



Curriculum Policy

This policy is designed to implement the aims of a Kirkstone House School education. At its heart lies our school's vision and values.

School Vision:

- To provide an educational environment which enables each pupil to reach their academic and personal potential. This is a school where 'the individual counts'. Our educational framework nurtures individual self-identity enabling each pupil to achieve to the highest possible standards in all areas.
- To provide a supportive pastoral environment which meets individual needs and promotes the development of happy, considerate pupils who have good self-esteem and care for others.
- To ensure that the school operates in the spirit of inclusivity at all times and to maintain equal opportunities for all.
- To adopt a 'whole child' approach to education at all times.

School Values:

- Endeavour: pupils are encouraged to try their best and to challenge themselves out of their comfort zone within a supportive environment.
- Breadth and Balance: pupils are involved and engaged in a wide range of learning experiences both within and beyond the classroom.
- Valuing each other: pupils understand that everyone has a part to play in the school community and that education is not a race. Individuals are different and will be valued as such. Everyone's school and educational journeys are different.
- Independence: pupils are encouraged to gain the skills needed for life-long learning and for personal success.

The policy seeks to support the school's academic, personal and social aims, in particular placing emphasis on the individual and in adopting a 'whole child approach' at all times. It actively promotes the principles of individual worth, achievement, equal value, co-operation, openness and respecting differences.

The curriculum is designed to provide for each of our pupils, in a safe, secure environment which is conducive to learning. We aim to provide opportunities for all pupils to experience a broad and balanced education which encourages them to fulfil their potential in the many different areas relevant to their abilities, skills and interests. In many cases pupils benefit from a bespoke academic experience with some having personalised timetables. Our curriculum is diverse to meet the differing needs of our pupils and is dynamic in nature as it can adapt according to the needs of each year cohort.

This policy is supported by plans and schemes of work in departmental handbooks which take into account the ages and aptitudes of all pupils including those with special educational needs and those with an EHCP.

It also supports fundamental British values (see appendix A).



Curriculum Aims and Regulatory Context:

The aims of the curriculum at Kirkstone House School are:

- To provide a full time education to pupils which gives them experience in: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- To provide subject matter both appropriate and challenging for the ages and aptitudes of pupils including those with identified special needs and those who have an EHCP.
- To provide pupils with opportunities to learn and make progress at all times both within and beyond the classroom environment.
- To encourage pupils to have a sense of enquiry; the ability to question; solve problems and argue rationally.
- To provide for pupils to acquire skills in speaking and listening; critical awareness and independent learning.
- To provide relevant support for pupils for whom English is a second language.
- To develop pupils' self-esteem; self-worth and confidence.
- To provide personal, social, health and economic education which reflects the School's ethos and helps prepare pupils for adult life and employment. This includes providing an up to date, impartial, relevant and accurate Careers Education.
- To help pupils develop moral and spiritual values and a tolerance of others.
- To help pupils develop an awareness of their place in the community and to be prepared for the opportunities, responsibilities and experiences of life in British society.

Curricula: An Overview

1. Kirkstone House School is a non-selective school and the pupil population is very diverse in terms of ability and degrees of need. Currently over 60% of the school population has an identified need either academically or emotionally. The curriculum therefore is designed to be as flexible as possible in order to enable all pupils to make progress and to reach their full potential. Our aim is to ensure that every pupil has access to relevant courses; educational experiences and inspirational teaching which takes into account their wide range of needs, interests and aspirations.



A curriculum is set for each Year Group but we also place great value on appropriate individual tailoring of pupil timetables to meet diverse needs. Pupils may also take lessons out of their age group in order to extend challenge or to consolidate learning. Kirkstone House is not a 'one size fits all' school and we pride ourselves on the bespoke curriculum packages that we are able to offer our pupils. The nature of the curriculum and subject provision may vary slightly year on year in order to meet the needs of different cohorts of pupils.

2. The School is exempt from the learning and development requirements of the EYFS although best practice is adopted when planning the curriculum in the Early Years.
3. The National Curriculum 2014: The School does not follow every aspect of the National Curriculum from Year 1 onwards but it does follow many of its guidelines. Lower School follows many aspects of the National Strategies but there is also flexibility and individual provision made to meet the diverse needs of pupils.
4. Pupils in Lower School are taught mainly by their Form Teacher but as they progress through Blackbirds (years 3 and 4) to Falcons (Years 5 and 6), they are increasingly taught by subject specialists from Senior School. For example Falcons are taught by specialist teachers in: Maths, Food, PE, Art, French, Music, Drama and Computer Science. Some pupils benefit from sensory education and this is delivered by teaching staff working with occupational therapists and speech and language therapists. Sensory education is an important part of the curriculum for some of our pupils with Special and complex needs. This is delivered within the school day at times appropriate and sensitive to the needs of the pupils.) Detailed curriculum information for Lower School is covered in the Lower School Curriculum document).
5. In Senior School we offer both academic and vocational courses. We also facilitate timetabled social skills lessons for some pupils particularly those on the autistic spectrum. Although we are a small school, we pride ourselves on the wide range of courses and degree of choice that we are able to offer our pupils in order that all can play to their strengths and reach their full potential. We also offer various levels of entry in KS4 examination subjects. Option groups are not driven by numbers of pupils choosing that subject and we do provide one to one teaching if a sole pupil wishes to take a particular option subject. The School will introduce new Option choices to accommodate and nurture the strengths of particular pupils.

