

Castle Hill School

Innovating, Communicating, Empowering

Curriculum Overview

Content:

Intent

Initial Statement

Curriculum Philosophy and Structure

Learning Audit

Curriculum Areas

Curriculum Subject Areas

Role of the Curriculum Teams and Subject Leaders

Curriculum Guides:

-EYFS, Primary and Secondary

-Sixth Form:

Implementation

Timetabling and Medium and Short-Term Plans

Topic Cycles

Departmental Approaches to the Curriculum

Curriculum Delivery Expectations

Impact

Our Motto, Mission Statement, Aim

Qualifications

Work Related Learning (WRL) Pathway Plan

Transition

Additional information

Safeguarding

Collective Worship

Wellbeing

Enrichment

Intent

Initial Statement

This document is designed to give guidance to staff, parents and other interested parties regarding the Castle Hill School Curriculum and its application.

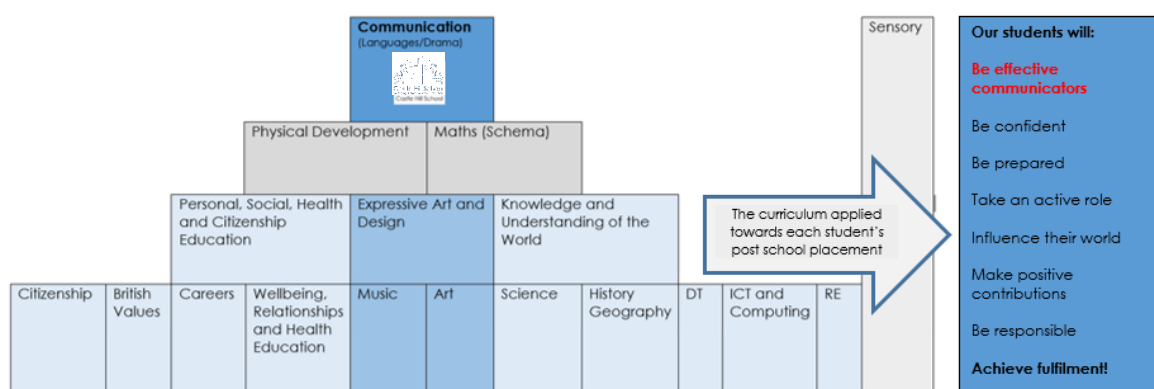
Curriculum Philosophy and Structure

The fundamental principle behind curriculum design at Castle Hill School is personalisation. The curriculum is designed to stimulate and challenge our students to acquire knowledge and develop skills; it is balanced, broad and flexible. The learning needs of each student are rigorously assessed on entry to the school and on a timely basis throughout their school career, to tailor each student's personalised learning journey.

This creative curriculum draws upon elements of appropriate programmes of study from a wide variety of sources to ensure learning programmes are bespoke and child-centred. The curriculum provides students with a breadth of enriching learning experiences, as well as giving them the opportunity to pursue areas of personal interest. Linear or horizontal continuity and progression is defined by these programmes of study and by the topic-themed curriculum. Students' achievements are celebrated regularly and they show us that they are proud of their learning. We allow our students to be as independent as possible, in order for them to develop social skills and feel confident in all that they do. Clear distinctions between phases aid the transition into adulthood for students.

Curriculum leaders and their teams drive the development of each curriculum area, ensuring the teaching and resources are of the highest standard.

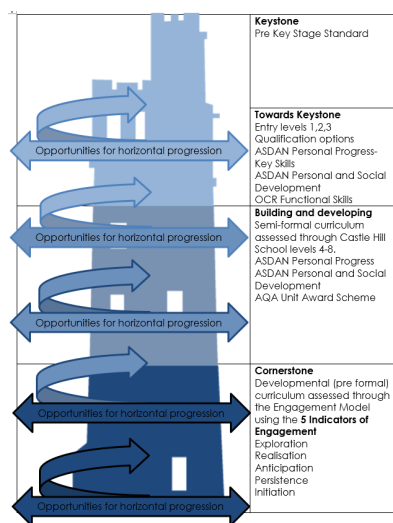
The curriculum is designed to enable all students to be **effective communicators, giving them confidence and preparing them to take an active role in their community, influence their world, make positive contributions, be responsible and achieve social and emotional fulfilment.**



Please click on the [here](#) for a larger copy of this document.

