Curriculum Policy

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At Highgate Hill House School we pride ourselves on providing education that is engaging and creative and accessible to our learners, regardless of their starting point. We understand that most of our learners join HHHS either having a negative or traumatic experience in school or have had a significant amount of time out of school. Our HHHS staff team, through their empathetic approach, provide motivation support, and guidance to our learners in every way possible to cater for their not only their educational needs, but their social and emotional needs whilst overall raising their wellbeing, personal self-esteem, and academic aspiration.

We provide, an aspirational and clearly sequenced curriculum which provides our learners with a pathway through primary and secondary education, to prepare them for their next stage of education and ultimately employment and lifelong success into adulthood. We believe in providing our learners with a positive and robust educational experience, encouraging them to develop their full potential, recognising their talents and building on their interests, whilst increasing their confidence and resilience.

As each child with special needs is unique; a crucial part of effective special needs teaching is to ensure that those working with the learner understand how to maximise learning. Our learners are taught a curriculum that meets their individual needs. This offer will be an aspirational learning journey that if appropriate, will include accreditation and qualifications, dependent on the learners' needs and ability to access the learning package.

At the heart of our offer is improving the personal development of the learner and then we support their aspirations with an adapted National Curriculum. All our learners have an EHCP, and their individual targets are supported through their curriculum. Every class is led by a qualified teacher and subject specialists oversee the teaching of all the core curriculum subjects which are taught in class. Our wider curriculum offer is based on increasing the wellbeing of our learners by meeting their needs and interests with the option to gain accreditation, certificates, and life skills, in many subject areas.

Key Agreed and Shared Principles in Education
Within Highgate Hill House School we will ensure that:

The teaching and learning will:	• Focus on raising and challenging expectations
	• Inspire, challenge, and engage
	• Be led by the learner interests and developmental level
	• Be fun and creative
	• Offer new opportunities
	• Prepare the learner well for their future life choices
The assessment will:	• Be developed upon sound research
	• Follow an agreed trajectory
	• Recognise a typical development progression
	• Celebrate outcomes and progress
The environment will:	• Be conducive to learning, social opportunities and personal development
	• Be Safe
	• Ensure equity
	• Inclusive to need, ability and sensory profile
	• Be communication friendly, meeting learners' health and social needs

The curriculum is the core from which all aspects of learning and development stem. We are committed to providing a curriculum that is relevant and meaningful for all learners. Our curriculum is designed to provide opportunities for learners to develop the skills, knowledge and understanding that will enable them to be successful learners throughout their lives.

In most cases a learner will follow an adapted National Curriculum. However, we recognise that some learners have different starting points and profiles across Maths and English and Motor Development so they may be offered further tailored learning packages at an appropriate level.

The curriculum links to the key EHCP objectives as outlined below.

Cognition and Learning:	• Readiness to learn and self-study
	• Progress against individual academic targets
	• Appropriate qualification or vocational studies
	• Subject specific learning
	• Independent thinking and learning
Communication and Interaction:	• Communicate effectively across a vast range of contexts
	• Awareness of audience and purpose
	• Listen to others' opinions and debate
	• Appropriate interactions in different social contexts
	• Sustained and detailed conversations
	• Written communication
Social, Emotional and Mental Health Development:	• Develop self-awareness and understand own emotions, personal goals, and values
	• Develop self-management skills that facilitate the ability to regulate own emotions and behaviours
	• Develop social awareness and the ability to empathise, and feel compassion for others
	• Establish and maintain healthy and rewarding relationships
	• Make sound choices about personal and social decisions
Physical Development:	• Develop physical coordination, agility, and confidence in movement in a range of settings
	• Apply the basic principles of health, hygiene, and safety
	• Recognise that physical activity has an impact on overall health
	• Recognise the benefit of sleep and physical activity

Curriculum Planning and Personalisation, Education Health Care Plan (EHCP)

All learners at Highgate Hill House School have an EHCP. An EHCP is for learners and young people up to the age of 25 who need additional support with their special educational needs. The EHCP identifies educational, health and social needs for the learner and sets out the additional support required to meet those needs. As part of our provision, targets are taken from the EHCP and form the basis of a learners Individual Learning Plan (IEP). Class teachers and LSA's (Learning Support Assistants) share responsibility for ensuring these targets are met and regularly reviewed in conjunction with subject specific teachers. Individual Health Care Plans (IHCPs) describe any medical needs and health, or care needs related to a learner. These documents should be updated at least annually or as necessary during the year.

