	Curriculum Policy
Person(s) Responsible:	
Approval:	Governing Body
Headteacher:	Sean McGowran
Policy Originator:	Gary Edmunds
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To be read in conjunction with: SMSC policy, PSHE Policy, Safeguarding Policy, Teaching and Learning Policy

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1.0 Our Educational Intent

1.1 Introduction

Spring Hill High School is dedicated to providing outstanding education with an 'Empowering Curriculum' that is broad, balanced, inspiring, inclusive and student-centric. Consistent with our vision, we aim for our students to have the best opportunity to realise their full potential by building their academic, social, emotional skills and resilience so that they can become the best version of themselves in modern British society. Therefore, we work with students and parents/carers to ensure that the curriculum takes individual differences into account and that it provides continuity and progression.
Our core values of commitment, respect, trust and safety are reflected in all elements of our curriculum. Crucially, these values are embedded in the rationale for curriculum choice at all key stages, informing the way the curriculum is implemented and the outcomes that it is designed to achieve.
Our intent is to provide students with the knowledge and skills that will empower them to build self-esteem and confidence and that will help them to grow into positive, responsible, independent individuals who can work and cooperate with others in school, and in life beyond Spring Hill High School.

1.2 Our Curriculum Vision

Our school provides students with a creative, flexible, personalised curriculum that helps to build their resilience, confidence and self-esteem. To fulfil the dreams and aspirations of all our learners and as outlined in each EHCP, our curriculum is delivered in a safe and supportive environment that celebrates both personal and academic achievement.

1.3 Our Aim

To empower students to become the best version of themselves so that they can be successful, responsible citizens in modern Britain.

Our aim is to prepare students for adult life by:

- providing the opportunities and skills that will give them the essential knowledge that they need to be independent, educated citizens;
- empowering them to personally achieve the best possible academic qualifications and standards, whatever their ability;
- empowering them to make informed choices and have the motivation to be successful.
- empowering them so that they have a voice in their learning and their future;
- providing opportunities that enable them to play an active role in their school and community;
- providing experiences that give them the foundations for culturally rich and diverse lives;
- providing experiences that enable them to show an appreciation for human creativity and achievement.
- supporting them in developing and sustaining a range of enriching relationships;
- ensuring that they are empowered to think about issues and understand a range of varied opinions;
- empowering lifelong learners to become employed citizens
- empowering them to make informed choices and having the motivation to be successful.

2.0 Our Rationale

2.1 The vast majority of our students are from disadvantaged backgrounds, where they have suffered from adverse childhood experiences (ACEs). Many start the school with one, or multiple, diagnoses which may be compounded by specific learning difficulties, motor skills difficulties, mental health issues and, in fewer cases, a degree of physical impairment. These complex needs, as well as their dreams and aspirations, are clearly outlined in their Education and Health Care Plan. Our approach is very child centred, which is also reflected in our curriculum that is designed to meet the needs of each child.

2.2 Some of our students are in a state of extreme anxiety most of the time, which causes them to have a very limited concentration span. Many of them are capable of complex learning. However this is often hindered by their anxiety, which puts them at risk of becoming increasingly disengaged with education and isolated from society. The curriculum is designed to help students manage their anxieties, so that they can concentrate for longer periods.

2.3 Most students, when in a state of high anxiety, struggle to communicate their feelings and emotions. This is because students from disadvantaged backgrounds have very limited vocabulary and have suffered from adverse childhood experiences (ACEs).

All behaviours are recognised in our school as a form of communication. We have designed a curriculum that will help students manage their anxiety and build communication skills, in order to become more emotionally literate and build confidence.

2.4 Many students who attend our school have low self-esteem and low self-efficacy. They come to us with negative connotations about themselves such as, 'I am unlikeable', 'I am different, nobody likes me'. This leads to a lack of self-confidence, decreased motivation which dampens their interest in school and learning. Our curriculum is designed to help students believe in themselves, and their abilities so that they can take controlled risks, express their creativity and invest in their education.

