



**HIGH WELL SCHOOL**  
Preparing for Positive Futures

# Curriculum

<b>Policy Lead:</b>	Adrian Coates
<b>Date approved by Governing Body:</b>	31.01.2022
<b>Date Shared with Staff:</b>	07.02.2022
<b>Date of Review:</b>	January 2023

<b>Signed by Chair of Governors:</b>	<i>Margaret Turner</i>
<b>Date:</b>	31.01.2022

## Contents

<b>Curriculum Intent</b>	<b>3</b>
<b>Curriculum Implementation</b>	<b>6</b>
<b>Curriculum Impact</b>	<b>7</b>
<b>Assessment</b>	<b>7</b>
<b>Curriculum Hours</b>	<b>9</b>

## 1. Curriculum Intent

At High Well we provide a curriculum that has been carefully designed to fulfil our school ethos of Preparing for Positive Futures. The curriculum has been developed to ensure our pupils progress academically, socially and emotionally and leave us equipped with the tools needed to succeed in life. We have high aspirations for our pupils' academic progress, setting targets using KS2 results and/or baseline assessment data on entry. All pupils at High Well have an EHCP for profound/severe Social, Emotional and Mental Health Needs. In order for pupils to make strong academic progress and be successful in life after school, we must ensure that pupils' SEMH needs are met, with pupils being provided with opportunities throughout the curriculum to make progress in their social and emotional development. Within Key Stage 3, the curriculum has been constructed to ensure that social and emotional development is prioritised and pupils acquire the appropriate behaviours for learning and knowledge to access the curriculum as they progress through school.

### The social and emotional curriculum

In order to be successful in life, all pupils need to leave school with the appropriate social and emotional skills to:

- reach their goals/aspirations for life after school
- access and remain in further education, employment or training,
- keep themselves safe
- contribute positively to society.

It is important at High Well that we equip our pupils with not only the necessary academic qualifications but also support our pupils to:

- manage and regulate their own feelings and emotions
- develop their resilience
- be able to face new situations and challenges with confidence, not giving up at the first hurdle.

In order to ensure our whole school community is fully immersed in our school ethos we dedicate two lessons a week specifically to Preparing for Positive Futures. These lessons cover a variety of areas with the overall aim being to develop social skills and emotional resilience whilst providing pupils with the knowledge to make safe and informed choices about life in modern Britain. They are delivered by the staff in school alongside other professionals from a range of specialist organisations including, Change Go Live (substance misuse education) and Spectrum (Relationships and sexual education) and through one-to-one meetings with our Independent Careers Advisor, Jo Sergeant.

The following areas are included in PPF lessons:

- PSHE national curriculum, including Sex Education
- Careers advice
- SMSC (spiritual, moral, social and cultural development)
- PREVENT strategy (extremism in our society)
- CCE
- Religious festivals celebrated throughout the world
- Access to employers and places of work (compliant with the Gatsby Benchmarks)

As pupils progress to KS4 the priority of the school ethos is preparing the pupils for the next phase of their journey after High Well: further education, training or employment.

In KS4 work placements can be offered to give pupils a taste of life as an employee. Placements are chosen on the basis of individual needs and interests and are linked to an area where a pupil may want to progress to Post 16.

We work closely with the Partnership Manager at Wakefield College to ensure that the transition to Post 16 is as smooth as possible. Representatives from Wakefield College attend the EHCP review meetings for all Year 11 pupils to support with choosing an appropriate course linked to pupil and parent/carer aspirations and ensuring they understand are able to meet individual pupil needs. If a pupil is demonstrating readiness for college in Year 10 then it is possible to partake in an early college transfer (ECT) in Year 11 where they spend 3 days per week in college and 2 days per week in school.

We provide further social and emotional learning opportunities outside of the classroom across KS3 and KS4 as part of our **wider curriculum offer**. These activities provide pupils with opportunities to interact with new people, work collaboratively and implement some of the strategies learned in school away from the school site.

- Reverse the Cycle is a non-profit organisation that teaches pupils how to build, maintain and repair bicycles in a workshop environment
- Imagination Gaming provide a variety of board games and activities to bring people together and provide a stimulating mental challenge across all abilities. Pupils develop skills in a range of areas including social skills, using strategy, deduction and creative thinking.

We also have our own construction tutor who works with targeted individuals and small groups to not only learn new skills in the fields of carpentry, tiling and plastering but also apply other skills learnt in school such as maths, English and science within a practical environment.

