistance
- Understand how each resource could be used
- Know how to clean up and put away the resources themselves
- Be involved in creating the provision (so they're curious and have a sense of ownership)

Document Number: HWS-V01-0924	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 4
Linked to Policy Number:	OPSP11		

Below, we walk you through how you can meet these needs in the classroom.

Hartwell’s continuous provision areas are clearly defined spaces. This leads to fewer distractions and provides the context for children to collaborate, form relationships and communicate. Staff think carefully about the layout of the room and consider which areas are likely to work well together or alongside each other in order to promote mathematical thinking or meaningful writing opportunities. Likewise, learning materials are separated into small containers/ baskets so that the children can easily see what is available to them. The resources and materials within each area earn their place based on the number of learning possibilities that they provide. Provision resources are limited to avoid clutter and potentially a lack of purpose in children’s play.

Impact

Hartwell School’s continuous provision enables children to learn skills, challenge their thinking and help them to embed concepts. It provides the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children also develop key learning skills and knowledge. We understand that how your environment is planned, resourced, valued and used can have a positive, or negative, impact on children’s engagement, independence, collaboration, self-confidence, resilience and curiosity.

As our approach is consistent, we are confident that the resources and materials provided offer a broad range of learning opportunities. Thus, the children learn and develop by using them over an extended period. This supports the children’s independence and supports a progression of ideas.

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at Hartwell School ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum.
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes.
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils.
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child’s progress and next steps.

3.2 *The teaching staff at Hartwell School ensure that:*

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives.
- The curriculum is planned and devised to best suit the needs of each individual pupil and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents.
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace.
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment.
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning.

Document Number: HWS-V01-0924	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 5
Linked to Policy Number:	OPSP11		

- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress.
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps.

3.3 **Clinical staff ensure that:**

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils.
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood.

3.4 **All staff ensure that:**

- High expectations are maintained for our pupils and themselves at all times.
- Reading, learning and high aspirations are role-modelled by all members of the school community.
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach.
- Pupils are supported to express themselves appropriately socially and emotionally.
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence.
- Pupil achievements are celebrated, and positivity is promoted in all aspects of school life

4. **IMPLEMENTATION**

4.1 **Academic Sessions KS2 -5**

Lessons are taught in small groups – a maximum of eight pupils supported by a Teacher and a Teaching Assistant. We carefully match the qualifications and skills of teaching staff to the lessons they deliver. The high level of staffing allows us to support young people well. Each class group receives most of their lessons in their tutor room. This encourages pupils to respect their environment and take responsibility for caring for it.

Our core academic curriculum is broad and balanced and given equal number of sessions on the timetable. These include daily Literacy and Numeracy sessions for most pupils, plus lessons in Science during the week. We follow the National Curriculum for these subjects so that pupils make progress in clear, sequenced ways which allow them to revisit and build upon concepts and skills. Our daily reading sessions during tutor time support pupil progress in all areas of the curriculum. There is a strong emphasis on Personal, Social and Health Education and Development at all Key Stages.

Programmes are carefully mapped to ensure young people are taught to keep themselves and others safe, learn about and respect protected characteristics and Fundamental British Values and prepare for a responsible adult life by learning about finance, healthy relationships and healthy living. A comprehensive careers programme runs within and alongside, supported by an external advisor. Pupils can gain accreditation for aspects of PSHE.

4.2 **KS1 Continuous Provision**

Intent In KS1 at Hartwell School, core and foundation subjects are being deliver through a continuous provision approach, which is often in EYFS. This is the core provision, indoors and outdoors, that is available to children all day, every day. This provision does not fundamentally change daily, so children always know what is there and what they can help themselves to during child-led learning.

This approach allows for learning through exploration, child-initiated learning, promoting independence in making choices and becoming active learners – so pupils develop the 'characteristics of effective learning' in KS1

Document Number: HWS-V01-0924	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 6
Linked to Policy Number:	OPSP11		

Implementation

To ensure that pupils can act independently in their space, KS1 learning environments enable pupils to

- Freely access the resources with little or no adult assistance
- Understand how each resource could be used
- Know how to clean up and put away the resources themselves
- Be involved in creating the provision (so they're curious and have a sense of ownership)

Key Stage 2 (Years 3-6)

Pupils are taught via a thematic curriculum we call Topic. This is an opportunity for all pupils to study and explore the past and present; developing their ability to wonder at the world in which they live and express themselves through a range of mediums. Topic covers History, Geography, Religious Education and Creativity (Art, Food & Music) as appropriate. The themes are mapped out to ensure coverage of the National Curriculum requirements and build cultural capital. Teaching in this cross-curricular way encourages engagement as well as developing thinking skills as pupils transfer, deepen and develop their knowledge via a holistic approach to a topic. Trips relevant to the theme embed lessons learned.

4.3 Key Stage 3 (Years 7 – 9)

Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by subject specialists teachers for English, Maths, Science, ICT, Sport, Food and Art as well as accessing PSHE which is important for the social, emotional wellbeing of our students. They visit specialist teaching rooms as appropriate to the subject e.g. the Science Lab and the Art Room and for the remainder of their subjects, are taught in their respective form rooms.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Topic (Geography, History, RE, Art, Food, Music), Art & Design, Design Technology, Personal Development and Enrichment and Pupil Led Learning KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 Key Stage 4 (Years 10 – 11)

At the end of Key Stage 3 pupils are taken through an options process. Pupils and their parents/carers are informed of the subjects and qualifications they can complete. Independent Advice and Guidance through Grofar and Career Wave along with school staff can advise pupils in the context of their individual aspirations. Pupils will have a timetable with core subjects along with options; whilst retaining Pupil Led Learning on their timetable. All subjects offer a range of accreditation dependent on the individual pupil's stage ensuring high expectations along with an understanding of what success looks like for the individual and post 16 requirements.

