



HOLLY HOUSE SCHOOL CURRICULUM & PLANNING POLICY

SUMMARY

Most of the pupils at Holly House have had previous negative experiences of school and are typically functioning below age related expectations. This policy sets out the curriculum for Holly House and explains the thinking behind it. Planning the delivery of the curriculum and alternative curriculum are also covered.

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Aim:

The aim of Holly House School is to meet the special educational, emotional and behavioural needs of its pupils, giving them the skills to return to mainstream school (or suitable alternative KS4 provision) if and when appropriate as well as prepare them for life beyond school.

The curriculum is the means by which we put these aims into practice. The curriculum at Holly House School refers to all the experiences, taught and learnt during the whole school day. This includes not only the formal lessons, but everything they encounter from when they arrive or get up in the morning to when they leave or go to bed on residence at the end of the day.

The new National Curriculum aims from September 2014 are:

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Principles:

The curriculum at Holly House School:

- is underpinned by the commitment that all pupils, regardless of their age, gender, ethnicity or social conditions are entitled to a range of educational opportunities appropriate to their needs.
- takes account of the low starting point of pupils on entry and seeks to address the barriers that have been an obstruction to their learning in the past. By dealing with behaviour and attendance, pupils can start to access learning.
- is broad, balanced and relevant to the pupils present and future needs.
- is designed to provide continuity and progression.
- promotes the spiritual, moral, cultural, mental and physical development of all pupils.
- offers a 24 hour curriculum with a wide programme of extended day activities and residential opportunities.
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- prepares pupils for the expectations put on them by Society so that they are able to make valuable contributions as responsible citizens.

Holly House School is also required to make provision for a daily act of collective worship and teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.

Holly House School also makes provision for personal, social, health and economic education (PSHE), drawing on good practice. Within this Universal values (formerly British Values) are taught to all pupils. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The Holly House Curriculum:

The Holly House curriculum is creative and innovative to meet the wide range of needs of our pupils. All pupils have an Education & Health Care Plan and have been admitted to the Holly House because they have experienced difficulties in other schools. We feel that the curriculum we offer provides the opportunity to make academic progress and develop their social and emotional skills all of which are lacking when they arrive.

At Key Stage 2 all pupils study the Core Subjects of English, Maths and Science. They also study the Foundation Subjects of Art/Design, Computing, Humanities (Geography & History), Personal, Social & Health Education, Religious Education and Physical Education. Design and Technology is delivered through Food Technology. Year 6 pupils also experience aspects of Outdoor Education.

At Key Stage 3 all pupils study the Core Subjects of English, Maths and Science. They also study the Foundation Subjects of Art/Design, Computing, Languages (Spanish), Humanities (Geography, History & RE), Design & Technology (including Food Technology) and Physical Education. Pupils also experience an element of Outdoor Education, Life Skills and Health & Fitness. They also study PSHE (Personal, Social, Health Education) which includes Citizenship and SRE (Sex and Relationship Education)

Music is delivered through themed events during the year and through individual music lesson on keyboards and guitar. In addition, all pupils experience SEAL (social and emotional aspects of learning).

All classes follow a set timetable with 7 periods each day except Friday which has 6. Each class starts the day in Tutor Time and where possible stays in its class base for the first two lessons. This gives the pupils time to settle after their long taxi journeys to school and limits movement which reduces 'flashpoints' where pupils from different year groups meet in the corridors. Where possible, English and Maths are taught at the start of the day when pupils are more alert and responsive. Practical subjects such as DT, Art, Food Technology, Music, Outdoor Education, Life Skills, Health & Fitness, Digital Imaging are taught in half-groups to give pupils additional support and a more 'hands-on' experience. There is also an opportunity for additional learning in literacy and numeracy either in small groups or 'one to one'. Some pupils are also withdrawn from class for Positive Support, Speech and Language, Additional Reading or Piano/Guitar Lessons.

SMSC (Spiritual, Moral, Social and Cultural aspects of learning)

Part of the Aims of Holly House School is to foster spiritual and moral values and every teacher contributes to this aim. RE follows the approved Derbyshire syllabus that is non-denominational and multi-faith in character. Collective worship is held daily through our whole school assembly that is broadly, but not exclusively Christian in nature. On Fridays the assembly celebrates pupil achievements from the week.

PSHE draws together many strands that contribute to the coverage of SMC. These include citizenship, careers education & guidance, health education, SRE and the development of social skills that will allow them to interact positively within society.

School Ethos and the Broader Curriculum:

The school curriculum is broader than the sum of the subjects taught. The whole ethos of the school is intended to promote the values that we seek to instil in our pupils. We therefore aim to provide a caring environment that recognises the importance of each individual member of the school – whether they are pupil or staff. People are treated with tolerance and respect and are encouraged to treat others in the same way. Mutual support is encouraged to create an atmosphere of trust and understanding. Bullying is not tolerated and solutions to problems are sought that avoid aggression and violence, whether verbal or physical. Staff aim to be good role models for the pupils in their care and are supportive to each other, encouraged through staff development programmes.