The school ethos was created and developed in collaboration with the whole school community. Staff and pupils are actively involved in changes and developments to the curriculum. Each class in KS3 has a class teacher and a support team who deliver the majority of lessons ensuring the curriculum is implemented consistently. Subjects such as Science, PE and Computing are taught by specialist staff within both KS3 & 4. In KS4, English and mathematics specialists are used alongside other specialist staff to prepare pupils for the transition into mainstream Post 16 provision and ensure access to a range of qualifications. Pupils across the school have access to independent careers advice and guidance and access to a range of employers.

The majority of pupils at High Well have experienced many changes/disruption to their education from an early age. One of our core aims is to provide stability and a consistent approach to learning. This is achieved through a class teacher/team approach focussing on the development of secure attachments to the adults in the class team.

To fulfil the school ethos of Preparing for Positive Futures, the first step is to ensure all our pupils possess the fundamental skills to be able to learn in a classroom environment. Throughout Key Stage 3 there is a focus on providing regular opportunities to develop socially and emotionally and embed behaviours for learning. This focus is maintained throughout Key Stage 3 and addressed through curriculum lessons, bespoke SEMH interventions and extra-curricular opportunities. As part of the Key Stage 3 curriculum,

another focus is to address any gaps in academic learning, develop reading (including early reading) and remove any barriers to accessing the National Curriculum.

Within KS3 our pupils follow the National Curriculum in Maths, English, Humanities, Science, PE, Food Technology and Computing. The curriculum is aimed at ensuring all our pupils leave with a range of skills and qualifications including GCSEs. Our curriculum is tailored to ensure it also meets the social and emotional needs of our pupils as outlined in the school ethos.

Maths, English and Science have curriculum leaders who lead the planning and assessment of the subject. They are an integral part of the quality assurance procedure, leading work scrutinies and also upskilling non-specialist teachers through joint lesson observations and training.

Having prioritised social and emotional development, behaviours for learning and addressing gaps in knowledge in Key Stage 3 we can then focus on ensuring our pupils leave with the knowledge, life skills, career guidance and qualifications to match their potential. Social and Emotional development remains an integral part of the Key Stage 4 curriculum but having a secure foundation from Key Stage 3 allows our pupils the opportunity to focus on: meeting their potential, achieving the best outcomes possible and being equipped with the resilience, self-regulation and independence to successfully transition to post-16 education, training and employment.

Pupils leave High Well with a range of qualifications including GCSE, BTEC, Functional Skills, ASDAN and Step Up and Entry Level Certificates. Accreditation is across a range of subjects including Maths, English, Science, Humanities, PE, ICT, Public Services, Citizenship, Employability and Food Technology. Maths and English are delivered a minimum of 4 times per week at KS4 to ensure that all pupils leave with a minimum of functional levels of literacy and numeracy. In KS4 support staff remain consistent within each class however, in preparation for post 16 provision, teaching staff vary and are linked to specific subject areas.

Courses available at KS4:

- GCSE English, Mathematics & Science
- Functional Skills English, Mathematics & ICT at levels 1&2
- Step Up To English Award Silver and Gold
- Entry Level Mathematics & Science
- Entry Level ICT
- BTEC Home Cooking Skills L1 & 2
- Level 2 Food Hygiene Certificate
- ASDAN Personal & Social Development (PSD)
- Young Sports Leader Award L1

Reading is a priority throughout school. There is an identified phonics trained reading lead who is developing reading across the school to ensure that all pupils are functional readers and can access the curriculum. Rigorous baseline assessment is in place with each pupil assigned an area for development and appropriate intervention if required. The schemes used are: Reading is assessed on a termly basis to measure the impact of interventions and ensure pupils' reading is improving. Pupils are provided with daily opportunities to read for pleasure, Reading lessons are on the timetable in every class and, in 2019, the school refurbished a room to become a library. For pupils with reading ages at least 4 years less than their chronological age, phonics screening assessments are in place. The results of the screening will allow appropriate interventions to be put in place to rapidly close the gap. In order to improve reading ages, comprehension skills and encourage a positive attitude to reading, comprehension exercises occur on a weekly basis within KS3.

Maths and English are delivered a minimum of 4 times a week (see **Curriculum Hours**) to ensure our pupils are secure in essential numeracy and literacy skills and can access the curriculum at KS3 and KS4. Every class also has designated Reading lessons as part of their curriculum.

## 2. Curriculum Implementation

Maths, English and Science have curriculum leaders who lead the planning and assessment of the subject. They are an integral part of the quality assurance procedure, leading work scrutinies and also upskilling non-specialist teachers through joint lesson observations and training.

Pupils have access to RSE, Careers guidance, British Values and SMSC. The Careers Leader works alongside class teachers to ensure that impartial guidance is delivered to all pupils and meets that Gatsby Benchmarks for careers guidance. Statutory guidance is adhered to with updates for 2020 RSE and Gatsby Benchmarks in place.

