

Priory Hurworth House School



'Inspiring for success'

Hurworth House is unique, we strive to bring inspiration, present endless possibilities and nurture innovation. We recognise and celebrate individuality, developing all aspects of our young people's characters in order to fulfil their ambitions

Whole School Curriculum Procedure and Practice

Priory Hurworth House School
Westfield Drive
Hurworth
Darlington
DL2 2AD
United Kingdom

Registration Number: 841/6006

Tel: 01325 729080

Fax: 01325 729081

Email: hurworthhouse@priorygroup.com

September 2018

Procedure for:		Whole School Curriculum			
Associated Priory Policy:		Assessment Teaching & Learning	Number:	ES14 v04	ES11 v04
Unit:		Hurworth House School	Author:	Sharon Pearson Claire Blackett	
Issue Date:	Sept 2018	Version:	V3	Review Date:	Sept 2019

1. Our aims and objectives

Part of the Priory's specialist Education Service, Hurworth House is an independent provider of education for girls and boys aged 5-19 with complex learning difficulties. The school is open for 38 weeks a year offering day education.

The nature of young people creates an uneven academic profile both within the individual learner and within the year groups. This presents particular demands to ensure each learner has the opportunity to grow academically whilst less able learners do not feel stigmatised within the class. Our task is further compounded by the poor educational experiences some learners have experienced as a result of mainstream schools often being unable to meet the complex demands of the child. The learners spread across the band of ability. Heightened anxiety and school phobia are frequent traits within our client group and the school seeks to counter this with empathy, understanding, and structure, all within a small supportive class group.

We base our KS2 (and KS3 if appropriate) provision on the primary school model with a single class teacher managing the class groups with the help of a teaching assistant but this is augmented by some specialised subject teaching in certain subjects such as PE, Food and Science. Our provision often entails formulation and revision of individual timetables to balance curriculum issues, communication needs and foibles of individual learners within practical day-to-day demands of a small school. In addition to this curriculum changes are made at times in response to the changing cohort dependent on new admissions.

In summer term the school amends the curriculum to accommodate early transition routes into key stages across the school.

Within Hurworth House, the learners are established into main classes of no more than six children grouped within Key Stage according to social dynamics and ability; this is within year groups where possible. In the some areas these ratios can be 2:4 and 2:1 dependent on profile of cohort. Each class has an assigned tutor responsible for supporting the learners, co-ordinating learning, academic progress and ensuring pastoral reporting is secure either daily or weekly as required.

A small minority of our students, find it difficult to progress within the school. Therefore, a hidden curriculum is offered on an offsite basis for some. The aim will be to develop an active activity based day with the hidden curriculum embedded within.

The activities will address feelings relating to initially resilience and management of emotion. There will be one problem solving focus to address each day –this will be via non-threatening discussion e.g. use of Thanks questioning using thinking card resource. There are no right / wrong answers and this will support confidence and reduce threat.

'Project-based learning' refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. It is related to enquiry-based learning and problem-based learning. We have chosen to focus on project-

based learning because it incorporates enquiry, and because, in my experience, public exhibition is a tremendously powerful motivator.

There will need to be a Pre Meeting to formulate basis for Essential Question and note prior learning
In addition, therapy will be delivered as an integral component to this curriculum and initially a Comprehensive psychological assessment will need to be made.

An '**essential question**' will be identified that both inspires and requires Max to conduct serious research- this will be loosely based upon a **Thinking** theme.

The project will:

- use a real world context
- extend beyond the classroom
- connect to field-based investigations and community explorations
- require real investigations using a variety of methods, media, and sources.
- result in a product / and exhibition has personal and/or social value.