School does not end when lessons finish for most pupils. A programme of activities and experiences are provided through extended day and residence. This makes up our 24 hour curriculum where learning takes place both in and beyond the classroom. Pupils who participate in activities beyond the end of the school day tend to perform better in class.

The **Behavioural Curriculum** permeates the whole of the school day at Holly House with a system that rewards positive behaviours and sanctions negative behaviours. The emphasis is on 'getting things right' and being polite, courteous and respectful. The positive rewards system at Holly House seeks to:

- modify and improve behaviour
- teach moral values
- improve social skills
- develop relationship skills

Similarly, Holly House seeks to meet pupils' emotional needs by:

- building self esteem
- creating a feeling of self-worth in all pupils
- providing stability, structure, nurture and care
- listening to pupils

➤ building confidence

All staff are TEAMTEACH trained and the ethos of this, including the 95% de-escalation and resolution of conflict without physical intervention being necessary, is a major part of the way staff work with Holly House pupils. The promotion of pupils' emotional and behavioural needs runs as a thread throughout the school day and into the extended day. As a result there is generally a calm and respectful atmosphere around the school. This is reinforced by close liaison between staff, governors and other agencies.

Many Holly House pupils have high levels of anxiety and low self-esteem. To help these pupils an 'alternative curriculum' is available including Yoga/Yotism Reiki, Rainbows, Tai Chi, Positive Support/Play, Lego Therapy, Clay Therapy, Forest schools, Yes Project (Fire Service), soft play, fitness and Outdoor Education.

Main School Class size and grouping

Holly House operates on 5 classes of 8 pupils. Each class has a Teacher and 2 TA's supporting in lessons. Where possible there are 3 Key Stage 3 classes, 2 Key Stage 2 classes and the P Class. This means we have space for 24 KS3 pupils and 19 KS2 pupils. There is not enough communal space (dining room, halls, toilets, playground etc) for more than 43 pupils. There is not enough space in classrooms for more than 8 pupils. These decisions have been taken on safety grounds. It would not be safe to squeeze any more pupils than 8 in a room. Practical subjects such as DT, Food Tech and Art are taught in half-classes of 4. The facilities are geared up to this and it would not be safe to put more than 4 pupils in these areas especially given the potential for violence and aggression shown by many pupils. Risk Assessments are in place for rooms, activities and pupils based on the maximum of 8 pupils in a class. Classes generally reflect their year group at KS3, but are more mixed at KS2.

P Class (Pre-main school)

This is a small class of 3 pupils with additional behavioural difficulties and vulnerabilities that would not cope in a group of 8. They are taught in the POD – a specialist area that is also used for some of the Alternative Curriculum. The aim is to prepare these pupils for eventual entry into the main school or assess them for transition to a more appropriate Special School setting. Pupils entering P Class are Year 3 or 4 and would normally be expected to make the transition in 12 to 18 months. This group follow a curriculum that is based on KS1/Early Years and is differentiated to the needs of the 3 individuals.

PLANNING:

Planning at Holly House School shows the way that the curriculum is put into practice. It is not the intention to have one single format for planning as this 'one size fits all' approach is too constraining for some subject areas and stifles creativity. This policy seeks to identify

common themes in planning, setting out the principles and specify the parts that are essential for inspection, appraisal and publication on the School Website.

Types of Planning required:

- Long Term (Whole School Plan [WSP])– It is important that an overview is given to show how a pupil will progress through the curriculum in each subject area.
- Schemes of Work – these will vary depending on the subject, but should show what the learning objectives are and how they will be delivered within a subject area.
- Medium Term Plans – These may be based on topics/themes or be based on work that will be covered in a term/half-term block.
- Weekly Plans – These give an outline of the learning objectives that what will be covered in the coming week. They are individual to the teacher and may cover a range of subjects. They inform TA's and others what to expect in class that week.
- Lesson Plans – These will be individual to the Teacher and there is no prescriptive format except when lessons are being observed. (Holly House Lesson Plan Format) There is no requirement for teachers to produce written plans for every lesson, but they do need to be clear about the learning objectives for each lesson and these should be communicated to the class at the start of each lesson.

Within this range of planning it must be clear what the learning targets/objectives are and how and when they will be delivered. There is no need for duplication as long as it is clear where everything is. Weekly Plans will be displayed on the board outside the Head's Office. WSP's will be available on the website. All other planning will be checked by SMT as part of the Performance Management process. Copies of Schemes of Work and Weekly Plans will be kept by the Curriculum Deputy.