The Castle Hill School Curriculum Model

The Castle Hill School Curriculum Model provides linear and horizontal learning pathways for our students as they progress through their school career. We are mindful that students develop and learn at their own rates, and in their own way.



Please click [here](#) for a larger copy of this document.

Learning Audit

To formulate our curriculum we initially completed an audit of learning need which enabled us to understand the most valued and therefore valuable learning experiences for our students. As a result of this audit it was clear that certain core and non-core curriculum areas of learning could be prioritised. Further investigation specified areas of most importance within each area, see example below:

Highly priority subjects	Specified areas of value
Literacy	-Total Communication -Strategy -Intensive Interaction
Numeracy	-Schema
Physical development	-Sensory Regulation -Agility Balance Coordination -Rebound therapy -Hydro/Swimming -Movement/travel

The audit also confirmed that the students responded best to learning opportunities that they could directly engage with, understand, access and enjoy. The audit originally completed during the academic year 2014-15 was reviewed during 2019-20 to ascertain if the findings still stand and to help shape ongoing curriculum development. We are pleased that our review helped to confirm our initial findings.

*Curriculum Areas

As a result of our initial audit we incorporated a system based on the EYFS Development Matters model, and more recently Birth to 5 Matters, giving a greater emphasis to those high priority areas identified; **Literacy, Numeracy and Physical development**. We also recognised that other areas of learning needed to stay and be applied in a cross curricular way including **Personal, Social and Emotional Development Understanding the World and Expressive Art and Design**. Additionally, to meet need, we required a **Sensory** Curriculum area which included Multi-Sensory Impairment, Visual Impairment, Hearing Impairment and Feeding and Swallowing.

****Curriculum Subject Areas**

We continue to refer to subject areas within our curriculum.

There is a curriculum Guide for each curriculum area. Curriculum subjects, with programmes of study, are then referenced in each associated guide.

Please click on each link to access each subject area Philosophy and Practice

*7 Curriculum area guides	Delivery	**Associated subject areas
Communication	CORE	Speaking and Listening Reading Writing
Mathematics		Number Using and Applying maths Shape, Space and Measure
Physical Development		Physical Development and PE
Personal, Health, Social and Emotional Development	CROSS CURRICULAR	Behaviour Citizenship Careers Wellbeing agenda Safeguarding Sex and Relationships Spiritual, Moral, Social and Cultural development (SMCS)- including British and Unicef Rights Respecting School Values- Including Healthy Schools, Pupil Voice and Wellbeing and Bereavement Work Related Learning Healthy Schools/Healthy Eating
Understanding the World		DT Geography History ICT including e-Safety RE including Collective Worship Science
Expressive Arts and Design		Music Art/ Creativity Drama
Sensory		Multi-Sensory Impairment Visual Impairment Hearing Impairment Feeding and Swallowing

To ensure coverage in planning:

-Curriculum subjects are referred to in the 3-year Topic Cycle (See page 10).

-Teachers are required to indicate subject specific lesson content within timetables and planning (See page 9).

Role of the Curriculum Teams and Subject Leaders

Curriculum Teams collaborate to coordinate the curriculum areas:

-Communication including Language and Literacy

-Mathematics

-Physical Development

-Personal, Social and Emotional Development

-Understanding the World

-Expressive Arts and Design

-Sensory.

Curriculum Teams are responsible for:

-Curriculum area policy updates

-Support / Continued Professional Development within the curriculum area

-Ensuring that resources are accessible and updated regularly for their Curriculum area.