2. Curriculum Aims

- Advance the education of learners with complex learning requirements and associated psychological difficulties in an environment that fosters the development of skills in:
 1. Mathematical
 2. Scientific
 3. Technological
 4. Communication and Linguistic
 5. Human and Social
 6. Independence
 7. Adopting a healthy and safe approach to living
 8. The development of physical skills aesthetic and creative education.
- Reinforce and consolidate each learner's learning and development through a consistent approach in a safe, supportive and caring environment.
- Ensure that the individual needs of each learner are identified and that appropriate targets are set and reviewed in their Education care and health plans.
- Meet individual needs through an education programme that is implemented and supported across the disciplines of Education, Education Psychology, Speech and Language Therapy, Occupational Therapy and other specialist areas that learners enjoy and in which they can achieve well.
- Offer access to the National Curriculum through appropriately differentiated teaching which will allow learners to participate in nationally recognised examination courses, enjoy their work and achieve well.
- Ensure continuity and progression for every learner in terms of their learning and development from a day to day and year to year perspective.
- Promote consistency in each learner's progress during periods at home, by providing guidelines and training and or triangulated support for parents.
- The ultimate aim of the curriculum is to enable each learner to achieve his or her potential for living as independently as possible, making a positive contribution to the community and achieving economic well-being.
- Offer breadth, diversity, relevance and accessibility for all learners.

3. Co-ordination and Communication

There is a senior member of staff responsible for overall co-ordination of each key stage with individual teachers taking further responsibility for co-ordinating specific subjects. Communication is essential for effective co-ordination and continuity; this takes place formally through daily and weekly teacher's briefings, termly long / short reports, and informally through newsletters, emails, the communication log and casual discussion.

Beyond this, each subject is co-ordinated throughout the school by individual teachers who are responsible for reviewing subject resources and needs within the school.

Senior Staff are responsible for identifying strengths and areas for development by analysing the achievement of learners through the results of assessments. The result of these reviews will be used to inform interventions and the school improvement plan.

A weekly teachers' staff meeting is held with an additional slot available for further subject meetings where necessary. The weekly teachers' meeting offers the opportunity to raise educational issues, co-ordinate planning and explore curriculum initiatives and resourcing implications. The therapy teams brief staff in these forums of specific profiles and appropriate responses to further aid the meeting of learners needs.

4. Breadth of the Curriculum

Where appropriate, Hurworth House follows the National Curriculum. We are required to be aware of initiatives within mainstream curriculum development and balance these with the specific needs of each learner, expectations of parents and carers.

However, the specific needs of the learners mean in rare situations some may require to review aspects of subject areas. Equally, their needs as described in their Education Health and Care Plan / Statement can go beyond the N.C. These specifically focus on three main areas; social skills, communication skills, motor skills and imaginative and symbolic thinking skills. These are all addressed differently for the learner's dependent upon the results of on-going individual assessment. Additionally, whilst learners may be academically able within the context of psychometric assessments, e.g. average or above I.Q., they may require a very specialised teaching methodology to gain access to specific areas. We offer a comprehensive support programme for all learners whose literacy levels fall below those deemed, by the government, as being below functional levels for everyday life.

The curriculum model offers more personalised choices whilst maintaining a focus on the core subjects in order to provide pupils with the best opportunities to continue their studies at post-16 and beyond. Some learner's access work based placements or college for their option choices. As a school we recognise the value of early GCSE study both academically, and for the self-esteem of the learner. To this end we utilise individual 1:1 or small group withdrawal to enable learners to take examinations early.

5. Curriculum Overview

6.

Hurworth House School embraces the concept of reintegration, and when appropriate, will utilise local secondary schools for some limited GCSE studies as a step towards full mainstream education. The school operates a 25 hour per week timetable which is flexible in terms of its timings and lesson durations. Lessons range in duration between 30 minutes to 90 minutes. The core subjects are all

taught in one hour slots, the SMSC subjects in 30 minute slots and practical lessons in 90 minute slots.

There are three tutorials per day, one in the morning session which focuses on SMSC, target setting and reading for enjoyment. The second session is after lunch to register attendance for the afternoon. The final tutorial is at the end of each school day which enables a reflection and review activity.

Key Stage 2 (Y4-7) Curriculum

KS2 classes have a form tutor who will take the majority of the curriculum subjects although National Curriculum there some specialist teaching mainly for Science, PE, Technology and others where the expertise of the staff is considered beneficial.

Our main focus is on the acquisition of skills, especially in literacy and numeracy. We make links between subjects where it helps make learning more meaningful and teach subjects discretely when that addresses the needs of the subject more effectively.

Topic work follows the Hamilton trust planning and can focus on team work and character building.

