



Northern House School (City of Wolverhampton)

Curriculum policy

Implementation Date: September 2018

Review Date: August 2019

Signed:  Executive Headteacher

The revised national curriculum has been implemented from September 2014. As an academy, we are not obliged to follow this slavishly, but we recognise that it does offer a broad and balanced education, so much of our work is based on it. We benchmark every pupil's academic abilities on arrival at the school and help them reach aspirational targets. In this way, they can make up any lost ground and feel the joy of mastery learning.

Making good academic progress is therapy in itself, but we believe that the curriculum experienced by our pupils must be much more than a diet of English, Maths, Science, Humanities, Art, Music, PE, RE, PSHE and Modern Languages.

Our curriculum offers pupils opportunities to grow and mature through:

- Accredited academic and vocational qualifications including GCSE's in English, Maths, Science, Art and PE. NOCN level 1 and 2, BTEC and Duke of Edinburgh award.
- Vocational and enrichment learning through bricklaying, construction, motor vehicle repair, carpentry, agricultural and land based studies fishing, barbering, Lego therapy.
- A wide range of after school clubs, including BMX riding, rock climbing, ice skating, kayaking, cooking, drama, football and tennis
- Rehearsing and performing plays and concerts for friends and family
- Off-site learning experiences in the locality and further afield in places such as Cannock Chase, Ironbridge, Warwick, London and forest schools.
- Residential camps in Wales where pupils learn to live away from home and enjoy the challenge of outdoor pursuits such as kayaking and camping

Most important of all is the '**hidden curriculum**'.

This is the atmosphere in school created by Professionals and young people working together to improve the life chances of the pupils. We respect one another. We realise that not everyone is the same, so make allowances for differences between us. Pupils and staff members alike get up in the morning and look forward to coming to school. We take pride in being part of Northern House School. This pride is visible in the way we dress and apparent in the way we talk to one another. Our school cares and nurtures, and that is what sets us apart.

Primary Curriculum

- Pupils will be taught a broad and balanced curriculum in line with NC expectations
- All children who are able, will access Key Stage national tests
- Particular emphasis will be given to Literacy, Numeracy, Science and Computing
- Pupil premium funding will be spent on raising pupils' attainment in Literacy and Numeracy
- All pupils will enjoy daily physical exercise
- All pupils will access a range of arts activities, with Music, Dance, Art, Design and Drama featuring strongly in the curriculum
- All key stage two pupils will be given the opportunity to participate in residential off-site activities
- The moral and spiritual development of pupils will be encouraged through a short collective daily act of worship (grace at lunchtimes); participation in fund-raising events such as Children in Need, Sports Relief and sponsorship of a child in the developing world
- Pupils' academic progress will be tracked using Classroom monitor and bespoke school assessment procedures.
- [Our KS1 Phonics and Reading Scheme](#): Pupils make excellent use of the *accelerated reading* reading scheme and the *Letters and Sounds* phonics programme

Secondary Curriculum

- Pupils will be taught a broad and balanced curriculum in line with NC expectations for their key stage
All pupils who are able, will access Key Stage national tests
Each pupil's individual education plan (IEP) will set out the pupil's own and the school's expectations with regards to the acquisition of external qualifications
- The IEP will make clear the pupil's pathway through GCSEs, other academic or vocational accreditations and college and work experience opportunities
- Particular emphasis will be given to Literacy, Numeracy, Science and Computing
- Pupil premium funding will be spent on raising pupils' attainment in Literacy and Numeracy
All pupils will enjoy daily physical exercise
- All pupils will access a range of arts activities, with Music, Dance, Art, Design and Drama featuring strongly in the curriculum
- All secondary pupils will be given the opportunity to participate in residential off-site activities, including overseas travel, when possible
The moral and spiritual development of pupils will be encouraged through a rigorous PSHE programme and participation in fund-raising events such as Children in Need, Sports Relief and sponsorship of a child in the developing world.

