

Author:	Charlotte de Oliveira
School Role:	Head teacher
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Reviewer:	Niall Kelly / Lynette Edwards
School Role:	Proprietor/ Director of Education
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1. Purpose; Aims and Ethos

The purpose of this document is to explain how we structure our planning, and the rationale behind our approach.

At Howard House School, we encourage all students, regardless of their ability, to work hard and reach their full potential, by providing them with a challenging curriculum that allows them to exceed and excel.

We offer a broad and balanced curriculum, individually tailored to meet the needs of our students. Our curriculum is ambitious and does not cap the potential of our students, but rather help them realise it.

Where possible, our curriculum follows the guidelines of the National Curriculum, and we will strive to ensure that the young person works at or towards their appropriate Key Stage. We acknowledge that for many of our students, who may have missed episodes of education we will also provide a 'stage not age' curriculum. The curriculum has been expanded to deliver differentiated qualifications:

- **Mathematics AQA: Entry Level, Functional Skills Level 1/2 and GCSE Mathematics**
- **English AQA: Entry Level, Functional Skills Level 1/2 and GCSE English Language**
- **Humanities (OCR): Geography, History Humanities; Award, Certificate, Diploma, Entry Level 1/2/3 and GCSE History**
- **Science AQA: Entry Level 1/2/3 and AQA GCSE Trilogy Science**
- **BTEC Sweet Personal Growth and Well-Being (Personal Development): Level 1/2/3**
- **Physical Education (non-assessed): with the option for OCR (Cambridge Nationals) Sports Science**
- **Duke of Edinburgh: opportunity to develop attributes such as resilience, confidence, commitment, drive, self-awareness, empathy, team working and problem-solving.**
- **Open Awards in Skills for further development and learning- which provides pathways in areas such as: Building and construction; Business, retail and customer services; Catering and hospitality; Creative industries; Digital skills; hair and beauty; Horticulture, Environment and Animal care; Sport, fitness and leisure**

The SMSC programme at Howard House School has multiple aims: close the cultural gap that many of our students have, support and promote good and improving behaviour, encourage a healthy life style and promote good social skills. The SMSC programme also entails a residential trip away from the School.

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Seven Areas of Learning:

Linguistic: This area is concerned with developing students' communication skills and increasing their command of language through listening, speaking, reading and writing. All students study English as a First or Second Language (as appropriate to their situation). All students have the option to study Spanish during their journey through the school, as part of Feel-Good Friday. Communication skills, both verbal and written, are an inherent competency developed in all areas of the curriculum.

Mathematical: This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves. Their knowledge and understanding of mathematics is being developed in a variety of ways, including practical activity, exploration and discussion in mathematics, science, the Humanities and through application of mathematical skills in others areas, such as PE and the Arts.

Scientific: This area is concerned with increasing students' knowledge and understanding of nature, materials and forces and developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technical: This area seeks to develop, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. This is achieved by the provision of Art and Design and Technology, as well as through STEM activities.

Human and social: This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. These keys skills and experiences are provided for in History, Geography, Religious Studies and various sections of the Science curriculum. PD and assemblies add to the opportunities for students to experience this aspect of learning.

Physical: This area aims to develop physical control and co-ordination, as well as tactical skills and imaginative responses, and to help student's evaluate and improve their performance. Student's should also acquire knowledge and understanding of the basic principles of fitness and health. All students have time in the week for formal PE lessons, during enrichment activities and Feel Good Friday. Aspects of health and fitness also form part of the science curriculum. Lessons in mindfulness add to this experience.

Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects in all subjects, but some make a particularly strong contribution, including Art, Design and Technology, Computing, Music, and the study of literature and drama, because they call for personal, imaginative, and often practical, responses. Students have access to all these areas of endeavour both within the main curriculum and as p. art of Open Awards options curriculum. Through all these activities and experiences all students,

'excellence by any measure'

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irrespective of their SEND needs, whether they have a EHC plan or are using English as an additional language, will acquire speaking, listening, literacy and numeracy skills in all phases of their education at Howard House School.

