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Person Responsible:	Liam Gaster – Head of Education
Ratified by:	Karen Gaster – Head Teacher
Outcome:	The purpose of the plan is to: <ul style="list-style-type: none">• Ensure that all pupils at Yarrow Heights School are entitled to a curriculum which contributes to a well-balanced education, developing the abilities life skills and social competences of individual pupils so that they may take a valuable, positive, and active place in society. The entitlement is for each pupil, regardless of age, gender, race, religion, or disability.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Yarrow Heights School documentation, including particulars of employment, it is non-contractual.

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Our Curriculum

VISION	AIMS	High quality inspirational education SMSC and British Values	Determined to succeed Healthy, happy and safe pupils	Confident and resilient learners Contributing positively to their local and wider communities
	CONTEXT	Independent Special School Social emotional mental health diagnosis	Registration of 60 Mixed gender Aged 7-16 through school	100% SEND with EHCP Primary diagnosis of Autism
CURRICULUM DESIGN	CORE VALUES	Raising Aspirations Expectation of personal achievement and success	Levelling Up Purposeful and ongoing individualised intervention programmes to close gaps in pupils' prior learning due to previous disaffection with education and barriers to learning due to SEND	Attitudes and Attributes Our Core School Values: Resilience, Communication, Kindness, Initiative, Responsibility
	APPROACHES TO LEARNING	Personalised to offer challenge and support to enable all pupils to achieve	Relevant, purposeful and matched to learners' needs and abilities	Developing awareness, respect and consideration for the needs of others
OUTCOMES	SEAMLESS ALL THROUGH CURRICULUM	Clear flow of sequenced learning Y3-Y11 in each subject. No gaps or unplanned repetition	High level of challenge between key stages	Strong Golden Thread focus on PSHE/RSHE from Y3-Y11
	FULFILLING OUR AIMS	High standards for all strong progress and attainment personal achievement	High attendance rates and very low exclusion rates	Wide range of subjects/opportunities available through curriculum design and enrichment
		Further opportunities and involvement in education, employment and training	Consistently good attitudes to learning and behaviour	High levels of participation in enrichment offer and off-site community events to enhance the curriculum, their engagement and learn new skills

Coverage of Personal Development

This grid illustrates the extent to which personal development skills are embedded into the Core Curriculum, Therapeutic provision, and the Enrichment Curriculum

	English/Literacy	Maths/Numeracy	Science	IT & Computer Sci*	PSHE/Life Skills	Humanities/LJ	PE	Performing Arts	Psychology*	History*	ELSA	SaLT	OT	Talking Club	Story Time	Laser Tag	Cooking	Relaxation	Running Club	Horticulture	Media	Games/Lego	Textiles	Hair & Beauty	MFL	Sports
Moral Development	✓		✓	✓	✓	✓			✓	✓		✓		✓		✓		✓		✓		✓				
Spiritual development & exploration	✓				✓	✓				✓	✓	✓	✓	✓	✓			✓		✓		✓				
Development of Learning Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓	✓			✓	
Building Confidence & Resilience	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Problem Solving Skills	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓		✓		✓	✓			✓	✓	✓	✓	✓	✓	✓
Financial Education		✓		✓	✓							✓		✓						✓					✓	
Prep for living in the wider world	✓	✓	✓	✓	✓		✓				✓	✓	✓	✓	✓		✓		✓		✓			✓	✓	✓
Broadening Cultural Horizons	✓			✓	✓	✓		✓		✓	✓			✓	✓		✓	✓			✓		✓	✓	✓	
Sex Education and Sexual Health			✓		✓		✓				✓	✓		✓												
Maintaining healthy relationships	✓			✓	✓		✓	✓	✓		✓	✓		✓		✓	✓	✓		✓		✓				✓
Physical Health & Wellbeing			✓		✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓
Mental Health & Wellbeing					✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓			✓
Reading & General Literacy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓			✓	
IT/Digital Literacy & Resilience	✓	✓		✓		✓	✓			✓	✓			✓							✓					
Creativity	✓			✓		✓		✓		✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	
Friendship building					✓		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
Intellectual Skills	✓		✓			✓		✓	✓	✓	✓	✓		✓	✓						✓				✓	
Leadership Skills			✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓	✓			✓	✓	✓				✓
Teamwork Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Sharing & Turn Taking	✓			✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓
British Values	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Communication Skills	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓
Health & Fitness			✓				✓	✓					✓				✓	✓	✓							✓
STEM		✓	✓	✓			✓		✓				✓					✓		✓		✓	✓			✓

