

Local Procedure/Protocol

School/Home Name:	HARTWELL SCHOOL
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	March 2023
Next Update Due:	September 2024
Procedure/Protocol Lead:	JOANNE WALMSLEY-LOCKHART
Procedure/Protocol Sponsor:	Hayley Dorian – School Development Lead
EQUALITY AND DIVERSITY STATEMENT	
Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT	
Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1. CONTEXT

- 1.1** Hartwell School is an independent special school and part of Witherslack Group. Our pupils are aged 5 to 16, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Hartwell School have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan.

Hartwell School opened in April 2019 and has developed an appropriate, exciting and engaging curriculum to meet the needs of all pupils. The curriculum evolves as we listen to pupil views, respond to new initiatives and curriculum changes and adapt to the needs of new cohorts. We are a school that provides a highly specialised package that encompasses a broad and varied academic and social curriculum. The curriculum opens the door for pupils to new opportunities and experiences. We aim to develop the pupil as a whole, broadening their knowledge, celebrating diversity and developing an understanding of the wider world. Hartwell School endeavours to ensure there is successful transition into each pupil's next stages of education or employment and will equip pupils with a range of academic and social skills.

- 1.2** Hartwell School benefits from fantastic facilities which contribute to making our school a positive and happy place in which to learn and we make full use of the environment. Hartwell School is well-resourced and has a comprehensive range of facilities including:

- A science laboratory
- 2 Food Technology rooms
- A workshop
- Forest School site
- Hair & Beauty salon

Class sizes are deliberately small in order to ensure pupils feel well supported by our highly-skilled staff team of education, pastoral, care and therapy staff.

2. VISION, AIMS AND INTENT

- 2.1** At Hartwell School we recognise that all pupils are entitled to have access to a broad range of learning experiences which allow them to develop the knowledge, understanding, skills and attitudes necessary to enable them to play a full part as responsible citizens in the 21st century. The curriculum aims to provide opportunities for all pupils to learn and to achieve, irrespective of social background, culture, race, gender, differences in ability and disabilities as defined as protected characteristics in the Equality Act 2010.

We aim to provide skills of literacy, numeracy, and information and communication technology, helping pupils to develop enquiring minds. We aim to foster and nurture resilience and independence so that pupils learn that it's OK to make mistake and that these are actually opportunities.

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The curriculum also promotes pupils’ spiritual, moral, social and cultural development and supports them in developing principles for distinguishing between right and wrong. Pupils are encouraged to think reflectively and critically and to respect our school environment. The curriculum enables pupils to develop their physical skills and promotes their personal, emotional, social and mental well-being.

We believe that the curriculum should stimulate enjoyment of, and commitment to learning as a means of encouraging the best possible progress and the highest attainment for all pupils, preparing them effectively for the next steps in their education.

Hartwell School is a safe, caring, inspirational learning environment for pupils with social, emotional and mental health difficulties, Autism Spectrum Disorder and other Special Educational Needs and all pupils have an EHC plan. The aims and values of Hartwell School are directed at maximising every individual’s potential and fostering and nurturing resilience and independence in order for pupils to develop a love of learning that they will carry with them for life.

Hartwell School is therefore committed to delivering a balanced curriculum based on the following aims:

1. To help pupils to fill gaps in their learning due to previous poor attendance and where learning has not been previously accessed due to behaviour.
2. To help pupils to develop lively, enquiring minds, teaching pupils how to take an active part in their learning.
3. To help pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world.
4. To help pupils develop key basic skills such as good reading, writing, speaking and listening, numeracy and ICT skills.
5. To instil respect for religious values, and tolerance of other races, religions and ways of life.
6. To help pupils understand our ‘British Values’ and what that means.

To meet the needs and entitlement of our pupils, Hartwell School delivers an adaptive 5-18 years curriculum, matched to our pupils’ levels of ability, interests and aspirations. A variety of delivery models are used across the curriculum and key stages.

This specialist curriculum is tailored to our pupils’ individual needs using a person centred planning framework as the starting point. We gather all relevant information from previous settings to give us an accurate starting point. In addition to their learning needs many pupils have missed large aspects of their educational entitlement prior to attending the school and so begin their education here with significantly below average levels of achievement. Furthermore, as a result of missing their entitlement in their previous provision, our pupils often have missed the opportunity for having their abilities assessed against national standards.