English

Linguistic:

- Students have many opportunities to use conversation, discussion, debate and persuasive talk during lessons, to help them understand literary work, literary concepts, themes and rhetorical devices.
- It is pivotal for students to use discussion in order to learn, and to learn from others, by carefully considering alternative ideas and opinions, which is at the heart of English as a discipline. From year 5 up to year 11, there are opportunities for students to plan, prepare and deliver presentations, individually and in groups, in order to develop linguistic skills, and personal development skills (confidence). For example, in year 7, in term 2, a formal presentation is included on both of the LTP and STP, in which students must present their fictional imaginary worlds they have created.
- In year 9, students are required to complete a formal presentations. In years 10 and 11, students will complete Functional Skills and GCSE speaking and listening assessments.
- Through different types of linguistic conversation, students will learn which language is appropriate and which language is not, and will understand when language must be altered to suit different audiences. Students will develop personally through linguistic skills, and will be able to respect the time-taking turn of others; appreciate the importance of allowing others to have their voice heard; and support others in discussions and debates.
- Phonics support and intervention.

Mathematical:

- The English LTP covers literature from a vast range of time periods, from 20 BC up to the modern day. This allows students to consider time closely. Students may be asked 'how many years have passed between two or more literary works' that they are studying. For example, in year 7, students read literature from 20 BC and 725 BC, students could be asked 'how many years have passed between the two literary works?'
- Another way time and subtractions are incorporated in English is through context. For example, when students study Shakespeare, and they discover he was born in 1564 and died in 1616, I will ask 'how old was Shakespeare when he died?'

Scientific:

- In year 10, students study literary work from the Romantic period of English Literature. One of the key influences of literature during the Romantic period is nature, not only the beauty of it, but the purpose it serves in society.

Technical:

- In KS3, students have the opportunity to create their own mythical creature, by using recyclable materials, such as bottles, boxes, lids etc.
- In year 8, students have the opportunity to build their own Gothic setting, such as a castle, or dungeon. This allows literature to be brought to life, in a fun way, which allows students to also show their creative side.

Human and Social:

- In year 8, students study *Refugee Boy* by Benjamin Zephaniah and examine the effects of war and natural disasters and how this can cause refugees seeking help and trying to escape their country.
- By studying *The Tempest* by William Shakespeare in year 9, students learn about colonisation and the impacts of the colonisation of Africa.
- In year 9, students study childhood in the 19th Century and how this has changed over time.
- In year 9, students study a topic on war poetry and examine the effects of WW1 and WW2.
- In year 10, students study *A Christmas Carol* by Charles Dickens, which highlights severe poverty and social issues in Victorian society.
- In year 11, students study a non-fiction topic called 'The Language of Poverty and Crime' and focus on the issue of poverty and how it has (or hasn't changed) over time.

Physical:

- 'Popcorn' physical activities for up to five minutes of a lesson. For example, students may be asked to do star jumps and for each star jump, they have to shout out a literary term linked to a particular theme or topic.
- Scenic walks linked to the study of the Romantic period.

Aesthetic and creative:

- In every topic, there are opportunities for creative writing to take place.
- In year 5-7, students create a story based on their own mythical world.
- In year 8, students write gothic stories, focusing on sublime settings.
- In year 9, students write a creative piece based on an image of childhood from the 19th Century.
- In year 10 and 11, students are expected to write a range of narrative stories, and use images to create stories.
- When studying poetry in years 8, 9 and 10, students have opportunities to write their own poetry.
- When studying a play, such as *Blood Brothers* (year 9), or *Macbeth* (year 11), students will perform parts of the play in drama lessons.

Science

Linguistic:

- Throughout every topic in science students are given to opportunity to voice opinions through discussion.
- Discussion is crucial for students to voice their ideas on ethical, social and scientific issues in research and proven theories.
- From year 5 to year 11 students are given opportunity to discuss theories, plan and execute their own investigations and discuss their findings in a scientific way.
- In KS4 students are assessed on their ability to underpin and discuss scientific theories using data and findings. Students are expected to have developed good debating skills to structure their argument and strengthen it using results.
- Key vocabulary is a consistent theme throughout all areas of science as students must learn the correct anatomical names of theories, concepts, and anatomy.

Mathematical:

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- Students are given the opportunity to develop their maths skills through measuring the area of shapes, presenting data, recording data and being taught concepts such as distance, speed and time.
- Students learn how to process data and make predictions based upon their findings.
- Students' ability to measure accurately and select the appropriate equipment is developed throughout years 5-11.

Scientific:

- The whole science curriculum is littered with topics that are underpinned by scientific theory.
- Scientific approaches to practical and underpinning theories are embedded within experiments.
- Scientific vocabulary is consistently explained which allows students to grasp concepts and meanings of topics while improving their language and vocabulary skills.

Technical:

- Students get the opportunity to design and plan experiments using their creative and technical skills.
- Students get the opportunity to make predictions and display data in creative ways to articulate arguments.

