



# Elemore Hall School

<b>Policy Title</b>	<b>Curriculum Policy</b>
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## **1. Introduction**

Elemore Hall provides a curriculum over the 24 hour day in order to better prepare our pupils for life post16. This policy will explain how our curriculum works and what actions are taken to ensure that it best meets the needs of our pupils.

## **2. Aims**

Our curriculum seeks to support the school in meeting our vision, values and goals. We aim to provide a strong, appropriate academic curriculum but unlike most other schools our curriculum extends beyond the classroom day so that we can support pupils in the development of personal and social skills.

Our key aims are to:

- Engage pupils in learning in it's widest sense and for them to develop a sense of enjoyment and fulfilment from the experience
- provide a broad, balanced and meaningful academic curriculum for all pupils leading to opportunities for accreditation where appropriate
- provide a wide ranging programme of evening activities that will support pupils personal and social development
- encourage pupils to participate in pre-planned and adhoc enrichment activities to develop their knowledge of the world around them and their inclusion in it
- promote our school vision and values
- encourage pupils to have a positive attitude and show respect towards themselves, others and the world around them
- prepare pupils academically and personally for life post16 and the world of work

## **3. Key Issues**

All of the pupils who attend Elemore Hall School have an Education Health and Care Plan that identifies Social, Emotional and Mental Health Difficulties as their primary need. Some pupils have additional learning difficulties. A high proportion of pupils have CAMHS involvement for conditions such as ASD and ADHD.

For most pupils their education journey before arriving at Elemore will often include disrupted education, additional school moves, fixed and permanent exclusions, time missed from education, part-time timetables, 'alternative' providers and other events that will have impacted on their attitude towards school and the classroom environment. Most pupils arrive at Elemore with a degree of disengagement from education and below the expected level of attainment for their age. From experience we know that we cannot rely on SATs results or an expectation of what prior learning should have taken place as these are often misleading. In addition to their delayed academic progress, most pupils also struggle with demonstrating age appropriate personal, social and independence skills.

## **4. Baselines and Flightpaths**

On entry to the school, every pupil will have a baseline assessment in each individual subject area. This assessment may take up to a term, depending on the subject, to ensure that the information collected is accurate. One of the reasons for it taking this length of time is that our pupils usually need to overcome the transition to a new school and find

their feet before they begin to perform in the classroom. The purpose of this assessment is to give teachers an indication of the level of skills, knowledge and understanding that a pupil might already have so that work is pitched at the right level. The baseline also gives staff a starting point to predict expected progress and attainment over time using our flight path predictor system. We recognise that a pupil's performance previously or in our baseline assessments may not give a true picture of a pupil's potential so teachers regularly review progress to see if our flightpath predictions or aspirations need to be adjusted. Collecting information for the Baseline Assessment may take a whole term in non-core subjects where there are no previous records of learning. When considering the flightpaths we are aware that our pupils do not progress in a straight and predictable line. Progress is often erratic and due to the SEMH difficulties that our pupils experience we can see periods of apparent inactivity followed by sudden rapid progress. Our flightpaths indicate the expected outcome at the end of Y11 based on the baseline assessment, we try to be ambitious but also realistic.

## **5. Our Classroom Curriculum**

The school day curriculum at Elemore Hall is dynamic and varied combining many of the subjects that any school would be expected to teach (English, Maths, Science, etc) with some more unusual areas of study such as Bushcraft and Outdoor Pursuits. We believe strongly in constantly looking at what we offer to pupils and trying to make it as appropriate, meaningful, enjoyable and accreditable as possible.

We recognise that many pupils arrive at Elemore Hall having missed parts of their education or being disengaged from the education process. Pupils in Key Stage 3 follow courses in English, Mathematics, Science, ICT, Art, Drama, Humanities (History & Geography), Physical Education, Food Technology, Resistant Materials, Music and Culture (PSHE, RE and Citizenship).

The subjects studied at Key Stage 4 build upon those followed in KS3 and wherever possible lead to accreditation. Due to pupil numbers there are no options – all pupils follow the same courses. Science is divided into GCSE Biology and BTec Horticulture in addition pupils take part in practical courses in Bushcraft and Outdoor Pursuits. All pupils follow the same curriculum, there are no options. We have thought very carefully about the accreditation and courses that we offer in Key Stage 4 - we want to ensure that pupils have opportunity to achieve the essential GCSEs of English and Maths but that they also access a range of subjects in order to maximise pupil interest and experience and prepare them for life beyond Elemore. With the majority of our leavers going on to practical courses, often in building, cookery or landscape/horticulture/animal care we believe that the mix of subjects that we offer is good preparation for the destinations that most of our pupils have post 16.

Currently we do not teach a Modern Foreign Language. We have reviewed this situation periodically however we believe that for our pupils, replacing MFL with a more practical subject and where they are more likely to enjoy success is a pragmatic approach.