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at Hartwell School ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes

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- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child’s progress and next steps

3.2 The teaching staff at Hartwell School ensure that:

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps
- Subject leads provide support and advice for colleagues, and monitor progress in their subject area

3.3 Clinical staff ensure that:

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils’ learning, competencies, development and preparation for adulthood

3.4 All staff ensure that:

- High expectations are maintained for our pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life e.g. through the use of Epraise

4. IMPLEMENTATION

4.1 Curriculum Delivery

Our school timetable comprises of thirty teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Mental Health Practitioners, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist. Most pupils are taught by subject specialists. Some pupils may have bespoke timetables that take account of particular strengths and areas of need. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress e.g. phonics intervention throughout the primary and secondary phases.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning in order to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs. For example, each class has their own classroom in which they are

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taught core subjects and students only transition to other rooms for specialist subjects such as Art and Food Technology.

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages. Detailed medium and long term plans are in place to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. The delivery of our key focus areas related to learning, work and life are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities e.g. trips, Forest School
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning
- Reading and phonics intervention

4.2 Key Stage 2 (Years 4 - 6)

KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 3 (Years 7 – 9)

Pupils at KS3 continue to be taught for most subjects in their own dedicated tutor rooms. They access National Curriculum subjects with a continued focus on reading (including daily reading time each morning and phonics intervention as appropriate).

Pupils access:

- English
- Maths
- Science
- SMSC
- Computer Science
- PE
- PSHE
- Humanities (Geography and History)
- Creative Arts (Art, Drama and Music)
- Technology

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- Media
- Forest School

KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 **Key Stage 4 (Years 10 – 11)**

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, IT, PSHE, SMSC and Careers.

Pupils select additional 'pathway' subjects to cater to their individual interests and career aspirations and these include:

- PE
- Geography
- English Literature
- Food Technology
- Art & Design
- Computer Science
- Construction
- Hair & Beauty
- iMedia
- Food Technology
- Drama

KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.5 **Key Stage 5 (Years 12 – 14)**

Whilst we do not currently have a KS5 cohort at present, At Key Stage 5, we intend to have a structured learning programme which supports development, progression and pupil aspirations. A combination of all of the elements below are provided to each pupil:

- Substantial qualifications offering stretch and preparation for transition to education at the next level or for employment (offered on-site or as part of a bespoke package with a link FE college as linked to pupil need).
- English and Mathematics where a GCSE at grade 4 has not yet been achieved
- Work experience and/or work-related learning
- Other non-qualification activity to develop character, broader skills, attitudes and confidence and to promote a successful transition to adulthood (including PSHE/Citizenship/Careers, Employability, Personal Development and Enrichment).

KS5 pupils would continue to access clinical/therapeutic input as appropriate to their needs.

4.6 **Residential Pupils**

N/A

4.7 **Homework**

Hartwell School does not set formal, required homework. The students at our school are very often not in emotional or physical 'places' that are going to allow them success in this area and we do not wish to penalise pupils for being unable to complete homework tasks. Therefore, we provide suggestions for extended learning opportunities that pupils can complete, perhaps with parent / carer assistance, which will complement the theme being taught. Pupils are also encouraged to read and learn spellings at home, for

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example. Pupils’ independent work will be recognised and celebrated. Any resources required for independent study, e.g. reading books, revision packs and so on are provided by school.

4.8 **Reading**

At Hartwell School, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as ‘a reader’ and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided through bespoke intervention session with a HLTA. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum and they are clearly marked on all medium term planning. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, daily reading time (every morning) and a range of resources including:

- Accelerated Reader
- myON
- Fully stocked library
- Book vending machine
- First News
- Designated Reading Lead
- Class Reading Activity Records
- Reading displays in every classroom (including sound charts)

A weekly reading bulletin is issued which includes a range of resources, actions and advice for staff. Regular reading-focused CPD is provided every half term and all staff take part in ‘Phonics Friday’, a weekly quiz to refresh their phonics knowledge.

4.9 **Therapeutic Provision**

Our on-site clinical team work with teachers and support staff to provide a curriculum which helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.10 **Physical Education**

All pupils access PE lessons at Hartwell School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site. We also offer PE as an option subject at KS4 for those pupils who would like to pursue a related qualification.

4.11 **PSHE, Citizenship and Careers Education**

All pupils access PSHE and Citizenship at Hartwell School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child’s 16th birthday (please refer to the school’s RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

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Pupils at Key Stages 3 and 4 have access to impartial careers advice from Deborah Wyke, our careers advisor. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

4.12 **Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics**

At Hartwell School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE/Citizenship/Careers lessons. These links are also clearly marked on staff’s medium term planning.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.13 **COVID-19 Recovery Curriculum**

At Hartwell School, we recognise that pupil well-being is at the forefront of our recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. **IMPACT, ASSESSMENT AND MONITORING**

5.1 **Impact**

Through implementing the differentiated and modified National Curriculum it is intended to:

- Cater for the specific needs and learning difficulties of individual students as described in their EHCP, providing teaching and learning opportunities at an appropriate level.
- Engage students’ interests in learning.
- Create a positive, inspirational learning environment where pupils can work safely.
- Allow pupils to interact and learn from each other and teach skills required when making and keeping friendships.
- Allow all pupils to reach their full potential and achieve their own personal success.
- Give students opportunities to develop basic skills such as literacy, numeracy and ICT.
- Give students the opportunity to make as much emotional, social and academic progress as possible.
- Ensure the mental health of pupils is monitored and cared for.
- Allow for recognition of achievements via AQA Unit Awards and Arts Awards.

