



Local Procedure/Protocol

School/Home Name:	Castlefell school
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	September 2023
Next Update Due:	September 2024
Procedure/Protocol Lead:	Tracy Jones- Deputy Head Teacher
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** Castlefell School is an independent special school and part of the Witherslack Group. Our pupils are aged 8 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 Castlefell 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.
- 1.2** Castlefell School benefits from fantastic grounds within a stunning rural location. This contributes to making our school a positive and happy place in which to learn, work and live and we make full use of the environment. Castlefell School is well-resourced and has a comprehensive range of facilities including a science laboratory, a food technology room and a design technology room. 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** We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. Castlefell School provides a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. We aim to do this by:

- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes
- Helping our pupils to remember what they learn and make progress in all subject areas
- Supporting our pupils to be ready for the next stage of learning
- Ensuring every pupil leaves a reader
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Encouraging our pupils to raise their career aspirations
- Providing our pupils with knowledge and experience of the workplace
- Developing our pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting our pupils to develop their independence
- Ensuring our pupils are ready for transition and life beyond Castlefell School
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging
- Supporting our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views
- Helping our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics

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3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at Castlefell 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
- 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 Castlefell 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

4. IMPLEMENTATION

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4.1 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 at Key Stage 4 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.

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. As such, Emotional Check In, Clinical Interventions and Life Skills have all been included in our curriculum.

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 schemes of work are used 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
- 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

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 Little Wandle programme.

Pupils access:

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

4.3 Key Stage 3 (Years 7 – 9)

Pupils at KS3 access National Curriculum subjects with a continued focus on reading. Pupils are taught by their form teachers for English, Maths and PSHE/Careers/Citizenship but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. They visit specialist teaching rooms as appropriate to the subject e.g. the Science Lab and the Art Room.

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Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Creative Arts, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs. Modern foreign languages are not taught as a discrete subject yet student are given opportunities to experience new languages through enrichment.

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, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.5 Homework

At Castlefell School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, a homework 'menu' may be offered where pupils' can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

4.6 Reading

At Castlefell 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. Reading interventions are provided when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

4.7 Therapeutic Provision

Our on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This 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.

4.8 Physical Education

All pupils access PE lessons at Castlefell 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 e.g. swimming. We will also offer PE as an option subject at KS4 for those pupils who would like to pursue a related qualification.

4.9 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at Castlefell 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).

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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.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from Compass Careers. 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 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.

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 Castlefell 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

The impact of the curriculum at Castlefell School is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces

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- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 **Assessment**

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 **Monitoring**

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Castlefell School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. **CURRICULUM MODEL**

6.1 **Please see Appendix 1 for the visual Curriculum Model**

7. **REFERENCES**

[National curriculum - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk) [PSHE education for pupils with SEND \(pshe-association.org.uk\)](http://pshe-association.org.uk)

- Keeping Children Safe in Education (DfE, 2023)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019)
- 16-19 Study Programmes Guidance (DfE/ESFA, 2019)
- The Independent School Standards Guidance for independent schools (DfE, 2019)
- Review of sexual abuse in schools and colleges (Ofsted, 2021)
- Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021)
- Preventing and tackling bullying (DfE, 2017)

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Three steps to RSHE success (Sex Education Forum, 2021)

8. ASSOCIATED FORMS

None

9. APPENDICES

- 1. Curriculum Model**
- 2. Suite of qualifications per Pillar of Learning**

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Castlefell School Visual Curriculum

Connection, Courage, Compassion



Intention (What we aim to do)

Academic Pathway Offer:

Broad curriculum based on the National Curriculum Delivery that takes account of the science of learning Programmes which support aspirations, interests, and strengths and creativity
Functional reading, writing and numeracy
Up to 8 GCSE subjects

Personal development

Create a culture of learning and participation that includes acceptance of error
Develop: Acceptance and understanding of self and others
A sense of belonging
Social communication skills
Positive relationships
Understanding of Fundamental British Values and Cultural Capital
The ability to make positive choices linked to spiritual, moral, social and cultural awareness

