

**Outcomes  
First  
Group.**

# **Curriculum Policy**

**Policy Folder:  
Safeguarding**



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## Document History

<b>Version</b>	<b>Comments/amendments</b>	<b>Name</b>	<b>Date</b>
1.0	Version 1	Lyndsey Jeffries	September 2021

## **Introduction**

The main focus of Manor House School's updated curriculum for Sept 2021 is ensuring that its Intent, Implementation and Impact all support pupil/students' needs and supports them build and develop their Cultural Capacity so that they can be successful in whatever they choose to pursue.

Manor House School's approach is the belief that pupil/students' self-esteem, confidence, and emotional stability can be greatly improved through academic achievement as well as social and personal experiences.

As the school grows, the curriculum will continue to be a major area for development. The underlying belief that governs developments is that learning should be useful, relevant and enjoyable. We fundamentally believe that academic achievements will increase our pupil/students' chances of living a happy and fulfilled life as much as skills gained through a range of vocational and educationally stimulating trips and experiences.

At Manor House School we believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupil/students have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole school day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers and support staff structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupil/students.

## **Aims**

The curriculum policy is based on the following aims;

- To develop opportunities across the curriculum for individuals so that they practice and refine a range of skills in order to prepare them for the next steps in their education and life.
- To encourage an atmosphere of mutual support where pupil/students are sympathetic to each other and stronger through shared experiences.
- To help our pupil/students develop into lifelong learners who appreciate that furthering their education and increasing their level of qualification increases their chances of a happy, independent and secure future.
- To provide all pupil/students with a broad, balanced, and differentiated curriculum in line with their individual needs.
- To personalise the curriculum so that pupil/students, have the opportunity to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives.
- To equip all pupil/students with the skills, emotional strength, and self-confidence to be successful in their next steps.
- To be challenged and stretched to achieve their potential.
- To provide opportunities for pupil/students to engage in accredited qualifications which support academic, personal and vocational pathways.

Since many of the pupil/students attending the school have experienced a history of failure and disengagement in their previous educational provisions, they frequently hold negative views about their ability to succeed in the classroom and school environment. In response, much of the early work focuses on developing a positive attitude to learning and supports basic social skills to enable pupil/students to remain in the learning environment where they can work in small groups.

## **Roles and Responsibilities**

### **The governing board**

The governing board will monitor the effectiveness of this policy and hold the Head of School 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 18 that lead to qualifications, such as GCSEs are approved by the Secretary of State
- It participates actively in decision-making about the breadth and balance of the curriculum

### **Head of School**

The Head of School 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 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.

### **Other staff**

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

The Senior Leadership Team 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.

Subject Leaders have delegated responsibility for ensuring efficient and effective Curriculum plans are in place, evidencing coverage and demonstrating progressive knowledge and expectations. Subject Leaders provide support and guidance to colleagues who are planning and delivering their subject responsibility areas.

### **Groupings**

Pupil/students are grouped within the school according to a number of factors including age, ability and needs. Consideration is given to the pupil/students' emotional development, prior academic achievement, social, emotional, well-being and special educational needs.

Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in class groups. In addition, it is well documented that pupil/students who display social, emotional and mental health have a wide range of preferred learning styles: some work well in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer.

### **Pupil entitlement**

As a Special Needs School providing for the needs of boys and girls with Social, Emotional and Mental Health, we are committed to the principle that all pupil/students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; appropriate levels of expectation and genuine challenge and relevance; continuity and progression in learning.

### **Curriculum and Subject Allocation**

By identifying the learning opportunities both in and out of the classroom each child's needs are addressed to ensure pupil/students achieve to their full potential socially, physically and academically.

All pupil/students have the opportunity to attend a range of curriculum trips each term which help to bring learning to life, including opportunities to explore Spiritual, Moral, Social and Cultural education. This helps to ensure that all learners can operate effectively in the world in which they live and be able to understand and tolerate a variety of different viewpoints.

The SMSC curriculum is essential in developing and upholding British Values which play a strong role in underpinning the school's curriculum.

Lessons vary in length from 45 minutes to 90 minutes (a double lesson) depending on subject. Practical subjects often require double lessons. The school believes it is important to offer pupil/students a curriculum, which is broad and balanced in line with our aims and objectives.