In KS3 pupils have the choice as to whether they study French or have that designated curriculum time to study supplementary Maths and English. This provides a further opportunity for pupils with SEN to receive extra support. All pupils, however study European Studies which enables them to gain insight into other cultures through cross curricular exploration. More Able linguists in both Lower and Senior School also have the opportunity to take a DELF course



(Diplome d'etudes en langue Francaise) accredited by the French Ministry of Education).

The PSHE curriculum is also differentiated according to need as some pupils have extra Life Skills or 'Talk About' social skills lessons within some of that designated curriculum time.

In KS4, pupils study English, at either GCSE or 'Step Up' level. Pupils can also study Maths at GCSE or Entry Level. In Science we offer both separate Sciences or Dual/Core Science. There is then free choice from a wide range of academic GCSEs and vocational BTEC courses.

6. Pupils are able to mix and match GCSEs and BTECs and there is flexibility in the number of Option subjects taken. In some cases, pupils use an Option slot on their timetable to undertake additional, appropriate work experience or to have a study period which is supervised and supported by teaching staff.

Entries 2017 - 2018

Subject	Year Group	Course
English	Year 10 Higher	AQA ENGLISH LITERATURE 9-1 (8702)
	Year 10 Higher	AQA ENGLISH LANGUAGE GCSE 9-1 (8700)
	Year 10 Lower	AQA ENGLISH LANGUAGE GCSE 9-1 (8700)
	Year 11 SEN	AQA Step Up To English 5970
	Year 11 Higher	AQA ENGLISH LITERATURE 9-1 (8702)
	Year 11 Higher	AQA ENGLISH LANGUAGE GCSE 9-1 (8700)
	Year 11 Lower	AQA ENGLISH LANGUAGE GCSE 9-1 (8700)
Mathematics	Year 10 Lower	AQA (9-1)GCSE (8300)
	Year 10 Higher	Edexcel (9-1) GCSE
	Year 11 SEN	Edexcel Entry Level 1 Email Entries
	Year 11 Lower	AQA (9-1) GCSE (8300)
	Year 11 Higher	Edexcel (9-1) GCSE



Science	Year 10 Higher	OCR Gateway Triple Science (9-1) Biology, Chemistry, Physics
	Year 10 Lower	OCR Gateway Chemistry, Biology (9-1)
	Year 11 Higher	OCR Gateway B Triple (9-1) Science Biology, Chemistry., Physics
	Year 11 Lower	OCR Gateway Chemistry, Biology (9-1)
Drama	Year 10	AQA GCSE (9-1) Drama
	Year 11	AQA GCSE (9-1) Drama
	Year 11	Cambridge National in Performing Arts for lower ability pupils
Food Technology	Year 10	Btec Home Cooking Jamie Oliver for lower ability pupils
	Year 11	WJEC GCSE Hospitality
	Year 11	Edexcel Btec Home Cooking Jamie Oliver for lower ability pupils
Art – Fine Art	Year 10	WJEC GCSE (9-1) Art
	Year 11	WJEC GCSE (9-1) Art
Art - Photography	Year 10	WJEC GCSE (9-1) Photography
	Year 11	WJEC GCSE (9-1) Photography
Music	Year 10	AQA GCSE (9-1) Music
	Year 11	AQA GCSE (9-1) Music
Geography	Year 10	OCR GCSE (9-1) Geography A
	Year 11	OCR GCSE (9-1) Geography A
History	Year 10	Edexcel (9-1) 1HIO
	Year 11	Edexcel (9-1) 1HIO
Business	Year 10	Business GCSE Exexcel
	Year 11	Business GCSE Edexcel



Computer Science	Year 10	OCR GCSE Computer Science
	Year 11	OCR GCSE Computer Science
	Year 11	BCS Level 1/2 Technical Award in Digital Literacy for Lower ability pupils
Childcare	Year 10	OCR Cambridge National Child Development J818
	Year 11	OCR Cambridge National Child Development J818
Dance	Year 10	Dance AQA
Sport	Year 10	Edexcel Btec Level 2 Entry
	Year 11	Edexcel Btec Level 2 Entry
French	Year 8	DELTA for Able and Gifted pupils
	Year 10	AQA GCSE French
	Year 10	AS Modern Greek
Countryside and Environment	Year 10	Edexcel Btec level 2 Extended Certificate Entries
	Year 11	Edexcel Btec level 2 Extended Certificate Entries
Skills For Independence & Work	Year 10	Edexcel Entry level certificate (Entry 2) Email Entries for lower ability pupils
	Year 11	Edexcel Entry level certificate (Entry 2) Email Entries for lower ability pupils

Pupils in Year 10 undertake a formal 2 week period of work experience at the end of the Spring Term. Such vocational provision enables all pupils to gain an insight into the world of work and is very helpful for pupils aiming to transfer to vocational college courses such as Catering and Mechanical Engineering.