Example of Primary School timetable:

| | BREAKFAST 9:00 – 9:25 | 5 MINS BRAIN GYM | PERIOD 1 9:30 – 10:15 | PERIOD 2 10:15 – 11:00 | PERIOD 3 11:15 – 12:15 | PERIOD 4 12:50 – 1:20 | PERIOD 5 1:20 – 1:50 | Ref/Gold 2:05 – 2:20 | |
|------------------------------------|--------------------------|------------------------|--------------------------------|---------------------------------------|------------------------------------|--------------------------|-------------------------|-------------------------|--|
| LIONS 6A | MON | | ZOOLOGY ^(KL) | LITERACY PHONICS/HANDWRITING | NUMERACY | RE | ART | | |
| | TUES | | NUMERACY | LITERACY READING COMPREHENSION | SCIENCE | DT | OUTDOOR ED | | |
| | WED | | NUMERACY | LITERACY GRAMMAR/PUNCTUATION | TOPIC | STEM | PSHE | | |
| | THURS | | FOOD | | MUSIC (RW) | PE | | AUTUMN 1 2018 - 2019 | |
| | *FRI | | NUMERACY CCP Team Teach | LITERACY BIG WRITE | CIRCLE TIME PLATINUM TIM | MR PHILLIPS | | | |
| PLAYTIME 11- 11:15 | | | | | | | | | |
| LUNCHTIME 12:20 – 12:50 | | | | | | | | | |
| CELEBRATION ASSEMBLY 12:10 – 12:20 | | | | | | | | | |
| STORYTIME/SEAL 1:50 – 2:05 | | | | | | | | | |

Example of a secondary School timetable:

| KS3 Group | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 |
|-----------|-------------------------|------------|--------------|-------------------|----------------|
| Monday | English (18) | Maths (18) | D.T. (10) | Landbased St (42) | I.C.T. (24) |
| Tuesday | English (18) | Maths (18) | Science (18) | P.S.H.C.E. (18) | Art (13) |
| Wednesday | OUTDOOR LEARNING (LLAV) | | | | |
| Thursday | English (18) | Maths (18) | Science (18) | TACT (18) | Music (21) |
| Friday | English (18) | Maths (18) | P.E. (SH) | P.E. (SH) | Food Tech (19) |

Our school curriculum Provides relevant accredited courses which offer a range of qualifications that meet need and improve outcomes for all pupils over time. Our curriculum offer has been refined to include additional vocational based learning opportunities both on-site and through externally sourced providers. The implementation of land based agricultural studies and animal care has improved aspirational outcomes as well as attitudes to learning.

The introduction of additional accredited vocational courses through NOCN (Level 1 & 2) Motor Vehicle Repair, Construction and bricklaying. Following a comprehensive audit of skills and abilities of both staff and pupils we now target the large numbers of disaffected learners in KS4 who are currently disengaged with learning and are struggling to access the traditional curriculum. The curriculum is now designed to accommodate and motivate young people with moderate learning difficulties, speech language and communication issues and low social, emotional well-being. By offering a more kinaesthetic approach to learning offering a vocational trade we have reduced the number of behaviour related incidents across KS3 & 4 with marginal gains in both attendance and academic outcomes.

The curriculum on offer at the school focuses heavily on the emotional and social needs of the pupils. This is a high priority for the school and there are many interventions available to pupils to support them in overcoming their barriers to learning. The work of wave 2 and 3 targeted intervention teams such as BIC (Be included centre) for pupils with disruptive behaviour which is deemed low level but of high frequency, TLC (teaching and learning centre) for vulnerable and disaffected pupils who require a higher level of nurture in order to engage with school and the SAAAB team (safeguarding against antisocial and aggressive behaviour) for high tariff young people at risk of permanent exclusion is having a very strong impact on some of the most challenging cases across the school. To further enhance the quality of intervention provided we must now produce strong evidence to support the impact each wave of intervention is having on pupil welfare and academic progress.

The use of Boxall profiles to identify individual pupils emotional and social needs ensure the work they undertake is targeted effectively. As a school we must now ensure they assess the progress pupils make against these targets to effectively see the impact they are making.

Our curriculum is changing with the landscape of education and designed very much to meet the complex needs and low aspirations of the pupils we serve. The curriculum reflects the culture and ethos of the school making it a forward thinking specialist provision for young people with Social, emotional and mental health issues. Each programme of study is carefully designed to re-connect young people with learning. A number of our pupils have been affected by social media, online gaming and internet access at some point in their lives. We work hard from an SMSC perspective to educate and manage the changing technological world around us to best equipped the pupils of Northern House to succeed in life. A huge amount of investment has created wonderful opportunities for pupils accessing Northern House School (City of Wolverhampton), including: extended forest school provision, outdoor BMX track professionally installed, Agricultural studies, animal care, outdoor and adventurous learning opportunities.

Our school curriculum provides the opportunity for pupils to develop life skills that will support them moving into further learning and work experience placements.