For examination in Summer 2020 we are introducing GCSE Citizenship onto the list of qualifications that we offer. We think that it is essential that pupils have a good grasp of what it means to be a citizen in modern Britain and the rights and responsibilities that they have. We believe that by teaching the subject explicitly then pupils may take a greater interest in the world around them and be in a much better position to understand and follow expected British values and the rules of law and democracy that we live by.

The table below shows the subjects that pupils follow and the average number of hours per year that pupils will be timetabled to study the subject in 2018-19.

<b>Subject</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
English	127	127	114	133	105
Mathematics	136	105	105	108	105
Science	105	109	105		
Environmental Science				57	57
Biology				79	70
Art	44	57	70	79	79
Humanities	51	51	51	44	51
ICT	54	54	54	22	44
Food Technology	51	44	51	57	79
Resistant Materials	44	51	57	41	72
Physical Education	114	114	114	73	101
Music	51	51	51	51	51
Drama	22	44	22		
Outdoor Pursuits/Bushcraft				44	
Culture (PSHE/Citizenship/RE)	114	114	114	114	114
Tutorial	22	22	22	22	

## 6. Accreditation

Our intention, where possible, is to provide courses that lead to meaningful, recognised accreditation. The examination syllabuses that we follow are regularly reviewed to ensure that they are fit for purpose. The accreditation currently offered in each subject is as follows.

English	GCSE English Language, GCSE English Literature, Step up to English Gold and Silver
Maths	GCSE Mathematics, Entry Level Certificate
Science	GCSE Biology, Entry Level Certificate
Environmental Science	BTec Level 1/2 in Land Based Studies or Horticulture
ICT	GCSE Digital Photography
Art	GCSE Art (Endorsed and Unendorsed)
Humanities	GCSE Citizenship
PE	BTec Level One Certificate in Sport and Active Leisure
Food Technology	GCSE Food Preparation and Nutrition, Entry Level Certificate
Resistant Materials	GCSE Design Technology, Entry Level Certificate



## Example winter term activities

	Monday	Tuesday	Wednesday	Thursday
4.00-5.00pm	Sports Hall GCSE English & Maths		Art Club Sports Hall GCSE English & Maths	Sports Hall Science
6.00-8.00pm	Swimming Bushcraft Independent Cooking Football Army Cadets Fitness Club	Football Music Warhammer Youth Club	Art Club Climbing Independence and social skills Wacky Wednesdays	Film Club Swimming Skiing Fitness Club

## 9. 24 hour curriculum

At Elemore we offer, what we choose to call, a 24 hour curriculum.

The 24 hour curriculum is the social curriculum that permeates all that we do in the school. It begins when a pupil first arrives in school in the morning (or gets out of bed if they have been resident) and ends when a pupil leaves at the end of the day (or goes to bed if resident). Between those times the school tries to support pupils in their personal, social, emotional and independence development in everything that we do – this includes unstructured social times such as before school, morning and afternoon break and lunch break, lesson times, evening activities, mealtimes, rise and settle on the living units.

## 11. Enrichment activities

To complement, support and enhance the provision at Elemore Hall we offer a variety of enrichment opportunities for pupils throughout their time in the school.

All pupils will have the opportunity to represent the school in a sporting fixture of some type. Participation is based on interest and attitude rather than ability. Pupils might also perform in one of the end of term concerts or plays, they could be involved in an offstage role if they don't feel confident to go on stage. There are visits out to support the curriculum, for example to farms, theatres, museums, etc.

We have regular visitors into the school to speak about a variety of topics as part of the Culture programme. There are also visits out to places of interest such as places of worship.

Enrichment activities contribute towards a pupil's personal development and appreciation of the world around them.

## 12. Personal and Social Skills Development

A key part of the work that the school does is the development of the personal, social and independence skills that a pupil has. We strongly believe that pupils are more able to

achieve success in the classroom if they have better developed personal and social skills. Likewise, we believe that success in the classroom can contribute to a pupil becoming more confident and proud of their achievements and them developing emotionally.

We have devised a Personal and Social Skills Development Profile that pupils work through with their personal tutor. The expectation is that most pupils will arrive at the school needing a high level of support to successfully negotiate most situations that require independence in personal and social skills. Different lessons and activities are set up to develop different social skills over time, these are all recorded on a pupil's individual profile along with targets that the individual pupil has set themselves. Over time the objective is for pupils to move to be independent.

For many of our pupils the development of personal and social confidence is a pre-cursor to them being able to function successfully in the classroom day. As a school we work hard to include all pupils in all that we do such as after school activities, lunchtime clubs, enrichment activities and performances as we know that any one of these elements of our provision may contain the hook that draws a pupil into the more academic and formal side of learning and participation in the school.