### **Literacy Intervention & Reading**

Many of the pupil/students referred to the school have literacy needs that can affect their ability to access the curriculum. We use the Read, Write, Inc. phonics programme to develop literacy across the school and promote group and individual reading times.

Manor House School also uses Accelerated Reader to support pupil/students make progress in their reading. Pupil/students are assessed half-termly and their study programme is personalised based on need.

### **Differentiation**

At Manor House School we understand that we are dealing with a group of diverse individuals and adapt our teaching to ensure that all of them have access to learn. This is an on-going process which recognises progress and areas for improvement. Teachers, instructors and teaching assistants adjust lessons and activities accordingly to ensure learning is at the forefront of everything we do.

Our ethos will be on 'teaching the student and not the lesson'. We offer opportunities for pupil/students to attend Forest School, Duke of Edinburgh and experience a wide variety of curriculum trips and outdoor adventurous activities so that they grow as an individual. All are designed to enrich the curriculum and to allow pupil/students to experience success. As a result, children become more self-assured and ready to engage with life and learning.

To take account of these differences and the range of ability in any class, all staff at Manor House School have a responsibility, when planning work, to meet the needs of all pupil/students. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and

environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

### **Assessment**

Our approach to assessment helps guide teaching and allows teachers to build up a unique picture of each pupil/student's strengths and areas for development. We do not use national curriculum level descriptors rather focus on constructive, subject specific comments and competencies that will support pupil/students throughout life.

Manor House School's approach to assessment is that all staff use assessment as a tool. This tool if used properly helps staff to enable pupil/students to understand their strengths and weaknesses, their achievements and their targets for the next steps in their learning.

Pupil/students have their work marked every two weeks in all subjects which helps teachers plan and understand what pupil/students have learnt. Staff form a view of both the general progress of individual pupil/students; of their progress in relation to particular targets (for example in their PEP /or individual targets in marked work) and of their response to particular interventions. This can in turn inform future planning for the individuals, as well as reporting to parents/carers, other professionals and local authorities.

Assessment is an evidence base for school improvement, curriculum plans and prioritises strategic improvements for departments. Making sure that our curriculum is fit for purpose and the Intent, Implementation and Impact all support pupil/students achieving their potential.

### **Feedback and Marking**

Written and verbal feedback, celebrates achievements, but are also constructive, explaining what they have done well, and what they can do to improve (next steps). Best practice would see pupil/students taking an active role in their assessment and responding to teachers' comments; pupil/students understanding the assessment criteria and judging where they are in meeting those criteria.

### **Reporting**

Teachers complete three reports per year in relation to student progress, one at the end of each term. These focus on academic progress, effort and attitude within lessons.

Pupil/students receive constructive comments focusing on personal development and behaviour as well as identifying the next steps in learning.

### **Assessment Monitoring**

The Senior Leadership Team will:

- have overall responsibility for the monitoring and evaluation of pupil/student progress and achievement;
- monitor regularly the school processes for assessing pupil/student performance;
- ensure that judgements about assessment are regularly made, moderated and recorded;
- ensure that evidence of pupil/student achievement is kept both at the individual's and the subject level.

Teachers will:

- contribute to baseline and ongoing assessments;
- use subject assessments to inform planning, building assessment into their schemes of work; moderate teacher assessments;
- contribute to PEP reviews;
- prepare termly reports on pupil/student progress;
- report on pupil/student progress in EHCP reviews;
- ensure assessment underpins all lessons;
- give feedback to pupil/students verbally and through written comments about what has been achieved and about next steps;
- give pupil/students opportunities to reflect on their learning;
- understand what progression means in that subject;
- monitor and evaluate pupil/student progress in the classes they are responsible for.

Support staff will:

- be aware of pupil/student targets personally and academically,
- be aware of personal progress (in relation to EHCP outcomes and contribute actively to periodic reviews of progress for pupil/students.)

**Pastoral Goals**

- Every pupil/student receives excellent pastoral care across the curriculum following the ethos of tolerance and mutual respect.
- Pupil/students develop relationships with peers and adults in a way that prepares them for life beyond school. These relationships are developed, supported and refined through a range of socially and personally challenging experiences.

The Duke of Edinburgh Award scheme, Forest School and other activities all support the development of physical, social and emotional aspects of a pupil/student's holistic development. Pupil/students are rewarded for their efforts and attitude as much as their academic progress. Rewards are currently shared with pupil/students at the end of each half term in rewards assemblies.

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