Preparation for adulthood Offer:

Living and Employability skills
Quality careers advice and guidance, next destinations and transition support
Skills to enable a sense of belonging in a local community

EHCP:

Share, review, assess personalise and set SMART targets that work towards long-term outcomes

Safeguarding, pupil wellbeing and positive behaviour support

Embrace a culture where everyone can be themselves, be self-aware, safe and have a voice

Implementation (How we are going to do it)

Core

Maths
English
Science
PSHE
Functional Skills

Explore and Discover

History
Geography
RE
Computing

Participate and Perform

PE
Music
Drama
Outdoor Education

Imagine and Create

Art
DT including Creative Media
Food and Nutrition

Impact (what we want our pupils to achieve, have or be)

Academic Pathways

- Have the knowledge and skills to be able to progress onto the next phase of learning, employment or training in line with their careers aspirations
- Gain at least 5 qualifications including Maths, English and Science
 - Be able to make a choice

Personal Development

- Have met the goals they have set for themselves
- Enjoy learning as part of self-development
- Understand healthy lifestyles and reflect wisely
- Appropriately express emotions, wishes and feelings
EHCP outcomes achieved
- Everyday embodiment of the school core values

Preparation For Adulthood

- Inspired and motivated to continue learning
 - Aspirations for the future
- Able to access the community and the world safely and successfully
 - Work and contribute to society
- Understand personal responsibility and respect
- Lead a life that is meaningful and of interest

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Learning Pillar: **Create** element of the secondary curriculum

Learner routes towards accreditation and age-related expectations		Qualifications that KS4 pupils may work towards:
Core	English	Functional Skills AQA Level 1 and 2 GCSE AQA Language GCSE AQA Literature
	Maths	Functional Skills Person Level 1 and 2 GCSE Pearson Mathematics
	Science	Pearson BTEC Applied Science Level 1 and 2 GCSE AQA Combined Science: Synergy
	PSHE, RSE	Food Hygiene Level 1 and 2 Health and Safety Level 1 and 2 Ascentis Level 1 award, certificate or diploma for Personal Development
	Careers	Work-related learning opportunities

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Learner routes towards accreditation and age-related expectations		Qualifications that KS4 pupils may work towards:
Create	Art	Pearson GCSE Art, Design and Craft Eduqas Art and 3D Design GCSE Pearson BTEC Level 1 Art
	DT	Eduqas GCSE Design Technology Persons Level 1 in Design BTEC level 1 and 2 Construction
	Food Studies	Pearson BTEC Basic Cooking Skills Level 1 and 2 (Year 9) NCFE Food & Cookery Level 1 and 2 Food Hygiene & Safety Level 2 Eduqas Food Preparation and Nutrition GCSE

Learning Pillar: *Perform* element of the secondary curriculum

Learner routes towards accreditation and age-related expectations	Qualifications that KS4 pupils may work towards:
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Perform	Leadership	Sports Leader Entry Level, level 1 and 2 Cambridge Nationals OCR Sports Studies Level 1 and Level 2 D of E Bronze or Silver
	Business and Enterprise (Skilled Up)	Asentis Level 1 Certificate in Employability Pearsons BTEC-L 1 & 2- Tech Award-Enterprise
	Music	Eduqas GCSE (9-1) Music Rock School Certificate Level1/2 in : Performance/Composition/Technology
	PE	OCR National Sports Level 1 and 2 Ascentis Healthy Living Level 1 and 2

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Learning Pillar: *Discover* element of the secondary curriculum

Learner routes towards accreditation and age-related expectations		Qualifications that KS4 pupils may work towards:
Discover	History	GCSE AQA History 1-9
	Geography	GCSE AQA Geography 1-9
	RE	
	Computing	Entry-Level Certificate Functional Skills ICT GCSE Pearson Computer Science Functional Skills Edexcel IT level 1 and 2 Pearson Creative Media Production Tech Award Level 1 and 2
	Personal Development	BTEC Health & Social care Ascentis Personal Social Development Level 1

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