It is intended that through the curriculum delivery pupils will:

- Improve their communication skills.
- Improve literacy skills.
- Improve numeracy skills.
- Develop greater levels of independence.

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- Gain the life skills required to function more appropriately in the community.
- Have gained relevant experiences to assist their decisions about future careers.
- Have gained relevant and transferable qualifications for future education employment and training
- Have a positive attitude towards their present and future learning.
- Have sufficient key skills and self-esteem to approach new situations confidently with resilience

5.2 Assessment

At Hartwell we will use the following standardised tests as part of baseline assessment

Standard

English: Primary

- GL Single Word Reading Test – age 6 to 16, gives Reading Age, standardised score and percentile.
- Read Write Inc: phonics , real words, sound and alien words . Speed read test
- YARC Comprehension Assessment/ NFER Nelson – Gives reading age for accuracy, rate and comprehension, standardised score and percentile.
- GL Single Word Spelling Test – age 6 to 14, gives Spelling Age, standardised score and percentile.

English : Secondary

- GL assessment
- Reading and writing assessments as above
- Teacher assessment to obtain prior knowledge and level of ability in SPAG , Comprehension

Maths: Primary

- GL Sandwell Early Numeracy test, Revised – age 4 to 8, gives Maths age.
- GL Sandwell Early Numeracy Test KS2–KS3 – age 8 to 14 gives Maths age.
- Hodder Maths Assessment – 5-15 gives a Maths age
- Teacher led assessment using prior assessment papers

Maths: Secondary

- GL assessment
- Teacher led assessment class/ prior learning

Pupils unable to access the above tests due to cognitive difficulties will be tested by the Educational Psychologist who will administer the WIAT which is appropriate from age 4 and gives:

- word reading standardised score,
- spelling standardised score
- numerical standardised score

New Pupils: All new pupils to be assessed during first 6 weeks of placement using both English tests and one of the Maths tests unless unable to access and therefore the Educational Psychologist will be asked to administer the relevant parts of the WIAT.

Existing pupils: All pupils to be assessed in the last half-term of the academic year, as above (unless they have been assessed as a new pupil within the previous 3 months).

Further testing that we use to gain a more holistic picture includes:

- **Handwriting assessments by the Occupational Therapist.**
- **Ruth Miskin’s Phonics Assessment**
- **Boxall Profile**
- **Maths and English yearly assessments.**

In addition to the above formative assessments, further teacher assessments take place each term. We use Witherslack Group Wayposts to measure progress. These are based on age related expectations.

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Assessment will take place at three connected levels: short term, medium term, and long term. These assessments will be used to inform teaching in a cycle of planning, teaching and assessment.

- Short term assessments will be an informal part of every lesson to check pupils’s understanding and gain information which assists in adjusting day to day lessons plans. This informs the planning and next steps of learning. Teacher’s and support staff provide individual instant verbal feedback each lesson and pupils make adjustments to their work following this feedback.
- Medium term assessments will assess some of the ideas linked to the assessment objectives which have been covered during a half term. Pupils’ individual targets will be assessed and reviewed regularly.
- Long term assessments include a variety of assessment tests which may be used according to students’ ability levels. Assessment will also be made through end of Key Stage tests or tasks and also using external examinations and.

We report to parents each term and provide information based on

- Attendance
- Uniform
- Behaviour
- SOLAR Assessment information
- Next steps of learning.
- Key achievements
- Comments from the class teacher and senior leadership team.

This Report is published Termly for Parents/Carers. We also report to local authorities and social workers through publishing end of term reports on Authority Link.

5.3 **Monitoring**

The Deputy Headteacher (Teaching and learning) has overall responsibility for the leadership and management of the curriculum in conjunction with the Head Teacher, Pete Ewart.

Ensuring breadth and depth of the curriculum across all areas, with increasing numbers on roll remains a challenge, but also our priority. Subject leaders undertake a termly evaluation of their subject area including an evaluation of the progress and achievement data. They are responsible for reviewing their subject relevance for all students at least annually. Subject planning and work scrutiny takes place as part of the overall school audit process. Subject teachers have the opportunity for peer evaluation and through regular staff meetings focussed on the curriculum.

