



Curriculum Policy

Person Responsible:	Headteacher
Last reviewed on:	29/09/2025
Next review due by:	29/09/2026
Created:	May 2020
Revisions:	July 2021, Nov 2022, Oct 2024, Sep 2025

Quorn Hall School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** – We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** – We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** – Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** – Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give pupils options, voice, and choice in order to enable them to be creative.
- **Competence** – In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** – Develop resilience so they see failures or negative situations as a learning opportunity by implementing a growth mindset approach.
- **Compassion** – For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** – To overtly demonstrate to pupils that adults do care about them and their futures – every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Educare / National College (online CPD)
- Data protection and GDPR guidance
- Specialist insurance cover
- Neotas (Online searches / Social Media checks)
- VWV (legal)

Where this policy refers to ‘employees’, the term refers to any individual that is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Overview and Intent

At Quorn Hall School, we deliver a broad, rich curriculum which empowers every pupil within our school to achieve, progress and become a confident, resilient citizen equipped with the qualifications, skills and confidence to succeed in their next phase of education. Our goal is to help each young person re-imagine their potential, creating a virtuous cycle in which they continually recognise their successes and increase their ambition and confidence. Achieving culturally recognised milestones is key to supporting them to trust that they are on track and have access to the same curriculum and qualification opportunities as their peers in mainstream schools; at Quorn Hall School they receive the specialist support of small group teaching, therapeutic input and relational practice that enables them to achieve their potential. The National Curriculum is at the heart of our provision and we support young people to achieve recognised qualifications from GCSEs to awards in Sports Leadership. We also develop their cultural capital, character and confidence through the Duke of Edinburgh Award and participation in a range of sports and cultural activities.

We recognise that all pupils' ability to learn is underpinned by high quality teaching of basic skills, knowledge, concepts and values in a carefully sequenced, coherent curriculum which builds systematically on prior experiences. When gaps in their previous knowledge and understanding are identified, teachers skilfully ensure that they are supported to close these gaps *and* continue to progress to their expected levels. There is also a strong emphasis throughout the school on developing the skills to read fluently with confidence and understanding, with a range of support programmes in place to support young people who have specific learning difficulties such as dyslexia.

We aim to ensure that our curriculum:

- Provides a broad and balanced education for all pupils which is coherently planned and sequenced. This is based on a combination of the National Curriculum, PSHCE, RSE and SMSC and therefore meets the Independent School Standards.
- Our curriculum promotes the fundamental British values of democracy, individual liberty, the rule of law, mutual respect and tolerance of those of different faiths and beliefs.
- Promotes equality and teaches students to respect and regard the protected characteristics.
- Gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Enables our pupils to read fluently and access the wider curriculum, receiving support where needed to overcome specific learning disabilities such as dyslexia.
- Enables pupils to develop knowledge, understand concepts and acquire skills, and to be able to choose and apply these in relevant situations.
- Has high ambition for all pupils at each Key Stage, supporting them to close gaps and keep progressing so that by the end of Key Stage 4, they achieve the required qualifications, independent learning skills and resilience to proceed to their chosen college courses or apprenticeship.

- Supports pupils' spiritual, moral, social and cultural development, enabling them to participate effectively in modern multicultural Britain. There is explicit teaching about belief systems in order to engender respect for other people in Humanities and World Studies lessons.
- Supports pupils' physical development, enabling them to find ways of being active which they enjoy and to support them to take increasing levels of responsibility for their own health and wellbeing in preparation for adulthood. Pupils engage in at least 80 minutes of timetabled physical education per week and daily optional sensory circuits of between 20 and 45 minutes.
- Ensures equal access to learning for all pupils; with high expectations for every pupil and appropriate levels of challenge and support.
- Equips pupils with the knowledge and cultural capital they need to succeed in life and embrace opportunities.
- Promotes preparation for, and an appreciation of, life in modern multicultural Britain.

Implementation

We are committed to providing the best learning opportunities including high quality teaching and access to the community and learning programmes that link classroom learning to life skills. Reading is a key focus throughout the school and we support young people to read often and read fluently, encouraging them to explore a range of literature reflecting their interests as well as ensuring that they encounter high quality challenging texts within the English curriculum. Subject specialists develop the schemes of work for each subject, based on the National Curriculum programmes of study and the exam syllabuses, which teachers then deliver in a manner which makes them accessible and engaging for our pupils. We also benefit from beautiful grounds and specialist teaching areas such as a science lab and Food Technology room. In addition to a dedicated IT suite, all classrooms have an Interactive Whiteboard and teachers can book Chromebooks and laptops to support learning.