1. Curriculum Entitlement

Pupils at Yarrow Heights School are entitled to a curriculum which contributes to a well-balanced education, developing the abilities, life skills and social competences of individual pupils so that they may take a valuable, positive, and active place in society. The entitlement is for each pupil, regardless of age, gender, race, religion, or disability.

2. Cross References

Assessment Policy

Non-Examination Assessment Policy

SEND Policy and Information report

Equality information and objectives

3. Curriculum Intent

The aims of our curriculum are to:

- ✓ Prioritise a broad and balanced curriculum that incorporates a strong set of core subjects, as well as opportunities for enrichment in areas not typically associated with a traditional school curriculum.
- ✓ All core subjects are coherently planned and sequenced across the school, from Key Stage 2 to Key Stage 4. We also take and plan for occasional pupils in year 2 (end of KS1) aged 7. From September 2024 we will have a cohort of KS5 pupils.
- ✓ Our curriculum allows pupils to accumulate a sufficient knowledge of skills to allow for future learning and employment
- ✓ Enable pupils to develop knowledge, understand concepts and acquire skills. To be able to choose, transfer and apply these in relevant situations
- ✓ Support pupils' spiritual, moral, social and cultural development
- ✓ Support pupils' physical development and responsibility for their own health and wellbeing, and enable them to be active
- ✓ Promote a positive attitude towards learning
- ✓ Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- ✓ A curriculum that is ambitious for all pupils, that sets high expectations of real, purposeful outcomes; inspired by SEN research, technology, and innovative teaching.
- ✓ Equip pupils with the knowledge and cultural capital they need to succeed in life
- ✓ Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- ✓ Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- ✓ Develop pupils to develop functional skills for living so each of them is able to lead a fulfilling and substantially independent life.
- ✓ Provide an enrichment curriculum through outdoor experiences that build on the holistic learning of academic, life skills and social competencies, developing the pupils' confidence and sense of achievement.

✓ A curriculum that ensures all pupils achieve accreditation in English and Maths as a minimum and offers a broad range of accredited subject pathways.

✓ A curriculum that blends therapeutic interventions with learning, inside and outside of the classroom.

✓ A curriculum that offers enrichment by building on pupils' interests, which nurtures exciting opportunities and aspirations.

✓ A curriculum that engenders pride, resilience and aspiration for every pupil, preparing them to lead safe, independent lives and to be active members of their community.

4. Implementation

4.1 – Core Learning – Key Stage 3

In Key Stage 3, pupils in Years 7 to 9 are taught in age and ability groups across core subjects of English, Maths, Sciences, Humanities, PE and Computing (Information Communication Technology). In Year 9 (Summer Term) to Year 11, pupils are expected to study for their GCSEs in compulsory core subjects (English, Maths, and Science), as well as optional subjects, including: PE, History, IT User Skills, Computer Science, Art, Psychology and Modern Foreign Languages.

4.1.1 – Core Learning – Key Stage 2

Key Stage 2 (KS2) pupils follow a KS2 curriculum, based on focus areas from the National Curriculum programme of study. Literacy and Numeracy follow the yearly expectations in the National Curriculum. In addition to Literacy and Numeracy, Lower School pupils follow a half-termly theme based on Geography and History, showing the content of the National Curriculum to be covered. Each class follows the same curriculum cycle (e.g., all KS2 study Cycle A at the same time, linked to Learning Outside the Classroom and social skills). The Core Learning in KS2 also incorporates PSHE, Science, PE, Art and MFL.