6. **CURRICULUM MODEL**

6.1 KS2:

- 5x Maths
- 5x English
- 5x Topic (including creative arts, humanities, RE, science, PSHE and Citizenship, etc.)

KS3:

- 3x Maths
- 3x English
- 3x Science

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- 2x SMSC
- 1x Careers
- 1x PSHE and Citizenship
- 1x Geography
- 1x History
- 2x Creative Arts
- 2x Technology
- 1x iMedia
- 1x Pupil-led learning
- 2x PE
- 2x Computer Science
- 3x Forest School

KS4:

- 3x Maths
- 3x English
- 3x Science
- 2x SMSC
- 1x Careers
- 2x PSHE and Citizenship
- 1x Pupil-led learning
- 2x PE
- 1x IT
- 12x pathway subjects

7. REFERENCES

None

8. ASSOCIATED FORMS

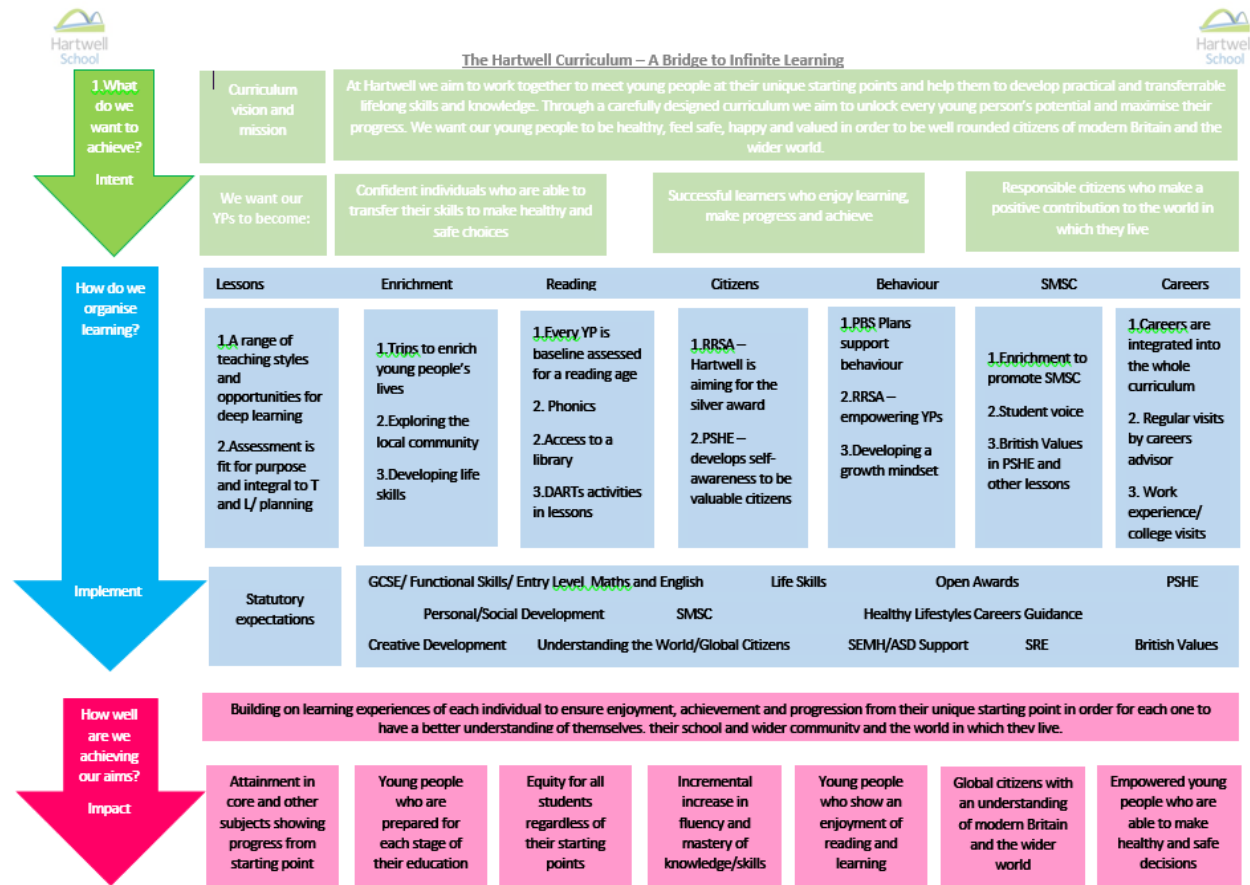
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9. APPENDICES

Appendix 1: Hartwell Curriculum Vision Document

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Appendix 1: Hartwell Curriculum Vision Document



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