

MUNTHAM HOUSE SCHOOL

**CURRICULUM
POLICY**

Curriculum Policy

A Broad Curriculum

At Muntham house school, we have an aspirational curriculum that gives our pupils the best chance to succeed in life giving them the foundations for a safe caring and happy future. We have high aspirations for our learners from all starting points that enable them to achieve their personal best. We keep our curriculum as broad as possible for as long as possible affording pupils access to a balance of academic, vocational, and technical courses allowing pupils to thrive in the next stages of their lives. Within the whole-school curriculum, individual subject disciplines are clearly demarcated on the school timetable (Key Stage 3 -5) or taught as part of a thematic curriculum (Key Stage 1 – 2).

Muntham House School ensures that all pupils, regardless of their starting points, backgrounds and individual needs, are afforded the same ambitious curriculum and an equal chance to succeed. A broad and balanced curriculum is in place, and specific attention is being given in the planning of the curriculum so that it meets our learner's needs. Teachers and support staff are supported by leadership to understand and focus on helping pupils acquire the knowledge and skills that will be meaningful to pupils in life and the world of work.

The Local Curriculum

Our local curriculum reflects the unique character of the Muntham House Community. We complement the national curriculum offering the statutory requirements of core subjects whilst also delivering required therapy and therapeutic sessions as dictated by individual pupils Education Health and Care plans (EHCP).

Specific Interventions in Literacy and Numeracy are offered to many pupils as a high percentage of pupils join the school community after not being in education for a lengthy period and/or being academically behind.

The nature of the school community is further recognised by supporting pupils' spiritual, moral, social, and cultural development with a comprehensive whole school PSHE curriculum that extends into the 24 hour curriculum with subject specialists holding PSHE sessions in care time. RE is incorporated with relationships, tolerance of different cultures, and respect for others' views into the PSHE and History programme of study.

Careers education and opportunities for work-related learning are embedded as young as possible with official timetabled career lessons from Year 8. Careers-focussed off-site visits are offered to Year 7 pupils. A bespoke and successful work experience programme is embedded in KS4 offering all pupils the opportunity to experience the world of work and develop careers based skills.

In addition to the therapeutic support, we recognise the importance of biophilia and give young people opportunities to be involved in looking after and walking our "Farm" animals or contributing to the horticulture area, where vegetables for the school kitchen are grown. Building on this we offer an all-year Forest Schools programme up to Year 8 and then timetabled Duke of Edinburgh Award lessons in year 9 and KS4.

The whole school's "Local Curriculum" is developed and built around the special needs of the school population and aims to offer our young people appropriate activities and opportunities to stretch and challenge them building their self-esteem and resilience.

Relationships and Community Values Curriculum

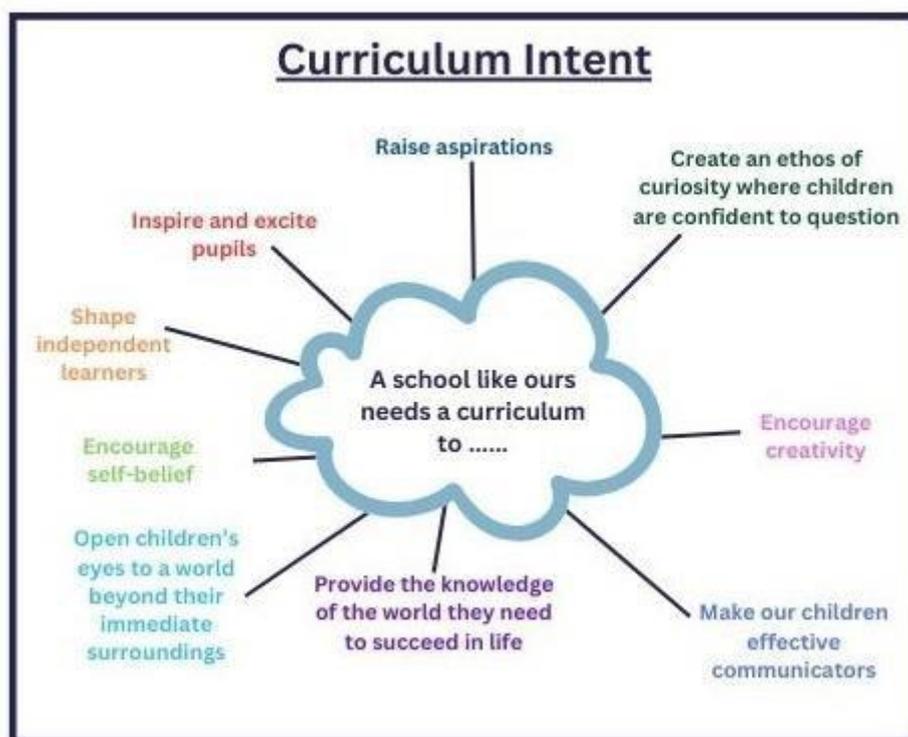
At Muntham we focus on more than just the formal curriculum. It is also about the messages pupils receive through the experience of being in school. High quality purposeful teacher-pupil relationships has a positive effect on behavioural, social, and academic progress. Praising pupils for success is a large part of the schools culture and happens at regular intervals. The in school points system allows pupil to see clearly what is expected to achieve well and pupils are recognised for this achievements with weekly rewards. In addition to this in daily assemblies (line up) praise is shared amongst the whole community for outstanding achievements in class and in our community via the Muntham house school leaf system. Pupils who have achieved and received the most leaf nominations light the candle at the end of the day. This focus on a praise culture helps us build self-esteem, confidence, and a love of learning in pupils.