Human and Social

- Students are taught a range of social issues in science, such as abortion and vaccination. This provides them with an understanding of ethical issues in the wider world and how science impacts them.
- Students are taught about historical discoveries in the scientific world such as the discovery of penicillin or the extinction of the dinosaurs. This provides students with an idea of how science has impacted history and how we use that information to inform current scientific practice.
- Students experience the views of religions and different culture's opinion on science and the theories and procedures that are produced from scientific research.

Physical:

- Students are given the opportunity to lead experiments that incorporate physical movement.
- Students learn about the body systems including the heart and lungs which allow them to carry out practical activities that demonstrate the use of these organ systems.

Creative:

- Students get the opportunity to design and execute experiments including aim, equipment, and method.
- Students can have creative opinions on scientific ideas such as the 4 theories of extinction, Darwin's theory of evolution or abortion and vaccination.

Humanities

Linguistic:

All subjects taught (History, Geography and RE):

- Semantics - the study of historical meaning.
- Pragmatics - the study of language used by countries taught.

- Perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Mathematical:

- **History:** Key dates, timelines, source inference (numerical data), currency through time.
- **Geography:** The distance of the places, areas, gradient of hills, and heights of places. Different places' locations are also stated in terms of degrees and by using the calculation the layout of areas can be predicted.
- **RE:** key dates, timelines, calculations of time, divinity and search to find truth.

Scientific:

- **History:** knowledge obtained by observation and testing of facts of a given human society.
- **Geography:** Exploring the relationships among areas, natural systems, cultural activities and the interdependence of all these over space.
- **RE:** Science as a secular worldview that is taught to give students a broader perspective on religion.

Technical:

- **History:** Practical tasks and evidence/critical thinking in relation to topics studied.
- **Geography:** Fieldwork activities in relation to topics studied.
- **RE:** Biblical inferences and philosophical debates.

Human and social:

All subjects taught (History, Geography and RE)

- The study of socio-economic and political changes and developments throughout time.
- conversations about the human dimension of religions and beliefs: enquiry into the lived and diverse reality of religions and beliefs in the world today.

Physical:

All subjects taught (History, Geography and RE)

- Enrichment activities linked to educational visits (fieldwork, museums, places of worship).

Aesthetic and creative:

All subjects taught (History, Geography and RE)

- Art lessons: students designing their own religious/ historical artefact
- Recreating religious celebrations: foods, cultures, etc.
- Geographical experiments linked to physical features of study.

Sports

Linguistic:

- Students have many opportunities to discuss, challenge and explore a range of topics across the Sports curriculum.
- It is pivotal for students to use discussions in order to learn, and to learn from others. In all three years of the Sports Science curriculum students will be presented with activities that enable them to work together to resolve problems. As part of a Sports curriculum the implementation of team work, co-operation and communication is vital to succeed and progress.
- Throughout the period of the three years students will not only define terminology but be able to assess the importance that it has in a sporting context.

Mathematical:

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- Students are encouraged to spot patterns in linguistics, or key pieces of information. This can include linking key topics together or recognising sequential patterns over the year.
- Students will be required to measure KPI in relation to their own performance and that of others.

Scientific:

- Students are constantly forming hypothesis through new topics, forming beliefs from previously learnt topics.
- Throughout all components of Sport Science students will engage with cross curricular links with Science, consolidating and recalling key pieces of information.

Technical:

- In reducing the risk to injury, students will have opportunities to plan and deliver their own activities to the group. Increasing social skills whilst developing their confidence in creating a range of drills that are practically and visually engaging.
- Through several theory based topics, students will design and create a number of memory maps to help recall previously learnt topics.

Human and social:

- Students learn about the historical side of sport, understanding how sport has developed over time will help students appreciate the modern day accessibility that is available for them.

Physical:

- Due to the nature of the topic, students are able to access a wide range of practical activities that will incorporate learning through a kinesthetics approach.
- Students will have opportunities to do in class recall activities that will allow them to get out of their seats to engage with the activity, such as the 'post it note challenge'.
- Enrichment activities linked to the subject topics (PE, Visits to the gym and local football stadiums/training grounds).

Aesthetic and creative:

- Students to engage with a provision that provides opportunities that will allow them to develop their own artistic way to show their understanding of the topic. Such as mind maps, creative writing and diagrams that will help them recall information whilst revision.