Intervention classes are also allocated to support individualised provision mapping for phonics / Maths

Subject	Assembly	Tutor	English	Math	Science	Computing	Humanities	Food /Design Tech	Art	PSHE	RE	Citizenship	Ind Living Skills	PE	Moden Forgien Language
Weekly hours	15m	3.75h	4.5h	4.5h	1h	1h	1.25h	1.5h	1h	1h	30m	30m	30m	2h	30m

Key Stage 3 Curriculum

A broad and balanced curriculum to encourage our pupils to become independent learners with deep learning opportunities in lessons that are relevant, engaging, creative and academically challenging.

Subject	Assembly	Tutor	English	Math	Science	ICT	Humanities	Food /Design Tech	Art	PSHE	RE	Work Related Learning	PE	Moden Forgien Language
Weekly hours	15m	3.75h	4h	4h	2h	1h	1h	1h	1h	1h	30m	1h	2.5h	1h

The Bridge does it?

The Bridge accommodates an accelerated learning group provision for years 9-11. The curriculum prepares learners in for traditional GCSE routes supported with varied vocational packages. These packages could include business studies, GCSE ICT and vocational studies.

At Hurworth House School learners can continue their education to 19 years. The curriculum model at Key stage 5 builds upon experiences gained in Key stage 4 and also provides transitional pathways to College and or work based placements.

As each timetable for Bridge learners is highly individualised the table below presents an example.

Subject	Assembly	Tutor	English	Maths	Science	computing	Food & Design Tech	Art	Enterprise	PHSE	Portfolio Building	PE	Life and work skills	Modern Foreign Language
Weekly sessions	15m	3.75h	4h	4h	3h	1.5h	1.5h	45m	45m	30m	30m	1.5h	1h	1h

Vocational Education 1 - Post 16

This provision is primarily for learners in Years 12 and 13. The morning consists of core curriculum subjects with an emphasis on work related learning and life skills. The afternoon sessions are based around the interests and career aspirations of each learner and this may consist of college placements and / or work experience opportunities alongside vocational options within school

Subject	Assembly	Tutor	English	Math	PHSE	Citizenship	Careers Education	Work Preparation	AQA Awards	Study Skills	PE	Money & Finance	Enterprise
Weekly sessions	15m	3.75h	4h	4h	1h	1h	30m	30m	1.5h	1.5h	3h	1h	2h

Option Choices

	Option	Option	Option	Option	Option	Option	Option	Option
Subject	Art	Health & Social Care	Work Related Learning	ICT	Animal Care	Spanish & Art	Hair & Beauty & Art	Food Tech
Weekly sessions	3h	3h	3h	3h	3h	3h	3h	3h

7. Resources

Resources are the direct responsibility of the subject co-ordinator and class teacher. We expand our resources in relation to our priority areas as evidenced on our school development plan. A yearly subject-specific audit is carried out by the each teacher. This audit provides an overview of the subject requirements over the coming year and provides a breakdown of costs and needs both essential and desirable. This audit has to be completed with reference to the priorities for improvement in the School's Improvement Plan. Where possible, those subjects taught in modular format are resourced on a termly basis linking to the specific programme of study. This is an ongoing project ensuring growth of resources in appropriate subject areas. In addition the audit provides a CPD training requirement through self evaluation and feeds into the school SEF.

8. Education for Life

The curriculum at Hurworth House both within and beyond the classroom is designed to meet each learner's needs in terms of independence training, daily living skills, communication skills, social skills and the development of leisure skills across the settings of school and home. The aim is to help each learner to achieve integration into the community and to develop skills that will increase his or her potential for living independently.

9. Therapeutic curriculum

10.

Our on-site Psychology and Therapies team offer a holistic, comprehensive and detailed assessment and therapy provision, which is individually tailored to each child. Their invaluable insight and input provides a deep understanding of the children's complex and multi-faceted needs, and helps to formulate strategies through which children can overcome barriers, and be supported to maximise their potential.

Therapy sessions take place on site in specialist rooms, and is provided by our own fully trained and qualified therapists and other professionals, as agreed with placing authorities and carers.