Subject Leaders coordinate subject areas Curriculum Teams:

-English

-Maths

- PSHE
- PE
- RE/Collective Worship
- DT
- ICT (including e-safety)
- Science
- Geography/History
- Art and Design
- Music

Subject Leaders are required to complete:

- Qualitative and quantitative evidence gathering; data, photographs, case studies, learning journals
- Learning Walks.

The learning walk should be carried out with as many members of the Curriculum team as possible- it might be beneficial to invite those members of support staff who do not attend teachers meetings.

Follow-up interviews should take place if possible to discuss findings from the learning walk and possible strategies that may be needed. If possible, interviews to be carried out with one teacher per phase.

- Subject policy updates
- Curriculum Guides

To be completed for each coming term.

- Displays
- Resource audit/ resource cupboard

Curriculum Guides: EYFS, Primary and Secondary

The Curriculum Guides provide an age-appropriate thematic framework and provide differentiated programmes of study and lesson content.

Our guides combine a variety of source curricula. Resources and Programmes of Study are taken from: Barrs Court, Glynegap, Equals Moving On, Victoria School, SCERTS, Quest, ASDAN PP/PSD etc.

Curriculum Guide content



Each Curriculum Guide provides:

- The current theme
- Programmes of Study with guidance for achievement levels from CHS level 1 to Pre-key stage 2 Standards 5 and 6
- References to further curriculum resources and schemes for further guidance and examples of activities
- Related Accreditation differentiated by department
- Suggested activities differentiated by department
- Suggested activities for Continuous Provision EYFS and Primary
- Suggested activities for Extended Provision Secondary
- Key vocabulary
- Related Literature and songs differentiated by department
- Additional dedicated curriculum areas with Programmes of Study

Example: Programmes of Study with guidance for achievement levels from CH level 1

Castle Hill Curriculum Overview



Entry 1	<p>TOWARDS KEYSTONE</p> <p>Number Pupils should be given opportunities: In practical contexts in exam conditions: In unfamiliar practical contexts: In practical contexts with some help: <ul style="list-style-type: none"> to understand and use numbers up to 10. </p> <p>Measure, Shape and Space Pupils should be given opportunities: In practical contexts in exam conditions: In unfamiliar practical contexts with some help: In practical contexts with some help: <ul style="list-style-type: none"> to describe the properties of size and measure, including length, width, height and weight, and make simple comparisons. to recognise and select coins and notes. </p>
<p>CH8</p>  <p>CH4</p>	<p>BUILDING AND DEVELOPING</p> <p>Number, including money SSM: Measure, Time UA: Sorting</p> <p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> work with sets of objects to 10 e.g. counting socks on washing line; take 'one away' in practical activities, using props to support. Find matching Numicon shapes. Order numerals and Numicon shapes to 10 Explore movement e.g. walk forwards, backwards on 'catwalk' Explore positional language, linking with signs and symbols 'on', 'in' and 'under', e.g. put shoes or hat in box; hide gloves under a cloth use knowledge of numbers to solve simple problems, e.g. count how many hats are needed sort clothes/objects according to colour, function, size understand and begin to use language related to measures, e.g. heavy/light, long/short, full/empty develop an awareness of time, through some familiarity with names of the days of the week and significant times in the day, eg using a visual timetable to order events of the day and naming significant times of the day work with numbers to 5, including touch-counting objects eg count fingers, toes. Make small sets of objects. Match numerals to 5. Find matching Numicon shapes match pictures/photos/symbols of different clothes work towards matching and sorting coins in role-play areas, such as paying for items from shoe shop. Exchange coins for items during role-play and in real-life situations solve simple problems practically, e.g. pack items into suitcase, find shoes that fit, find pairs of boots to wear outside add 'one more' in practical activities, e.g. put one more item in washing machine match and find big objects and small objects on request, e.g. shoes, socks, handprints demonstrate a good understanding of 1-1 correspondence, e.g. give one hat to each child engage in some actions from number rhymes/songs, e.g. five little hats; five striped socks
<p>CH38</p>  <p>CH11</p>	<p>CORNERSTONE</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> do two different actions in sequence to get reward; try new strategy when old one fails; make clear choices between objects; begin to find hidden objects with some success. demonstrate understanding of cause and effect by observing results of own actions with interest; anticipate familiar activities by exploring session cues and objects of reference. make a purposeful action on everyday environment and begin to participate with an adult in reciprocal games using familiar actions or own sounds; recognise familiar people, objects of reference, touch cues or routines. notice and react to a range of sensory stimuli and respond to environmental changes; respond to familiar adult by calming or becoming engaged; tolerate and engage in co-active exploration of tactile resources/objects; begin to show responses to familiar objects of reference, touch cues and repetitive daily routines.

