



Leading Therapeutic Education

## Poplar House School

### CURRICULUM POLICY

Date policy last reviewed: 03.02.23  
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signed by:  
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Date: \_\_\_ November 22 \_\_\_

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### 1 PRINCIPLES

The curriculum is the formal means by which Poplar House School translates its aims and values into practice. The Bridge House School curriculum policy reflects the requirements of [National Curriculum programmes of study](#) and also reflects the criteria for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

At The Poplar House School, we aspire to raise educational standards through a robust vocational, academic, holistic, and therapeutic approach.

The aims of our curriculum are to:

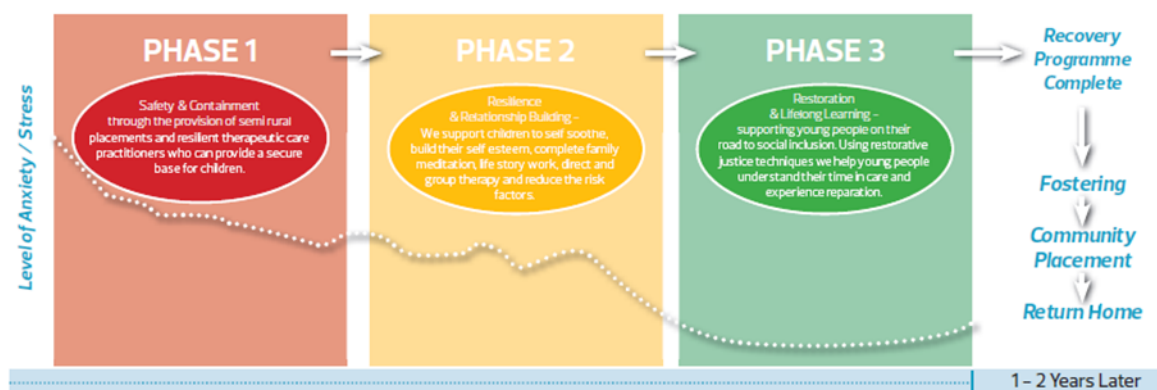
- Provide equal opportunities for all students regardless of gender, skill, cultural, ethnic or religious background
- Offer a broad and balanced provision to all students
- Prepare students for further study, the world of work and to become active citizens
- Develop positive personal and social values
- Provide a variety of activities which bring about effective learning
- Provide appropriate challenges and lead to achievement for all students
- To provide a curriculum that takes into account abilities and skills as well as individual needs including those stipulated in possible Education, Health and Care plans (EHCP)
- Provide continuity and progression from the point of transfer to the time of leaving Poplar House School
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals

- Provide continuity and progression from the point of transfer to the time of leaving Poplar House School
- Use a variety of resources to provide our students with a holistic educational package to enhance their educational and employment opportunities, and raise their social skills, reducing the risk of social and economic exclusion.

The aim of our curriculum is therapeutic rather than an academic, although every effort will be made to challenge our pupils to improve academic achievements.

The targets of the curriculum at Poplar House School embrace the therapeutic goals and needs of young people alongside their academic focus. Education will focus on delivery of subjects such as ASDAN PSHE, AQA unit Awards, Music, Art and link in with a therapeutic approach that links in with the first stage of our Wellbeing for Life programme whereby Phase 1 focuses on safety and containment rather than academic achievements initially.

Safeguarding is paramount throughout our curriculum.



## 2 CURRICULUM STRUCTURES

The curriculum is planned in a coherent manner ensuring it meets legal requirements, including those of a broad and balanced curriculum and embraces cross-curricular themes including

- Career advice and guidance
- PSHE (citizenship, Sex education, British Values)
- Science
- English
- Maths
- ICT
- Humanities
- Music
- Art
- Food Technology
- MFL

Sex Education and British values are embedded across the curriculum with bespoke sessions taking place. Therapy will be part of the weekly timetable constructed around each individual student's needs and will be led by a weekly Multi-Disciplinary Meeting.

The development of students' personal, social skills, and their spiritual and cultural development are addressed specifically through the PHSE and digital literacy programmes which will be embedded and bespoke sessions. The importance of developing ICT, literacy, and numeracy is recognised by the curriculum's time allocation and a continuing emphasis on developing these skills across the whole curriculum.

Our curriculum aspires to give young people in all Key Stages experience in the following areas:

- Linguistic education – this will be done through English and literacy, reading, six book challenge, developing positive affirmations.
- Mathematical Education - through Maths and numeracy.
- Scientific - this will focus on Horticulture, biology, substance misuse, and food technology.
- Technological – Through the use of ICT and digital literacy, social media awareness, and use of the internet.
- Human and social – A focus on health and social, problem solving, working as part of a team positive thinking, being part of the community.
- Physical and aesthetic – physical education, mindfulness, and personal wellbeing.
- Creative education – introducing learners to art, music, graphic design, creative media.

