



## CURRICULUM POLICY

Version: JANUARY 2021

|                                       |                               |
|---------------------------------------|-------------------------------|
| Status                                | Statutory                     |
| Responsible Management Committee (MC) | Curriculum                    |
| Date last approved by MC              | 20 <sup>th</sup> January 2021 |
| Responsible Person                    | Headteacher                   |
| To Review Date                        | JANUARY 2022                  |
| Last Amended Date                     | JANUARY 2021                  |

### Principles

Every pupil that is referred to HPRS has been on an individual educational journey to get to us. We have pupils referred to us from all secondary schools in Herefordshire as well as a number from outside the county. Our pupils therefore have experienced different curriculums before joining us. Some will return to their original setting or move onto a setting with a different curriculum. Others will complete their secondary schooling with us. Almost all of our pupils are not working at age related expectation.

HPRS has a robust induction period of two weeks during which time prior information is gathered, baseline assessments are completed and staff use the information to plan for a personalised curriculum that is designed to fill gaps in prior learning. HPRS is determined to be a safe and positive setting for our pupils. Some are with us for a short period of time on intervention placements, while others can be placed with us permanently and they may be with us for in excess of a year.

We strive to support our pupils to achieve the three C's; Currency (qualifications); Character (Resilience, understanding, tolerance etc) and Culture (British values).

### Roles and Responsibilities

#### The Management Committee

The Management Committee will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The management committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The PRU is teaching a "broad and balanced curriculum" which includes English and Mathematics
- Proper provision is made for pupils with different abilities and needs
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced

## Leadership Team

The leadership team is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the PRU and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Management Committee
- The Management Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Management Committee is advised on PRU targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs

## Staff

Staff will ensure that the school curriculum is implemented in accordance with this policy.

Teachers will:

- Have high expectations for all pupils.
- Use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
  - More able pupils
  - Pupils with low prior attainment
  - Pupils from disadvantaged backgrounds
  - Pupils with SEN
  - Pupils with English as an additional language (EAL)
- Plan lessons so that there are no barriers to every pupil achieving
- Take account of the needs of all pupils
- Plan lessons so that teaching opportunities help pupils to develop and achieve

## Equal Opportunities

HPRS supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

## CURRICULUM INTENT

Our curriculum is flexible, personalised and designed to enable pupils to progress onto the next stage of their educational journey regardless of their starting points. Our intent is to nurture talents, raise aspirations and develop our pupils' social, emotional and mental health.

Our curriculum aims to:

- Provide a broad and balanced education for all
- Develop knowledge; understanding of concepts and acquire skills
- Close the gaps in learning
- Re-engage in learning
- Promote a positive attitude towards learning
- Promote independent learning and collaborative working
- Raise self-esteem
- Build resilience
- Equip pupils with the tools they need to be able to learn
- Promote students' appreciation of their own and other cultures
- Promote pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Prepare pupils for return to their host school or onto post-16 destinations

## CURRICULUM IMPLEMENTATION

The curriculum at HPRS reflects our intent through implementing a curriculum that is balanced in its ability to meet the needs of pupils that have not been successful in mainstream. Our curriculum contains a balance of academic, life skills and enrichment opportunities. Whatever the pupil is studying there is an element of promoting good behaviour; the ability to self-regulate; the ability to understand and reflect on their actions; to promote success in life after HPRS. The curriculum offered at HPRS is planned to:

- provide continuity and progression
- enable pupils to make connections and transfer skills and to think creatively and solve problems
- develop pupils' capacity to work independently and collaboratively
- help pupils make progress in a way that best suits them

At Key Stage 3 our curriculum is project-based and has a focus on mentoring, developing social skills and self-regulating techniques to support a successful transition back to their mainstream school.

At Key Stage 4 our curriculum is implemented through a mixture of qualifications, accreditations, alternative provision and work experience. Our most hard-to-reach have a bespoke programme which is delivered 1:1 or 1:2. Teaching and Learning for all pupils takes into account individual starting points and needs, allowing everyone to experience success.

Our intent is implemented through:

- Quality teaching
- Clear baselining
- Progress tracking
- Interventions for pupils not making progress
- Vocational learning, on and off-site
- Pupils having a clear understanding of their own learning and how they can achieve
- A strong pastoral team working to help remove barriers to learning and improve engagement
- Successful partnership working with parents/carers, other agencies and third party providers
- Close liaison with colleges, training providers and work placements.

