

CURRICULUM PLANNING POLICY



1. Purpose

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

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 at **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:

Howard House School uses a variety of teaching and learning styles in lessons. 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. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give students the opportunity both to work on their own and to collaborate with others, listening to other student's feelings, thoughts and ideas, and treating these with respect. 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 strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- providing a range of challenges through the revision of different resources;
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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, which we have been adopted from the national scheme, give details of each unit of work for each term. 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

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children are increasingly challenged as they move through the school. Find below the adopted template that addresses the medium-short term plan:

Short Term Planning

Date Start and End:		Subject:		Topic/Project:	
Big Picture:					
Lesson No.:	Learning Objectives:	Differentiation:	Assessment Method:	Homework:	
	Explain Demonstrate Justify	Support: Challenge:			
Notes/Reflection:					
Lesson No.:	Learning Objectives:	Differentiation:	Assessment Method:	Homework:	
	Explain Demonstrate Justify	Support: Challenge:			
Notes/Reflection:					
Lesson No.:	Learning Objectives:	Differentiation:	Assessment Method:	Homework:	
	Explain: What is DIRT; Dedicated Improvement Reflection Time / Why improving your work is important; climb your mountain Demonstrate: How to respond to feedback; use purple pen / How progress can be made; mountain rescue Justify: Why improving your working using feedback is important / Why improving your grade is important; climb your mountain	Challenge: 1-2-1 questioning; justify / Master Class. Support: Scaffold questioning / Genius Bar			
Notes/Reflection:					

4. Impact:

Every child, whether in a mainstream or special education setting, deserves a meaningful education to ensure that they are able to fulfil their potential. Young People with an Education Health Care Plan or Statement of Educational Need, 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 behavior 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 Personal Education Plan or EHC Plan. We aim to achieve positive outcomes by:

'excellence by any measure'

RESPECT · INSPIRE · SUPPORT · EFFORT

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- 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
- 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 care plan
- Working in partnership with families, professionals and agencies and promote true multi-agency and multi-disciplinary working to ensure a high standard of care.