2.5 A lack of social skills, which includes social interaction skills and the ability to make and maintain enriching relationships, is another barrier that the curriculum is intending to address. As part of our curriculum, students will have access to opportunities and experience to build these skills.

2.6 We are very aware that once we build confidence, self-esteem and resilience that this enables independence. The curriculum is designed to incorporate opportunities for independence through the key stages.

2.7 As a staff team we know that anxiety and presentation of behaviour mask academic potential. We strongly believe that there is no limit to how much our students can achieve academically once their basic physiological needs, their need for safety, for security and a sense of belonging are met. We are aware that, because of the nature of our students, these basic needs supersede the need for academic achievement. It is within our students' interest that we develop a curriculum that will empower their academic success by embedding opportunities and experiences that will build confidence, build resilience, make students feel safe, secure and feel a sense of belonging. Only then will our students be able to meet our high academic expectations where they are expected to develop problem solving skills, thinking skills,reasoning, enquiry and evaluative skills. Key skills that are necessary for them to become functioning,responsible adults.

We know that in order for our students to achieve academically the curriculum must rely on a strong pastoral support, a very robust reward system to boost motivation and a relaxed, friendly environment that makes students feel safe and secure.

3.0 Our Curriculum

3.1 At Spring Hill High School we refer to our curriculum as an 'Empowering Curriculum' because it is designed to enable social and emotional success, which in turn enables academic success, which then builds responsible adults and successful citizens.
The curriculum consists of :-
- An Academic Core Curriculum
- An Academic Options Curriculum (at Post 16)
- A Social and Emotional Wellbeing Curriculum
- A Creative Curriculum
- A Vocational Curriculum

3.2 Social Emotional Wellbeing Curriculum
Students in all Key Stages have access to the school's Social, Emotional and Wellbeing curriculum, although they may access different sessions based on their personalised programme and the outcomes that are outlined in their EHCP. The different options include:-
- Healthy Relationship lessons for which students can achieve Unit Awards;

- Social Skills sessions that students will access, based on their EHCP outcomes
- Enrichment sessions, such as horticulture, for which students can achieve a Unit Award;
- Mental Health and Wellbeing sessions that students will access based on their EHCP outcomes.(MISP)
- Roots to Fruits well being programme where students can gain work skills. entry level 1 and 2 in Horticulture

The Social,Emotional and Wellbeing Curriculum is supported by interventions which include; music therapy, impartial careers advice, speech and language therapy(SLT), life skills coaching, equine sessions and animal-assisted intervention.

3.3 Our Academic Core Curriculum

Students in all Key Stages follow an Academic Core Curriculum. The Academic Core Curriculum for Key Stage 3 and 4 follows the core subjects that are outlined in the national curriculum. All students in these two key stages must do Maths, English, Science, ICT and PSHE which includes the careers STEPS programme. The accreditation pathways for Maths, English, and Computing/ICT are dependent on the student's baseline. All students do a Cognitive Ability Test (CAT4) as a baseline on entry to the school; these assessments are used to identify a student's pathway in a subject (GCSE, Functional Skills, Step Up etc). The Academic Core at Key Stage 3 is designed to set the foundation at Key Stage 4. The core subjects at Key Stage 4 are to prepare students to further their education, either at a college, or on an apprenticeship. The option of a Spring Hill High School post 16 placement is usually for students whose anxiety remains high at the end of Key Stage 4 and who need further support in order to meet the basic requirements for college and apprenticeship. The Academic Core Curriculum at Key Stage 5 is designed to prepare post 16 students for the next stage of their career pathway. It was designed in consultation with the school's Impartial Careers Adviser. At Key Stage 5 all students are offered Maths, English, Employability, Computing/ICT, First Aid and Independent Living Skills. The accreditation pathway at Key Stage 5 is similar to that at Key Stage 4 where students are given an opportunity to retake subjects that they were too anxious to access at Key Stage 4.