The School will also make individual curriculum provision as required, for example arranging the teaching of unique courses such as Arabic or Modern Greek for pupils who wish to take examinations in their first language.

In order to meet individual needs, we offer various levels of entry in KS4 Option choices, for example either Food GCSE or Jamie Oliver Level 2 BTEC in Home



Cookery; GCSE Drama or Cambridge National in Performing Arts, GCSE Computer Science or the Technical Award in Digital Literacy. We are constantly reviewing courses in order that all of our pupils are best able to access the full curriculum and achieve success in education and employment; hence courses offered may change year on year.

7. The School's curriculum includes a large variety of wider opportunities beyond classroom based lessons. Outdoor Education takes place in both Lower and Senior School providing opportunities for: environmental science, creative exploration and individual enquiry. This is led by a qualified Forest School Leader.

Educational visits are highly valued and there are wide ranging opportunities for all pupils to learn beyond the confines of the classroom. For example, in Lower School pupils have visited local businesses; enjoyed theatre visits; experienced residential; participated in sporting events with other schools at ISA events and have provided catering through our Hospitality Team for a local special school.

In Senior School pupils in Year 7 are challenged out of their comfort zone at residential at Bushcraft and Grafham Water. Academic visits such as to Bletchley Park are popular and residential abroad give pupils opportunities to learn about other cultures. Our pupils take part in ISA sporting and Arts events achieving great success with many going on to represent East Anglia at National Level. We also take part in the annual Shakespeare School's Festival performing at The Key Theatre in Peterborough. We participate in Bourne Sci-Fest and at Top of the Bench competitions against other schools.

In addition, pupils have wider opportunities to develop personal and social skills through volunteering such as at Phoenix School working with children with complex needs and physical disabilities and hosting 2 annual parties for them. Such activities are not always easy especially for some of our pupils, but our aim is to develop resilience and grit in order to underpin success in education and employment and to aid moral and personal development.

Designated off timetable days play an important part in our curriculum provision. These have included: an Arts Day giving pupils opportunities to work with a wide range of artists; a Business and Event Management Day in which pupils had to work together in 'Apprentice' style teams; a Cultural Awareness Day and a Forensics Day. These designated days have a curriculum focus, but they are also designed to facilitate group working; independent enquiry and to develop pupils' abilities to make links across areas of learning.

The Hospitality Team and Technical Crew offer opportunities for learning with in a wider context and the curriculum is further enriched through the Duke of Edinburgh Scheme, The National Sports Leader's Award and the National Arts Award.

8. The School meets the needs of pupils with **Special Educational Needs** through a highly differentiated curriculum which offers flexibility in terms of subjects taken;



time spent on particular subjects; teaching groups and wider provision. Curriculum provision takes into account the need for some pupils to have time for sensory education. The School has a high proportion of children with Dyslexia so this is taken into account when delivering the curriculum for all pupils. Pupils with an EHCP have Individual Learning Plans but all pupils in school are so well known to staff that individual provision is a characteristic of all teaching and learning. Learning Support Assistants play an important role in most classrooms providing one to one support in line with recommendations in EHCPs or in giving wider classroom support.(Please see SEN Policy for more detail).

The curriculum is also designed to meet the needs of **Able and Gifted pupils**. Some pupils in Lower School are invited to participate in lessons in Senior School and older pupils may be fast tracked in Maths and English taking GCSE subjects early. They then have the opportunity to go on to study these subjects at a higher level. Some courses such as the new DELF qualification are specifically aimed at More Able pupils.

Enrichment opportunities are also provided such as lectures at Cambridge University, Top of the Bench and Shakespeare workshops with pupils working with directors from the RSC. A new initiative this year will be to enrol the school with the Children's University based in Peterborough. It is the responsibility of all staff to identify pupils who are Able and Gifted. Excellence is always recognised by the Headmistress in assemblies. Please see separate Able and Gifted Policy.

9. A key aim of the School's curriculum is to enable all pupils to make personal progress and to develop knowledge and skills in a way that is appropriate to the 21st Century. Reasoning, critical thinking, creativity and imagination, planning, synthesizing information, collaboration, and research are just some examples of the skill set which pupils are encouraged to develop across all subjects and Year groups. The move to Independent Learning Tasks in Years 7 and 8 instead of traditional homework has encouraged pupils to take an individual approach to their learning. They are encouraged to make cross curricular links and to be imaginative and creative gaining the confidence to take real ownership of their own learning. These skills are then enhanced in Year 9 in preparation for KS4 study.(See Homework Policy for more detailed information).

The development of Computer Science in the Lower and Senior School curricula has provided pupils with the opportunity to develop skills and to use these across other curriculum areas.

10. **Personal, Social, Health and Economic Education** has a key place in the curriculum not only in terms of content but also in terms of developing skills such as listening and debate and emotional resilience. Pupils in Lower School and in Years 7-9 have a designated lesson each week and in KS4, PSHE is delivered in discrete days and through Form Time. Sex and Relationship education is included



in the PSHE curriculum as is Careers. Pupils also learn about Citizenship and the importance of British Values.

There is a designated teacher with responsibility for planning and delivery of PSHE in Senior School who works in conjunction with the member of staff responsible for Work Experience.