Areas of Learning

As a member of the Independent Schools Association, we cover the following areas with our curriculum offer:

Linguistic	English Language, English Literacy, Speaking and Listening, Makaton, Phonics, Reading (Accelerated Reader), Speech and Language Therapy input,	Forest Schools/Outdoor Learning
Mathematical	Maths, Food Technology, Money, Preparation for Adulthood	
Scientific	Science, RSE	Sensory Breaks/Play
Technological	Computing, Digital Animation, Food Technology, Design Technology	Preparation for Adulthood/CIAEG
Human & Social	PSHE, RSE, Archaeology, Social Communication (SALT), History (WW1 & WW2), Geography,	
Physical	Physical Education, Swimming, Surfing, Orienteering, Occupational Therapy, Physiotherapy	D of E
Aesthetic & Creative	Art, Pottery, Textiles, Drama, Music, Music Therapy, Design Technology	

We recognise the importance of <u>all</u> five of these areas in the development of the whole child. We also recognise the requirement for English and Maths qualifications for the next stage of learning and ensure these are covered every morning in our daily timetable. As our school is a specialist SEMH school, the whole school ethos is geared around regulation; we recognise that behaviour is communication, and we work at building relationships to coregulate our learners and strategies to help them regulate themselves. We understand the

importance of physical activity and creative activity, impacting positively on wellbeing. PSHE runs throughout every interaction with every learning, building positive relationships with them. The broad aim of the specific lessons in PSHE is to help our learners understand others and our aim is for them to be able to successfully function in society when they leave HHHS. We plan the curriculum, adapting the content to the needs, aspirations, and interests of each learner.

Planning includes long term road maps that collate ideas and highlight the journey of study. Medium term planning documents are used to identify learning objectives and skill-based learning opportunities. The curriculum aims to develop skills, knowledge and understanding overtime, connecting learning, and developing links across the curriculum that support their development of schema.

Our curriculum covers a wide range of abilities from pastoral programmes through to GCSE and accredited courses. We need to ensure that learning is built on systematically from learners' starting points. This will also mean that learners will be working from different key stages across subjects in these groups. We ensure through having key objectives and themes that should be mastered by learners within each stage of the curriculum. Before learners move on to the next stage of learning, they should have triangulated evidence that the learner has successfully completed that stage of learning.