Please click [here](#) for a larger copy of this document.

Curriculum Guides: Sixth Form:

As with EYFS, Primary and Secondary Sixth Form Creative Curriculum combines a variety of source curricula, however resources and Programmes of Study are taken solely from accreditation and qualification schemes (ASDAN Personal Progress, ASDAN Personal and Social Development, EQUALS Moving On, OCR Key Skills).

Example: Programmes of Study with guidance for achievement levels from CHS level 1 to CHS 3ii.

Castle Hill School Sixth Form Curriculum	
Subject:	Sixth Form Pathway 1
Cycle Reference:	Year 1 Autumn 2020
ASDAN Unit forms theme for term - see 'Overview ASDAN PP'	
Theme:	ASDAN PP: Encountering experiences: being part of things.
Guidance for Achievement Levels	Suggested whole class Programmes of Study
	Cornerstone
	Suggested Programme of study comes from ASDAN unit
<p>CHS 3ii</p> <p>CHS1</p>	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> ■ do two different actions in sequence to get reward; try new strategy when old one fails; make clear choices between objects; begin to find hidden objects with some success. ■ demonstrate understanding of cause and effect by observing results of own actions with interest; anticipate familiar activities by exploring session cues and objects of reference. ■ make a purposeful action on everyday environment and begin to participate with an adult in reciprocal games using familiar actions or own sounds; recognise familiar people, objects of reference, touch cues or routines. ■ notice and react to a range of sensory stimuli and respond to environmental changes; respond to familiar adult by calming or becoming engaged; tolerate and engage in co-active exploration of tactile resources/objects; begin to show responses to familiar objects of reference, touch cues and repetitive daily routines. ■ participate in activities when fully prompted ■ show passive or resistant reaction to experience or situation ■ briefly focus on activities and experiences (intermittent reactions can be passive or resistant); demonstrate simple reflex responses to high contrast sensory cues visual, vibrotactile or auditory ■ give a response to an emotional experience ■ give reflex response as a reaction to a physical experience
<small>*Please note the continuum of levels is a guide only in relation to where the student might be in relation to the P-levels etc. and is not definitive.</small>	

Please click [here](#) for a larger copy of this document.

Implementation

Timetabling and Medium and Short-Term Plans

Information from the guides feed into timetabling and Medium and Short Term Plans which are further developed by drawing information from EHCPs and assessment for learning outcomes.