## KEY STAGE 3i IMPLEMENTATION

| KNOWLEDGE AND SKILLS  | ENRICHMENT   | CHARACTER AND PERSONAL DEVELOPMENT  |
|---|--|---|
| <p>Pupils are with HPRS for a short period of time to re-engage with learning. At KS3 our curriculum is Project Based Learning where a love for learning can be re-established and nurtured.</p> <p>Subjects involved in the project-based curriculum are;</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Art</li> <li>• Cooking</li> <li>• Design technology</li> <li>• ICT</li> <li>• PE</li> <li>• PSHE</li> </ul> | <p>Providing pupils with experiences where everyone can experience success;</p> <ul style="list-style-type: none"> <li>• Trips</li> <li>• Visiting speakers</li> <li>• Outdoor learning</li> <li>• Participation in charitable activities</li> </ul> | <p>The curriculum focus is on preparing pupils to return to school;</p> <ul style="list-style-type: none"> <li>• Emotional regulation</li> <li>• Relationships with peers and staff</li> <li>• Teamwork and collaboration</li> <li>• Resilience</li> <li>• De-escalation strategies</li> <li>• Independence</li> <li>• Reflection</li> <li>• Stereotypes, prejudice and discrimination</li> <li>• Self-esteem and confidence</li> </ul> |

## KEY STAGE 4 IMPLEMENTATION (PERMANENTLY PLACED PUPILS)

| KNOWLEDGE AND SKILLS  | ENRICHMENT  | CHARACTER AND PERSONAL DEVELOPMENT  |
|---|---|---|
| <p><b>GCSEs</b></p> <p>AQA English<br/>                     AQA Maths<br/>                     AQA Art and Design<br/> <i>Offered according to individual need:</i><br/>                     AQA Combined Science<br/>                     AQA Languages</p> <p><b>Functional Skills</b></p> <p>AQA Step up to English<br/>                     Edexcel Functional Skills English L1/2<br/>                     Edexcel Functional Skills Maths EL/L1/2</p> <p><b>BTECs</b></p> <p>BTEC Construction L1<br/>                     BTEC Home Cooking Skills L1<br/>                     BTEC IT Users L1</p> <p><b>Other (Internal / through AP)</b></p> <p><b>Financial Education (LIBF) – Level 2 Certificate</b><br/>                     History (Entry Level)<br/>                     PHSE (AQA Certificate - Level 1/2)<br/>                     ASDAN (Bronze/Silver/Gold Award)<br/>                     Arts Award (Silver/Bronze Award)<br/>                     AQA Unit Award Scheme<br/>                     BHS Challenge Award<br/>                     Level 2 Hairdressing<br/>                     LANTRA Awards in Land based Vocations</p> | <p>Providing pupils with experiences where everyone can experience success;</p> <ul style="list-style-type: none"> <li>• Alternative provision placements</li> <li>• Outdoor learning</li> <li>• Work experience placements</li> <li>• PE / gym sessions</li> <li>• Trips</li> <li>• Visiting speakers</li> <li>• Participation in charitable activities</li> </ul> | <p>The curriculum focus is on preparing pupils for success post-16;</p> <ul style="list-style-type: none"> <li>• Personal Development &amp; Positive Relationships</li> <li>• Re-engagement of pupils in education</li> <li>• Confidence to be able to live safe, healthy and fulfilling lives and develop both academically and personally</li> <li>• Developing foundations for future learning</li> <li>• Pupils enjoy learning, make good progress and achieve success.</li> <li>• Developing responsible citizens who can make a positive contribution to society and re-engage in mainstream or post-16 education</li> <li>• Support pupils to believe in themselves, develop their self-esteem and self-confidence.</li> </ul> |

## CURRICULUM IMPACT

| AIM   | IMPACT MEASURE   |
|---|--|
| To provide a broad and balanced education for all   | <ul style="list-style-type: none"> <li>• Staff questionnaire</li> <li>• Pupil voice</li> <li>• Parent voice</li> </ul>   |
| To develop knowledge; understanding of concepts and acquiring of skills                                       | <ul style="list-style-type: none"> <li>• Pupil progress data</li> <li>• Book scrutiny</li> <li>• Examination results</li> </ul>  |
| To close the gaps in learning   | <ul style="list-style-type: none"> <li>• Base-line assessment</li> <li>• Pupil progress data</li> </ul>  |
| To re-engage in learning  | <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Attendance</li> <li>• Personal development matrix</li> <li>• Book scrutiny</li> <li>• Examination results</li> </ul> |
| To promote a positive attitude towards learning   | <ul style="list-style-type: none"> <li>• Staff questionnaire</li> <li>• Pupil voice</li> <li>• Parent voice</li> </ul>   |
| To promote independent and collaborative working  | <ul style="list-style-type: none"> <li>• Pupil progress data</li> </ul>  |
| To raise self-esteem and build resilience   | <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Parent voice</li> <li>• PHSE curriculum</li> </ul>   |
| To equip students with the tools they need to be able to learn  | <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Personal development matrix</li> <li>• Book scrutiny</li> </ul>   |
| To promote appreciation of their own and other cultures   | <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• PHSE curriculum</li> </ul>   |
| To promote spiritual, moral, social and cultural development  |  |
| To support pupils' physical development and responsibility for their own health, and enable them to be active | <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• PHSE curriculum</li> <li>• Alternative provider reports</li> </ul>   |
| To prepare students for return to their host school or onto post 16 destinations                              | <ul style="list-style-type: none"> <li>• Data on reintegration back to mainstream</li> <li>• NEET data</li> <li>• Destination data</li> </ul>  |