

# CURRICULUM POLICY



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## 1. Purpose; Aims and Ethos

The purpose of this document is to explain how we structure our planning, and the rationale behind our approach.

At Stafford Hall School, we encourage all students, regardless of their ability, to work hard and reach their full potential, by providing them with a challenging curriculum that allows them to stretch themselves.

We offer a broad and balanced curriculum, individually tailored to meet the needs of our students. Our curriculum is ambitious and does not aim to cap the potential of our students, but rather help them realise it.

Where possible, our curriculum follows the guidelines of the National Curriculum and we will strive to ensure that the young person works at or towards their appropriate Key Stage. The curriculum has been expanded to deliver differentiated qualifications:

- **Mathematics AQA: Entry Level, Functional Skills Level 1/2**
- **English AQA: Entry Level, Functional Skills Level 1/2**
- **Science AQA: Entry Level 1/2/3**
- **Expressive arts (Art and Music) AQA: Entry Level 1/2/3**
- **Humanities (Non-assessed)**
- **Personal Development and Life Skills AQA: Entry Level 1/2/3**
- **Sport and Fitness: opportunities to develop attributes such as resilience, confidence, commitment, drive, self-awareness, empathy, team working and problem-solving through an enrichment programme of swimming, indoor trampolining, indoor climbing and tennis**

The extra-curricular programme at Stafford Hall School has multiple aims: close the cultural gap that many of our students have, support and promote good and improving behaviour, encourage a healthy life style and promote good social skills. The extra-curricular programme also entails a residential trip away from the School – these can take place in the United Kingdom or abroad (where students are encouraged to learn and use the language of the host country).

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## Seven Areas of Learning:

**Linguistic:** This area is concerned with developing students communication skills and increasing their command of language through listening, speaking, reading and writing. All students study English as a First or Second Language (as appropriate to their situation). All students have the option to study Spanish during their journey through the school, as part of Feel-Good Friday. Communication skills, both verbal and written, are an inherent competency developed in all areas of the curriculum.

**Mathematical:** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves. Their knowledge and understanding of mathematics is being developed in a variety of ways, including practical activity, exploration and discussion in mathematics, science, the Humanities and through application of mathematical skills in others areas, such as PE and the Arts.

**Scientific:** This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

**Technical:** This area seeks to develop, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. This is achieved by the provision of Art and Design and Technology, as well as through STEM activities.

**Human and social:** This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. These keys skills and experiences are provided for in History, Geography, Religious Studies and various sections of the Science curriculum. PD and assemblies add to the opportunities for students to experience this aspect of learning.

**Physical:** This area aims to develop physical control and co-ordination, as well as tactical skills and imaginative responses, and to help student's evaluate and improve their performance. Student's should also acquire knowledge and understanding of the basic principles of fitness and health. All students have time in the week for formal PE lessons, during enrichment activities and Feel Good Friday. Aspects of health and fitness also form part of the science curriculum. Lessons in mindfulness add to this experience.

**Aesthetic and creative:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects in all subjects, but some make a particularly strong contribution, including Art, Design and Technology, Computing, Music, and the study of literature and drama, because they call for personal, imaginative, and often practical, responses. Students have access to all these areas of endeavour both within the main curriculum and as extra-curricular activities. Through all these activities and experiences all students, irrespective of

'excellence by any measure'

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their SEND needs, whether they have a EHC plan or are using English as an additional language, will acquire speaking, listening, literacy and numeracy skills in all phases of their education at Stafford Hall School.

## **Linguistic:**

- Students have many opportunities to use conversation, discussion, debate and persuasive talk during lessons, to help them understand literary work, literary concepts, themes and rhetorical devices.
- It is pivotal for students to use discussion in order to learn, and to learn from others, by carefully considering alternative ideas and opinions, which is at the heart of English as a discipline. There are opportunities for students to plan, prepare and deliver presentations, individually and in groups, where appropriate in order to develop linguistic skills, and personal development skills (confidence).
- Through different types of linguistic conversations in Personal Development, students will learn which language is appropriate and which language is not, and will understand when language must be altered to suit different audiences. Students will develop personally through linguistic skills, and will be able to respect the time-taking turn of others; appreciate the importance of allowing others to have their voice heard; and support others in discussions and debates.
- Phonics support and intervention.

