

Hythe House Education

Curriculum Policy / Procedure

Version (Date): February 2014

Review (Date): February 2015

Curriculum Framework

Introduction

Hythe House Education believes that all students have a right to access a curriculum that is of good quality, meaningful and appropriate to their individual needs. All students will experience a balanced academic curriculum which aims to promote spiritual, moral, cultural, mental and physical development, thereby preparing students for the opportunities, uncertainties and responsibilities of adult life. We also believe that lessons at Hythe House Education should motivate, engage and excite our students.

With the learning and behaviour needs of the students being admitted to Hythe House Education the school acknowledges that the needs of the individual are central and that the provision offered should be sufficiently flexible to enable students to be placed at an appropriately challenging point on the continuum at any time during their school career.

Hythe House Education aims to achieve the appropriate balance between students' rights to curriculum access and the need for some to access other experiences such as therapy and intensive tuition to enhance or consolidate basic skills. By maintaining the overview of curriculum development in conjunction with the needs of the individual, the school strives to facilitate maximum progress for all students.

Aims

Through the curriculum Hythe House Education aim:

- To ensure that all students have access to a broad, balanced, relevant curriculum based on the National Curriculum
- To ensure quality curriculum content and continuity throughout the school through systematic curriculum planning and monitoring procedures
- To ensure that all students have access to an appropriately differentiated curriculum
- To ensure that there is an equality of access to all courses
- To promote students' spiritual, moral, social, cultural and physical development in order to assist students in becoming thoughtful and responsible citizens
- To develop independence and life skills through activities, trips and work experience
- To prepare students for the opportunities, responsibilities and experiences of adult life
- To monitor and assess student progress for the purpose of ensuring high standards of achievement but also to engage students in understanding how they may improve and make improved progress

Purposes of the Curriculum

Hythe House Education's curriculum, in accordance with national regulatory requirements, will provide:

- Full time supervised education for students of compulsory school age, which gives students experience in linguistic, mathematical, scientific, technological, social, physical, aesthetic and creative education
- Subject matter appropriate for the ages and aptitudes of students, including those students with a statement, determined by consultation with teaching staff and assessments
- Students the ability to acquire skills in speaking and listening, literacy and numeracy
- For a student who has a statement, education which fulfils its objectives
- Personal, social and health education which reflects the school's aims and ethos
- Appropriate careers guidance for all students
- The opportunity for all students to learn and to make progress
- A curriculum which supports continuity between key stages
- Access to all programmes of study based upon academic suitability and appropriateness regardless of gender, race, disability religion or belief

Curriculum Procedures

The aim of our curriculum is to ensure that all students have access to a broad, balanced, relevant curriculum based on the National Curriculum.

The needs of the learner

- The school will promote the well-being of the individual student and cater for the interests, aptitudes and particular needs of all students so all can achieve success
- The curriculum will develop enjoyment of and commitment to learning and enable students to work independently and collaboratively
- The curriculum will enable the individual to develop self-confidence, self esteem and a positive attitude
- Students will be able to think critically and creatively and to appreciate the creativity of others
- Students will develop as citizens, be able to live in a community, exercise responsibility and challenge discrimination
- The curriculum will take account of students' learning styles so they are engaged in their learning

Inclusion

- The curriculum will be inclusive and provide equality of access and opportunity for all students so they can learn and achieve
- The curriculum should provide effectively for those with additional needs and/or barriers to learning
- The needs of pupils who are more able or who have particular gifts and talents should be recognised and provided for so they are suitably challenged
- Students are taught in small groups of academically mixed-ability classes. All lessons are differentiated, to enable personalised learning as much as is reasonable
- Students are supported in their learning by teaching assistants
- SEN students are supported in all lessons
- Every student will have the opportunity to experience success in learning and achieve
- The curriculum will set high expectations and enable all students to achieve; it will recognise the diversity of experience students bring to their learning

Curriculum Organisation

- The curriculum will meet statutory requirements
- The curriculum will be responsive to the changing needs of students and society and should be subject to review and further development
- Key skills will be promoted and applied across the curriculum, including communication in a variety of forms, the ability to work with others and the ability to solve problems
- The curriculum will be coherent, covering all the required elements and subjects in a way that is relevant to students
- The curriculum will promote progression and continuity in learning and prepare students for subsequent stages of education
- The curriculum will provide the opportunity to develop physical skills and to recognise the importance of pursuing a healthy life style, including relationships education and attention to alcohol and drug use and misuse

Curriculum content

- Hythe House education aim to access all areas of the National Curriculum at the appropriate levels
- In a school such as ours the whole curriculum can be flexible and it is in this area that we believe we are adopting an approach that gives each student access to support in areas in which the student needs development
- Time is given to Personal, Social and Health Education, not only in the classroom and through curriculum activities but also throughout the course of the school day and planned whole school activities / trips

- Theme weeks take place three times a year and enable students to focus on a particular aspect of the following: Healthy living, ecology, religious awareness, music, languages and understanding local and national government

Curriculum Assessment, Evaluation, Accreditation and monitoring

- Assessment procedures are set out in the Assessment policy and in the schemes of work
- Individual student performance and progress is recorded with reference to National Curriculum level descriptors or estimated grades in examination courses
- Externally accredited courses are offered in Year 10 and 11.
- Internal awards and personal accreditation are encouraged throughout the school to enhance self-esteem and personal performance.

School Lesson length

- Students start each day with a 15 minute registration time which covers a different theme each day – Speaking and listening, literacy, numeracy, current affairs and literacy and numeracy assessment
- Students have 3 lessons per day; the first of which is 75 minutes long and the second and third of which are 90 minutes in length. However, in order to facilitate a balance of teaching and learning activities, most lessons are broken down into a number of different activities within the lesson
- Opportunities are given within lessons to enable students to work independently and collaboratively

Homework

Each student is expected to complete the following every week:

- Reading: 20 minutes a night (Monday, Wednesday, Thursday)
- Literacy: Learn two 'phonetic' sounds with ten associated spellings
- Numeracy: Learn a set task each week

Subject specific homework is set at the discretion of the subject teacher.

Careers and Further Education Guidance

- Students in Year 11 receive individual careers advice and guidance through Lifeskills
- Work experience placements are sought for all Year 11 students
- Students wishing to apply for college are given 1:1 support
- Students are encouraged to attend College open days

Personal, Social and Health Education

- All students in KS3 and KS4 receive a weekly lesson in P.S.H.E. in the form of Values
- All students receive a weekly Physical Education lesson
- The school provides sex education in the curriculum for all students. In accordance with the law the biological aspects of human reproduction remain compulsory for all students but carers may withdraw their students from any part of the sex education provided and are always consulted prior to teaching

The Code of Practice

- All students have an Individual Education Plan that is reviewed three times a year
- All students have a Personal Education Plan which is reviewed twice a year