There is a priority to provide triangulate parent partnership support and also teacher coaching sessions. The Psychology and Therapies team work closely, as members of the 'Team Around the Child' – sharing knowledge, insights and experience with colleagues in our education provision. This integrated approach ensures that every child's psychological, emotional, occupational, sensory processing and communication needs are fully identified and met. By implementing appropriate therapeutic services, we aim to develop in our young people a greater understanding to work towards resolution of specific issues that may affect them.

The specialist therapeutic range of services we have access to include:

- Child and Adolescent Psychiatry
- Behavioural Therapy
- Psychotherapy
- Art Therapy
- Music Therapy
- Educational Psychology

11. Individualised programmes are designed to give the young people an opportunity:

- To reflect and develop.
- To deconstruct experiences to afford greater understanding.
- To lead them towards a greater ability to communicate their complex thoughts and feelings in a non-threatening and confidential environment.
- To encourage and teach self-expression which may otherwise be acted out in anti-social ways
- To develop self-esteem and a sense of identity

12. Social Moral Spiritual and Cultural (see separate policy)

13.

Aspects of SMSC are developed through virtually all parts of the curriculum, although some subjects and activities are likely to be more relevant than others. There is also a robust form and assembly plan. Our main focus is to eliminate bias and encourage balance of viewpoint, opinion and understanding.

Hurworth House School is committed to supporting British Values:

- encouraging pupils to respect specified fundamental British values
- not promoting extremist views, or partisan political views, through the curriculum and/or teaching
- ensuring pupils are offered a balanced presentation of views when political issues are brought to their attention.

14. Religious observances

Priory Hurworth House has no affiliation with any particular culture or faith and embraces an understanding and tolerance of all irrespective of race, culture or faith. The fostering of spiritual growth is considered to be an important aspect of a young person's well-being and the need to nurture this growth is taken seriously. The young people are supported in their wishes and the wishes of their parents regarding their particular religious observance. The young people will be encouraged to explore their own spirituality through a variety of means. Included in this will be positive role modelling, multi-faith religious education within the context of the school curriculum, encouragement to participate in their own stated religious observances and encouragement to develop an understanding of the differing religious observances and practices to be found within a multi-cultural society.

Priory Hurworth House does not subscribe to or advocate any particular religious belief.

15. English as a second language (EAL) (see separate policy)

Hurworth House School is committed to equal treatment for all including those for whom English is not their first language. The school recognises the importance of making provision and support for such pupils in line with their commitment to encourage applications from candidates with as diverse range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world.

Where necessary EAL Specialists from external agencies, will be invited to provide support through training or visits to maximise progress. Staff training reflects the need for respecting individual views, equality and diversity by providing courses on equality and person centred support.

16. Careers Guidance

We have careers education; information, advice and guidance embedded across our curriculum and provide an independent and impartial careers advice to all our Year 9, 10 and 11 pupils on an individual basis. We have personal advisors from our linked authorities who work with our in-house IAG officer to help our year 10 and 11 pupil decide on their career paths.

The IAG officer also develops pathways for Key Stages 1, 2 and 3 and has targeted sessions to raise awareness of careers and the skills required. The students have the opportunity to go and visit different industries to gain an understanding of the jobs people do.

We hold an annual Careers fair consisting of employers, Further Education and Higher Education organisations and apprenticeship providers, which all KS3/ 4/5 pupils attend. Pupils are able to ask questions and find out how to enter certain professions etc.

Our school liaises closely with the local colleges and we take pupils on visits to do taster sessions enabling pupil to get a good idea of what each course involves and get a taste of learner life.

17. Documentation

Without effective planning, monitoring, reporting and assessment, the curriculum remains ineffective. Planning is the method of ensuring lively, reflective delivery with pace and continuity, leading to a positive and rewarding learning experience for the learner. The system of curriculum documentation at Hurworth House is designed to streamline planning, assessment and recording, whilst acting in itself as the basis for communication of progress between departments, parents and outside agencies.

Assessment opportunities, recognised by the teacher, are recorded with annotated evidence in the learners' work books and in their planner. It is this evidence that enables teachers to adjust plans to meet the specific individual needs of the learners.

Curriculum documentation at Hurworth House forms the physical backbone of the planning for continuity and effective progress in education through Key Stages Two, Three, Four and Five. It is a set of interlinked working documents that serve as tools for planning and differentiation and to inform the annual educational review. This, in turn, ensures correct target setting for each child into the forthcoming academic year.