We are proud of the ambitious, broad, and balanced curriculum we offer our learners which enables us to focus on their interests and needs. All learners regardless of their starting points have the same ambitions to be successful and we ensure both their pastoral and/or academic needs are met. Our curriculum on offer provides our learners with the opportunities, skills, knowledge and understanding they need to develop into well-rounded and prepared for their next step once they leave Highgate High House School. The following areas of study are offered at Highgate Hill House School.
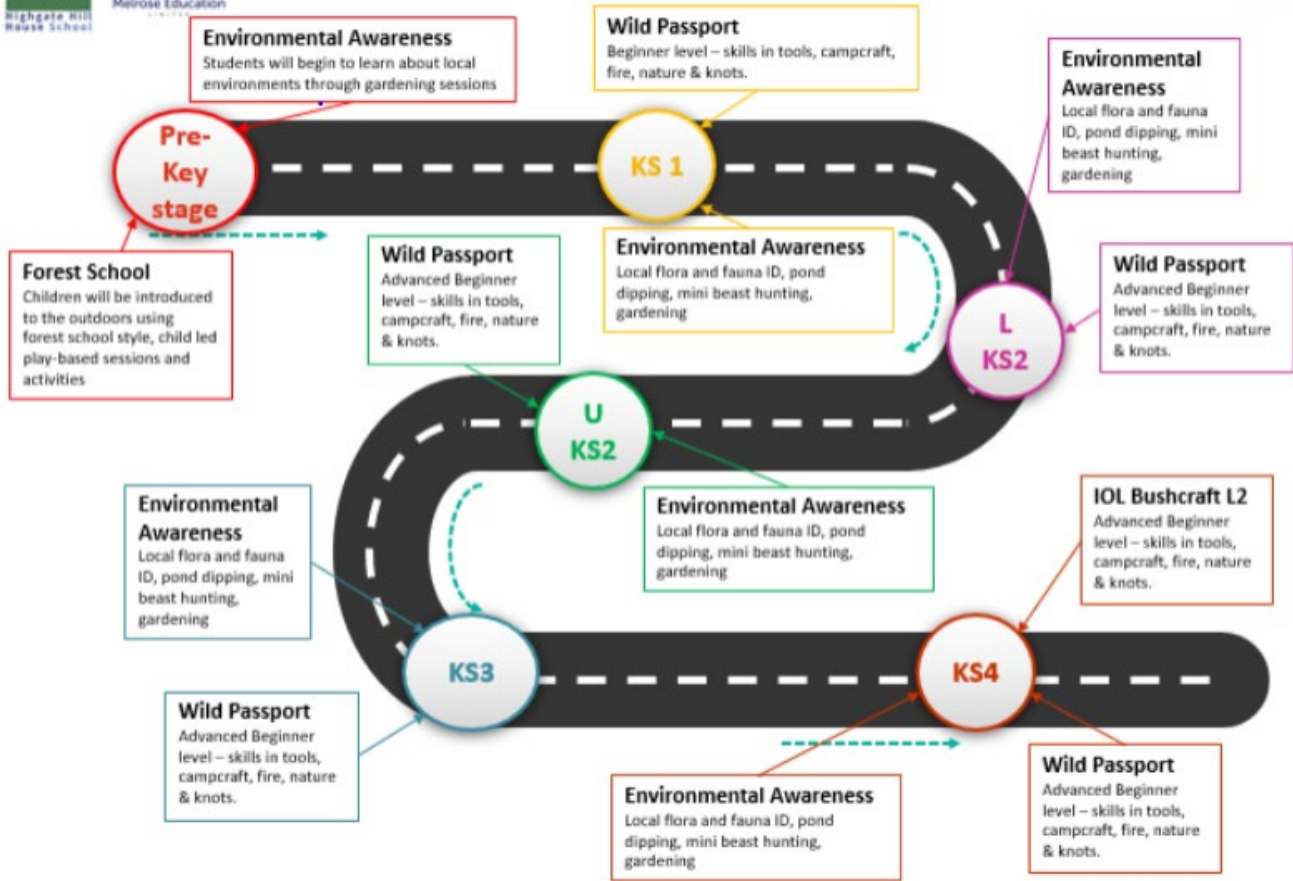
Long Term Planning
The long term is essential and in place for each subject in the form of a Roadmap. It identifies the overarching learning pathways for each year learner depending on their starting point and cohort.

Subject Leads ensure that team members are following the LTP and update colleagues regularly on any key information, changes, or new resources. Subject leads along with senior leaders will conduct regular learning walks and book looks to ensure that the planning is being followed and delivered to a high standard.

EG Outdoor Learning KS used

Environmental Awareness
Students will begin to learn about local environments through gardening sessions

Wild Passport
Beginner level – skills in tools, campcraft, fire, nature & knots.

Environmental Awareness
Local flora and fauna ID, pond dipping, mini beast hunting, gardening

Pre-Key stage

KS 1

L KS2

Forest School
Children will be introduced to the outdoors using forest school style, child led play-based sessions and activities

Wild Passport
Advanced Beginner level – skills in tools, campcraft, fire, nature & knots.

Environmental Awareness
Local flora and fauna ID, pond dipping, mini beast hunting, gardening

Wild Passport
Advanced Beginner level – skills in tools, campcraft, fire, nature & knots.

