

Curriculum Policy

Ratification

Role	Name	Date
Proprietor	Harriet Harrison	
Reviewed	Harriet Harrison	Sept 2024
Review Date:		Sept 2025.

Our vision

Our vision is to ensure that our curriculum provides the very best foundations for all of our student's needs. We seek to promote a curriculum that is accessible to all our pupils and which enables them to achieve as highly as possible and to experience academic and personal success.

We recognise that many children who come to us have experienced school trauma and may have core difficulties that lie at the heart of their additional needs. Our curriculum is academic, but our first priority is to develop the emotional and social development of our pupils to enable learning to take place.

Westward House School will endeavour to ensure that each pupil's education has continuity and progression which enables them to progress with confidence to the next stage of their lifelong learning.

We do this by offering a flexible and bespoke approach where the aim is always to put the child first and adapt the curriculum to fit the individual, rather than individual fit the curriculum. We believe that by this method of approach, children re-engage with learning and can make considerable progress in the Four Purposes of Learning.

Independent School Standards

Independent schools are required to provide full-time supervised education for all pupils of compulsory school age, which gives pupils experience in the following areas:

- Language _____
- Communication _____
- Mathematics _____
- Science _____
- Technology _____
- Humanities _____
- Health and Well-being _____
- Expressive arts _____

(see more information in appendix 1)

Curriculum for Wales

We are following the principles of the new curriculum for Wales. The aims of the curriculum at Westward House are for our children to become:

- Ambitious, capable learners
- Enterprising, creative contributors
- Ethical, informed citizens
- Healthy, confident individuals

Our education, being centred on these aims, is critical to realising the goals set out in the Well-being of Future Generations (Wales) Act 2015 and for the United Nations Convention for the Rights of the Child, to respect and uphold the rights of children and empower them.

How our curriculum is delivered

Due to their varying needs, pupils may not always be grouped according to key stage. They will be grouped in such a way as to enable all pupils to learn and achieve to the best of their ability, with a focus on their likely future destinations. However, in general terms, the curriculum will be planned as follows:

Key Stage 2

Independent School Standards	Timetabled Subjects	Course/Qualifications
Language, communication and skills (including speaking, listening and literacy)	English Drama Also skills to be developed across the curriculum Additional sessions for individual pupils where required	
Mathematics and skills (including numeracy)	Maths Numeracy Also skills to be developed across the curriculum Additional sessions for individual pupils where required	
Science	Science projects to develop understanding of hypothesis,, prediction, methodology, outcomes and reporting. Also skills to be developed across the curriculum.	
Technology	Weekly ICT lesson Also skills to be developed across the curriculum	
Humanities	RSE History Geography Business Studies	
Health and Wellbeing	PSE Cookery P.E. Out and About	
Expressive Arts	Drama Art	LAMDA qualifications Arts Award Trinity College London Level 2 (Bronze)

Key Stage 3

Independent School Standards	Timetabled Subjects	Course/Qualifications
Language, communication and skills (including speaking, listening and literacy)	English Drama Also skills to be developed across the curriculum Additional sessions for individual pupils where required	
Mathematics and skills (including numeracy)	Maths Numeracy Also skills to be developed across the curriculum Additional sessions for individual pupils where required	White Rose curriculum Working towards Entry Curriculum at end of Yr9
Science		Entry level curriculum
Technology	Weekly ICT lesson Also skills to be developed across the curriculum	
Humanities	RSE History Geography Business Studies	
Health and Wellbeing	PSE Cookery P.E. Out and About	SWEET programme (BTEC) Work towards L2 Extended Certificate
Expressive Arts	Drama Art	LAMDA qualifications Arts Award Trinity College London Level 2 (Bronze)

Key Stage 4

Independent School Standards	Timetabled Subjects	Course/Qualifications
Language, communication and skills (including speaking, listening and literacy)	English	WJEC Entry Level GCSE (Lang) Paper B
Mathematics and skills (including numeracy)	Maths	White Rose programme WJEC Entry Level iGCSE EdExcel
Science	Science	WJEC Entry Level WJEC GCSE Applied Science (Single) Possibility of double for some pupils
Technology	Computer Science	EdExcel

Humanities	Geography History RE	iGSCE EdExcel Non-examined student led topics WJEC Short Course
Health and Wellbeing	Health and Social Care PSE Careers	BTEC L2 SWEET Programme (BTEC) Post-16 visits to colleges
Expressive Arts	Art	Portfolio GCSE (WJEC) Arts Award Trinity College London – Level 2 (Bronze) LAMDA qualifications

Differentiation of curriculum for pupils with ALN

All pupils have an individual education plan highlighting specific needs identified in IDP, Statement or more generally through consultation with parents and specialist agencies. These also take into account historic behaviours and issues. Whilst the school recognises the need to challenge and stretch pupils it recognises barriers to learning that can impact on wellbeing and ultimately progress. These barriers are identified and addressed on an individual basis.