Pupils also have access to emotionally available adults (EAA's) throughout the school community who are able to support them with wellbeing and mental health needs and help them progress in all aspects of school life. Through these relationships pupils are given a secure base from which they can engage in all the wonderful learning opportunities our curriculum has to offer.

Curriculum Intent

The curriculum intent framework is Collaborative planning and consensus about the knowledge and skills that learners need. Objectives, outcomes and standards are clear and define what needs to be achieved.

Our curriculum has been designed to ensure every pupil can 'Learn, Enjoy and grow'. Our holistic approach to learning is bespoke to the needs of all pupils. Our curriculum is not just about appropriate subject-specific knowledge but also about using skills and understanding across the curricula and becoming compassionate citizens. We want to develop individual and collaborative learning experiences, a positive growth mind-set, a sense of responsibility and challenges that take them beyond the classroom expectations.



Curriculum Implementation

The connected curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities that best meet the pupils' learning and developmental needs in our school. Our curriculum provides pupils with memorable experiences and diverse and rich opportunities from which pupils can learn and develop transferable skills.

Those who are most able are challenged and supported through tasks that provide opportunities for greater depth, and those who struggle are encouraged and given targeted support to embed skills, develop at their own pace, or simply learn in a style that best suits their individual needs. Our highly inclusive classrooms are autistic-friendly. Our staff are experienced and trained in a variety of well-being strategies. Engaging with the outdoor environment is one unique strength for the school. The school has an established Forest school and offers Duke of Edinburgh Awards. Aspirational residential opportunities for our pupils to build resilience, self-esteem, and motivation are also a successful part of our curriculum in KS3, KS4, and KS5. Trips such as sailing, three peaks mountain climbing, and National football tournaments at St Georges Park all are part of an extensive ambitious programme to incredible real world learning opportunities for our pupils.

Teachers present the subject matter clearly and promote appropriate discussion about the subject matter being taught. They systematically check pupils' understanding, identify misconceptions, and provide clear, direct feedback focused on the next steps for progress. In so doing, they respond and adapt their teaching as necessary to stretch learning. Key knowledge and skills are revisited promoting deeper learning in a spiral manor so pupils are able to recall and remember more of what they are taught.

Curriculum Impact

Muntham House School's Curriculum impact will develop pupils' character, including their resilience, confidence, and independence, and help them stay physically and mentally healthy.

Curriculum Impact will also focus on pupil achievement as assessed by national examination results such as GCSE's, BTEC's, and many other extra qualifications such as DofE and driving theory tests. Pupil achievement will also be evaluated using progression and destination data, recognising that good outcomes are not just measured in qualifications but in how successfully pupils are developed as well-rounded citizens ready to go into next steps in learning at Fe colleges and Universities or in apprenticeships or employment.

A successful curriculum must consider the underlying purposes of education, cover essential content, and be flexible in an ever-changing world.

We see the development of English, Mathematics, Science, and Creative Media as central to our curriculum work, balanced with Humanities, Expressive Arts, Technology, and Physical activities. A range of planned extracurricular activities and curriculum days will enrich the children's experiences.

We strive to provide a curriculum that all pupils will find enjoyable, and that helps them understand the relevance of their lessons. This can only be achieved using the experience, enthusiasm, and specialism of individual teachers who provide interesting, engaging, and differentiated lessons in a structured, well-ordered classroom environment.

We promote a safe, happy, and caring community as a school so that pupils can enjoy their education and maximise their achievement. Pupils are regularly assessed and monitored across the school to ensure that they progress in each curriculum area.

Aims

- To provide a broad, exciting and challenging curriculum that embraces pupils.
- To provide a fun, stimulating and challenging environment to all pupils.
- To promote an awareness of and respect for diverse cultures, values, beliefs and abilities.
- To equip children with various skills and a desire for lifelong learning.
- To work with other schools to share good practices to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- Delegated powers and responsibilities to ensure all school personnel and stakeholders know and comply with this policy.
- Responsibility for ensuring that the school complies with all equalities legislation.

