**Wribbenhall School**

**Curriculum Policy**



Re- Written: Spring Term 2020

Date of Next review: Spring Term 2021

**To be read in conjunction with:**

Wribbenhall School Prospectus

**Approved by:**

Proprietor: Ellis Wells

17th February 2020

**Principles**

Wribbenhall School is a Select Specialist Independent school, who’s Mission Statement is:

“The core values Wribbenhall School seeks to promote in its children and adults are positive self-esteem; confidence in their own judgement, self-reliance, independence, ambition and compassion.

To support our children with SEMH, anxiety and school refusal, we aim to nurture and inspire, happy re-engaged children, who are confident to engage with life to their maximum potential.

We seek to promote this through a highly bespoke, pupil-led curriculum encompassing both academic, therapeutic and nurture support that embeds within the school’s core values.”

**Curriculum Intent**

Each child should leave our school, in a better position, to live life as a valued member of our society, than when they arrived. Our children have an EHCP, and have experienced difficulties of some kind that have left them emotionally vulnerable within mainstream schools and they may be 'switched off' from learning. By placing each student at the heart of their learning experience we enable focused academic, social and emotional development designed around each student's interests and needs.

Our curriculum is based around the National Curriculum (NC). As some of the children we work with may return to state education, we do not want them to be disadvantaged, as and when this happens. We have a planning bank in place that covers the NC objectives for each of the years 1 to 6 throughout Key Stage 1 and 2. This planning offers many different routes to achieve set objectives for each year. However, we also recognise that the children may have difficulty in working outside their natural field of interest. Each pupil will have a bespoke curriculum designed on a termly basis, in consultation with other interested parties, with reference to their EHCP and their current attainment.

The lessons that are taught to meet these objectives; are adapted from our planning bank to meet each individual child’s specific interests or needs. On entry to the school each child is interviewed to identify the areas of the curriculum they see as negative and positive as well as the negative and positive experiences that have led them to become one of our target children. These are used constantly to inform planning of lessons, interventions, outdoor activities and nurturing.

**The principles of curriculum delivery are that:**

* All children will study the core subjects of maths, science and literacy to their personal ability.
* The child can negotiate the remainder of the taught curriculum to include topics of interest for the child.
* The child can negotiate alterations or avoidance of topics that may cause them distress as identified in the initial (and subsequent) interviews and recorded on Qualitative Curriculum Interview form.
* Sufficient resources are provided to ensure challenge and engagement.
* Any specified considerations stated on the child’s Educational Health Care Plan will be followed and adaptations put in place to support the child academically and emotionally.
* The school will endeavour to meet the requests of all children; however, at times full compliance may not be feasible, due to constraints of the timetable, human resources etc. In these cases, reasonable accommodations will be made until full resources are available.
* Children are additionally offered the following subjects:

art and design; computing; food technology; gardening; geography; personal health and social care & citizenship; history; physical education; science (biology/chemistry/physics); textiles; foreign language. Additionally, we endeavour to offer any other subject that a student might like to study.

* The provision of subjects in all key stages is reviewed regularly in line with each individual pupil.

**Adaptation of Teaching**

* Teaching Objectives are in place for the curriculum. These run alongside the NC.
* An initial interview is performed upon the child’s entry to the school. An example of the interview format can be seen in Appendix 1.
* The interview identifies:
  + anxieties that have led the pupil to come to us;
  + any specific personal interests that the pupil may wish to pursue;
  + how important each anxiety and specific interest is to the pupil.
* Information gained from the interview will inform which of the subjects/topics may be inappropriate for each child.
* Information gained may suggest specific subjects/topics that may be more suitable for each child.
* Even though each topic is matched to the individual child, where possible it may be beneficial to identify a topic that can be taught to all children. Where this occurs, individual focus on specific areas of the topic and differentiation of teaching/resources or outcome, create a suitable level of challenge and progression for each individual child. Thus, each child can learn and progress to their best possible attainment throughout their time at Wribbenhall School
* Where a specific subject is identified as an emotional trigger point then this subject may be removed from a child’s curriculum. Where this occurs:
  + A child may not be involved in the teaching of this subject.
    - This will mean they must be taught or do individual guided research into their own topic or to catch up on other subjects.
    - Other pupils will continue being taught this subject.
    - NC objectives covered in this subject may be transferrable to another subject (e.g. PSHE and RE; Science and Geography, can be easily interchanged) to support progress across the curriculum in as far as it is possible to do so.

**Assessment**

Working alongside the NC allows the children to meet or exceed national expectations. Professional Teacher Assessments of each child’s attainment can be made at any point in the year using the Wribbenhall Assessment Framework. The National Curriculum, Statutory Assessments will not be used to measure the childrens’ attainment either at Year 2 or Year 6. This is because each student follows a personally negotiated curriculum. This curriculum includes emotional support and nurturing alongside academic studies. Progress and achievement in academic studies is recorded using the Wribbenhall Assessment Framework. Progress in emotional development is measured using the Thrive Approach online profile.

Adding in the stress of completing national examinations for our target children may be counterproductive to emotional development. Therefore, Wribbenhall School’s Professional Teacher Assessment procedures are designed for an assessment of progress to be made at the end of each term throughout the child’s time at the school. This is completed by the child’s class teacher and is recorded and stored according to The General Data Protection Regulation 2016/679. It is used to inform planning of subsequent lessons and any interventions to address low attainment.

Transition to another school is negotiated on an individual basis and includes reference to the individual’s emotional and academic levels. Assessments, for academic and emotional attainment will be passed to each child’s new school in accordance with The General Data Protection Regulation 2016/679.