Example: Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.15	Morning routine (Geo) Physio News	Morning routine (Geo) Physio News	Morning routine (Geo) Physio News	Morning routine (Geo) Physio News	Morning routine (Geo) Physio News
9.50	Good morning	Good morning	Good morning	Good morning	Good morning
10.10	Group Good morning Count Weather (Geo)	Group Good morning Count Weather (Geo)	Group Good morning Count Weather (Geo)	Group Good morning Count Weather (Geo)	Group Good morning Count Weather (Geo)
10.30	Snack/Play Personal care Schema	Snack/Play Personal care Schema Rebound (PSHE)	Snack/Play Personal care Schema Rebound (PSHE)	Snack/Play Personal care Schema Rebound (PSHE)	Snack/Play Personal care Schema
11.00	TacPac Handle Stars (CP)	Creativity (Art DT) Sensory Story (PSHE) Stars (CP)	Science (SC) Food therapy (SC) Stars (CP)	ICT/Switch Work (ICT) Light work Stars (CP)	Handle TacPac Stars (CP)
11.45 Lunch	Tracey - feeding Mellow Monday Faith - activity	Faith - feeding Tasty Tuesday Tracey - activity	Faith - feeding Wet Wednesday Music (Richard)	Faith - feeding Tell a tale Thursday Tracey - activity	Faith - feeding Floaty Friday Tracey - activity
1.15	Massage Good afternoon	Massage Good afternoon	Massage Good afternoon	Massage Good afternoon	Massage Good afternoon
1.30	Pet Therapy (SMSC) Sensory Train	Creativity (Art DT) Sensory Story (PSHE)	Science (SC) Food therapy (SC)	ICT/Switch Work (ICT) Light work	Relaxation (GEO) Physio
2.15	Sensory Exploration Mark making Stars (CP)	Class Sign and sing (Mus) Stars (CP)	Playground games (PE) Music games (Mus) Stars (CP)	Collective worship (PE) Stars (CP)	Achievements (Car) Sign and sing (Mus)
2.45	Prep for home (Geo HAT) Circle time	Prep for home (Geo HAT) Circle time	Prep for home (Geo HAT) Circle time	Prep for home (Geo HAT) Circle time	Prep for home (Geo HAT) Circle time

Communication
 Mathematics
 Physical Development
 PSHE
 Knowledge and Understanding of the World
 Expressive Arts

Please click here for a larger copy of this document.

Example: Planning

Please click here for a larger copy of this document.

Castle Hill Curriculum Overview



Topic Cycles

EYFS, Primary and Secondary

The Topic Cycle shows each topic theme covered over the School's 3 year plan. The topics are carefully formulated to ensure continuity and progression from Primary to Secondary. Each theme has a specific 'National Curriculum subjects covered' focus to demonstrate coverage. This focus does not exclude other curriculum areas.

Department	Autumn term Year 1	Spring Term, Year 1	Summer term, Year 1
EYFS	My world PSHE- making relationships UW –people and communities	Transport Understanding the world- technology	Animal Friends Understanding the world- the World
Primary	People who help us PSHE	How things work UW- DT, Science	Mini beasts and where they live UW- Science
Secondary	999 Emergency! PSHE	Machines UW- DT, science	Living things UW- Science
	Autumn term, Year 2	Spring term, Year 2	Summer term, Year 2
EYFS	Colour and pattern Expressive Arts and design mathematics	Fantastic food PD –health and self- care	My home UW –people and communities
Primary	Clothes and fashion Expressive Arts- art and design, maths	What's cooking? UW –DT, science	The world around me UW- Geography
Secondary	You are what, you wear Expressive arts- art and design, maths	The cafe society UW-DT, science	Around the world UW/Geography
	Autumn term, Year 3	Spring term, Year 3	Summer term, Year 3
EYFS	Our bodies PSHE self-confidence and Self-awareness	Spring UW –The world	Look what I can do PD
Primary	All about me UW- History, Science	Weather UW- Geography	Let's celebrate PD, PSE
Secondary	Health and hygiene UW- History, Science	The climate UW- Geography	Music, art and sport EAD -Art, Music PD

Please click on [here](#) for a larger copy of this document.

Sixth Form

The Sixth Form Topic Cycle/Long Term Plans ensures that students have coverage in areas such as Creativity, Work Related Learning and Life Skills. Each pathway (see page 11) has its own Long Term Plan, showing ASDAN units covered and links to available schemes of work. The example below illustrates one year of their three year rolling programme.