3.3 Our Academic Optional Curriculum

At Key Stage 3/4 and Post-16, along with the core subjects of Maths, English, Science, Computing/ICT and PSHE, students have the opportunity to acquire knowledge and skills in History, Religious Studies, Citizenship, Art and Business Studies. They are also allowed options based on their interest from enrichment subjects such as Animal Care, Business, Expressive Arts and Gardening. The aim of the options at Key Stage 3 is to individualise the students' programme of study with subjects of interest that they may choose to pursue as an interest at Key Stage 4 and into adult life.
Students may follow a GCSE or ASDAN accredited route in History, Geography, RE, Citizenship and MFL. Students in Post 16 are offered options in all subjects from Key Stage 4, in the event they have to resit subjects in preparation for college. Additionally, they can choose to do an ASDAN in Sports and Fitness. A full list of optional subjects offered is included at Appendix 1.

3.4 Our Vocational Curriculum

Vocational subjects are offered at Post 16 to enrich the curriculum offer. An audit by the school's careers advisor of the vocational choices of students in the Post 16 over a two years period shows that the most popular vocational choices are ASDAN Health and Social Care, a Btec or Asdan in Food Wise and Unit Awards in Hair and Beauty and Motor Mechanics/Woodwork

Any subject from the Vocational Curriculum may be included in the individualised educational programme for students in Key Stage 3 and 4 depending on their interest.

4.0 Implement- Delivering the Curriculum

4.1 A Personalised Approach to Education that is Driven by an Individualised Curriculum

Our curriculum is supported by our unique personalised approach to education that is very student centered and focuses on the holistic development of the child. Within this personalised programme of study the school offers each child an individualised curriculum. The student's individualised curriculum is developed by the headteacher, or a designated senior leader, in collaboration with the student and theparent/carer/foster carer/social worker. They are designed based on student choices, their interests, aspirations and the targets that are set in their EHCP.

4.2 Individualised and Small Group Teaching

The curriculum is delivered through 1:1,or 2:1, teaching where students are taught in a personalised safe space. Personalised 1:1or 2:1 teaching gives students an opportunity to build trusting relationships with staff and it gives staff an opportunity to establish routines and boundaries in an environment where students do not feel pressured by their peers. Where students are able to access groups, the group sizes are small and there is always a safe space for students to withdraw to when they feel that they cannot manage and when staff believe that their behaviour is impacting on the learning of others.

4.3 Expert Knowledge of Staff

The learning of our students is supported by a strong staff team that has a very good knowledge and understanding of their subject of specialism and a good understanding of students' needs. To ensure that teachers have the depth of knowledge to deliver concepts clearly and address misconceptions adequately, the school employs qualified teachers, or unqualified teachers who have a degree in their subject of specialism. To help teachers build their pedagogy in order to maintain good or outstanding teaching the school supports the continued professional development of staff through weekly staff meetings where teachers are kept up to date with current trends in teaching and where they are given an opportunity to share good practice.

The school's Learning Support Assistants(LSA) are supported to achieve a learning support assistant Level 2 or 3 certificate. This reassures the school that they are able to support the learning of students effectively, under the guidance of a teacher.

Our Teaching Support Assistants (TSA) use their strong understanding of pastoral care to help students manage their anxiety so that they are able to access learning.

It is the school's aim to ensure that teachers are trained in trauma, autism, emotional coaching and children's mental health.

4.4 Comprehensive Planning

It is the teacher's role within the school, through implementing the school's curriculum policies and practices, to ensure that they provide a variety of relevant experiences for our children. This is done through careful planning of the curriculum.

Long Term Planning: Schemes of work are developed as a guide for every subject. Students are made aware of the long term plan for each subject through learning journeys which gives a snapshot of the units that will be covered throughout the year. A copy of these learning journeys are displayed on the first page of the student's exercise books.