Development of Skills

The development of skills is a crucial part of the curriculum. We aim to develop pupils' skills across the curriculum, ensuring that literacy, numeracy, digital competence and other essential skills are seamlessly integrated into daily learning activities. (See appendix 2 for example of skills development on Out and About days).

Curriculum Planning

Long-term

Medium term

Planning for progression

Monitoring of curriculum – how do you do this?

We will review the curriculum on at least an annual basis, to ensure that it meets the needs of individual pupils who enter the school.

Appendix 1

Independent schools registration and operational guidance (2024)

Standard 1: Quality of education provided

172. The overall purpose of Standard 1 is to ensure that a school has a curriculum which:

- covers a broad range of subject disciplines
- is delivered through teaching that will enable all pupils to make good progress according to their abilities, and that such progress is properly assessed as part of a continuous process that feeds back into lessons

173. Independent schools must offer full-time supervised education for all pupils of compulsory school age (between 5 and 16). This includes subject matter appropriate to the ages, aptitudes and needs of all pupils, including those with an IDP or statement. The school must draw up a written curriculum policy setting out the school's approach to teaching, which is supported by appropriate plans and schemes of work. These must not undermine the fundamental values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance to those of different faiths and beliefs

The school's written policy plans and schemes of work must also take account of the principles in Part 1 of the UNCRC.

No requirement to teach Curriculum for Wales

174. The regulations are not intended to be prescriptive about the way a school organises its curriculum. Furthermore, they do not require the school to follow the Curriculum for Wales for pupils of compulsory school age.

175. When preparing for inspectors to judge compliance with this standard on an initial registration visit, a school must:

- have a curriculum policy and broad curriculum plans for pupils of differing ages and abilities, that is appropriate to the learning needs of the pupils that will be attending and enables them to make good progress
- have a plan for on-site, off-site and remote activities, where appropriate
- provide an indication of what learning and assessment will 'look like' at key stages of development, and covering all the areas of learning
- provide an indication of the qualifications or accreditations that pupils will be prepared for, where appropriate

176. The school must give pupils experience in the following areas (plans and schemes of work must illustrate how each area is to be woven into the school curriculum).

Language, communication and skills (including speaking, listening and literacy)

This area looks at developing pupils' overall literacy skills. It also looks at increasing their command of language through listening, speaking, reading and writing. Where the principal language of instruction is a language other than Welsh or English, there must be lessons in written and spoken Welsh or English.

Mathematics and skills (including numeracy)

This area looks at:

- developing pupils' ability to make calculations
- developing pupils' ability to understand and appreciate relationships and patterns in number, shape and space
- developing pupils' confidence and capacity to think logically by applying their skills in a wide range of situations and to express themselves clearly

Pupils' knowledge and understanding of mathematics and numeracy should be developed in a variety of ways, including:

- practical activity
- real-life problem solving
- exploration
- discussion

Science

This area looks at increasing pupils':

- knowledge and understanding of nature, materials and forces
- skills associated with science as a process of enquiry, for example observing, forming hypotheses, conducting experiments and recording their findings

Technology

There is wide discretion about how schools develop a curriculum to teach technological skills. For example, some schools might not wish to encourage certain aspects of information and communication technology, or possibly any at all. These schools must still ensure that pupils have conceptual familiarity with the digital skills and technology that will be encountered in everyday life such as for finance, business and communication, including mobile phones. While technological skills can include the use of ICT, they are generally concerned with:

- developing, planning and communicating ideas
- working with tools, equipment, materials and components to produce good quality products
- evaluating processes and products

Humanities

This area is concerned with:

- people and their environment
- how human action, now and in the past, has influenced events and conditions

Often the subjects of history and geography make a strong contribution to this area.

Health and wellbeing

This area aims to develop pupils’:

- physical health and development
- mental health
- emotional and social wellbeing
- physical control and coordination
- tactical skills
- imaginative responses

It also aims to help them to:

- evaluate and improve their performance
- acquire knowledge and understanding of the basic principles of fitness and health
- understand and appreciate how the different components of health and wellbeing are interconnected.

This area also recognises that good health and wellbeing are important to enable successful learning.

Expressive arts

This area looks at the processes of making, composing and inventing. It helps pupils to develop their creative talents, artistic skills, and performance skills. There are expressive, aesthetic, and creative aspects of all subjects, but some make a particularly strong contribution. These include those that call for personal, imaginative and often practical responses, such as:

- art
- music
- dance
- drama
- the study of literature

Through engaging with the expressive arts, pupils can gain an understanding and an appreciation of their own and other cultures and societies

Appendix 2 Out and About Days

Add example of completed template