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- Nominated a designated Equalities governor to ensure appropriate action will be taken to deal with all prejudice-related incidents or incidents that breach this policy.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for ensuring this policy and all policies are maintained and updated regularly.
- Responsibility for ensuring all policies are made available to parents.
- The responsibility of involving the School Council in developing, approving, implementing and reviewing this policy.
- Nominated a link governor to visit the school regularly, liaise with the Head of Education, and report back to the Governing Body.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of The Head of Education

The Head of Education will:

- Ensure all school personnel, pupils and parents know and comply with this policy.
- Work closely with the link governor.
- Provide leadership and vision in respect of equality.
- Provide guidance, support and training to all staff.
- Monitor the effectiveness of this policy.
- Annually report to the Governing Body on the success and development of this policy.

Role of the Nominated Governor

The Nominated Governor will:

- Work closely with the Head of Education.
- Ensure this policy and other linked policies are up to date.
- Ensure that everyone connected with the school is aware of this policy.
- Report to the Governing Body every term.
- Annually report to the Governing Body on the success and development of this policy.

Role of the Subject Leader

- There will be a subject leader for each curriculum subject.
- Each subject leader reviews the progress of their curriculum subject and reports this to the Head of Education and other staff members.

Role of School Personnel

School personnel will:

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- Comply with all aspects of this policy.
- Careful planning will be undertaken for all areas of the curriculum, but pupils will be encouraged to take time to react and to develop unexpected moments that will further develop their experiences.
- Be encouraged to develop the curriculum by using the range of cultures within the school.
- Maximise learning opportunities by encouraging and developing parental involvement.
- Use a range of teaching and learning styles to address the needs of all children.
- Implement the school's equality policy and schemes.
- Report and deal with all incidents of discrimination.
- Attend appropriate equality training sessions and report any concerns they have about any aspect of our school community.

Role of Pupils

Pupils will:

- Be aware of and comply with this policy.
- Learn to take pride in their work.
- Produce work of a high standard.
- Be encouraged to bring in their own items and information to enhance and take ownership of a topic.
- Listen carefully to all instructions given by the teacher.
- Ask for further help if they do not understand.
- Participate fully in all lessons.
- Participate in discussions concerning progress and attainment.
- Treat others, their work and equipment with respect.
- Support the school Code of Conduct and provide the guidance necessary to ensure the smooth running of the school.
- Be responsible for their learning.
- Liaise with the school council.

Role of School Council

The School Council will be involved in:

- Determining this policy with the Governing Body.
- Discussing improvements to this policy during the school year.
- Organising surveys to gauge the thoughts of all pupils.
- Reviewing the effectiveness of this policy with the Governing Body.

Role of Parents

Parents and Carers will:

- Be aware of and comply with this policy.
- Be encouraged to take an active role in the life of the school by attending:

- parents and open evenings
- parent-teacher consultations
- school concerts and special events
- fundraising and social events
- Be encouraged to become involved in curriculum development by helping in school, participating in curriculum focus weeks and maximising learning opportunities between home and school.
- Be asked to take part in periodic surveys conducted by the school.
- Ensure regular and punctual attendance.
- Notify the school on the first day of pupil absence.
- Not request holidays in term time.
- Encourage effort and achievement.
- Encourage completion of homework and return it to school.
- Provide the right conditions for homework to take place.
- Support level-up homework club and ensure pupils hand in homework on time.
- Support the school Code of Conduct and provide the guidance necessary to ensure the smooth running of the school.
- Ensure pupils wear the correct school uniform at all times.

Time Allocations

Each subject has a specific time allocation for curriculum delivery. Class timetables provide details of time allocations to each subject.

Planning

Curriculum Maps for all subjects are in place to guide and support the delivery of the Curriculum.

Subject Policies

Policies are in place for all subject areas and are updated every year.

Monitoring

Standards will be monitored regularly by:

- lesson observations
- looking at pupils work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning

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- curriculum discussions

Subject coordinators and members of the Senior Leadership Team will undertake monitoring.

Educational Visits and Visitors

- We actively encourage educational visits to link in with topic work.
- Invited speakers will enhance the experiences of the pupils.

Parental Involvement

All parents are informed of their child's topics via termly newsletters and are actively encouraged to help in any way they can.

Equal Opportunities

- We aim to promote an awareness of and respect for diverse cultures, values, beliefs and abilities.
- We look for ways to encourage equal opportunities in all subject areas.
- By careful monitoring, we encourage those underachieving in certain areas.

Special Needs

Teachers' planning caters to the comprehensive ability range by including differentiated opportunities for all children to progress.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The School Handbook/Prospectus.
- The school website.
- The Staff Handbook.
- Meetings with parents, such as introductory, transition, and parent-teacher consultations.
- School events.
- Meetings with school personnel.
- Communicate with home, such as through newsletters.
- Reports such as annual reports to parents and Headteacher reports to the Governing Body.
- Information displays at the main school entrance.

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel to keep them updated with new information and guidelines concerning equal opportunities and curriculum developments.

Policy updated – July 2024

Policy Review Date – July 2025