Medium Term Planning: Medium term plans are presented in half termly sections to allow for progress to be monitored and for departments to review strategies. These take the form of personalised half term plans. A half term plan gives a breakdown of the unit of study for that half term. The unit is broken down into objectives and outcomes. Embedded in the half term plans are SMSC objectives, work related and numeracy and literacy outcome activities. Each half term plan gives a context for the child which includes: reading age, current level, predicted level, accredited route, the child's diagnosis and strategies to support the student's learning. This context is taken from the student's One Page Statement and or risk assessments, an internal document that is developed from the students' EHCP. A copy of the half term plan is displayed in the students' book at the start of each half term so that students are clear about their learning during that period. The half term plans are also used as a tool for self and peer assessment. They are also kept securely on the Drive in the student's personalised folder.

Short term Planning: Teachers are provided with planners for their daily planning. However, for formal lesson observations, they are expected to plan lessons using the Five Minute Lessons format. Five Minute Lessons give a concise plan of the lesson for that day.

4.5 Engaging lessons
Through a wide range of strategies, teachers prioritise teaching that encourages thought, question, creativity and teamwork. Students play an active role in designing their own curriculum which has a positive impact on engaging in learning. Lessons are personalised based on students' interests and their preferred learning styles which are taken from students' communication profiles. Teachers' creativity relates lessons to everyday life scenarios and makes students aware of the big picture by linking their learning to their aspirations and their ambitions.

Due to the short attention span of some students, lessons may be chunked into small manageable learning chunks with short breaks in between. To help students' predictability, which lowers anxiety, the structure of lessons are agreed by the students and the teacher at the start of each lesson.The time for learning chunks are personalised to individual students. Activities for breaks during lessons are also agreed and students are given a choice based on controlled options.

Teachers are trained to use the other adults in the room to create a positive climate for learning and to help students engage. The second member of staff is always used as a learning resource, where the person encourages participation by either becoming a reading partner, a talk partner for discussions, or a peer for group work, peer work or peer assessments.

Students are encouraged to be independent learners. Due to lack of confidence students are often tempted to become dependent on the adults in their lessons. Teachers, as well as the second member of staff that is involved in the students' learning, are trained to, 'pass learning back to the students'. Students are rewarded for engagement and completion which helps their motivation and are constantly reassured which builds their self belief.

4.6 Assessment and Feedback

A major challenge for the school is a lack of Key Stage 2 data for the use of establishing baselines and to set predicted grades. In order to have some form of data to establish a starting point for learning, the school's aim is to assess all students within the first term of entering the school using the Cognitive Assessment Tests(CAT , Forskills Assessments as well as the New Group Reading Tests. The CAT tests provide predicted scores which are used to establish a baseline while the Forskills give an actual baseline for functional skills. The New Group Reading Tests gives an indication of the students' reading age.The data from CAT test and the reading test are used very cautiously because they are standardised scores which do not take into consideration the complex contexts of our children. The students also start the school with major gaps in their learning which is an added challenge for teachers. Teachers use the data from these tests to inform their planning so that they can fill these gaps. They also use the data as comparative indicators to measure progress overtime.

Teachers use formative and summative assessments to assess learning. Formative assessments are embedded as a continual process throughout the lesson. This is done through peer and self assessment and plenaries. Summative assessments are done at the end of units or when the teachers think the time is right for an assessment. Summative assessments increase anxieties for our students therefore a number of desensitising strategies are used to help students with these assessments.

Marking is done regularly and feedback is very effective because it is closely linked to objectives and outcomes. Students are frequently given the opportunity to have dialogue with their teachers or with their peers about where they are in their learning and how to move to move their learning to the next stage.

