



HOPE VIEW SCHOOL

CURRICULUM POLICY

AIMS

Hope View School will provide a curriculum, which inspires, challenges and safeguards all our pupils, and enables them to become:

- **Successful learners** who enjoy learning, make progress and achieve
- **Confident individuals** who are able to live safe, healthy and fulfilling lives
- **Responsible citizens** who make a socially and economically positive contribution to society

Successful learners:

- Have the essential learning skills of literacy, numeracy, and information and communication technology
- Are creative, resourceful and able to solve problems
- Have enquiring minds and think for themselves to process information, reason, question and evaluate
- Communicate well in a range of ways
- Understand how they learn and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future

Confident individuals:

- Have a sense of self-worth and believe in themselves
- Relate well to others and form good relationships
- Are self-aware and deal well with their emotions
- Have secure values and beliefs

- Become increasingly independent, are able to take the initiative and organise themselves
- Make healthy lifestyle choices
- Are physically competent and confident
- Take managed risks and stay safe
- Are willing to try new things and make the most of opportunities
- Are open to the excitement and inspiration offered by the natural world and human achievements

Responsible citizens:

- Are well prepared for life and work
- Are enterprising
- Are able to work co-operatively with others
- Respect others and act with integrity
- Understand different cultures and traditions and have a strong sense of their own place in the world
- Appreciate the benefits of diversity
- Challenge injustice, are committed to human rights and strive to live peaceably with others
- Maintain and improve the environment, locally and globally
- Take account of the needs of present and future generations in the choices they make
- Feel that they can change things for the better

**THE ORGANISATION OF LEARNING
CURRICULUM MODEL**

Pupils achieve these aims through the following subject areas:

KEY STAGE 2

Literacy, Numeracy, Science, Information Communication Technology (ICT), Geography, History, Forest School, Physical Education, Music, Art, Cooking, Construction, Religious Education and Personal, Social, Health and Economic Education (PSHEE), Behaviour Management. In addition to these subjects, pupils also participate in Sensory Circuits and Social Development.

KEY STAGE 3

English, Maths, Science, Media, Information Communication Technology (ICT), History, Physical Education, Music, Art, Cooking, Construction and Personal, Social, Health and Health Education (PSHEE), Behaviour Management, Forest Schools, Modern Foreign Language (Spanish).

KEY STAGE 4

At Key Stage 4, all students study the statutory areas of Maths, English, Science, PSHEE , as well as, History, ICT, Modern Foreign Language (Spanish), Forest Schools and Physical Education. They have the option to take music lessons and all take part in cooking, construction and art for one lesson a week. Additionally they have a behaviour management lesson each week.

GCSE Studies and other qualifications

At Key Stage 4, pupils will be entered for GCSEs in English Language, English Literature, Maths, Media and Science if they are capable of accessing these qualifications. Alternatives where this is not the case include Functional Skills or Entry Level Certificate in English, Science and Maths.

POST 16

During to the needs of the pupils who attend Hope View School, most GCSE courses are taught over a three year period instead of two. This means that Post 16 provision also encompasses a continuation of the GCSE courses studied at Key Stage 4. The Duke of Edinburgh Bronze Award is part of the Key Stage 5 curriculum. In addition students attend Catch 22 Skills Centre in Maidstone for vocational courses for one day per week. There is also the opportunity to study Horse Care Level One at Chalkhill Farm in Canterbury. An additional careers and life skills session is also timetabled once a week in school.

INTERVENTIONS

Many of our pupils join Hope View with gaps in their knowledge and education. Often their National Curriculum levels of progress and achievement are below the age related expectations. We run intervention programmes to improve Literacy and Numeracy Levels throughout the school for those pupils who need to work on these skills. Speech, Language and Communication Therapy is also available. Referral for this is made through the SENCO and sessions are provided through the East Kent Speech and Language Therapy Team.

BEHAVIOUR AND SOCIAL DEVELOPMENT MANAGEMENT

This is an area that all our pupils benefit from support with and is taught as a discrete subject to all, once a week. Where a pupil encounters difficulties which require a greater level of support, this is provided through either smaller group work or one to one sessions with the Deputy Head teacher or in sessions with the school counsellors. Again referral for these sessions is made via the school SENCO. Often a significant amount of time is needed for behaviour interventions to be effective before evidence of academic progress becomes apparent.

