



QUORN HALL
SCHOOL

Curriculum Policy

Person Responsible: Headteacher

Last reviewed on: November 2022

Next review due by: November 2023

Created: May 2020

Revisions: July 2021, Nov 2022

Quorn Hall School 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 students 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 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.

Within 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](#) 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 employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR (HR)
- Peninsula BusinessSafe (Health and Safety)
- Due Diligence Checking (DBS)
- Educare (online CPD)
- National College (online CPD)
- School Pro (Data Protection)
- Neotas (Online searches / Social Media checks)

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 and Music. 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, PSHE & C, 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.
- 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. Students engage in at least 80 minutes of timetabled physical education per week and daily optional physical education of an extra 40 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, Food Technology room and a state-of-the-art music recording studio. 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 PSHE & C 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 - KS3)

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 full access to the National Curriculum, PSHE and RSE together with enriching activities such as Forest School. When appropriate, themes are used to help create a coherent and connected learning experience. Pupils participate in whole school cultural events such as the Remembrance Day service. Subject specialist teachers teach some subjects as well as primary specialists.

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 teachers as well as a wider curriculum taught by subject specialists e.g. science and PE. 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. Careers education is provided through our PSHE curriculum and through careers lessons. To build their confidence in gaining qualifications, pupils will have the opportunity to take mock Functional Skills assessments in Year 9.

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 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.

Post 16

Our post 16 provision is designed for students who need some extra time to gain qualifications and prepare for transition to another post 16 provider. The provision is based over 3 days and mostly takes place off-site to help students to transition. The focus is on achieving the very best grades in literacy and numeracy, as well as other subjects by request. Students are also prepared for independent living through an ASDAN award in personal development, which is tailored to their goals. Students are also prepared for the world of work through either work experience or vocational learning.

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, with several then progressing on to university. 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. She therefore takes a leading role in monitoring and improving the quality of education. She is ably supported in this by two assistant heads, the key stage leaders, subject specialists 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, 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 ASDAN Life Skills, Duke of Edinburgh and NCFE Technical Certificates.