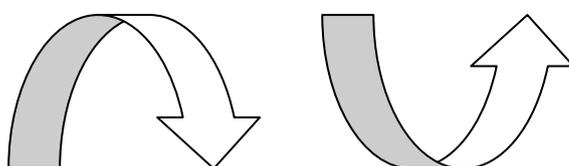
It is broadly split into the following main areas;

- Annual review documentation
- Individual provision Mapping / Behaviour Plans
- Curriculum planning
 - Long- term plans based on QCA documentation and subject specific schemes
 - Medium-term plans compiled half-termly or termly and detailing weekly topic areas, needs and targets for each learner. This format also details assessment and next steps
 - Lesson activity plans are managed daily by the individual teachers.

18. Assessment & recording (see also assessment and marking policy)

- On-going assessment in lessons against lesson objectives
- Opportunities for self assessment by learners
- Termly reports to be written and shared with parents/ carers and a copy kept on the learner's file which will detail achievement and progress against targets set.
- Three half termly checks will be made by senior leaders on learners' progress towards targets set, this in turn informs teacher and assistant performance Management / composite judgements.
- Termly checks of formal assessment of learners' achievements in relation to age related outcomes?
- A one point of the year, sometimes termly if required assessment against standardised reading, phonics and spelling tests if appropriate
- External Accreditation

Planning offers assessment opportunities



Assessment informs effective planning

This system also enables teachers to plan and record learner progress and assessment results together with evidence of teacher assessed levels. This evidence enables moderation of teacher assessment and ensures consistency across the school with regard to the equality of levels judgement.

Provision mapping, Action Plans, and the language and support needs of the individual are only effective if communication between the whole school staff is taking place. The curriculum documentation system is designed to provide some of the means for this essential dialogue.

19. Involvement with Parents and Carers

- The school will establish a close working partnership with parents/carers in order to support their child's progression in all areas.
- The school will ensure that parents/carers are informed of their child's progress and will encourage them to participate in their child's development through learning opportunities based within the school.
- Close links with parents/carers, will enable them to implement effective strategies at home during school holidays. The therapy teams offer triangulation pastoral programmes to support interventions in the home setting.
- The school will encourage the sharing of knowledge and expertise between parents, carers, teachers, teaching assistants and other professionals.
- Parents and carers will be encouraged to attend special events at Hurworth House such as Sports Days, Drama Productions, Events and Parent meetings.

20. Behaviour Management (see Positive Behaviour Policy)

Behaviour Management is implicit to the whole educational approach at Hurworth House. The learner's behaviour is addressed holistically rather than in terms of isolated behaviour incidents. However, in accordance with regulations incidents are recorded and logged appropriately. Learner's behaviour, especially resulting in non attendance or inability to manage learning is carefully logged and analysed. This data forms a vital role in establishing positive progress and formulating effective behaviour management strategies for each young person.

The following factors are fundamental in managing the learner's behaviour:

- Variety in the activities throughout the day.
- A rich and varied curriculum
- The pace of the day
- The group dynamic
- The teacher-learner relationship
- Clear, consistent expectations
- Active listening to Student voice
- A consistent whole school policy of pro-action, prediction and prevention.
- A shared understanding that "behaviour" is communication.

21. Individual Health and Care /provision mapping / PEP Action Plans

Produced in consultation with the learner, staff and parents, multi agency teams these documents review progress and set targets for the next period of time based on major targets and goals formulated at the annual educational review.

Targets for improvement are also set in the Global areas of:

- Communication
- Self-Awareness
- Independence
- Attention
- Co-operation

Accurate provisions mapping acts as a monitoring document facilitating regular progress updates for each target. The academic tutor is responsible for co-ordinating the monitoring and record keeping of provision action plans for his or her own tutees.

In order to readily communicate targets and progress learners are individually discussed at the morning teachers briefing. Termly provision mapping targets for all learners are available for all teachers at the start of each term along with prior attainment.

Targets in the learner's provision mapping are related to the objectives detailed in the learner's Statement/ Education, Health and Care Plan. Targets are set at an appropriate level for each learner and are informed by assessment against the National Curriculum.