## **Mathematical:**

- The English LTP covers literature written from a range of time periods. The time period is always discussed with young people in order to provide context. This allows students to consider time closely.
- Another way time and subtractions are incorporated in English is through character ages. For example, when students are introduced to characters and ages are implied or explicitly provided, questions are raised on the 'difference' between ages.

## **Scientific:**

- In all areas of literature, students are encouraged to use scientific enquiry skills. This may involve the study of seasons or weather when reading about imaginary. Exploring the natural elements assist with figurative language compositions.

## **Technical:**

- In 'How to Train Your Dragon', students have the opportunity to create their own mythical creature, by using a range of materials and fabrics.
- In 'Charlie and the Chocolate Factory', students have the opportunity to plan, prepare and make a range of deserts.

## **Human and Social**

- Students are encouraged to discuss and debate a wide range of issues in English, sharing opinions on character's behaviour and attitudes, providing justifications on opinions, learning to agree and disagree politely showing respect for differing views. Peer working is encouraged where possible with the use of drama to encourage social interactions as well communication.

## **Aesthetic and creative:**

- In every topic, there are opportunities for creative writing to take place. Based on the text that students have read, they are allowed to extend an existing narrative or compose their own using their imagination.

## **Science**

### **Linguistic:**

- Throughout every topic in science students are given the opportunity to voice opinions through discussion.
- Discussion is crucial for students to voice their ideas on ethical, social and scientific issues in research and proven theories.
- Students are given opportunities to discuss theories, plan and execute their own investigations and discuss their findings in a scientific way.
- Key vocabulary is a consistent theme throughout all areas of science as students must learn the correct anatomical names of theories, concepts and anatomy.

### **Mathematical:**

- Students are given the opportunity to develop their maths skills through measuring the area of shapes, presenting data, recording data and being taught concepts such as distance, speed and time.
- Students learn how to process data and make predictions based upon their findings.
- Students' ability to measure accurately and select the appropriate equipment is developed throughout.

### **Scientific:**

- The whole science curriculum is littered with topics that are underpinned by scientific theory.
- Scientific approaches to practical and underpinning theories are embedded within experiments.
- Scientific vocabulary is consistently explained which allows students to grasp concepts and meanings of topics while improving their language and vocabulary skills.

### **Technical:**

- Students get the opportunity to design and plan experiments using their creative and technical skills.
- Students get the opportunity to make predictions and display data in creative ways to articulate arguments.

### **Human and Social**

- Students are taught a range of social issues in science, such as abortion and vaccination. This provides them with an understanding of ethical issues in the wider world and how science impacts them.
- Students are taught about historical discoveries in the scientific world such as the discovery of penicillin or the extinction of the dinosaurs. This provides students with an idea of how science has impacted history and how we use that information to inform current scientific practice.
- Students experience the views of religions and different cultures' opinion on science and the theories and procedures that are produced from scientific research.

## **Physical:**

- Students are given the opportunity to lead experiments that incorporate physical movement.
- Students learn about the body systems including the heart and lungs which allow them to carry out practical activities that demonstrate the use of these organ systems.

## **Creative:**

- Students get the opportunity to design and execute experiments including aim, equipment and method.

## **Personal Development**

### **Linguistic:**

- Students have many opportunities to use conversation, discussion, debate, and persuasive talk during lessons, to help them understand everyone is allowed to voice their opinion as the right and wrong can always be discussed and debated.
- Students are required to undergo interview preparations where they will present their skills to internal and external individuals. This is a part of the preparing for adulthood programme administered by the school's career advisor.
- Through different types of linguistic conversation, students will learn which language is appropriate and which language is not and will understand when language must be altered to suit different audiences. Students will develop personally through linguistic skills and will be able to respect the time-taking turn of others; appreciate the importance of allowing others to have their voice heard; and support others in discussions and debates.

### **Mathematical:**

- Students are encouraged to use mathematical solutions to work through the module of 'Personal Finance'.
- Students will analyse and discuss statistics and figures throughout the Personal Development curriculum which are presented throughout a range of modules. For example, throughout the module 'Healthy Lifestyles' students will calculate their calories intake.