The PSHE curriculum is also enhanced with social skills teaching and life skills teaching. Emphasis is placed on helping pupils to keep themselves safe and to be able to cooperate with others and develop friendships. Pupils are also able to develop skills for living, for example using money and travelling safely. Developing emotional resilience is an aspect of the PSHE curriculum that is very important for many of our pupils. (See separate PSHE Policy and SOW)

11. **Careers Education** begins formally in Year 7 with pupils being encouraged to reflect on their strengths and weaknesses; interests and attitudes to learning. The world of work is considered in the PSHE programme and all pupils are encouraged to take an interest in Year 10 Work experience as pupils talk about their experiences to the rest of the school in assembly. Pupils have many opportunities to develop their understanding of a variety of jobs and occupations and are helped to prepare for Option choices.

Pupils in Year 10 have designated time to write CVs and letters of application for Work Experience before they undertake their 2 weeks out of school in the Spring Term. The importance of Work Experience is recognised in the presentation of a Work Experience cup at Speech Day.

The School invites representatives from colleges to talk to pupils in KS4 and pupils are encouraged to attend Open Evenings and guided about how to apply to post 16 places. All pupils in Year 11 have an individual Careers Interview with the Headmistress.

Curriculum Structure

The school operates a forty period week. There are eight periods a day (four in the morning and four in the afternoon) each of which lasts 40 minutes. Assemblies in Senior School take place from 9:00 – 9:15am two days a week and Tutor Time runs from 8:50 – 9:15am three days per week. Tutor Time provides an opportunity for paired reading; discussion of news items/issues of interest; planning for charitable fund raising and House Meetings. Some aspects of the PSHE curriculum are also delivered in KS4, for example: Pupil Voice; Careers Education; Work Experience preparation.

The curriculum supports continuity of learning between Key Stages and respective academic years. Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, religion or belief.



Core Education Coverage Spectrum Years 7 - 11

Linguistic:

English in Years 7 - 11

Supplementary Literacy optional in KS3 and KS4

Drama as a discrete subject in KS3 and optional in KS4

French/ DELF offered as optional subjects

Individual Language lessons such as Modern Greek on demand

Communication, presentation in literacy skills developed in all subjects

Access to Speech and Language therapists for some pupils/also timetables LSA

Time for Speech and Language therapy for individual pupils.

Mathematical:

Mathematics in Years 7 - 11

Supplementary Numeracy for lower ability pupils

Numeracy and Mathematical skills are also developed in Sciences, Computer Science and Technology.

Scientific:

Three separate Sciences in KS3

Sciences taught in KS4 both in separate and combined courses

Computer Science compulsory in KS3 and optional in KS4

Environmental Science optional in KS4 through the Land and Countryside course

Outdoor education in KS4

Technological:

Computer Science in KS3 and optional in KS4

BCS Level 1/2 Technical Award in Digital Literacy optional in KS4

Music Technology embedded into KS3 Music course

Food Technology embedded into Food courses in KS3

Human and Social:

Humanities: Geography, History and Religious Studies compulsory in KS3 and optional in KS4

Life Skills in KS3 and optional in KS4

Child Development optional in KS4

Business Studies optional in KS4

Food in KS3 and optional in KS4

European Studies compulsory in KS3



Physical:

PE in Years 7 - 11
Dance optional in KS3 and optional in KS4
Outdoor education SEN in KS4
Sensory Education SEN

Aesthetic and Creative:

Art KS3 and optional in KS4
Photography optional in KS4
Drama in KS3 and optional in KS4
Performing Arts optional in KS4
Music in Ks3 and optional in Ks4

PSHE:

Lessons in KS3
Delivered in Tutor Time and discrete days in KS4
Social skills groups in KS3 and KS4.

Key Stage 3

Year 7

Pupils in Year 7 follow a broad curriculum. They are streamed for English, Maths and Humanities in 2 ability groups. The year is further split for Food and Music for best use of practical space.

Subject	Periods
English	6
Maths	6
Science	6
French or Supplementary Literacy	2
Art	2
Drama	2
Music	2
PSHE	2
PE	4
Life Skills	2
Food	2
Computer Science	2
Humanities	2



Year 8

Pupils in Year 8 continue to follow a broad curriculum. However setting extends to Science in addition to English, Maths and Humanities. The Year Group will be split for some practical subjects if numbers are such that practical accommodation is limited.

Subject	Periods
English	6
Maths	6
Science	6
French or Supplementary Literacy	2
Art	2
Drama	2
Music	2
History/Supplementary English	2
PE	4
Life Skills /PSHE	2
Food	2
Computer Science	2
Humanities	2

Year 9

Pupils in Year 9 continue to be streamed in English, Maths, Science and Humanities. Pupils begin their GCSE Science course in Year 9. Pupils may also have the opportunity to begin their English GCSE course.