U KS2

Environmental Awareness
Local flora and fauna ID, pond dipping, mini beast hunting, gardening

IOL Bushcraft L2
Advanced Beginner level – skills in tools, campcraft, fire, nature & knots.

Environmental Awareness
Local flora and fauna ID, pond dipping, mini beast hunting, gardening

KS3

KS4

Wild Passport
Advanced Beginner level – skills in tools, campcraft, fire, nature & knots.

Environmental Awareness
Local flora and fauna ID, pond dipping, mini beast hunting, gardening

Wild Passport
Advanced Beginner level – skills in tools, campcraft, fire, nature & knots.

Medium Term Planning Sheets

Medium term planning is essential to properly prepare and meet our learners' learning needs. The medium-term planning directly correlates with the LTP planning Road Map. The MTP is the responsibility of the teacher however they may be provided with a sheet to amend and adapt over time. The MTP will enable the teacher to plan their lessons over time, including feedback slots and assessments. The information will inform and direct the flow of the lessons. Hyperlinks in blue can link to areas of the shared drive for further resources shared by colleagues. It's excellent practice to share strong and purposeful resources, this enables staff to maximise their time and amend to their own learners' needs without having to reinvent the wheel. MTP should be available at any point as requested by leaders and teachers regularly update and make notes about their learners' progress in lessons on them.

Contexts for Learning

Access to wider community, locality, and country.	We want our learners to have concrete learning in the real world and therefore we ensure that learners have access to a wide range of locations that allow them to enhance and apply their learning. This may be visiting a local shop to source ingredients for a healthy meal and working within a budget, or it could be a history visit to a local area of interest.
Social events and events linking to faiths and cultures.	These rich experiences can be used as a context for learning across the curriculum where learners begin to make the connection between literature and stories, art, music, religion, and cultures. We explore different cultures throughout the school and in food technology and lunch times.

Literacy and Mathematics Across the Curriculum	We ensure that learners can apply their learning in a range of contexts and therefore number and calculations, speaking and listening, reading, and writing are encouraged at a level that challenges in all other subjects. We encourage learners to engage in 'disciplinary literacy', an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, underlining the value of supporting teachers in every subject to teach learners how to read, write and communicate effectively in their subjects.
Work-Related Learning	As we prepare learners for adulthood work-related learning can often provide a motivating context for applying skills, knowledge and understanding in a meaningful context. This may be through role play in primary but could be through internal and external work placements or enterprise business activity.
Learning in the Outdoors	All the curriculum can be delivered in a range of outdoor contexts. For example, in science, teachers may use real-life contexts to support learning about nature, rivers and habitats. Learning outside of the classroom can support a range of conceptual learning and ensure that young people extend and apply classroom learning.

Strategies to Support Good Teaching and Learning

Clear Routines and Visual Support	We recognise our learners' need for consistency and predictability, throughout their school day and especially in the classroom environment. Having clear visual timetables and established routines support learners in managing transitions.
Role Play and Drama	Role play can support learning through enabling learners to practice skills and place themselves in someone else's shoes. Drama provides memorable experiences that can cement understanding and ensure children remember their learning.
Seeing Strong Examples of Work	To make expectations clear we can provide learners with model responses to questions, well-constructed answers that are well laid out and meet the success criteria. This ensures that we are ambitious for learners and are explicit in the standard of work that is expected.
Personalised learning Objectives	To support the process above, we ensure teachers personalise learning, incorporating individualised needs and personalised strategies into the planning, and delivery of, each lesson. When we plan our curriculum, we consider how we develop the introduction of subject specific vocabulary so that learners can use and understand the correct vocabulary and terminology. This needs to be specifically taught and used in meaningful contexts.

Programmes to Support Curriculum Delivery

Language and Literacy	To support our learner's communication needs, we offer a range of learning aids and teaching approaches. Learners have access to electronic equipment, white boards, and adapted text. Our Speech and Language Therapist assists with all aspects of social communication. We use the Zones of Regulation throughout the school to help verbalise our emotions and feelings.
Sensory Integration	Sensory integration therapy is used to help children learn to use all their senses together – that is, touch, smell, taste, sight, and hearing. These behaviours can be related to difficulties with processing sensory information and open channels for productive learning. Sensory breaks are planned into the learner's days. Our Occupational Therapist works with learners individually and with staff to help them support learners.