### **Scientific:**

- Students are encouraged to use their scientific information to work through the module of 'Healthy Lifestyles'. They will look at their developing body, e.g., muscles to understand the benefits of physical activity and how the basics of physiology work through sport.
- Students will learn about the negative impact that drugs will have on the human body. This will be presented, when appropriate, to discuss the dangers of alcohol, smoking, and illegal drugs.

### **Technical:**

- Students complete a module around racism where they will design their own poster to highlight the impact racism has on individuals using a chosen example.
- All students working within the NC framework, complete a module around E-safety where they will be encouraged to create posters, PowerPoints and use technical devices to gain a stronger understanding on E-safety.

## **Human and social:**

- One of the reasons that the Personal Development curriculum is so unique is the amount of content that is delivered around developing a student's human and social skills. For example, students will always analyse and reflect their transferrable skills and understand how those skills are used in society and how they can create sociable opportunities in a way that they can understand.
- British Values is a crucial part of a student's upbringing, understanding the changes that have occurred in the past, but also understanding democracy, respect, tolerance, and the rule of law in the country we live in. Students will develop a form of understanding learning about discrimination, racism, and prejudice throughout their Personal Development curriculum.

## **Physical:**

- Students will carry out a form of physical exercise to understand how your heart rate is increased and using it to compare your maximum heart rate to your resting heart rate when students are learning about their Healthy Lifestyle.
- All students are encouraged to take part in some form of physical activity where it will involve a form of exercise during enrichment activities. Not all students like the idea of competitive sports and feel comfortable, so this opportunity has been made inclusive to involve all students to develop their physical activity and feel good about it.

## **Aesthetic and creative:**

- Personal Developing provides students with the opportunity to create posters, mind maps, and projects to present their work. Students can use their creative mindset to make posters, presentations, or fact files which they can present to someone.

## **Art & Design Technology**

### **Linguistic:**

- The formal art elements form the basis of the language of art; they consist of eight visual parts: line, colour, form and shape, value, texture, space, and movement. The Design & Technology curriculum will involve technical vocabulary linked to the world of engineering and construction.

### **Mathematical:**

- Mathematics has directly influenced art with conceptual tools such as linear perspective, the analysis of symmetry, and mathematical objects such as polyhedra and the Möbius strip. Design and Technology involves measurements of materials, thus the four mathematic functions: addition, subtraction, multiplication & division. Student's problem solve and develop engineering skills.

### **Scientific:**

- Science and art are the very nature of human attempts to understand and describe the world around us. Though these subjects and methods have different traditions, and the intended audiences are different, in many cases, their basic motivations and goals are fundamentally the same. Design and Technology will involve an understanding of physics when creating designs that will be successful.

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## **Technical:**

- The **technical** aspects of any work of fine art are its properties as seen from two points of view: These aspects include artistic methods and techniques, compositional styles, media, and the materials from which a work of fine art is conceived, shaped, crafted, coloured, moulded, framed, and displayed by the artist. Similarly, in Design and Technology, students will gain technical skills, by using saws, materials, drills and a variety of materials i.e. wood &

## **Human and social:**

- It has long been taken for granted that Art is present in all aspects of human activity and culture. That Art has roles in society. One role of Art is that Art expresses the emotions and struggles of the society it exists within and inspires society to cope and even overcome.

## **Physical:**

- There are several important physical features of artworks that it is important to capture, including the size, shapes, colours, and the materials that it is made of. Design and Technology will be an active curriculum where students are 'hands-on'.

## **Aesthetic and creative:**

- In visual terms, aesthetics includes factors such as balance, colour, movement, pattern, scale, shape and visual weight. Designers use aesthetics to complement their designs' usability, and so enhance functionality with attractive layouts. "Design is the method of putting form and content together.

## **British Values:**

It is paramount to a successful education, that young people, not only develop and consolidate key skills, but that they also withhold British Values, and become well respected citizens in society, who lead fulfilling lives, with purpose and ambition. The British Values which are central to this curriculum include: democracy; the rule of law; individual liberty; tolerance; and respect.

