



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 are equipped with the knowledge and skills for adult life and become valued and positive members in society.

Successful learners:

- Have the essential learning skills of reading, 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), History, Forest School, Physical Education, Music, Art, Cooking, and Personal, Social, Health Education (PSHE), Behaviour Management. In addition to these subjects, pupils also participate in Sensory Circuits and Social Development.

KEY STAGE 3

English, Maths, Science, Information Communication Technology (ICT), History, Physical Education, Music, Art, Cooking, Woodwork, Robotics, and Personal, Social, Health and Education (PSHE), and Forest School.

KEY STAGE 4

At Key Stage 4, all students study the statutory areas of Maths, English, Science, PSHE, as well as History, ICT, Duke of Edinburgh, and Physical Education. They have the option to take music lessons, and take part in cooking, woodwork, Art, and Robotics. Additionally, some pupils take part in Life Skills and attend Catch 22.

GCSE Studies and other qualifications

At Key Stage 4, pupils can be entered for GCSEs in English Language, Maths, History, Science, and ICT 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, Maths, ICT, History and PE.

POST 16

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. There is also the opportunity to study Horse Care Level One at Chalkhill Farm in Canterbury, and pupils attend Catch 22 to aid and prepare them for transition to college.

INTERVENTIONS

Many of our pupils join Hope View with gaps in their knowledge and education. Often their attainment is below expected for their age-related expectations. The curriculum is carefully tailored for pupils, and pupils who would benefit from additional interventions such as Speech, Language and Communication Therapy, Sounds-Write (Phonics), Occupational Therapy and Drama Therapy are identified.

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 offsite 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:

The Stour Centre (Ashford)

Chilham Recreation Ground

PSHE

PSHE is delivered through:

- Discreet, timetabled lessons.
- Schemes from the PSHE Association and Collins “Your Life”.
- Mentoring.
- Contribution of visiting specialists.
- Whole-school events.
- Assemblies.
- Impartial careers advice from an outside provider.

SEX AND RELATIONSHIPS EDUCATION

The school provides sex and relationships education in the as part of the PSHE 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 and relationships education provision without giving reasons.

CAREERS EDUCATION AND WORK-RELATED LEARNING

The school provides careers education to all students through the PSHE curriculum and through the scheduled careers provider programme (EBP).

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 PSHE programme, which permeates all curriculum areas.

SCHEMES OF WORK

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

- Requirements of the National Curriculum for core subjects; Maths, English & Science.
- 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 most able. 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 School provides homework for all our pupils and work actively with parents and carers to support them in its completion.

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 School Improvement Advisor.

Curriculum review is carried out by the following groups:

- Curriculum Teams
- The Senior Leadership Team
- Outside consultants

The School Improvement Advisor 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. 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:

Homework Policy

PSHE Policy

Additional Educational Needs Policy

Assessment, Marking and Reporting Policy

Equality and Diversity Policy

British Modern Values Policy

Relationships & Sex Education Policy

Responsible Person: Mrs C Lorne – Proprietor

Policy Review Date: July 2024