Option subject currently offered at KS4 include: Construction, Engineering, Art, ICT, Geography, D of E, Sport, Hospitality and Catering, Home Cooking.

4.5 The DfE expects Post 16 study programmes to provide pupils with a structured and challenging learning programme to support development and progression. In line with pupil career plans and aspirations, study programmes are to include a combination of the elements below as outlined by the DfE:

- Substantial qualifications that stretch students and prepare them for education at the next level or for employment
- English and Mathematics where pupils have not yet achieved a GCSE at grade 4
- Work experience to give students the opportunity to develop their career choices and to apply their skills in real working conditions
- Other non-qualification activity to develop pupils' character, broader skills, attitudes and confidence, and to support progression.

The DfE expects providers to take particular care to tailor study programmes to the individual aspirations and needs of students with SEND. Every study programme must have a core aim and this will usually remain unchanged within an academic year. This is the principal activity or core purpose of a pupil's

Document Number: HWS-V01-0924	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 7
Linked to Policy Number:	OPSP11		

programme and it will usually be the component that has the largest number of planned hours. The core aim for most of our pupils will be to achieve one or more substantial and progressive qualifications which prepares the pupil for further education or employment.

At Hartwell School, where appropriate, we provide Post 16 pupils in improving accreditation from the disruption of their year 11 experience along with supporting them in developing social skills for when they leave. The core aim of the study programmes will be agreed between Hartwell School and the student. All Post 16 pupils will have a blend between academic studies and relevant work experience.

4.6 Residential Pupils

Ashbrooke School does not provide residence for pupils. We have some students who join us from the Witherslack Fern Park and Hazel Croft homes.

4.7 Homework

Hartwell School does not set formal, required homework. The young people at our school are very often not in emotional or physical 'places' that are going to allow them success in this area and we do not wish to penalise pupils for being unable to complete homework tasks. Therefore, we provide suggestions for Extended Learning opportunities that pupils can complete, perhaps with parent / carer assistance, which will complement the Theme being taught. Pupils are also encouraged to read and learn spellings at home, for example. Pupils' independent work will be recognised and celebrated. Any resources required for independent study, e.g. reading books, revision packs and so on are provided by school.

4.8 Reading

At Hartwell School, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as 'a reader' and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

4.9 Therapeutic Provision

on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.10 Physical Education

All pupils access PE lessons at our School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification.

4.11 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at our School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

Document Number: HWS-V01-0924	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 8
Linked to Policy Number:	OPSP11		

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from IAG. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

4.12 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At Hartwell School, SMSC and British Values are promoted in so much of what we do, not least during school assemblies and in PSHE/Citizenship/Careers lessons.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

As part of the wider SMSC curriculum, pupils are engaged to experience awe and wonder, act responsibly and support their community. In addition, we help pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.13 COVID-19 Recovery Curriculum

At Hartwell School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at Hartwell School is evidenced by the work that the pupils produce, their progression over time and how well-prepared pupils are for further learning, work and life. We recognise that we may never see the long-term impact of curriculum, but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence

Document Number: HWS-V01-0924	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 9
Linked to Policy Number:	OPSP11		

- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 **Assessment**

We use assessment as a key part of approach to inform the next steps for pupils and to monitor the wider impact of curriculum. Achievement of key concepts and skills are tracked three times a year using assessment system, known as Solar.

Wherever possible, we enter Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

expectation is that all Key Stage 4 and 5 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 **Monitoring**

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Our School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. **CURRICULUM MODEL**

6.1 The school operates a 30-period week. There are 6 periods per day of 40 mins each. Students start the day with their form teacher in their classroom base for independent reading/phonics sessions and they also end the day in the same way, following the scheduled tutor programme. One tutor session per week is replaced by an assembly which focuses on a Rights Respecting/SMSC topic.

In primary, students are taught in classroom bases in static classes with their class teacher and at least one teaching assistant. Visual timetables, rewards boards and classroom layout (with input from the clinical team) are used to support the learning. Each morning begins with a 10min 'Wake Up, Shake Up' routine to promote healthy lifestyle, social engagement and self-regulation.

The curriculum model in primary is that students have daily sessions of Literacy, Numeracy and Science. They also cover Topic (our immersive humanities curriculum), PE, PSHE and a rolling curriculum of Design Technology.

In the secondary provision, core subjects are taught for 5 sessions per week with a key focus on developing knowledge, skills, vocabulary and closing the gap on Literacy, Numeracy and Science. Students are also taught PE, ICT and PSHE as part of the core offer alongside Topic, Art, Food and DT weekly. While, largely students are taught in their classroom bases, for Art, Food, DT and some Science lessons they are taught in specialist rooms to enhance their skills and use of specialist equipment.

Document Number: HWS-V01-0924	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 10
Linked to Policy Number:	OPSP11		

In KS4, students also take 2 additional accreditation/options. Currently, we offer a range of courses including: Duke of Edinburgh, DT, Sport, Art, Photography, Geography and Home Cooking. Each option subject has 2 double sessions per week.

All students participate in an afternoon of Pupil Led Learning on a Friday afternoon in which they can choose from a range of skills based activities. These groupings are 'vertical' allowing for students to develop social skills and work with a range of students across the school.

7. REFERENCES

8. ASSOCIATED FORMS

This policy should be read in conjunction with the following school documentation:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Assessment, Recording and Reporting Policy
- SEN Policy
- Equal Opportunities Policy
- All subject Policies
- Gatsby Benchmarks

9. APPENDICES

None

Document Number: HWS-V01-0924	Issue Date:	July 2024	Version Number: 02
Status: FINAL	Next Review Date:	July 2025	Page 11
Linked to Policy Number:	OPSP11		