Personal Development

Linguistic:

- Students have many opportunities to use conversation, discussion, debate, and persuasive talk during lessons, to help them understand everyone is allowed to voice their opinion as the right and wrong can always be discussed and debated.
- In year 11, students are required to undergo interview preparations where they will present their skills to internal and external individuals.
- Through different types of linguistic conversation, students will learn which language is appropriate and which language is not and will understand when language must be altered to suit different audiences. Students will develop personally through linguistic skills and will be able to respect the time-taking turn of others; appreciate the importance of allowing others to have their voice heard; and support others in discussions and debates.
- Students will be given the opportunity to take part in Spanish lessons during Feel-Good Friday as it is a subject that can develop your overall character and personal.

Mathematical:

- Students are encouraged to use mathematical solutions when studying Personal Finance.
- Students will analyse, debate, and discuss a lot of statistics and figures throughout the Personal Development curriculum when they are presented throughout a range of module. For example, while studying Healthy Lifestyles students will calculate their calories in-take.

Scientific:

- Students are encouraged to use their scientific information when studying 'Healthy Lifestyles'. They will look at the contraction of muscles to understand the benefits of physical activity and how the basics of physiology work through sport.
- Students will learn about the negative impact that drugs will have on the human body using external visitors to present information, but also an internal module will be presented in year 9 which discusses the dangers of alcohol, smoking, and illegal drugs.

Technical:

- In year 9 students complete a module around racism where they will design their own project to highlight the impact racism has on individuals using a chosen example.
- From year 7 to year 10 students will complete a module around E-safety where they will be encouraged to create posters, PowerPoints and use technical devices to gain a stronger understanding on E-safety.

Human and social:

- One of the reasons that the Personal Development curriculum is so unique is the amount of content that is delivered around developing a student's human and social skills. For example, from year 5 to year 11, students will always analyse and reflect their transferrable skills and understand how those skills are used in society and how they can create sociable opportunities.
- British Values is a crucial part of a student's upbringing, understanding the changes that have occurred in the past, but also understanding democracy, respect, tolerance, and the rule of law in the country we live in. Students will develop a form of understanding learning about discrimination, racism, and prejudice throughout their Personal Development curriculum.

Physical:

- Students will carry out a form of physical exercise to understand how your heart rate is increased and using it to compare your maximum heart rate to your resting heart rate when students are learning about their Healthy Lifestyle.
- All students are encouraged to take part in some form of physical activity where it will involve a form of exercise during their Feel-Good Friday. Not all students like the idea of competitive sports and feel comfortable, so this opportunity has been made inclusive to involve all students to develop their physical activity and feel good about it.

Aesthetic and creative:

- Personal Developing provides students with the opportunity to create posters, mind maps, and projects to present their work. For example, in year 9, students are given the responsibility to create a project around a certain story that involves racism, and the students can use their creative mindset to make posters, presentations, or fact files which they can present to someone.

Art & Design Technology

Linguistic:

- The formal art elements form the basis of the language of art; they consist of eight visual parts: line, colour, form and shape, value, texture, space, and movement. The Design & Technology curriculum will involve technical vocabulary linked to the world of engineering and construction.

Mathematical:

- Mathematics has directly influenced art with conceptual tools such as linear perspective, the analysis of symmetry, and mathematical objects such as polyhedra and the Möbius strip, and the golden ratio, for composition. Design and Technology involves measurements of materials, thus the four mathematic functions: addition, subtraction, multiplication & division. Student's problem solve and develop engineering skills.

Scientific:

- Science and art are the very nature of human attempts to understand and describe the world around us. Though these subjects and methods have different traditions, and the intended audiences are different, in many cases, their basic motivations and goals are fundamentally the same. Design and Technology will involve an understanding of physics when creating designs that will be successful.

Technical:

- The **technical** aspects of any work of fine art are its properties as seen from two points of view: These aspects include artistic methods and techniques, compositional styles, media, and the materials from which a work of fine art is conceived, shaped, crafted, coloured, moulded, framed, and displayed by the artist. Similarly, in Design and Technology, students will gain technical skills, by using saws, materials, drills and a variety of materials i.e. wood &

Human and social:

- It has long been taken for granted that Art is present in all aspects of human activity and culture. That Art has roles in society. One role of Art is that Art expresses the emotions and struggles of the society it exists within, and inspires society to cope and even overcome.

Physical:

- There are several important physical features of artworks that it is important to capture, including the size, shapes, colours, and the materials that it is made of. Design and Technology will be an active curriculum where students are 'hands-on'.

Aesthetic and creative:

- In visual terms, aesthetics includes factors such as balance, colour, movement, pattern, scale, shape and visual weight. Designers use aesthetics to complement their designs' usability, and so enhance functionality with attractive layouts. "Design is the method of putting form and content together.