This curriculum will ensure that the following protected characteristics are promoted and not discriminated against; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

## **2. Intent**

The intention of the curriculum at Stafford Hall School is to prepare students to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages students to make positive changes to their quality of life. The curriculum at Stafford Hall School encourages students to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to develop and articulate their own views based on British values, comprehend and critically evaluate the views of others. Literacy and numeracy are crucial for equipping pupils with life-long skills for effective social interactions and future employability. It is therefore essential, that in addition to specific English and Mathematic lessons, literacy and numeracy skills are embedded throughout the curriculum.

## **3. Implementation:**

Stafford Hall School uses a variety of teaching and learning styles in lessons. The principal aim is to develop student's knowledge, skills and understanding of the world around them. Teachers ensure that the students apply their knowledge and understanding when articulating a vision or solving a problem. We do this through a mixture of whole-class teaching and individual or group activities.

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Within lessons, we give students the opportunity both to work on their own and to collaborate with others, listening to other student's feelings, thoughts and ideas, and treating these with respect. Students critically evaluate existing theory and develop their own. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes, there are students of differing abilities. We recognise this fact and provide suitable learning opportunities for all students by matching the challenge of the task to the ability of the student – with the aim that every student must have their thinking stretched and challenged. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- providing a range of challenges through the revision of different resources;

We carry out the curriculum planning at Stafford Hall School in two phases: long-medium term, medium-short term. The long-medium term plan maps out the units covered in each term during the key stage. The class teacher works this out in conjunction with SLT for each group. Our medium-short term plans, which we have been adopted from the national scheme, give details of each unit of work for each term. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term. Class teachers complete a plan for each lesson. These list the specific learning objectives and give details of how to teach the lessons. The class teacher keeps these plans, and the class teacher and SLT often discuss them on an informal basis.

We plan the activities in art and technology so that they build on the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school. Find below the adopted template that addresses the medium-short term plan:

<b>Date Start and End:</b>		<b>Subject:</b>		<b>Topic/Project:</b>	
<b>Big Picture:</b>					
<b>Week No:</b>	<b>Learning Objectives:</b>			<b>Assessment Method:</b>	<b>Homework:</b>
	(Support) <b>Describe:</b>				
	<b>Explain:</b>				
<b>Date:</b>	(Challenge) <b>Justify:</b>				
	<b>Why:</b>				
<b>SEND Differentiation:</b>					

#### 4. Impact:

Every child, whether in a mainstream or special education setting, deserves a meaningful education to ensure that they are able to fulfil their potential. Young People with an Education Health Care Plan or Statement of Educational Need, face significant barriers to their progress and



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achieve less well than their peers at school and in further education, they may also be more likely to be bullied or excluded than their peers.

At Stafford Hall School, we have high expectations for the children and young people and the skills provided by professionals to help them to learn. We will strive to ensure our young people are educated by professionals who understand their needs, without fear of being stigmatised by their peers and in an environment where disruptive behaviour is not accepted.

Progress will be monitored and evidenced to ensure success is achieved and remains aspirational. This will include preparing young people in each of their transition steps throughout their education journey, recognising their achievements, improving attendance and where appropriate reduction in behavioural issues including exclusion.

The staff team will play a key role in supporting the young people to ensure any identified issues, needs or support is given and followed through in line with their Individual Education Plan or EHC Plan. We aim to achieve positive outcomes by:

- Providing the opportunity for young people to build trusting relationships with a wide and varied range of positive role models.
- Offer a semi-rural therapeutic, psychologically informed environment where young people feel safe and secure and where emotional, physical, social and spiritual needs can be met.
- Providing high quality care, placement and therapeutic plans for young people throughout their placement. Young people are encouraged and supported to have an active part in the process through consultation and ensuring their voice is heard.
- Supporting young people to enable them to understand their emotions and how these are linked to challenging and risky behaviour. In doing this, we can teach them new coping strategies and ways of behaving that will allow them to engage more fully and successfully in society.
- Promoting positive contact and helping build relationships and attachments between young people, family members and other significant people in their lives in accordance with their needs and wishes as reflected in their EHCP.
- Working in partnership with families, professionals and agencies and promote true multiagency and multi-disciplinary working to ensure a high standard of care.