PHYSICAL EDUCATION

All pupils in Key Stages 2, 3 and 4 are expected to participate in the timetabled weekly PE lessons. At Key Stages 3 and 4, all PE lessons are carried out off site. A small number of skill based PE lessons for KS2 pupils are conducted on the school premises. Pupils are transported to off site establishments by school minibus. All of these provisions are equipped with changing rooms and showers however, on PE days, pupils are required to wear PE uniform to and from school.

The following offsite provision is used by the school:

Simon Langton Boys School, Canterbury – swimming pool
Kent County Cricket Ground, Canterbury – sports hall and G8 pitch
Kings Recreation Ground, Canterbury – sports hall & swimming pool
Aire Trampolining, Canterbury – trampolining (mainly KS2)
Chilham Recreation Ground – Playing field and sports hall

PSHEE and Careers Education:

PSHEE and Careers Education is delivered through:

- Discreet, timetabled lessons
- All subject schemes of work, as a cross-curricular approach
- Mentoring
- Contribution of visiting specialists
- Whole-school events
- Assemblies
- Impartial careers advice from an outside provider.

RELIGIOUS EDUCATION

All pupils at Hope View School will receive Religious Education delivered through assemblies. They are introduced to other major world religions in order to encourage understanding and tolerance but the overall emphasis remains on Christianity.

It should be noted that whilst parents/carers can withdraw their children from some or all RE and sex education sessions upon written request to the Headteacher, they cannot withdraw them from any other part of the National Curriculum.

SEX EDUCATION

The school provides sex education in the as part of the PSHEE curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents/carers may withdraw their children from any other part of the sex education provision without giving reasons.

CAREERS EDUCATION AND WORK RELATED LEARNING

The school provides careers education to all students through the PSHEE curriculum and through the scheduled careers provider programme.

POLITICAL EDUCATION

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in

a balanced manner, specifically as part of the PSHEE programme, which permeates all curriculum areas.

SCHEMES OF WORK

Schemes of work are planned and developed by subject teams, taking account of the guidance within the Learning & Teaching Policy and with regard to:

- Requirements of the National Curriculum
- Qualifications and Curriculum Development Authority (QCDA) guidance
- The National Strategies' guidance
- Local Authority guidance, such as Assessing Pupil Progress best practice
- Whole school policies and practices,
- Pupils' needs – including learning styles and reflecting diversity issues.

DIFFERENTIATION

Effective differentiation is at the heart of all planning. A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs, and those who are gifted and talented (G&T). Guidance regarding differentiation is located within the Teaching and Learning Policy.

ENRICHMENT OPPORTUNITIES

External links enrich and enhance learning, and allow pupils to make a positive contribution to our local community. Enrichment opportunities are an integral part of our curriculum, and also include opportunities for informal learning in a range of settings.

HOMEWORK

Hope View offers the choice for parents to “opt in” for their child to be set homework for relevant subjects in the upper school. In the Lower School, pupils are set reading and spelling homework throughout the week.

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable.

ONLINE SAFETY

Being aware of how to be safe when interacting with the wide range of ICT resources available to the school is an entitlement of all members of our school community. Staff follow the Acceptable Use Policy regarding ICT in school. Pupils are taught as part of their curriculum about how to recognise and avoid danger when using ICT resources. Through its Behaviour for Learning, and Anti-Bullying policies and the work of the e-safety committee, the school works to prevent any member of its community becoming the victim of online exploitation and/or cyber-bullying.

DISAPPLICATION

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes to:

- Allow a pupil with individual strengths to emphasise a particular curriculum area; and
- Allow a pupil making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum
- Decisions about any of the above will only be made after discussion with the pupil and parent/ carer.

MONITORING AND REVIEW

The whole curriculum is monitored by the Governing Body.

Curriculum review is carried out by the following groups:

- Curriculum Teams
- The Senior Leadership Team
- Outside consultants

The Governing Body and these groups proactively seek the views of parents'/carers' and pupils as part of their monitoring of the Curriculum Policy.

CONCERNS

Parents/carers who have concerns about any aspect of the curriculum should discuss these in the first instance with the SENCO or, in the case of Key Stage 2 pupils, the class teacher. If the issue is not resolved parents/carers should contact the Headteacher in writing.

OTHER RELEVANT POLICIES

This policy should be read in conjunction with:

Learning & Teaching Policy
Homework Policy
PSHEE Policy
Special Educational Needs Policy
Assessment, Marking and Reporting Policy
Equality and Diversity Policy
British Modern Values Policy

Person responsible for this policy: Mrs C Lorne – Headteacher

Policy Review Date: August 2019