Sixth Form Pathway 3 LTP 2020-21			
	Autumn	Spring	Summer
Theme: ASDAN PP Units	Rights and responsibilities: everybody matters	Developing skills for the workplace: growing and caring for plants	Planning and preparing food for an event
English	SK1: Taking part in discussions Reading: Reading key words, apply phonics, talk about texts Writing: writing for explanation and information	PP: Making requests and asking questions in familiar situations SK1: Asking and responding to questions Reading: Reading key words, apply phonics, talk about texts Writing: different purposes, including lists	SK2: Taking part in Role Play Reading: Reading key words, apply phonics, talk about texts Writing: giving an opinion through writing
Mathematics	PP: Early mathematics: measure USA: Sorting Number Measures	USA: Patterns Number with emphasis on money Space/Shape	USA: Problem Solving Number Time Space/Shape
ICT/Computing	Accessing, changing and saving documents	Making changes on the screen	Working safely, including using the internet and emails
Creativity	Towards a Christmas Production Scarfure (A) Artefacts in the community (T)	Drama and Dance Drama: movement and gesture (E) Dance(A)	Towards graduation Music: making and using instruments(A) Traditional music(T)
WJEC Enterprise in the Kitchen	Things to Make and Sell Using the community for issues(T) Heating and cooling (A) Using resistant materials (E)	Green Fingers Mini enterprise: financial planning(T) Greenhouse propagation(T) Work experience in the community(T) House/indoor gardening (A) Plants and growth (T) Recycling and composting (T)	Sixth Form Inc. Team work of school (A) Electricity and homemade energy(A) Financial responsibility(T) Mini enterprise(T)
Life Skills Options Group	Home Economics Preparing a meal(T) Using household tools and appliances(T) Cleaning routines(A) Using cleaning products(E)	Home Economics Using household tools and appliances(T) Cleaning routines(A) Using cleaning products(E)	Coffee Cafe First aid and getting help(E) Healthy soup(E) Changing basic food recipes(A) Preparing medicine(A) Preparing pizzas(E) A job study(A) Preparing a meal(T)
Home Independence/Personal Care	Moving On A healthy lifestyle(E)	Moving On A healthy (lifestyle)(E)	DIY Helping with home maintenance
Thinking about the future	Moving On Potential after school placements(A) Role of transition staff(T)		
PE	Moving On Team sports(T), Hydrotherapy/Cymr(E), School lunch, fine or after school club(A)		
Home Culture School based and/or Shilley Community Farm	Shilley Farm/Greenhouse Household gardening (A) Greenhouse propagation(T)	Shilley Farm/Greenhouse Plants and growth (T) Recycling and composting (T)	Shilley Farm/Greenhouse Plants and growth (T) Recycling and composting (T)

Please click here for a larger copy of this document.

Departmental Approaches to the Curriculum

Early Years

The Early Years Curriculum follows the Birth to 5 Matters Guidance. There are seven areas of learning and development that shape the curriculum. The three prime areas are; Communication and Language, Physical Development and Personal, Social, Health and Emotional Development. The specific areas are; Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Four principles underpin the guidance: Every Child is Unique, Positive Relationships, Enabling Environments, Learning and Development

Areas of Learning	Prime Areas						Specific Areas										
	Communication and Language		Physical Development		Personal social and emotional development		Literacy		Mathematics		Understanding the world		Expressive Arts and design				
Early Learning Goal Categories	Listening attention and understanding	Speaking	Gross motor skills	Fine Motor skills	Self-regulation	Managing self	Building relationships	Word reading	Writing	Comprehension	Numbers	Number patterns	Past and Present	People cultures and community	The natural world	Creating with materials	Being imaginative and expressive
Four principals underpin the guidance: Every Child is Unique, Positive Relationships, Enabling Environments, Learning and Development																	

The Curriculum is applied through Castle Hill School's Topic Cycle. Our Thematic Curriculum Guides provide a clear structure for learning. In the case of Early Years, Programmes of study are then taken from Birth to 5 Matters Guidance which then help to frame each student's learning journey.