Subject	Periods
English	8
Maths	6
Science	6
French or Supplementary Literacy	2
Art	2
Drama	2
Music	1
History/Life Skills	2
PE	4
PSHE	1
Food	2
Computer Science	2
Humanities	2



Assessment & Monitoring of Pupil Progress in KS3

Pupils receive regular, informative assessment from their subject teachers. They are aware of Assessment Criteria in each subject and are encouraged to reflect on what they know, understand and can do and what they need to focus on in order to make further progress. Subject staff help pupils to set future targets and to work towards their next level. Independent work is encouraged through the use of Independent Learning Tasks in Years 7 and 8 which are differentiated according to ability and focus on cross curricular links. Form Tutors also play a part in monitoring progress as they keep track of all of their pupils' assessment grades on the School's data base. Assessment grades are put onto the School's data tracking system every half term and pupils who are underachieving are highlighted.

Key Stage 4

Years 10 & 11

At Key Stage 4, pupils follow a core curriculum with further option choices of up to four other subjects.

- English Language/English Literature GCSE and 'Step Up' to English
- Mathematics GCSE and Entry Level
- Separate Sciences or Core/Dual Award

Our aim to provide an individually tailored education means that we have maximised pupil choice as to what they study. Core subjects are streamed into two ability groups.

We offer a wide range of GCSE subjects and we also offer BTEC courses as both certificates and extended certificates.

Year 10

In a 40 period week Year 10 have the following lessons:

Subject	Periods
English	6
Maths	6
Science	8
Option 1 Geography, Drama or GCSE PE	4
Option 2 Art, Music or Food	4
Option 3 Land, History, Business Studies or Child Development	4
Option 4 Photography, Life Skills, Computer Science, Dance	4
PE	4
PSHE delivered in Form Time	

Other teaching groups are dependent on pupils' option choices. At this Stage PSHE and Careers guidance are incorporated into Tutor Time and Personal Development Days.



Assessment & Monitoring of Year 10 Pupil Progress

Pupils receive regular, informative assessment from their subject teachers. They are aware of Assessment Criteria and are encouraged to reflect on what they know, understand and can do. Subject staff help pupils to set future targets and to work towards their next level.

Year 11

Pupils in Year 11 continue with the core subjects and their Key Stage 4 GCSE or BTEC option courses. Careers advice and study skills are incorporated in PSHE and Personal Development days.

In a 40 period week Year 11 have the following breakdown of lessons:

Subject	Periods
English	6
Maths	6
Science	8
Option 1 Drama, Geography, French	4
Option 2 Land, Music, History	4
Option 3 Photography, PE, Computer Science, Extra literacy	4
Option 4 Business, Art, Child Development, Food	4
PE	4
PSHE delivered in Form Time	

Pupils are streamed into two ability groups for Mathematics and three ability groups for English. There are two teaching groups for Science, one for pupils following the triple Science course and one for pupils following Science and Additional Science. Other teaching groups are dependent on pupils' option choices.

Assessment & Monitoring of Year 11 Pupil Progress

Pupils receive regular, informative assessment from their subject teachers. They are aware of Assessment Criteria and are encouraged to reflect on what they know, understand and can do. Subject staff help pupils to set future targets and to work towards their next level. Mock examinations take place in November of Year 11.



Year	Autumn term		Spring term		Summer term	
Group	First half	Second half	First half	Second half	First half	Second half
Lower School	Parents' Evening	Report		Parents' Evening	Exams	Report
7	Parents' Evening Record Card	Report Record Card		Parents' Evening Record Card	Exams	Report Record Card
8	Record Card	Parents' Evening Record Card		Parents' Evening Record Card	Exams	Report Record Card
9	Record Card	Parents' Evening Record Card	Parents' Evening Options	Record Card	Exams	Report Record Card
10	Record Card	W/E & Parents' Evening Report Record Card		Parents' Evening Record Card	Exams	Report Record Card
11	Parents' Evening Record Card	Mocks Record Card	Parents' Evening Report	Record Card	Tutor Report Record Card	

The Wider Context of Assessment, Monitoring and Reporting Procedures:



Pupils are assessed in English (Reading and Writing) in January of Year 6. This is purely diagnostic in order to facilitate planning for entry into Senior School. We have also have access to assessment records from our own Lower School and its tracking data base and receive assessment data from other primary settings including standardised assessment data.

CEM Midyis and Alis baseline data is then collected through further pupil testing at the start of the academic year in Years 7 and 9. This is collated internally and informs planning and tracking of the Year Group. Pupils across the school are also assessed at regular intervals by the School's SENCO in order that progress can be further monitored. All of this assessment data is fed into the School's data tracking system and is shared with parents.

Subject staff are required to input assessment grades for attainment and effort each half term and this is shared with parents. It is the duty of Form Tutors to collate assessment information on their tutees for parents which enables them to have an overview of their pupils' performances across the curriculum. Progress is always discussed at Report Reading when pupils have opportunities to reflect on work and progress and to discuss any issues. However it is also the case in a small school such as Kirsstone House that staff and Form Tutors will regularly discuss such matters with pupils daily on a more informal basis.

Learning Support Assistants who are responsible for working individually with a particular child produce a written report for the SENCO on progress, attainment and access every half term.

Internal examination week/weeks run in May with results collated and written on end of year reports. Pupils in KS3 will receive an attainment level and effort grade as well as their examination result and the median for the cohort. Pupils in KS4 receive levels pertinent to GCSE grading in addition to effort grades.