Within Quorn Hall School's curriculum we are able to adapt our teaching to reflect the needs of individual pupils. We recognise pupils' strengths, needs and interests and build on these to promote achievement and success. We identify our pupils' learning needs through ongoing teacher assessments. We also have the support of an experienced educational psychologist, an occupational therapist and a speech and language therapist who can help identify and address additional barriers to learning.

Emotional barriers to learning can also be addressed through a tiered approach, with all young people benefiting from the strong relational practice and trust together with a strong PSHCE programme which includes a focus on mental health and wellbeing. Additional support and advice can be provided through tailored pastoral support or the range of therapies we offer, overseen by a clinical psychologist.

Using this range of expertise, we can help our pupils to:

- improve self-regulation;
- improve coping with uncertainty and change;
- increase ability to make and sustain meaningful relationships;
- increase their confidence and independence as learners, re-imagining their potential and increasing ambition
- improve quality of life and reduce stress for both pupils and their families.

At Quorn Hall School we benchmark all our new pupils on arrival and ensure we identify gaps in their experience and knowledge. The whole school uses data to monitor pupil progress towards their targets, supporting meaningful reflection by teachers and leaders on progress

data and links with attendance, the taught curriculum and the quality of teaching and learning.

There is a strong emphasis on supporting staff through ongoing CPD to deepen their subject knowledge and improve the quality of teaching and learning. For example, subject specialists are encouraged to be part of subject associations and the school pays for their membership.

Throughout all our key stages, the teaching staff at Quorn Hall School seek for pupils to be able to remember the concepts and key knowledge taught, supporting them to integrate it into their developing understanding. In every lesson, it is imperative that we communicate the importance of why we are teaching this and how it links to what they have learnt previously and how it will help them progress towards the next stage. Identifying and practising key vocabulary helps build pupils confidence and makes material increasingly accessible. All learning is sequenced to provide a structure and firm foundation for our pupils to develop into the independent, confident and resilient young adults we aspire for them to become. Teachers encourage recall and check pupils' understanding, identifying misconceptions and providing clear feedback in real time as well as through marking.

Our staff complete trauma informed training and have an excellent understanding for when a student is ready to learn. Students who are not ready to learn are encouraged to use self-regulation strategies and find suitable alternatives to help develop their social, emotional and mental health needs.

The Stables (KS2)

Nurture group principles are used to create a safe, structured and predictable learning environment where pupils learn to self-regulate, work and play cooperatively. They are supported by a consistent core team of adults, building relational trust. They have access to most aspects of the National Curriculum, PSHCE and RSE together with enriching activities such as forest school and food lessons. Pupils participate in whole school cultural events such as the Remembrance Day service. Subject specialist teachers teach some subjects as well as primary specialists.

Learning is approached developmentally. Some students display more 'ready to learn' behaviours than others. Therefore, learning is broken into manageable chunks with varying expectations according to students' needs and levels, working towards being able to engage in more and more learning over time.

The following subjects are covered:

- Phonics(RWI/Fresh Start)
- Reading
- English
- Maths
- Art
- Forest School
- Food
- Physical Education
- Science
- PSHCE
- Humanities

- Mulberry Bush
- Computing

Key Stage 3

Quorn Hall School provides access to a broad and balanced curriculum, with a strong emphasis on developing core literacy and numeracy skills with qualified maths and English. This ensures that they benefit from subject specialists' expertise and passion and begins to build their capacity to learn from a wider range of adults, while still having the support of their familiar teaching assistants. Science and Humanities are taught in a thematic way in World Studies lessons; Careers, PSHCE and AQA Unit Awards are delivered as part of our Preparation for Adulthood lessons to develop our pupils' life skills and citizenship knowledge. To build their confidence in gaining qualifications, pupils will have the opportunity to take mock Functional Skills assessments in Year 9. The Prevent Duty is a statutory duty that requires schools to have regard to the need to prevent people from being drawn into terrorism. This involves promoting tolerance and understanding, and challenging extremism and radicalisation. The Prevent Duty is effectively integrated into the curriculum to promote tolerance, understanding, and challenge extremism. Here are some ways to achieve this:

- **Promote critical thinking:** Encourage students to analyse information from various sources and question stereotypes, biases, and extremist ideologies.
- **Develop empathy and understanding:** Teach students about different cultures, religions, and beliefs, promoting respect and tolerance for diverse perspectives.
- **Develop healthy relationships:** Emphasise the importance of healthy relationships, both romantic and platonic, and the dangers of harmful or exploitative relationships.
- **Address online safety:** Educate students about online grooming, radicalisation, and the potential dangers of online content.
- **Encourage open communication:** Create a safe and supportive environment where students feel comfortable discussing their concerns and seeking help if needed.
- **Promote mental health and wellbeing:** Address mental health issues and provide support for students who may be vulnerable to radicalisation.
- **Incorporate real-world examples:** Use case studies or examples to illustrate the consequences of extremism and radicalisation.
- **Collaborate with external agencies:** Partner with organisations like the police, local authorities, or charities that specialise in counter-terrorism and youth support.