4.7 The Implementation of Literacy and Numeracy

Literacy:- At Spring Hill High School, literacy and numeracy are recognised as life skills. Literacy is a proficiency that is developed not just in English, but across the whole curriculum. It involves students having the confidence to read, write, listen and speak competently and clearly. Within the first term of starting at the school students are given the New Group Reading Test(NGRT) in order to ascertain students' reading ages based on their reading and comprehension skills. Teachers use the information from the test to inform their planning. Students who are identified as reading significantly below their reading age have access to the reading intervention, 'That Reading Thing'. The intervention is overseen by the school's SENDCo and is delivered by the English department. Students who are significantly below reading age do the NGRT three(3) times a year, while those who are at reading level, do the test two times annually in order to ascertain progress. The test is not repeated for students who are above their reading age.

As part of the school's literacy programme, reading for pleasure is encouraged. This takes the form of 10 minutes reading across all sites at the start of the school day.

The school's drive for improving literacy also recognises the importance of students using correct grammatical terms and that these terms are integrated in learning across all subjects. Spelling, punctuation and grammar(SPaG) is a key focus in the school's marking policy and all teachers are expected to help students with their SPaG through their feedback.

The school aims to develop students' vocabulary through the Tier 1-3 Model. All staff have a responsibility to help students develop Tier 1 vocabulary by modelling appropriate spoken vocabulary and by seizing opportunities to correct students' spoken language in and out of lessons on a daily basis. It is the expectation that teachers will help students to build their Tier 2 vocabulary during lessons. Teachers use structured opportunities during lessons to highlight new vocabulary and to help students understand the use of these vocabulary in written and spoken language. Tier 3 vocabulary (subject specific) is pre-tutored and students are expected to use them in their work to show deeper understanding of a particular concept in a subject. Teachers also link these to students, 'Stretch and Challenge activities' to show students how best to progress their learning to the highest level.

Numeracy:- Similarly, numeracy is developed not just in mathematics, but also across the whole curriculum. As is the case with literacy, a numeracy target is set each half term and teachers across all subjects are encouraged to seek opportunities to teach numeracy, so that basic mathematical skills are embedded through constant repetition.

Careers-based Learning:- Careers related learning is embedded across the curriculum in the same way as specified above for literacy and numeracy.

4.8 The Implementing of Social Moral Spiritual Cultural elements in the Curriculum
SMSC is embedded throughout the curriculum. This integrated approach ensures that aspects of SMSC are considered in all subject areas. There is special emphasis in subjects such as PSHE, Citizenship, RE and History.
SMSC is infused within the day to day operation of the school through the implementation of the school values. It is the expectation that students show an awareness and respect for diversity, take part in social opportunities, cultural opportunities and artistic opportunities. The school's SMSC programme is supported by a very diverse staff who model behaviour that demonstrates British values. Staff are trained to challenge behaviours and opinions that are contrary to those of fundamental British Values. Students are encouraged to have a voice and develop respect for democracy through the school's Student Council.

4.9 Behaviour for Learning
Students' access to the curriculum is underpinned by an effective behaviour programme. Behaviour in the school is supported by strong pastoral support that is underpinned by an ethos of care and nurture. Organising the school into small sites of a nurturing nature in order to create a safe and positive environment for students, does support the school's Behaviour for Learning policy. Students are risk assessed for compatibility on different sites, in order to keep anxiety low. This non-threatening environment helps students to be better able to access the curriculum.
Students' behaviour is also supported by a very strong school home liaison system. A strong relationship between home and school facilitates consistency, which lowers anxiety enabling better access to the curriculum.
Behaviour is also managed through a very robust reward system, the school's Responsibility Points System. The responsibility points system is made up of five points which help students with their behaviour by rewarding them for making the right choices.

It also teaches students that the wrong choice comes with negative consequences. The points are reviewed at the end of every lesson, and every lesson is a new start. At the end of each week points are reviewed in tutorial and targets are set to either improve poor behaviour or maintain good behaviour. At the end of the week students are given certificates for their points, and at the end of each half term they have a choice of vouchers or a small monetary reward in keeping with the value of the points kept. Teachers are encouraged to ' catch students doing the 'right things'. In other words, motivate students by identifying snippets of good behaviour and offer them a Headteacher's award. A Spring Hill High School postcard is then sent to the students home in recognition of their good behaviour.