The Timetable

The curriculum policy is put into practice through the timetable. This is produced in July for the following September by the Head/Assistant Head. It shows the allocation of staff to classes and the spread of subjects across the lessons of the week. It also provides a breakdown of lessons and support for each member of staff including a fair and equitable allocation of PPA (planning, preparation and assessment) time. It is expected that the timetable will be amended at times throughout the year.

Considerations:

In a small school it is not always possible to employ full time specialist teachers for every subject. With five classes, subjects with only one lesson a week only require a teacher for one day a week. When employing teachers, looking at second subject specialisms is a secondary consideration, but primarily we are looking for staff that can work with our pupils. Currently we have two experienced, specialist Primary teachers. We have a specialist DT teacher who works with Key Stage 3 one day a week. We also have specialist teachers for

English, Maths, Science, Humanities/RE, PE Outdoor Education and Computers. We also have teachers who can deliver music at Key Stage 2 and MFL (Spanish) across both Key Stages. We have staff who can deliver Food Tech and Art/Pottery as Unqualified Teachers. Currently we are unable to put Music on the timetable for Key Stage 3, but we intend to run themed activities throughout the year to give these pupils musical experiences.

When pupils start at Holly House they are generally functioning well below age-related expectations in Literacy and Numeracy. For this reason the Key Stage 2 timetable has a focus on Literacy and numeracy at the start of each day. Pupils that require additional support in Literacy/Numeracy are withdrawn from other lessons for 'one to one' work.

Curriculum Practice:

- All classes start the day in their form room.
- Where possible, classes stay in this room up to Assembly to minimise movement. This gives a calm and settled start to the day.
- All staff associated with a class, start the day with their class.
- The registration period every morning gives time for ordering lunches, toast, late taxis and socialisation.
- Both Key Stage 2 classes are timetabled for Literacy and Numeracy at the same time to allow for setting and splitting into smaller groups.
- KS2 have swimming (off-site) at 11.00 on Mondays. (30 weeks in the year) There are 2 slightly different timetables depending on which class are swimming.
- Practical subjects such as DT, Food Tech, Music and Art are taught as half groups to allow for safety considerations and greater staff support.
- Outdoor Education/Off-site Educational Activity is timetabled as whole class, but may be split into 2 half groups where necessary. Most classes have one session of this per week.
- Half groups are also used in Computers/maths for greater staff support.
- Most pupils choose a Physical Activity option for an hour on Friday morning. This allows for larger groups for games (football/cricket etc.) or smaller groups for Climbing wall, table tennis etc. than a normal PE lesson. It also allows more time than the usual 40 minutes and allows mixing across classes/key stages.
- Staff allocate pupils to groups once a week for the Alternative Curriculum option
- Class 5S have Outdoor Education from 10.00 on Wednesday.
- Class 5K have Outdoor Education from 10.00 on Thursday.
- Class 4 have Outdoor Education from 10.30 on Tuesday.
- Class 2 have Outdoor Education on Friday mornings.
- P Class have Outdoor Education on Monday afternoons

- Class 5K have one lesson a week of Sports Science that looks at health and fitness, Sport and leisure, Drugs in sport and materials used in sports clothing and equipment.
- When required, a nurture group is run for pupils that require additional emotional support. This may be timetabled for KS2.
- Two Tutor periods are timetabled each week to give time for socialisation, key-worker meetings, follow-ups etc.
- WD (withdrawal time) is timetabled for TA's to offer Learning Support, additional literacy/numeracy support, Assessment/testing, Positive Play, Speech and Language and Nurture.
- A member of staff is timetabled for Contingency each period of the day. (1st Call)
- Some periods also have a second member of staff available if required. (2nd Call)
- At the end of every day there is a 40 minute period for those staying for extended day and residence. This is staffed by class teams on a rota.
- Staff Teams not covering extended day have time to meet and work as a team.
- There is a Debrief in the staff room at 3.10pm (2-10pm on Friday) every day.

Implementation and Review

This Policy reflects current practice and will be implemented throughout the year. All planning will be updated for the start of each new school year and this policy will be reviewed in September each year.

Produced in this format	September 2018	By	<i>I Williams</i>
Review cycle	Every Year		<i>(or sooner if required)</i>
Approved by Governors	October 2018	Minute no.	
Signed			Date
CHAIR OF GOVERNORS	HEAD TEACHER		
Reviewed/Revised	Due September 2019		

Signed		Date
CHAIR OF GOVERNORS	HEAD TEACHER	
Reviewed/Revised		
Signed		Date
CHAIR OF GOVERNORS	HEAD TEACHER	
Main signed copy of this policy/procedure kept in Governors folder in main office <i>(as detailed in the Holly House Policies Policy)</i>		