



**Northern House
Academy**

Curriculum Policy

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Signed: Head Teacher	_____
Chair of IEB	_____

Curriculum Statement

This curriculum policy exists to ensure that students, parents and staff have a clear guide about our aim for an outstanding curriculum offer for all students at Northern House Academy.

We are working towards offering a curriculum with ambition and breadth; one which gives students the opportunities they require to learn new skills and knowledge in a targeted and sequenced way. All of our students have an Education, Health and Care Plan (EHCP) which we use to ensure our curriculum also has an individualised approach, with reference to their Social, Emotional and Mental Health (SEMH) needs, as well as wider needs.

The school's ethos and culture aim to target social and emotional learning and seeks to improve students' interactions with others in all aspects of their lives. When designing our curriculum, consideration is given to how we can best support our students with self-management of their emotions as well as equipping them with the tools with which they can tackle academic challenge.

We recognise that equality is not always about inclusion and that sometimes equality is about changing the approach we take according to the specific and myriad needs of our students. A traditional model with discrete subjects taught across the week does not suit our learners with their complexity of individual needs. This model would not provide sufficient time and opportunity to rigorously tackle individual teaching programmes with sufficient frequency for our learners to embrace new skills and knowledge. Therefore, our learners benefit from a deeper learning model, which equally celebrates our differences and common goals.

Using findings from educational research, including the Education Endowment Foundation's Teaching and Learning Toolkit (2018) and the Rochford Review (2016), we have created a curriculum which is suitable for our students by:

- meeting the needs of all our learners by giving students opportunities to work systematically towards achieving their individual EHCP Outcomes
- being engaging, relevant and motivating
- offering opportunities for students to work collaboratively with each other in order to establish teamworking and turn-taking principles
- giving emphasis to the importance of spoken language and verbal interaction in the classroom
- promoting the acquisition of reading comprehension for all students
- preparing our students for the opportunities, responsibilities and experiences of later life via an emphasis on preparation for adulthood
- allowing our learners to make connections between themes, across the curriculum, whilst maintaining the integrity of the key elements in each subject
- ensuring that the curriculum drives assessment and that the application of knowledge, understanding and skills should be recognised in a range of different contexts, dependent on the needs of individual learners.

Our core curriculum provides daily opportunities for learning in English, mathematics, reading and social communication (non-verbal communication, conversation skills, assertive behaviour) with students working towards outcomes from their EHCPs.

The curriculum is planned and developed in line with the requirements from the primary National Curriculum.

Organisation of the Curriculum

The curriculum is organised so that there is progression through the academy's three Galleries:

- Tate Gallery which comprises of Banksy and Dali classes
- Louvre Gallery which comprises of Van Gogh, Miro and Matisse classes
- MOMA Gallery which comprises of Hockney, Michelangelo and Kandinsky classes

Although each Gallery organises their curriculum depending on the age and development of their students, we adopt an 'across school' approach to key aspects of teaching and learning so that there is consistency of delivery and familiarity of expectation and routines for all students as they move through the academy. This includes the teaching of phonics, reading, English and mathematics.

Thematic Approaches to Learning

Our curriculum comprises a thematic, 2-year, cyclical approach to coverage which provides a meaningful context for the development of each student's basic skills, knowledge and understanding, whilst delivering the relevant National Curriculum requirements. This ensures a broad and varied curriculum that remains interesting and stimulating for all our students.

Each term the three Galleries work around an agreed topic. This provides a framework and links to a variety of subjects including science, geography, history, art, music, design/technology and religious education.

Key Stage 1

A key aspect of our KS1 curriculum is a daily focus on phonics and number. Alongside this is a focus on instilling routines, promoting positive interactions and creating a love of exploration and inquisitiveness.

A breakdown of the weekly subject time allocation is below:

Years 1-2	Number of lessons
English (phonics/grammar)	5
Mathematics (number)	5
Computing (coding)	1
PE and Fitness	3
Language and Communication	1
Thematic Approaches to Learning (TAL)	9
Restorative or Star Time on Friday	1
Total:	25

Key Stage 2

Our KS2 curriculum consists of building on the key skills and knowledge in the core subjects of English and mathematics along with Information and Communication Technology (ICT), Physical Education (PE) and fitness.

A breakdown of the weekly subject time allocation is below:

Years 3-6	Number of lessons
English	5
Mathematics	5
Computing	1
PE and Fitness	3
Language and Communication	1
Thematic Approaches to Learning (TAL)	9
Restorative or Star Time on Friday	1
Total:	25

Teaching and Learning

Teachers in all galleries deliver the relevant differentiated curriculum requirements, National Curriculum (NC) 2015 Year 1 – 6, through an integrated, thematic approach; providing a meaningful context for the development of each student's basic skills, knowledge and understanding. Where possible, without becoming contrived, all elements of the curriculum, other than English and mathematics, will be addressed through the chosen 'topic'.

Class teachers teach English and mathematics as discrete subjects. Specialist teachers deliver teaching and learning in PE and Sports, and Social Communication and Interaction.

Teachers will work to ensure that the curriculum model and provision is linked to:

- a) student aspirations and outcomes as detailed in their Education, Health and Care Plans (EHCPs)
- b) independent learning behaviours and skills
- c) home learning opportunities
- d) integrated therapy programmes, as appropriate

Spiritual, Moral, Social and Cultural Development (SMSC)

We aim to foster an ethos that promotes the personal development of our students. We therefore aim to provide all students with an education that offers them opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive and caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of difference within society and different cultures. Our SMSC is promoted in assemblies, via our behaviour policy and our restorative practices, the modelling of behaviour from all adults and

it is embedded into all areas of the formal curriculum. Please see our SMSC Policy for more information.

Personal, Social, Health and Economic Education (PSHE)

Our PSHE curriculum reflects the needs of our students. Our programme plans to equip students with a sound understanding of risk, and to give students the knowledge and skills necessary to make safe and informed decisions. Topics included in our PSHE programme include drug education, financial education, sex and relationship education, e-safety and cyber bullying and the importance of physical activity and diet for a healthy lifestyle. Please see our PSHE policy for more information.

Assessment

Assessment is built explicitly into lesson planning, with a move towards fully incorporating assessment for learning strategies (such as self and peer assessment) into our assessment principles. Learning is reviewed regularly during lessons and across a sequence of lessons. Curriculum planning ensures that student progress evidences a deepening of understanding and a mastery of skills and knowledge.

Monitoring of the Quality of Education

The Senior Leadership Team and members of the Interim Executive Board (IEB) monitor the implementation of the curriculum in the following ways:

- Whole school learning walks
- Book monitoring
- Deep Dives of subject areas
- Weekly curriculum meetings
- Formal lesson observations
- Progress data analysis (3 times a year)
- External moderation where appropriate.

The findings of all monitoring are shared with members of staff in staff meetings and with the IEB at monthly meetings.