Daily staff briefings enable staff to have two opportunities daily (morning briefing/evening briefing) to discuss students' risks, discuss strategies to minimise risks, share good practice and discuss students' preferred learning styles. Information from the briefings and from daily parental contacts are used to update the students risk assessments and one-page statements. The constant flow of information equips staff with a range of strategies, making them more proactive than reactive in their approach to behaviour management. Where the needs of students need a more in-depth understanding, the school uses the Antecedent Behaviour Consequence (ABC) approach to do a functional analysis, in order to inform all staff of the reasons behind the behaviour and plan strategies to help.

5.0 Impact
5.1 Academic Outcomes

Academic achievements are assessed by exam results. The school uses GCSE results as well as results from Functional Skills, Entry levels and Unit awards to make an assessment of how the school helps students to make progress. Although the school has its own data this is used mainly to support planning and to put interventions in place so that the students get the best results from the external exams.

5.2 Non-Academic Outcomes

At Spring Hill High School we recognise that our students make progress in other areas than attainment. Our intent is that students are developed as well-rounded citizens that make positive contributions to society.

Student achievement is also evident using termly progress tracking against students EHCP outcomes and destination data. As well as Spring Hill High School Sixth Form students will go to Further Education College, Specialist Colleges and apprenticeships. Spring Hill High School works in partnership with South and City College to provide opportunities for students in the sixth form who want to do an apprenticeship for Level 3 Teaching Assistants.

We also recognise that a measure of student attitude is a useful way to assess how well students are doing. The school conducts Pupil Attitudes to Self and School (PASS) surveys throughout the school year. The PASS Surveys are psychometric assessments that are designed to spot attitudinal and emotional issues in young people before they impact on school performance. The PASS survey assesses nine standardised factors proven to be significantly linked to educational goals:

- Feelings about school.
- Perceived learning cap
- Self-regard

- Preparedness for learning.
- Attitudes to teachers.
- General work ethic.
- Confidence in learning.
- Attitudes to attendance.
- Response to curriculum demands.

PASS Surveys are conducted at three points during the school year (October, March & June). Results are analysed by the Senior Leadership Team to identify areas of concern across the whole cohort, and individual concerns.Termly attendance reports, intervention log reports, Strengths and Difficulties, Questionnaires (SDQ's), student questionnaires as well as case studies are used to assess students anxiety levels as well as their level of confidence in the school.

As part of Spring Hill High School core offer we have students who access both Music Therapy from Music Therapy Works and Speech and Language Therapy from BCHC. Both therapies provide regular feedback that focuses on progress and impact against student EHCP outcomes.

Appendix 1

Optional subjects	
Subjects worth 2 CREDITS (3 learning hours per week): ● English Language GCSE ● Mathematics GCSE ● Computer Science GCSE ● Biology GCSE ● Citizenship Studies GCSE ● History GCSE ● Religious Studies (Short Course) GCSE ● GCSE Business Studies	**Subjects worth 1 CREDIT (1.5 learning hours per week)** ● ASDAN History Short Course ● ASDAN Geography Short Course ● ASDAN Religious Studies Short Course ● ASDAN Citizenship Short Course ● ASDAN Foodwise Short Course ● ASDAN Hair and Beauty Short Course ● ASDAN Languages Short Course ● ASDAN Expressive Arts Short Course ● Arts Awards ● BTEC Health and Social Care ● Recreational PE ● Sports Leader Level 1 ● ASDAN Business Enterprise Short Course ● Woodwork (AQA Unit Awards) ● Photography (AQA Unit Awards) ● Mechanics (AQA Unit Awards)