Pupils will benefit from studying topics linked to their social environment along with National Curriculum and Exam Syllabus criteria plus vocational options which are reviewed on a regular basis. Our expectations at Poplar House School are that all students will be entered for examinations like (Entry Level Certificate, ASDAN, FS, NCFE, Arts Award, GCSE and A Level), however this depends on their individual needs.

Students will still be offered programmes of study that link in with the national curriculum.

### **Post 16:**

Post 16 provides a bespoke curriculum tailored to students' individual needs.

Post 16 students work towards externally accredited courses as well as accessing vocational education. The post 16 curriculum is individualised to meet students' needs, interests, and aspirations. All students who have not achieved grade 4 in Maths or English are expected to undertake directed study time to enable appropriate retakes of GCSE exams, functional skills exams, or steppingstone programmes such as entry level certificates. Additional life skills which are delivered within the curriculum include cookery, independent skills, financial awareness, travel training and enterprise. These areas are built into the timetable in varying degrees for each student, depending on their vocational course specific needs.

The additional range of curriculum areas covered includes Travel training, PSHE, Careers programmes including work experience, relationship education and opportunities for physical education sessions each week. We offer additional GCSE or other qualifications aimed at supporting Further Education places for those students that have achieved a pass grade in English and Mathematics.

### **3 CURRICULUM TIME**

The school week roughly comprises of 50 - minute periods, although this may be adapted to individual pupil's needs. Teaching time per subject reflects the need to maintain a broad and balanced curriculum. Generous time allocation is made for English, maths, and science. It is reflecting the importance of these subjects for all students at KS3 and KS4 and the development of functional skills as well as the more therapeutic subjects such as art, music and design technology, horticulture.

## 4 SCHEMES OF WORK

A sound and well-developed scheme of work are in place for each subject. It is essential in helping to plan teaching and learning within and across subjects, as well as documenting the curricular activities planned for groups of students. Schemes of work also provide a basis for monitoring and evaluating the curriculum as it is a working document. Common headings including:

- planned teaching and learning activities
- cross-curricular aspects and links to ICT and other subjects
- differentiation including meeting needs as specified in EHCP
- assessment
- resources.

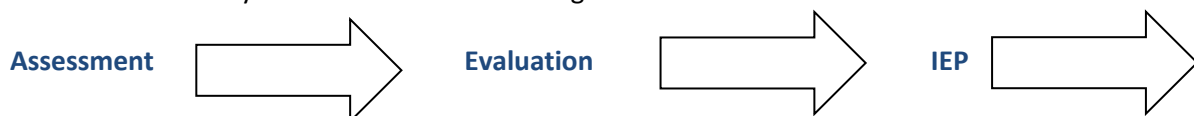
Schemes of work aim to be made to adapt to the changing cohorts of students. We aim to have a bank of specific schemes of work that are highly individualised and reflect our therapeutic approach and would be applicable to new cohorts. A scheme of work is a programme of study that will be adapted to each learner's needs to make it an effective tool. This can be done by taking guidance from an EHCP or a particular learning style.

## 5 DIFFERENTIATION

Students need to work at a level and pace appropriate to their needs. Students are taught in classes grouped by broad ability and prior attainment or mixed ability.

Whatever the form of grouping, a differentiated approach is required to ensure that the range of abilities, individual needs, and interests of the students are taken into consideration, so enabling them to experience success.

All curricular activity should follow the following flow chart.



## 6 TEACHING AND LEARNING

Students learn through their experience's lessons being taught. They learn most effectively when they feel valued when they are encouraged to take responsibility for their own learning and when they are actively involved in the learning process. A range of teaching and learning strategies need to be employed with students of all ages to increase their motivation and to create a challenging, stimulating, and rewarding learning environment in which they can succeed. Strategies will include working individually, in pairs and small groups, whole, practical work, problem-solving, role play, the use of ICT and external visits, and guests.

### English

For many of our children and young people, English represents the most significant barrier to learning. Some have learning difficulties; some have lost ground through having missed education; many react negatively to lessons in which reading, and writing play a part. For all learners, progress in English is essential, in that it plays a part in all aspects of the curriculum and is closely linked to thinking, learning, and employability skills.

## **Rationale**

We aim to provide a stimulating, secure, and supportive environment where children and young people are encouraged to express themselves and where their contributions are valued. We will provide an environment where students will develop their ability to use language to think, explore, recognise, and communicate their ideas. We will consider how we support students with SEND when planning so that we can provide access to learning experiences across the curriculum that are matched to ability and interest, regardless of the pupil's English level.

## **Principles**

1. Literacy is a right for all pupils and a central part of the preparation for adult life.
2. There is a responsibility for all teachers and support staff to develop literacy skills and to approach its development consistently.
3. We will prioritise the development of literacy across all areas of the curriculum.
4. We will make literacy support a key feature of differentiation in all subjects.
5. We will carry out baseline testing on admission to Poplar House School to ensure accurate assessment of need.
6. We will take specialist advice from speech and language therapists, where EHCP identifies barriers in this area.
7. We will provide strategies to all staff, to ensure they have accurate information about the literacy levels of all students they teach, and how best to support them, and their targets for development.
8. We recognise that language is central to students' sense of identity, belonging, and growth; and, in turn, to raising students' own expectations of achievement, improving students' confidence and self-expression.
9. Reading and reading clubs will be stimulated by allocating set time on our timetables.