Subject leaders regularly attend local and national training and network events in order to ensure they have the requisite and up to date skills to be able to design, implement and maintain an appropriate curriculum. By keeping up to date with relevant changes in STEM, mathematics and English they ensure that our curriculum is current and relevant.

The quality assurance calendar ensures that leaders at all levels and the governing body regularly review and quality assure the implementation of the curriculum. Learning walks, work scrutinies and lesson observations (using IRiS Connect software) occur on a termly basis providing feedback and developmental targets to teachers in order to develop their expertise on implementing the curriculum.

CPD sessions occur weekly. The training, encompassing academic and social and emotional aspects, is tailored to ensure staff have the skills to be able to deliver all aspects of our curriculum.

Internal and External CPD is utilised to develop staff at all levels. Any external CPD sessions attended by staff are cascaded at our weekly meetings to ensure all staff are equipped with the required expertise.

Due to the variety of needs of pupils at High Well, all pupils and their needs are planned for on an individual basis. As part of our social and emotional assessment, pupils are provided with personalised targets and interventions in order to make their next steps.

The assessment process identifies pupils in need of academic or social and emotional interventions. Class teachers, subject leaders and SLT collaborate to ensure interventions are allocated and implemented immediately in order to close all gaps as quickly as possible. CPD time is regularly allocated to ensure all staff have the requisite skills to effectively deliver interventions.

### 3. Curriculum Impact

At High Well, our curriculum will:

- ensure that the sequence of learning builds on previous knowledge whilst supporting future progression
- ensure that pupils retain knowledge from their learning
- ensure that pupils leave with a range of qualifications in line with their potential
- meet the academic and social and emotional needs of all pupils
- ensure that pupils leave equipped with the knowledge and tools to contribute positively to society and be successful in life
- have high expectations for everyone
- prepare pupils for their post-16 journey

### 4. Assessment

All pupils at High Well have profound/severe Social, Emotional and Mental Health needs with an increasing number of pupils having a secondary need of Autistic Spectrum Disorder or speech, language and communication needs. Many pupils have historical long-term absence, have challenging domestic circumstances, have experienced trauma or have attachment difficulties. Some have a history of anti-social behaviour, can be aggressive, violent and find it difficult to form relationships or work in groups. Many have significant learning gaps, show a lack of resilience or have specific learning difficulties.

When assessing progress, the above factors are considered. Outcomes for all pupils are contextualised based upon starting points, domestic situations and previous experiences. Baseline meetings are held at the beginning of the academic year to decide upon the priorities for each pupil. There are three pathways which are designed to challenge pupils at an appropriate level, focussing on their individual priorities. Each pupil is allocated to an Assessment Pathway using a 'best fit' approach to the criteria.

Once a pupil has been allocated to a pathway, their priorities will be decided upon by consulting the outcomes outlined in the Education, Health and Care Plan (EHCP). Personal targets will be created based upon these priorities.

#### **When is progress measured?**

Progress against targets will be reviewed termly. Within the review meetings it will be decided if the pupil is to stay on the same pathway or move to a more appropriate one.

#### **How is progress measured?**

The termly review meetings will assess the progress of the individual pupil against the personal targets created to meet their priorities. Progress will be measured using a variety of data – both Social, Emotional and Mental Health (SEMH) based data and academic data.

### **Academic**

By using FFT Aspire 50 we are able, for those pupils who have undertaken KS2 assessments, to use national data to support us to set aspirational end of KS4 targets.

If pupils do not arrive at High Well at the beginning of Year 7 or do not have KS2 results, we conduct a rigorous baseline assessment to ensure that starting points are accurate so that progress can be measured appropriately and aspirational end of KS4 targets are set.

Regular low stakes testing ensures that pupils embed knowledge into their long-term memory.

Parents are kept up to date with progress at termly pupil progress days, annual EHCP review meetings and are provided with a written report in the summer term.

## 5. Curriculum Hours

Subject	Lessons Per Week		
	Year 7	Year 8	Year 9
English	5	5	5
Reading	4	2	2
Maths	5	5	5
Science	2	2	3
Computing	2	2	2
PPF	1	2	2
Humanities	2	2	2
PE	3	3	3
Daily Mile	2	2	2
Food Tech	2	2	2
Wider Curriculum (Offsite-provisions, gaming)	2	3	2

Subject	Lessons Per Week		
	KS4A	KS4B	KS4C
English	5	5	5
Reading	2	2	3
Maths	5	5	5
Science	4	4	4
Computing	3	3	2
PPF	2	2	2
Humanities	3	3	3
PE	4	4	3
Food Tech	2	2	2
Wider Curriculum (Offsite-provisions, gaming)			1