**Teaching Provisions**

Teaching and learning is also on a full time, academic and nurturing basis. As far as possible, we work to accommodate our children's interests whilst delivering sound academic study and emotional wellbeing.

Children are taught within a small group. Some children may be taught on a one to one basis, dependent upon EHCP requirements, emotional and academic ability. A request can be made for one to one tuition; however, this will incur an extra charge (please note that where funding is from a Local Authority, this may not be possible and is also subject to staff availability).

The school day is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **8:45** | **– 9:00** | | **Morning Club (craft and art)** |
| **9:00** | **– 15:00** | | **Learning Period including activity breaks, snacks and lunch.** |
| **15:00** | |  | **Home time** |

**Curriculum Aims**

Wribbenhall School offers a curriculum that:

* Is relevant, appropriate and both engages and motivates children.
* Provides emotional support as a priority.
* Encourages children to understand the way other people think and their reasons for this.
* Shows children where they can make a valuable contribution to society.
* Offers breadth, balance, coherence, relevance, differentiation and progression.
* Permits continuity and progression, within and across key stages.
* Provides equality and opportunity for all children promoting the development of inclusive learning opportunities for all.
* Provides an opportunity to celebrate and recognise achievement and success.
* Promotes children’s emotional wellbeing, spiritual, moral, cultural and social development.
* Helps to develop an understanding of issues such as drugs, relationships and sex education (appropriate to pupils age) and the importance of a healthy lifestyle.
* Helps each student gain a sense of self-worth, achieve self-reliance, independence of thought and develop a questioning approach which challenges prejudice.
* Continues to develop the role of citizenship within the curriculum and the wider context of the school.
* Aims to develop children as flexible and independent learners.
* Provides the opportunity for children to widen and develop their computer skills.
* Ensures the provision of science, numeracy and literacy across the curriculum.
* Enables all children to meet their full academic potential.

**Physical Education**

The facilities on the premises do not allow for indoor PE lessons. These will be conducted at Wyre Forest Sports Centre, Stourport Rd, Kidderminster DY11 7DT. Regular booking of adequate space has been arranged and is suitable for use by the children. Changing into sports clothing will take place on the school premises and the school vehicle will be used for transport. A risk assessment is in place for this facility.

The facilities on the premises for outdoor PE are limited. Public access to a Multi-Use Games Area is available on Shawhedge Road, Wribbenhall Bewdley. A risk assessment is in place for this facility. Access can be by a 5-minute walk or a short trip in the school vehicle. Changing into sports clothing will take place on the school premises.

**Relationships Education**

The programme for the teaching of relationships education is taken from Relationships

Education, Relationships and Sex Education (RSE) and Health Education, DfE 2019. The curriculum policy can be found on the school web site, or by request will be supplied by the school office. Parents will be informed before sex education lessons are taught. You have the right to withdraw your child from sex education lessons only.

**Educational Trips and Visits**

Wribbenhall School offers curricular and extra-curricular visits for both academic education and emotional wellbeing. All charges for those activities taking place during school hours must be of a voluntary payment nature. The school, however, would be unable to run many such visits if these voluntary contributions were not forthcoming.

**Forest Visits**

Wribbenhall school operates regular visits (dependent upon the weather) to local areas of Natural Beauty and Special Scientific Significance. The curriculum covered in these visits covers both academic and emotional objectives. Academic objectives include measuring and data collection (Maths) Physical Exercise, natural Art, environmental matters, identification, adaptation (Science). Emotional objectives may include stress alleviation, building self-esteem and independence as well as an appreciation of the natural environment and the part we play in it.

**Ingredients and Materials**

At Wribbenhall School, we may ask parents/carers to contribute in various ways towards the provision of ingredients and materials in such subjects as Art & Design, Science, and Food Technology. This enables the School to provide a wide variety of practical work, using good quality materials, the resulting ‘products’ then become the property of children.

**Out of Hours charges**

The school does not provide out of hours childcare. We do provide a morning club which offers craft and art activities. The school learning day commences at 09:00 and ceases at 3:00 pm. The responsibility outside these times remains with the parent, authorised person transporting the child or the local authority transporting the child, to and from the school. Additional charges will apply for each child who is not collected by 3 pm according to the below scale:

3:00 pm to 3:10 = no charge.

3:10 pm to 3:20 pm = £20:00 charge pp.

3:20 to 3:30 = £40:00 pp.

3:30 onwards = £40:00 plus £40:00 per five minutes after 3:30 pm pp.

**Appendix 1**



**Wribbenhall School**

**Qualitative Curriculum Interview**

1. Childs full name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. DOB\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Date of interview\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Pupil’s Unique Reference number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Current School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Parent/Carer’s name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Has a Thrive Approach Profile been made available?
2. Description of the pupil’s anxiety.
3. Description of the parent/carer’s anxiety.
4. Perceived root cause of anxiety.
5. Behaviour currently exhibited by the pupil (positive and negative).
6. Behaviour currently exhibited by the parent/carer (positive and negative) if they are happy to share this information.
7. Areas of education that cause anxiety (be as specific as possible).
8. Areas of education that are a comfort to the pupil.
9. With reference to item 13, which topics should be avoided and a grade 1-5, where 1= would like support and 5= must be avoided.
10. With reference to item 14, which topics would be supportive and a grade 1-5 with 1= would make the pupil very happy to 5 something they would be okay with.
11. What would the pupil like to achieve in the short and long-term?
12. What would the parent/carer like to achieve in the short and long-term?
13. Agreed short-term target.
14. Agreed long-term target

**Appendix**

Motional profile

Accessed at <https://motional.io/>