Preparation for Adulthood	As learners become increasingly independent and able to make safe choices, we are ready to support their independence within the community. We focus on developing their confidence in day-to-day situations starting with interactions in shops and other settings. Independent travel training starts with being a safe pedestrian and then

	moves on to support the independent use of public transport and journey planning.

Environment and Resources
The environment for all learners with special educational needs should reflect their specific requirements; this is facilitated by a general low-stimulating environment which is then customised to reflect the desired learning experience.

Specialised Rooms and Equipment	Specialist teaching requires a specialised environment, this is facilitated through access to well resourced, and custom designed work areas including a workshop/Art room, a cookery room, a library, and a sensory room. In addition, also have outdoor learning a Sports Hall and external spaces to meet learners' complex needs. Learners have access to sensory objects in their rooms such as fidget toys, weighted blankets, and chair bands.
Reading Materials	We ensure that there are a range of reading materials and resources available for learners to access including MyOn online library. There are well-chosen texts to support subject based learning and topic delivery.

Character Development, Cultural Capital, SMSC, and British Values
Character Development
Learners begin to have a better understanding or sense of themselves, with more secure values, identity, and personality. There are a range of opportunities throughout each day to reinforce a learner's positive self-image, particularly in relation to themselves as a successful learner, a positive contributor to the school community. Discussions, help learners to form ideas about things, test out their values and learn from others.
Cultural Capital
Cultural capital for learners is individualised and is dependent on their needs and aspirations. However, we aim to provide all learners with the ability to:
- communicate effectively and develop lasting functional social relationships
- to make a positive contribution to our community
- to understand their local area and its political and cultural aspects
- to have access to wider communities through residential or online communities
- to be as independent as possible
- to assert themselves respectfully
- to secure an understanding of their rights and responsibilities
Spiritual, Moral, Social and Cultural Education
Spiritual: Learners explore their beliefs and experiences and those of others, so they begin to respect different faiths, beliefs, and values. Learners enjoy learning about themselves and others in the surrounding community and wider world. They are supported to use their imagination and creativity and are supported to be reflective about their learning. This can directly be seen through our tutor time, and sessions in PSHE.
Social: Learners are supported to develop a range of social skills through structured programmes, activities, and games. They are encouraged to be an active participant within their class, our school and in the local community. They begin to accept and appreciate diverse viewpoints which can be particularly difficult due to the rigid thinking characterised by many of their diagnosis'. It is important that all learners begin to learn how to support and challenge others through taking on responsibilities e.g., being both a leader and a supporter.
Cultural: Our curriculum supports learning about a range of cultural influences, for example, Pythagoras in maths, and the impact of Shakespeare in English. They learn about the shaping of our communities and our country through its people and its geography and historic backgrounds. Learners participate in culture opportunities that build understanding, acceptance and respect and celebrate diversity. Food plays an important part in this, through whole school dining opportunities at lunchtime and by creating and using different ingredients in Food Technology.

British Values
Democracy
Our learners are listened to, and we teach them the importance of listening to and respecting the views of others. They know that their voice is important; there are many occasions when they are asked to express their opinions e.g., holding elections to select learner councillors, sharing views and opinions. Learners develop a good understanding of the democratic process and how they can influence decision making. Within lessons teachers encourage learners to defend a point of view and work collaboratively as part of a team.

Rule of Law
School rules are central to creating the safe, warm, fair, and happy environment in our school. We learn to that there is a difference between equality and equity. Learners explore their own moral codes as well as standard rules within their communities and country. They learn that this is crucially important to ensuring their own well-being and safety both in school and in their wider communities.