## **Maths**

*'Maths is an essential life skill, and learners need to be able to apply this skill across the curriculum in different subject areas, and in real-life contexts. It is also about identifying and applying numerical reasoning in order to solve a problem and carry out the numerical procedure which enables people to work out and show their solutions'.*

## **Principles**

We aspire to enable our students to be able to:

- recall mathematical facts confidently
- calculate accurately and efficiently, both mentally and with pencil and paper, pulling on a range of calculation strategies
- use proportional reasoning to simplify and solve problems
- use calculators and other IT resources appropriately and effectively to solve mathematical problems, and select from the display the number of figures appropriate to the context of a calculation
- use simple formulae and substitute numbers in them
- measure and estimate measurements, choosing suitable units and reading numbers correctly from a range of meters, dials, and scales
- calculate simple perimeters, areas, and volumes, recognising the degree of accuracy that can be achieved
- understand and use measures of time and speed

- appreciate the concept of scale in geometrical drawings and maps
- understand the difference between mean, median, mode and range and the purpose for which each is used
- collect data, discrete and continuous, and interpret and predict, from graphs, diagrams, charts, and tables
- have some understanding of the measurement of probability and risk
- explain methods and justify reasoning and conclusions, using correct mathematical terms
- judge the reasonableness of solutions and check them when necessary
- give results to a degree of accuracy to the context.

See the Maths policy for further details.

## **7 HOMEWORK**

Regular and appropriate homework set is an integral part of students' curriculum entitlement. Homework enables students to consolidate and extend work covered in lessons, to carry out a private study, research, and to develop good study habits. Each student will keep a homework diary. Homework is also closely linked to our Wellbeing for Life Program.

## **8 TRANSITION**

Teaching programmes are carefully planned to take into account students' previous work and achievements. This work will be supported using agreed transfer documentation, including curriculum information, transition plans, EHC plans, and other formal and informal contacts between teaching staff at Poplar House School and at our main partner provision.

The importance of the transition from KS3 to Entry Level Certificate/ Functional Skills and GCSE courses also needs to be recognised in the planning of schemes of work and the level of demands made of students. All students where applicable will receive a bespoke transition plan whereby they will be integrated into a mainstream peer group setting. This principle is the same for any Key stage 4- 5 transition. Close cooperation with colleagues from our Poplar House School will enable a smooth transition within Educ8. Educ8 produces Education Outcomes Reports on a regular basis, which will inform stakeholders of advice on each student's transition plan.

## **9 HOME TUITION**

Home tuition can be organised in the following circumstance:

A student is in crisis, and a risk assessment or a re-integration plan advise home tuition in order for the student to have time away from school and facilitate a smooth reintegration when the student is back to baseline.

Home tuition will cover the same subjects as regular school tuition. There will be a morning session (3x 45 minutes) and an afternoon session (2x 45 minutes) during which individualised education will be delivered.

In cases of home tuition, Education Staff will be involved in the education process acting in a learning support role as well as enabling group work and discussion and opportunities for shared learning and speaking and listening as well as delivery of vocational parts of the curriculum. The Lead Teacher will be responsible for effective use of Education Staff during Home Tuition and is also the designated

person to establish and maintain strong and robust links with the parents/carers to enable the delivery of learning.

## **10 MANAGEMENT, MONITORING, AND EVALUATION**

Overall responsibility for the curriculum at our school rests with the Headteacher. Further curriculum responsibilities are:

- Headteacher to work with the Executive Headteacher to ensure a broad curriculum and assessment procedures are carried out.
- to agree on a sex education policy for the school
- to ensure Emotional education is provided
- to ensure the special educational needs policy is being carried out in identifying and helping students with special need
- to hear any complaints from parents, students, and Teacher concerning the curriculum
- to safeguard the therapeutic input in our Wellbeing for life model.
- To discuss educational progress and issues weekly in the MDT meetings.

An annual review of the curriculum's effectiveness regarding the progress of the students will be held under the Headteacher guidance.

The Headteacher is responsible for day-to-day decisions about the management of the curriculum and of the school and reports to the Director of Education, Executive Head Teacher and CEO. They will also ensure that the curriculum is free of partisan or politically prejudiced views, whilst education takes place on-site or off-site under school direction. It is also their responsibility to ensure the curriculum presents a balanced view of opposing views in lessons, lesson materials, and promotion materials as well as in extracurricular materials/ activities.

This policy is to be read in conjunction with these further policies:

- Assessment, Recording, and Reporting
- Homework
- Equal Opportunities
- Careers Education and Guidance
- Relationship Sex Education
- Personal, Social and Health Education
- Special Education Needs

This policy is reviewed every 3 years as a minimum. However, where there are changes to legislation/guidance or in response to recommendation from any significant incident, review of the policy will take place immediately