Parents therefore receive information about progress, attainment and effort approximately every half term/six weeks.

All Year Groups have 2 Parents' Evenings per year providing parents with opportunities to talk to all teaching staff and the SENCO. The School also has an Open Door Policy whereby parents are welcome to come into school at any time to discuss work, progress, courses; curriculum and many take advantage of this.

Setting & Differentiation and Provision for Pupils with Special Educational Needs.



Following assessments at the start of Year 7, pupils are streamed according to ability in English and Mathematics. This is usually in 2 classes but pupils with significant needs may be taught within a smaller group or on a one to one basis in line with recommendations in their EHCP. Further streaming may take place if numbers in the Year Group or the nature of the cohort demand this.

When a Year Group is taught together, staff differentiate appropriately and liaise closely with Learning Support Assistants and the SENCO in respect of responding effectively to individual needs. Pupils with more significant and complex needs are also able to access additional courses such as social skills groups; sensory education and on-going Life Skills. The PE curriculum is also well differentiated with emphasis being placed on access.

All setting is reviewed regularly at least every half term and it is not unusual for pupils to move quite frequently between groups. This is part of our approach to individually tailoring an education around the child.

The SENCO oversees the work of all LSAs and is responsible for their deployment and for their Continuing Professional Development. Several pupils have individual timetables and LSAs are responsible for ensuring that these are working effectively and that pupils are accessing courses.

In Key Stage 4 Option Groups are taught in mixed ability groups. However, English, Mathematics and Science are streamed according to ability.

In all mixed ability classes there is a wide range of ability and all pupils have preferred learning styles. To take account of these differences, all staff have a responsibility when planning work to meet the needs of all pupils. This will involve, at different times, adapting tasks; providing different resources; developing extension work; providing a variety of teaching methods and learning environments; setting individual goals; giving different levels of support and offering a variety of ways for pupils to demonstrate knowledge and understanding.

The role of the Special Educational Needs Department is to support the right which all pupils have to access the curriculum, regardless of ability. All pupils have an equal opportunity to participate in the full curriculum of the school and in all activities. Pupils who have Special Educational Needs are encouraged to become independent and there are encouraged to take on positions of responsibility. Details about pupils' special educational needs are provided by the SENCO together with recommendations in relation to teaching strategies. These are updated regularly and staff are kept informed of updates.

Pupils who have Special Educational Needs may receive one to one lessons from the Learning Support Department and/or in class learning support. However, our aim is to be as inclusive as possible and withdrawal is used rarely.

The work of the LSAs is monitored by the SENCO who holds weekly meetings. The SENCO is also responsible for the professional development of the LSAs.



Pupils who have Special Educational Needs are supported beyond the curriculum in a number of ways. Pupils may be invited to join 'Talk About', a social skills group and there is a designated session of Life Skills which is in curriculum time. Those pupils who work on a lap top are also invited to attend a lunch time touch typing lesson.

For more detailed information about the SEN curriculum and wider provision for pupils with SEN and please refer to the SEN Policy.

Homework

Homework which supports curriculum delivery is also differentiated. In Years 7-8 Independent Learning Tasks are differentiated to enable pupils to conduct enquiry at a challenging yet accessible level. Staff are fully aware of the needs of individual pupils and homework as well as classwork is appropriately set. In Years 7-8 pupils are set homework weekly in English and Mathematics. They then work on differentiated cross curricular Independent Learning Tasks over a half term period. (See Homework Policy for further information).

We are mindful of the fact that many of our pupils require support with homework and guidance in learning how to work independently. To this end, pupils have an option to attend Homework Club at lunchtime which is supported by teaching staff and LSAs.

Our aim in KS3 is to enable pupils to develop their knowledge, skills and confidence and to enable them to be more independent learners. Hence the ILTs provide opportunities for pupils to use their particular strengths and to tackle tasks in their own way. These also provide opportunities for pupils to reflect on their own learning and to set future targets. Tasks are differentiated in order that all pupils are challenged.

Homework in KS4 is part of Core and Options studies and this is monitored by subject teachers. Staff frequently e-mail information about homework to parents. LSAs help pupils with special educational needs plan and organise their out of classroom learning.

Expectations of Staff

All staff are expected to promote and secure the curriculum aims. They are required to:

- have high expectations of all pupils;
- employ a variety of teaching and learning methods;
- ensure that pupils are supported in accessing the curriculum and given opportunities to succeed;
- deliver programmes of study that build upon pupils' previous experiences, providing progression and continuity;
- provide work which meets pupils' needs and aspirations, which offers depth and challenge and which motivates and inspires them;
- involve the learner in the process of learning by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;



- develop pupils' skills and to encourage them to be independent learners;
- reward and value achievement and effort both formally and informally through praise in the learning environment;
- work in partnership with parents, other staff and other agencies to achieve shared goals;
- keep parents and carers regularly and fully informed about pupils' progress;
- provide extra- curricular provision in their subjects.

All departments maintain a Departmental Handbook which is updated on an annual basis.