Individual Liberty
Learners are strongly encouraged to make choices and understand their rights and responsibilities. We provide clear and explicit boundaries to ensure that these choices can empower our learners. In class, teachers allow opportunities for learners to have the freedom to decide how they would like to achieve a goal; this allows them multiple opportunities to build resilience, to become inquisitive and to feel challenged.

Mutual Respect
Respect is embedded throughout the ethos of our school. Learners know what this is and what it looks like in practice. They are encouraged to explore their feelings and emotions and take responsibility for themselves and their choices.

Professional Support and Development
To deliver an effective offer to our learners, Highgate Hill House School recognises the importance of the contribution of therapists and counsellors. Speech and Language Therapy provides interventions and strategies for learners who have difficulties communicating. These difficulties can encompass a variety of challenges such as expressive and receptive language, non-verbal communication, sequencing thought processes and articulating or forming speech. Support is offered to teaching staff, parents / care givers and directly to learners.

Teaching staff are also guided by the input of a Speech and Language Therapist to ensure the level of language is adapted to the needs of each learner. Teachers ensure these strategies are put into place as a scaffold, to raise learners' attainment through making learning accessible, enabling them to attain their full potential.

Occupational Therapy offers therapeutic solutions to challenges faced by learners in performing everyday activities. Advice and programmes are shared with teaching staff to support learners within their classrooms. By ensuring that learners receive input on seating provisions, movement needs, fine and gross motor skills development, and classroom-based exercises, we can ensure we support learners to overcome barriers to learning outlined within their EHCPs.

Safeguarding is a priority within our school. The effective implementation of our safeguarding policies ensures our learners build an understanding and awareness of their own safety and well-being. Robust training programmes for staff supports the school in providing for effective safeguarding of all our learners. Including working with parents to raise awareness of risks faced, by vulnerable learners, in society and online. Child and Adolescent Mental Health Services (CAMHS) work with learners affected by emotional and mental health issues. They provide assessment, diagnosis and intervention strategies that can be followed by parents and school staff to ensure the best interests of the learner.

Assessment at Highgate Hill House School
Assessment of learning is the snapshot in time that lets the teacher, learners and their parents/carers know the progress they have made from their arrival at the school. Teachers are responsible for monitoring learner progress and using this to plan differentiated learning to enable all learners to work towards their potential and make progress over time.

Types of Assessment
Diagnostic Assessment
Diagnostic assessments allow teachers to identify prior knowledge and understanding. Based on these assessments learners will work towards individualised learning targets. Within these targets learners have a range of learning objectives to work towards in each subject area. Diagnostic assessments help teachers place learners within the appropriate stage of the curriculum.

Formative Assessment

Learning targets should be used to take an objective from the learner's EHCP or from a medium-term plan and break it down for a learner in achievable steps. Activities should be personalised according to each learner's individual learning needs and next steps can be planned as teachers assess the confidence and competence levels over time. Sometimes activities may set objectives that are about applying learned knowledge and therefore not necessarily always be linear or hierarchical in terms of building new knowledge and skills but can be lateral in terms of applying their learning in a range of new contexts with increasing independence. Progress overtime is evidenced in a variety of ways including written work in books, photographs of practical activities, video, and online certificates. All learners should receive verbal or written feedback to support their learning (Assessment for Learning).

The purpose of Assessment for Learning is to create dialogue between the teacher and learners that improves performance and confidence in their work. For the majority of our learners, the feedback will at times be immediate and related directly to the activity they are engaged in at that time. Feedback opportunities should be meaningful and planned into the learning for that day so that learners can edit, adapt, and improve any work as it is produced. There are 2 types of feedback that will be used significantly by staff. These are verbal and written. Due to our small class sizes, verbal feedback is very effective due to the 3 principles of feedback,

Where the learner is currently at in their learning journey – current position.
Where they need to get themselves to in their learning journey – target to reach.
How they will reach their learning destination – process to follow to reach their goal.