4.1.2 – Core Learning – Key Stage 4

In KS4, all pupils must take qualifications in English, Maths, and Science. The most suitable qualifications for each pupil are ascertained by way of an assessment that takes place during Week 5 of the Autumn 1 term. While we endeavour to enter as many pupils as possible for a GCSE qualification, alternative qualifications (e.g. Functional Skills and Entry Level) may be more suitable for some of our pupils. In addition to these three core subjects, pupils also select two additional KS4-level qualifications from the following list of options:

- History
- PE
- Psychology
- Art
- IT User Skills
- Food & Nutrition

The curricula for these qualification-based subjects largely follows the specification from the relevant exam boards, with adaptation to suit the needs of our pupils.

In addition to studying the qualification-based subjects listed above, pupils continue to partake in non-examined subjects such as Life Skills and Physical Education.

4.2 – Modern Languages

At present, our Primary and KS3 pupils receive 1 lesson of Modern Languages each week, with the target language being Spanish.

4.3 – Wellbeing and Personal Development

All elements of our curriculum are therapeutically informed and link across the curriculum, spearheaded by our golden thread of Personal, Social, Health Education (PSHE) and Relationships and Sex Education (RSE). Pupils receive at least 45-minutes of PSHE/RSE sessions per week. They follow a curriculum based largely on age-appropriate topics selected from the PSHE Association's list of PSHE with additional topics covered on an ad hoc basis. These ad hoc topics correspond to any PSHE/RSE-related issues that emerge unexpectedly from within the pupil cohort. We also implement more specific, bespoke therapeutic opportunities such as Occupational Therapy, Speech and Language Therapy and 1:1 Talk Time with the Therapy Team.

Reading is a 'golden thread' at Yarrow Heights and the school supports the acquisition of phonics skills from KS2 onwards with dedicated lessons at the start of each day. Reading time is built into tutor time throughout the week and our library is well resourced and used.

All staff support pupils throughout the school day. We eat together at lunch times and fully integrate in our carefully structure break times. Physical development and well being are supported through timetabled Physical Education, including Outdoor Education and offsite activities. Pupils are encouraged to contribute to the community in lots of ways to support them in understanding what it means to be an active British citizen. Extra-curricular activities enrich pupils' experience and are an integral feature of the school's ethos. All pupils and teachers are encouraged to participate, whether it be sporting, cultural, musical, visits, exchanges, or other of the multitude of experiences offered.

4.4 – Enrichment

Enrichment lessons take place three times a week for all pupils and serve as opportunities for pupils to access activities and learn knowledge and skills that are not typically found in a more "traditional" school curriculum. Enrichment activities rotate between groups throughout the school year and several are offsite.

Some examples of Enrichment activities that are on offer at various points throughout the academic year are: D of E, Forest Schools, SETA, Cooking, Horticulture and Sports Leaders.

Enrichment activities are considered to be part of the school's core curriculum, and are supported by medium term plans drawn up by the member(s) of staff responsible for each Enrichment activity.

Several Enrichment activities lead to external awards (ASDAN, AQA, DofE, Sports Leaders, SETA).

4.5 – Creative Learning

The curriculum at Yarrow Heights incorporates many opportunities for creative learning: Art lessons, STEM, Performing Arts (drama, music and dance) and Horticulture are all included in both the core and enrichment curricula.

4.6 – Planning & Subject Curriculum Design

Every subject taught has a Curriculum Pathway that details how the knowledge and learning sequences from the earliest starting point (e.g., KS2) to the latest possible endpoint (e.g., Year 11, KS4). These Curriculum Pathways are complemented by Long Term Plans, which detail what pupils in each year group will learn over the course of one academic year. Medium Term Plans provide more granular detail on how individual units of learning are sequenced over the course of each half term. Medium Term Plans also contain information pertaining to how the lessons and intent are adapted to specific learners, as well as how particular lessons address SMSC, careers, and BV-related issues.