Handbooks contain:

- Aims and objectives of the department
- Teacher Planning and record keeping
- Detailed Schemes of Work
- Homework / ILT information
- Internal examination information particularly related to SEN
- Assessment including marking and feedback to pupils
- Monitoring and tracking information
- Controlled assessment, coursework, speaking and listening
- Gifted and Talented and provision
- SEN differentiation; liaison with LSAs; input into EHCPs
- Rooms and resources
- Analysis of exam results present and prior 2 years
- Department Development Plan linked to School Development Plan
- Use of ICT
- Cross Curricular links
- Health and Safety / Risk Assessments
- Contribution to extra- curricular activities and clubs
- Any other pertinent information e.g. visits, speakers etc.

For further information please refer to Teaching and Learning Policy.

The Learning Environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. However, we are also aware that many of our pupils have dyslexia or dyslexic traits and this is taken into account in terms of providing an appropriate learning environment which is not too 'information heavy.'

All departments are expected to have effective thought provoking displays in their areas and to contribute to displays in other areas of the school, for example the library and in corridors.



The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst it is left to individual departments, it is expected that classrooms are designed to meet the specific needs of pupils. This means that with small numbers, class rooms can be dynamic in their configuration being flexible according to need.

The library is available throughout the school day including at lunchtimes. This is supervised by teaching staff who are available to help and support pupils with their research and study. Pupils have access to computers and wider resources to support their learning. The library is also used during some study periods and for homework club.

Equality of Opportunity

All departments adhere to the school's Equal Opportunities Policy. Emphasis is placed on enabling all pupils full access to the curriculum and wider aspects of school life. There is excellent liaison with external agencies as appropriate. (See separate Equal Opportunities Policy).

Examinations

It is expected that all pupils who embark on a course leading to a public examination are entered unless they fail to fulfil the examination board's requirements in relation to coursework, attendance or other criteria. Departments are expected to identify at an early stage pupils who are in danger of failing to meet the requirements so that they can be supported guided and encouraged. To this end a mentoring system exists for pupils in Years 10 and 11. The SENCO works with all staff to maintain a record of evidence for pupils who may be entitled to extra time/special considerations in examinations.

Special Provision is made for pupils with Special Educational Needs. This is outlined in the Examinations Policy.

Parents are required to pay for all public examinations.

Vocational Education

Vocational experience is met by a combination of curricular and extra-curricular experiences. This includes Life Skills in KS3; Work Skills in KS4; BTEC courses in Key Stage 4; Careers Education; Work Experience and volunteering.

The school has many links with local businesses and pupils are encouraged to use these to gain wide experience of work.

Some pupils will continue to undertake work experience as part of their timetabled week.

ICT/Computer Science



The development of capability in the use of ICT is an essential requirement of pupils' education. ICT is delivered in discrete lessons in KS3 and through Options and through wider curriculum areas in KS4.

Education about the safe use of ICT is covered in ICT lessons in Key Stage 3 and through PSHE.

Religious Education

Kirkstone House is a non denominational school although we have very effective links with the local parish church. Pupils follow a Religious Studies curriculum in KS3 which enables them to understand the religions of the world and there is the option to study RE and Ethics in KS4.

Morality and ethical questions are discussed in PSHE and raised in assemblies. Spirituality is also part of pupils' wider education. Pupils are encouraged to reflect on their own attitudes and values in Religious Education; PSHE and other lessons. In Lower School pupils follow a programme of SEAL related activities.

In some subjects, notably perhaps Art, Drama, Music and English, pupils explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences allow pupils to develop a sense of awe and wonder and to reflect upon inner feelings and to ask questions about meaning and purpose.

Moral development is very much part of the PSHE programme and this is also promoted in Form Time. It is also explored in a wide range of subjects. Moral development is encouraged through consistent application of the Code of Conduct and by positive reinforcement of good behaviour. The ethos and practices of the school promote good relationships throughout our community and there is tolerance and understanding of different needs. The importance of British values; democracy; freedom of speech is also covered in PSHE and in the wider curriculum.

Social development is promoted through specific activities such as the 'Talk About Group' and by providing a wealth of opportunities for pupils to take on positions of responsibility and to interact with each other and the wider community.

Cultural development is encouraged both within lessons and through a wide variety of extra-curricular activities such as residential visits abroad; trips to Art galleries and theatres.

Personal Learning & Thinking Skills

Whilst pupils develop knowledge, skills and values in discrete curriculum areas, we are keen to promote an awareness of how learning takes place across subject boundaries. We aim to make our pupils reflective learners and to support them in being able to take responsibility for their own learning. To this end we encourage them to track their own progress in essential skills of: managing self; managing their relationships with others and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life as confident and capable individuals. The groups of skills that we aim to develop are: Independent



Enquiry; Creative Thinking; Reflective Learning; Team Working; Self Managing and Effective Participation. This is monitored by the Form Tutor within the wider context of Progress Review.

Monitoring, Review & Evaluation

The main responsibility for monitoring the curriculum and assessment lies with the Headmistress and the Senior Leadership Team which includes the SENCO.

The curriculum and assessment are always reviewed within the school's development plan and new priorities are set for the next academic year. These are then reviewed on an on-going basis. Curriculum development and assessment are also discussed regularly at staff meetings. This involves sharing experiences and good practice; planning and reviewing and analysis of assessment data for each cohort.