The following guidance should be followed when giving written feedback to our learners:

Staff feedback should be written in green pen, learner responses should be written in purple pen.
Ensure when marking work your feedback is clear, dated and guides the learner to make improvements.
The information provided clearly articulates the improvements they need to make, step by step.
Identifies where learning outcomes have been met and where they have not.
Identify and model the response you are requiring.
Focus on developing their self-esteem, make sure issues are positively addressed.
Ensure learners have time to respond to the feedback at the start of the next lesson. Encourage them to self-assess.
If they struggle when responding, give some support. But don't do it for them. Help build their resilience by breaking the feedback down into smaller chunks.
Encourage learners to extend their writing through your feedback. They must be part of the process.
Feedback should be in line with their ability and not dumbed down and therefore consistent.
Celebrate their success, note in their book, phone call home. If it's important enough for them to correct, then it's important that you acknowledge this and celebrate it.

Good Quality Marking and Feedback will have the following characteristics:

Relate to the learning intentions and objectives
Highlight the learner's successes so that the messages have a positive theme in nature
Identify an area for improvement or that can be built upon such as an extended writing piece
Give an improvement suggestion – write a prompt that will help the learner make the improvement
Remind the learners of the learning intention and success criteria
Scaffold – ask focused questions
Example – Give the learners concrete examples or suggestions that they can use
Give time – give the learner time to understand and make the changes
Encourage learners to self-assess and build their confidence over time to offer feedback to peers

Use of the Learning Question Template

Below is an example of a learning question that enables a learner to respond to a snapshot of their learning journey during a lesson. The process of self-assessment builds confidence for the learner and allows them to identify and demonstrate their understanding of the work or questions posed. Using the zones of regulation, they can identify how they feel about it and identify their own level of engagement. See example below.

Learning Question: Can I represent different fractions using concrete and pictorial resources?	How do you feel about this learning?
All – can discuss different known types of fractions (e.g. half). Most – can create a poster showing different representations of fractions. Some – can describe what a fraction is.	Level of Engagement: 0 1 2 3

Summative Assessment

Teachers provide a summative assessment of learner progress on a termly basis, with accurate data being submitted and an overall progress comment being added. This allows teachers to record progress and across a term or year. An important part of our assessment process is the use of learners' books or accreditation portfolios to evidence both the improvements and progress.

Learners work towards personalised learning goals in their Individual Learning Plans (IEP) that feed into their EHCPs. These learning goals are assessed on a termly basis to enable staff to know exactly where learners are and what input is needed next. In Key Stage 4 some learners will also be assessed through accredited coursework and formal examinations.

Spelling, Punctuation and Grammar

Teachers and Learning Support Assistants must correct spelling, punctuation, and grammatical errors sufficiently.

There should be no more than 3 or 4 corrections on a page.
Dictionaries can be used for corrections
Children should be introduced to use of capital letters and full stops and the marking codes used to identify them so that they can be corrected. Use of a pink circle for a capital letter needed and a pink P for punctuation needed.
Reversed letters and numbers should be corrected by the teacher by modelling them for the child to practice.
Clear guidelines should be given prior to starting a piece of work as to how the page should be set out.
Children should be encouraged to take time to produce their neatest work.
Learners should be encouraged, and motivated to improve their handwriting.
In maths reversed numbers in answers should be marked as correct. The correct formation of the number should be corrected by the teacher by modelling them for the child to practice.
In maths incorrect answers are indicated by a dot in pick. These should be corrected in purple as part of polishing.
U indicates a unit of measurement is to be added.
Ticks in green show a correct answer.

Frequency of Marking

A significant piece of marking and feedback should be planned once every 3 weeks for all learners.
A significant piece of work would be perhaps an extended written piece or project.
You should be planning the significant pieces of work that will require marking and feeding back on. This should be identified in your medium-term planning.
If you set a piece of work that is scheduled to be marked then you must do so as soon as possible after the learning has taken place, to ensure that the lesson is fresh in the learner's mind.
You may wish to give feedback during lesson, in which case ensure you have planned adequate time to allow this and that learners whilst waiting their turn have adequate challenging tasks to be completing.
If the feedback, you have provided has been written outside of lesson ensure that you have planned adequate time for the start of the next lesson with the learner responding to it.