British Values:

It is paramount to a successful education, that young people, not only develop and consolidate key skills, but that they also withhold British Values, and become well respected citizens in society, who lead fulfilling lives, with purpose and ambition. The British Values which are central to this curriculum include: democracy; the rule of law; individual liberty; tolerance; and respect.

This curriculum will ensure that the following protected characteristics are promoted and not discriminated against; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

2. Intent

The intention of the curriculum at Howard House School is to prepare students to take part in the development of tomorrow's rapidly changing world. Creative thinking encourages students to make positive changes to their quality of life. The curriculum Howard House School encourages students to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to develop and articulate their own views based on British values, comprehend and critically evaluate the views of others. Literacy and numeracy are crucial for equipping pupils with life-long skills for effective social interactions and future employability. It is therefore essential, that in addition to specific English and Mathematic lessons, literacy and numeracy skills are embedded throughout the curriculum.

3. Implementation:

Howards House School uses a variety of teaching and learning styles in lessons. We have developed an agreed teaching model, which addresses our pedagogical priorities:

- Always a warm welcome
- Opportunities for retrieval
- Authentic links to prior learning
- Signposts to the 'bigger picture'
- Direct instruction
- Questioning
- Growth mindset
- 'I do' - modelling, deliberate mistakes, demonstrating your thinking
- 'We do' - scaffolding and guided practice' opportunities to explore
- 'You do' - application, preferably independent
- Frequent assessment and feedback and the addressing of misconceptions
- Consolidation and assessment (plenary/plenaries)

The principal aim is to develop student's knowledge, skills and understanding of the world around them. Teachers ensure that the students apply their knowledge and understanding when articulating a vision or solving a problem. Students critically evaluate existing theory and develop their own. They have the opportunity to use a wide range of materials and resources, including ICT.

In all classes, there are students of differing abilities. We recognise this fact and provide suitable learning opportunities for all students by matching the challenge of the task to the ability of the student – with the aim that every student must have their thinking stretched and challenged. We achieve this through a range of adaptations to the learning.

We carry out the curriculum planning at Howard House School in two phases: long-medium term, medium-short term. The long-medium term plan maps out the units covered in each term during the key stage. The class teacher works this out in conjunction with SLT for each group. Our

medium-short term plans, give details of how each unit of work is developed logically to appropriate end points. They identify learning objectives and outcomes for each unit, and ensure an appropriate balance and distribution of work across each term. Class teachers complete a plan for each lesson. These list the specific learning objectives and give details of how to teach the lessons. The class teacher keeps these plans, and the class teacher and SLT often discuss them on an informal basis.

We plan the activities in art and technology so that they build on the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school. Find below the adopted template that addresses the medium-short term plan:

4. Impact:

Every child deserves a meaningful education to ensure that they are able to fulfil their potential. Young People with an Education Health Care Plan, face significant barriers to their progress and achieve less well than their peers at school and in further education, they may also be more likely to be bullied or excluded than their peers.

At Howard House School, we have high expectations for the children and young people and the skills provided by professionals to help them to learn. We will strive to ensure our young people are educated by professionals who understand their needs, without fear of being stigmatised by their peers and in an environment where disruptive behaviour is not accepted.

Progress will be monitored and evidenced to ensure success is achieved and remains aspirational. This will include preparing young people in each of their transition steps throughout their education journey, recognising their achievements, improving attendance and where appropriate reduction in behavioural issues including exclusion.

The staff team will play a key role in supporting the young people to ensure any identified issues, needs or support is given and followed through in line with their Individual Education Plan. We aim to achieve positive outcomes by:

- Providing the opportunity for young people to build trusting relationships with a wide and varied range of positive role models.
- Offer a semi-rural therapeutic, psychologically informed environment where young people feel safe and secure and where emotional, physical, social and spiritual needs can be met.
- Providing high quality care, placement and therapeutic plans for young people throughout their placement. Young people are encouraged and supported to have an active part in the process through consultation and ensuring their voice is heard.
- Supporting young people to enable them to understand their emotions and how these are linked to challenging and risky behaviour. In doing this, we can teach them new coping strategies and ways of behaving that will allow them to engage more fully and successfully in society.

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- Promoting positive contact and helping build relationships and attachments between young people, family members and other significant people in their lives in accordance with their needs and wishes as reflected in their EHCP.
- Working in partnership with families, professionals and agencies and promote true multiagency and multi-disciplinary working to ensure a high standard of care.