By integrating these elements into the curriculum, Quorn Hall School can help students develop the skills and knowledge they need to resist extremist ideologies and build a more tolerant and inclusive society.

The following subjects are covered:

- Reading
- English
- Maths
- Art
- Forest School
- Food
- Physical Education
- World Studies
- Preparation for Adulthood
- Computing

- Careers

Key Stage 4

Quorn Hall School provides access to a broad and balanced curriculum, with a strong emphasis on developing core literacy and numeracy skills. Subjects are taught mostly by subject specialists e.g. science and PE. This continues to broaden their web of trusted adults and ensures that they benefit from subject specialists' passion and expertise and prepares them for their next phase of education. Pupils at Key Stage 4 work towards GCSEs, Functional Skills qualifications and the Bronze and Silver Duke of Edinburgh Award and various other nationally recognised qualifications at entry level, level 1 and level 2. We also support young people with vocational pathways and relevant work experience, onsite and in partnership with local employers. They continue to meet with an Independent Careers Advisor and our own careers specialist, who helps them plan and shape applications and develop their interview skills. They benefit from the support of the Quorn Hall team in their transition to their choice of local college courses or apprenticeships.

- Reading
- English
- Maths
- Art
- Forest School/Duke of Edinburgh
- Food
- Physical Education
- Science
- Preparation for Adulthood
- Humanities
- Computing
- Careers

Impact

As a result of high quality teaching and the sequenced curriculum, pupils develop detailed knowledge and skills in a broad range of subjects. Book scrutinies reflect the improvements in the quality of work produced and formative assessments indicate how pupils are supported to progressively close the gaps they arrived with in Reading, Maths and other subjects. As a result, pupils can go on to achieve nationally recognised qualifications, including Functional Skills and GCSEs alongside the Bronze Duke of Edinburgh Award.

Our destination data shows how successful the combination of what pupils have learnt at Quorn Hall School and the high quality transition support have been, with young people consistently progressing onto local colleges and apprenticeships. We encourage young people to stay in touch with the school as Alumni, recognising that this continues to empower them and that they can continue to be role models and raise aspirations for current pupils.

Monitoring and Evaluation

The Headteacher is passionate about the difference that education can make, has high aspirations for our pupils and recognises the transformational role of high quality teaching in

the life-long success of our young people. He therefore takes a leading role in monitoring and improving the quality of education. He is ably supported by a team of assistant heads, the key stage leaders, subject specialists, HLTAs, TAs, the Academic Intervention Lead and the SEN team.

Lesson observations, learning walks, work scrutinies and pupil progress are used to support whole school improvement and inform the individual support and development opportunities teachers can benefit from. At Quorn Hall School we believe that the best teachers are always learners and there are a range of development opportunities to suit individual ambitions as well as a rich whole school CPD offer. Talented teaching assistants have been supported to qualify as teachers, HLTAs or PRMs (positive relationship mentors), subject specialists are encouraged to develop their subject knowledge and the school also supports leadership development e.g. staff working towards the NPQSL.

Qualifications

Pupils gain qualifications through a Functional Skills pathway or GCSE pathway depending on their progress by the end of Year 9. Students also access a range of other qualifications such as:

- Duke of Edinburgh Award
- GCSE Maths
- GCSE English Language
- Functional Skills Maths
- Functional Skills English
- BTEC L1 Applied Science
- Digital Functional Skills
- BTEC Home Cooking Skills
- Arts Award
- WJEC Entry Level Certificate in Humanities
- Sports Leaders

Reading

Reading is an essential life skill which brings both opportunity and joy. At Quorn Hall, we promote reading in all areas of the curriculum.

A daily slot is dedicated to reading and a variety of resources are supplied to encourage a love of reading. Reading journals are kept to keep a record of progress.

Pupils in the lower school are taught phonics using Read, Write, Inc as the chosen SSP. Fresh Start by Read Write Inc is used to help pupils in both The Stables and the upper school with gaps in their phonics skills and knowledge to catch up.

Pupils who are working well below age related expectations are given bespoke intervention over the course of the academic year. Star Reader is used three times a year to baseline and then track progress in reading and comprehension ability. Pupils also have the opportunity to use Accelerated Reader.

See also [📖 Reading Policy](#)