4.6 – Inclusion

All lessons aim to be inclusive. A level of adaptation which provides appropriate tasks for each pupil and a challenge which will maximise achievement should be experienced. Each pupil should be sufficiently equipped to make informed and realistic decisions at each stage in his/her development so that his/her role is active in contributing to progression.

Teachers set high expectations for all pupils at their stage and level. They will use dynamic, formative and summative assessment to set ambitious targets and plan challenging work for all groups, including:

- ✓ More able pupils
- ✓ Pupils with low prior attainment
- ✓ Pupils from disadvantaged backgrounds
- ✓ Pupils with SEN
- ✓ Pupils with English as an additional language (EAL)
- ✓ Teachers will plan lessons collaboratively so that pupils with SEN and/or disabilities can access every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving at or above expected progress.
- ✓ Teachers will also take account of the needs of pupils whose first language is not English.

Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Impact

The impact of the three areas of our curriculum is tracked in several ways. We track the academic, personal development and social skills of pupils throughout their time at school through Assessment of and Assessment for Learning, EHCP and Therapeutic Outcomes, Pupil Reflection, stakeholder feedback and formal qualifications.

Pupil progress is tracked and recorded, and learning is planned around the identified next steps, at a pace and style that meets their needs. Learning is structured to allow pupil collaboration and support of each other.

The outcomes of qualifications pupils achieve allows us to assess the impact of our provision. Even sitting exams shows pupils' commitment to learning and their ability to work independently when completing these.

Assessment of impact is also judged via regular marking and monitoring of pupil work. Senior staff members carry out regular "book looks" to ensure this is taking place, and that feedback given to pupils is frequent, sufficiently detailed, and relevant to the work being marked.

5.1 Moderation and Standardisation

As a school we strive to ensure that all of our assessments are as accurate and reliable as possible. This will ensure that we can accurately track pupil progress and achievement over a period of time. To ensure that our assessments are accurate and reliable we have a structure of internal assessment moderation and standardisation including waypoints and endpoints. Meeting time is directed to opportunities to cross moderate within and outside of the Primary provision to validate our assessments.

6. Legislation & Guidance

Our curriculum policy reflects the requirements of the National Curriculum Programme of Study, for which all maintained schools in England must teach, and which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

7. Roles & Responsibilities

7.1 The Head Teacher

The Head Teacher will monitor the effectiveness of this policy and hold the Head of Education to account for its implementation. The Head Teacher will also ensure that:

- ✓ A robust framework is in place for setting curriculum priorities and aspirational targets
- ✓ The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- ✓ Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- ✓ All courses provided for pupils below the age of 16 that lead to qualifications, are approved by the Secretary of State
- ✓ The school implements the relevant statutory assessment arrangements
- ✓ It participates actively in decision-making about the breadth and balance of the curriculum
- ✓ It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- ✓ Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

7.2 – The Head of Education

The Head of Education is responsible for ensuring that this policy is adhered to, and that:

- ✓ All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- ✓ The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Head of Education.
- ✓ Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- ✓ They manage requests to withdraw children from curriculum subjects, where appropriate
- ✓ The school's procedures for assessment meet all legal requirements
- ✓ The Head Teacher is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- ✓ The Head Teacher is advised on whole-school targets in order to make informed decisions
- ✓ Proper provision is in place for pupils with different abilities and needs.

7.3 – Other staff

Responsibility for primary and secondary curricula will be shared by Subject Leads, Senior Teachers, Assistant Heads and the Head of Education. Other staff will ensure that the school's curriculum is implemented in accordance with this policy.

8. Review of implementation

The implementation of this Policy is reviewed annually by the school's Senior Leadership Team in consultation with staff and a report is made to the Governance Body.

The school may submit to Cavendish Education proposals for amendments to this Policy.