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<b>Policy Author:</b>	Jane Straw – Head of Education
<b>Ratified by:</b>	Alfred Foglio – Chair of the Board of Directors
<b>Outcome:</b>	<p>The purpose of the plan is to:</p> <ul style="list-style-type: none"><li>• 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.</li></ul>

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### **EQUALITY AND DIVERSITY STATEMENT**

*Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any employee or applicant and it helps to promote equality at this school*

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## 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

SEN Policy and Information report

Equality information and objectives

## 3. Curriculum Aims

The aims of our curriculum are to:

- ✓ Provide a broad and balanced education for all of our pupils, prioritising a strong core of subjects that is coherently planned and sequenced across the school towards accumulating sufficient knowledge for skills and 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
- ✓ Have a high academic/vocational/technical ambition for all pupils
- ✓ 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.

#### 4. 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.

#### 5. Roles & Responsibilities

##### 5.1. The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board 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 19 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 9 and onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

## 5.2. The Headteacher

The Headteacher 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 governing board
- ✓ 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 governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- ✓ The governing body is advised on whole-school targets in order to make informed decisions
- ✓ Proper provision is in place for pupils with different abilities and needs.

## 5.3. Other staff

Specific responsibility for Primary and Secondary Curriculums will be the specific responsibility of the respective departmental leads/Assistant Heads. Other staff will ensure that the school's curriculum is implemented in accordance with this policy.

## 6. Organisation & Planning

### 6.1. Intent

The vision of Yarrow Heights School in our first year is to give our pupils the skills and qualities which

we feel are key to develop so that they go on to be healthy, confident, and fulfilled adults who

successfully contribute to their wider community.

This is core to our curriculum which focuses on pupils' well-being, learning and preparation for the future. The Curriculum Intent will be reviewed and developed over time so that all stakeholders are involved in considering and identifying the necessary skills.

Within each of the four areas we have identified characteristics which we will support and encourage our pupils to develop throughout their time in school. Our curriculum includes all elements of British values.

Our Curriculum Intent is at the core of all we do. Each area has a curriculum which incorporates progress towards the elements that develop of skills and qualities. All school experiences are focused upon our Curriculum Intent.

## 6.2. Implementation

Our Curriculum is divided into 3 key areas, all of which we feel to be equally important for a child's holistic development.

### 6.2.1. Core Learning

Our Upper School pupils are taught in age and ability groups across core subjects of Maths, English, Sciences, Humanities, Modern Foreign Languages and Computing (Information Communication Technology). Our lower school is designed to be based on the principles of nurture so there is a focus on understanding behaviour, improving communication, building strong learning foundations and developing self-esteem. They have a safe and supportive space with their key adults.

### 6.2.2. Wellbeing and Personal Development

All elements of our curriculum are therapeutically informed and link across the curriculum, spearheaded by Personal, Social, Health Education (PSHE) and Relationship Sex Education (RSE). We also implement more specific, bespoke therapeutic opportunities such as Occupational Therapy, Speech and Language therapy and 1:1 Talk Time with the Clinical Psychologist.

All Staff support pupils throughout the school day. We eat in tutor cluster groups at lunch times and fully integrate in our carefully structure break times. Physical development and well being is supported through timetabled Physical Education, including, Outdoor Education through the DoE Awards. 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 students and teachers are encouraged to participate, whether it be sporting, cultural, musical, visits, exchanges, or other of the multitude of experiences offered.

### 6.2.3. Creative Learning

Food Technology, Art, Design Technology, Photography, Drama and Dance, and Music. Yarrow Heights School has 5 periods a day which are 45 minutes long. Teachers plan together to provide layered, continuous, and progressive learning through active and

engaging experiences. As pupils move through the school their level of independence and responsibility for their own learning increases. Pupils can access Functional Skills and/or GCSEs dependent on their ability levels and their career aspirations supported by work experience opportunities. Our Careers Programme achieves 100% of the Gatsby benchmarks.

#### 6.2.4. Planning- Subject Curriculum Design

Every subject has a curriculum plan that forms the basis of individual Schemes of Work. Medium Term planning parallels the intended learning for each term, which in turn informs the short-term weekly planning. The long- and medium-term plans detail the expected progress pupils in a given cohort should make in their learning over time, whereas the short-term plans take account of actual learning which has taken place and in turn offers highly differentiated lesson plans. Links to the Curriculum Intent, Careers and Reading are made explicit in each of these Plans.

#### 6.3. 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, Photobooks, 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 pupil's commitment to learning and their ability to work independently when completing these.

### 7. Inclusion

All lessons aim to be inclusive. A level of differentiation 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.

#### 8. Monitoring Arrangements

The School's Governing Body monitors coverage of National Curriculum subjects, Wellbeing, Personal Development and Therapeutic Outcomes through:

- ✓ Termly Governance Meeting
- ✓ In person School observation walks/visits
- ✓ Scrutiny of outcomes
- ✓ Discussion with pupils and other stakeholders

The School's Department Heads of Primary and Secondary and Subject Leads monitor the way in which each subject is delivered and taught throughout the school by:

- ✓ Planning and Assessment Reviews
- ✓ Work Sampling
- ✓ Learning Walks
- ✓ Lesson Observations and Drop ins ✓ Outcomes
- ✓ Pupil Voice
- ✓ Stakeholder Feedback