



## Curriculum Policy Senior School

This policy is designed to implement the aims of a Kirkstone House School education. At its heart lies our school's vision and values. Our Curriculum Policy and associated schemes of work take into account the ages, aptitudes and needs of all pupils including those with Special Educational Needs and those with an EHCP.

### 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.
- Encourage mutual respect and tolerance of others with different faiths and beliefs in line with the fundamental British values of democracy, the role of law and individual liberty.



## **Curricula: An Overview**

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 70% 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, including those with SEN 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 and the School will also make individual curriculum provision as required, for example arranging the teaching of unique courses such as Fishing for pupils. 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.

Educational visits are highly valued and there are wide ranging opportunities for all pupils to learn beyond the confines of the classroom.



### **Curriculum Aims and Regulatory Context:**

The aims of the curriculum at Kirkstone House School are:

- To provide a full time, supervised education to pupils of compulsory age (construed in accordance with Section 8 of the Education Act 1996) which gives them experience in: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- To provide pupils with opportunities to acquire skills in speaking, listening, literacy and numeracy.
- 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 all 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. It also encourages pupils to have respect for other people paying particular regard to protected characteristics set out in the 2010 Act.
- To provide pupils with a Careers Education that is presented in an impartial manner; which enables them to make informed choices about a broad range of career options and helps them to fulfil their potential. KS4 PSHE contains careers / vocational awareness within its curriculum.
- 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.
- To enable all pupils to have the opportunity to learn and make progress.
- To provide pupils below compulsory school age with a programme of activities which is appropriate to their educational needs in relation to personal, social and physical development and language skills.
- To provide any pupils over compulsory school age with a programme of activities which is appropriate to their needs.



### Assessment & Monitoring of 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 January 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	Exams	Parents' Evening	Report Record Card
7	Parents' Evening Record Card	Settling Report Record Card		Parents' Evening Record Card	Exams	Report Record Card
8	Parents' Evening Record Card	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	Parents' Evening Settling Report Record Card		Record Card	Parents' Evening Exams	Report Record Card
11	Record Card	Parents' Evening Record Card	Mock Exam Grade Report	Parents' Evening Report Record Card	External Exams	External Exams
12 /13		Record Card	Parents' Evening	Record Card	Exams	



**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:

Responsibility:

Authorised by

Mr S Judge  
Headteacher  
On behalf of the Proprietors

Dated

October 2022

Date of next review

November 2023



## **Appendix A**

### **The Wider Context of Assessment, Monitoring and Reporting Procedures:**

CEM Midyis and YELLIS baseline data is collected through pupil testing at the start of the academic year in Years 7 and 10. 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.

Subject staff are required to input assessment grades for attainment and effort 4 times in an academic year 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 Kirkstone 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.

Parents therefore receive information about progress, attainment and effort approximately every 8 weeks in the form of an assessment card or formal report.

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 or 3 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 they 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 a social skills group and there is a designated session of Life Skills which is in curriculum time.

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

### **Homework**

See Homework Policy

### **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.

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 the 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 and Cambridge Technical 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 may 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 Internet and Social Media technologies 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.

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; the rule of Law; freedom of speech; individual liberty and mutual respect and tolerance of those with different faiths and beliefs is also covered in PSHE and in the wider curriculum.

Social development is promoted through specific activities such as the Social Skills Groups' 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 Headteacher and Senior Staff and 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 Headteacher 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 Headteacher, 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.

### **Curriculum Model 2022 -2023**

A copy is available on request.



## Appendix B

### 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.



# Teaching & Learning Charter

Every member of our community is **known, valued, and supported** to achieve in all areas to become **successful, confident and responsible**, in the pursuit of **lifelong learning**.

**KIRKSTONE HOUSE SCHOOL**



*"Where the individual counts"*



## Expectation

- Take pride in all that we do.
- Aspire to be the best we can.
- Have the courage to accept new challenges.
- Embrace opportunities to discover new possibilities.

## Resilience

- Support each other to instil confidence and self-belief.
- Show commitment and determination with all learning opportunities.
- Strive for excellence in everything we do.
- Set personal goals that ensure we become the best we can be.



## Belonging

- Be proud of our school and its community.
- Feel secure to learn in a trusting environment.
- Are respectful of each other and embrace our differences.
- Celebrate the achievements of all and encourage the inclusion of everyone.

## Independence

- Ensure ownership of our own learning and teaching to maximise achievements.
- Foster a lifelong desire to learn and challenge which extends beyond the classroom.
- Display confidence to make mistakes and reflection to ensure progress.
- Are prepared to learn and consolidate for our own progress.



## Communication

- Ensure that feedback is timely, clear, and constructive.
- Seek to improve performance of both teachers and pupils through regular dialogue.
- Work together as a community to effectively talk and listen.
- Embrace knowledge and experience which are valued and shared.