Departments review their departmental development plan on an annual basis and curriculum development is also linked to the process of CPD. Teaching staff meet on an annual basis with either the Headmistress or SENCO in order to discuss the work of their department, pupils' progress, examination results and ideas for development.

The profile of pupils in each year is considered by the Headmistress, and SENCO in order that courses and programmes of study are appropriate to enable all pupils to achieve their potential and to be able to work to their strengths. This may then result in the introduction of new courses or providing flexibility within existing frameworks.

Links with other policies:

Teaching and Learning Policy
EAL Policy
Special Educational Needs Policy
Able and Gifted Policy
Examinations Policy

PSHE Policy
Work Related Learning/Careers Policy
Equal Opportunities Policy
Homework Policy

Review Date: July 2018

Responsibility:

Headmistress: Mrs C L Jones

SENCO: Mrs B Harnden

Cosvine Jones

B. Harnden



Appendix A

Kirkstone House School British Values Statement (See also Respect Policy)

British values are embedded in the curriculum at Kirkstone House School contributing to our spiritual, social, moral and cultural education. This approach supports the development of the whole child and ensures that our pupils leave school prepared for life in modern Britain. We recognise that such development is most successful when those values and attitudes are promoted by all staff who provide a model of behaviour for all pupils. By promoting these values, both pupils and staff feel empowered to challenge opinions or behaviours which are contrary to British values. This is part of the School's great emphasis on inclusion and individual worth.

Kirkstone House follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status or similar. We are dedicated to preparing pupils for their adult life beyond school and ensuring that we promote and reinforce British values with a culture that is both tolerant and respectful of difference.

British values have been identified as:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of different faiths and beliefs

Democracy

The principle of democracy is reinforced at Kirkstone House: democratic processes are respected and followed such as in the appointment of Form Captains and the School Pupils Leadership Team. Pupils in both Lower and Senior school also hold mini elections such as during the EU referendum and during general elections. The principle of democracy is explored in History, PSHE, RE and during Form Time and assemblies. The House System also provides pupils with opportunities to engage in a democratic process as pupils discuss and decide charitable fund raising and House events. Pupil Voice is encouraged through various committees such as Catering Committee.

The Rule of Law

We place great importance on ensuring that pupils are able to distinguish right from wrong. The importance of laws, whether they govern the individual, the class, the school or the country are reinforced at Kirkstone House. Pupils are taught the rules and expectations of the school by their Form Tutors and these are reinforced by the wider staff. Pupils are also helped to manage their behaviour and to take responsibility for their actions. Learning Support Assistants play a great role in this especially with pupils who have difficulties in managing emotions. Staff are committed to providing a consistent and predictable environment within the school and rewards and sanctions



are clear to all. We endeavour to help pupils to understand the consequences of their behaviour and actions through the pupil Code of Conduct. This is also explored in PSHE, Life Skills and Social Skills groups. In PSHE pupils are taught the value of and rationale for the laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. The Community Police Officers have excellent relationships with the school and often contribute to PSHE lessons.

Staff follow an Assertive Behaviour Policy in order to ensure consistency in expectations and behaviour.

Individual Liberty

At Kirkstone House, all pupils are treated as individuals. This ethos is deeply embedded in all that the School does. Pupils are actively encouraged to make independent choices and the curriculum is designed to facilitate this. Pupils are also encouraged to understand that individual liberty brings levels of responsibility. The staff support individual pupils and enable pupils to make informed choices within a safe environment. Pupils are encouraged to know and exercise their rights and personal freedoms whilst respecting those of others, and are advised on how to exercise these safely, for example through e-safety and tutorial sessions.

We place great value of helping pupils to develop resilience and to cope with difficult choices and decisions. All pupils are well known as individuals and some pupils, particularly those who experience difficulties in social and personal situations are individually supported. Recommendations from ILPs and EHCPs are carefully followed. Our aim is to support all pupils in their development of positive self-esteem, self-confidence and self-awareness.

Mutual Respect

Respect is an integral part of the School's ethos: pupils are expected to respect others within and beyond the school community. As a totally inclusive school, pupils understand that everyone has different strengths and they actively enjoy and take pride in the achievements of others. Pupils learn how their behaviour impacts on others and how to ensure how that impact is positive and respectful. Adults in school model respectful behaviour both in their interactions with pupils and each other. Discriminatory behaviour is challenged as a matter of routine. Classroom behaviour is such that pupils are encouraged to listen carefully when others are contributing and to discuss and debate ideas in a positive manner. PSHE rules and Form Rules are explicit in their expectations of mutual respect.

Tolerance of those of different faiths and beliefs

Cultural appreciation and understanding forms part of our curriculum. Pupils are taught about tolerance in many subjects including specifically: PSHE, English, History, Geography, the Arts and RE. Different faiths are studied in RE and cultural awareness days encourage greater understanding of both religious beliefs and culture. We use curricular opportunities to encourage critical thinking and deeper understanding of difference and beliefs. School assemblies are also a forum for enabling pupils to gain a greater appreciation of faiths and world events; friendship and tolerance.