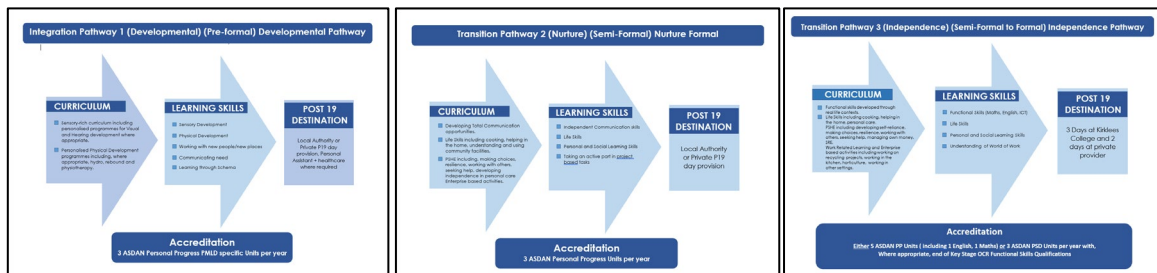
Primary and Secondary: The Curriculum is applied through the Topic Cycle. Our Thematic Curriculum Guides provide direction, context and programmes of study that are used and applied to assist in the formulation of age-appropriate learning programmes.

Sixth Form

The Sixth Form Department provide a rich and varied learning experience which is rooted in students' individual learning needs and interests and which builds on current skills. The intention is for students to be fully prepared for their adult life. The curriculum also continues to follow the Curriculum Audit outcomes with focused work being delivered in the Core areas of Communication, Numeracy and Physical Development.

There are 3 main pathways for development:

- Developmental- Pre-Formal
- Nurture- Semi-Formal
- Independence- Semi-Formal to Formal



Please click each image for a larger copy of each document.

Students in each Learning Pathway access a varied and personalised curriculum which, depending on learning need and student choice may include:

Castle Hill Curriculum Overview





- Functional Skills; English, Maths and ICT, including an option to complete OCR functional Skills Qualifications
 - ASDAN Personal and Social Development and ASDAN Personal Progress Qualifications
 - Independence including early stages of Travel Training
 - Looking after yourself, including personal safety
 - Social Skills
 - Careers Education and Employability skills, supported by C&K Careers
 - Work Related Learning
 - Work Experience
 - Enterprise projects
 - Horticulture
 - Food Technology
 - Physical Development
 - The Creative Arts
 - Links with other schools
 - Transition links with Kirklees College and a wide range of Post 19 Providers
- Thematic Curriculum Guides provide direction, context and programmes of study that can be used and applied to assist in the formulation of age-appropriate learning programmes.

AFA (Including students from Primary, Secondary and Sixth Form): Our Achievement for All class provides a learning resource for those students with additional complex needs. Each personalised curriculum is formulated from the results of traditional assessment methods and through engagement profiling. High staffing ratios ensure that opportunities for engagement and learning are exploited to the full in a safe environment specifically designed to prevent over stimulation.

Curriculum Delivery Expectations

Our agreed baselines of practice give clear expectations related to practice and curriculum delivery:

 <p style="text-align: center;">Baseline of Practice</p> <p>Progress Each student should be provided with varied activities and learn to specialise in one or more of these areas, making accessible, interesting and effectively personalised learning objectives that are reviewed regularly and challenging.</p> <p>Assessment for Learning Work should be clearly and explicitly linked to prior learning, whilst recognising that some may need extra help. Our summative tests should be done, led and marked through a whole class team approach. The assessment process should be supported by commentary, discussion and the observations and/or marking.</p> <p>Differentiation and Challenge Differentiated and engaging child centred activities should involve the target relevant to the needs and abilities of each student.</p> <p>Other Aspects of Teaching</p> <ul style="list-style-type: none"> • Staff should endeavour to ensure that students are comfortable, engaged, safe and ready to learn. • Mutual Communication Strategy should be applied throughout. • The 'Sens, Say, See, Show, Do Slow' strategy should be applied. • Students should be given time to process information. • Each lesson should be well paced, engaging and have an appropriate pace and reflection time for the needs of the learners and their capabilities. • Topics should be sequenced, be delivered effectively, be well informed and responsive to the learning opportunities. It should encourage and reinforce good behaviours. <p>Resources Each resource should be reviewed regularly for relevance. Resources should be relevant, up-to-date and accessible when needed with alternatives to low cost, or none when required.</p> <p>Behaviour for Learning Positive behaviour should be supported. Learning should be praised and rewarded, using observations and strategies should be well matched to individual needs to maximise engagement and enjoyment.</p> <p>Learning Environment The environment should be conducive to learning needs.</p>	 <p style="text-align: center;">Guided Continuous Provision and Extended Provision</p> <p>Led by the student and is relevant to their needs and interests.</p> <p>Extending and anticipating learning.</p> <p>Assessing and reflecting on learning through observations.</p> <p>Resources are creative and differentiated to promote high engagement learning.</p> <p>Needs to be orderly, exciting and in a well planned environment.</p> <p>Independence encouraged and adult role will complement the learning.</p> <p>Needs of each individual student are met through the environment with clear objectives.</p> <p>Gives opportunity for consolidation as well as progression.</p>
--	---

Please click [here](#) for a larger copy of this document.

Our agreed [Learning Environment Judgement Matrix](#) also provides clear guidelines regarding the Learning Environment.

Impact

Our Motto

Innovating Communicating Empowering

Our Mission Statement

We are pioneers of innovative and personalised teaching and learning, enriching lives and fostering independence.

Our Aim

We aim to enable all students to be effective communicators, to engage in meaningful learning and be empowered to positively influence their world.

Please refer to the following website pages:

<https://www.castlehillschool.org.uk/assessment-planning-and-progress>

<https://www.castlehillschool.org.uk/learning/leavers-information>

Qualifications

School ensures that students build on their skills by offering a variety of qualifications including:

Secondary

AQA Unit Awards: Key skill coverage in KS3 and KS4. Each student completes 10 units during the academic year, 6 of which are key skills.

ASDAN Personal Progress: Accreditation choices are provided within the curriculum guides in the Accreditation Section (see [hyperlink](#) example).

Sixth Form

Each year, students following each Pathway will complete the following:

Pathway 1: 3 ASDAN PP PMLD specific Units

Pathway 2: 3 ASDAN PP Units

Pathway 3: either 5 ASDAN PP Units (including 1 English, 1 Maths) or 3 ASDAN PSD Units with, where appropriate, OCR Functional Skills Qualifications

Work Related Learning (WRL) Pathway Plan

The practical opportunities for our pupils to access Work Related Learning and work experience will be informed by their cognitive understanding and physical abilities. We recognise that there are few true work experience opportunities in the community that are appropriate for our pupils, so we ensure coverage by establishing mini-enterprise sessions and opportunities for pupils to work alongside professionals in school.

Transition is also part of the [WRL Pathway Plan](#). For our pupils, an understanding of the next stage in their life, be it moving to another phase, educational establishment or day care service provider is a vital important step towards adulthood and personal growth.

Gatsby Benchmarks:

The Gatsby Benchmarks support our Work-Related Learning Pathway. They are a framework of eight guidelines that define the best careers provision in schools and colleges. The Gatsby Benchmarks underpin careers provision at Castle Hill School, which is part of the PSHE curriculum. The Gatsby Benchmarks are applied through practices that reflect the needs of our students and their Post 19 destinations. For more information on the application of the Gatsby Benchmarks at Castle Hill School, please see the following linked document. ([Click Here](#))

Castle Hill Curriculum Overview



Work Related Learning Pathway		Work Related Learning Pathway	
	Suggested programmes of study	Work experience opportunities	
Key Stage 4	<p>AQA Entry Level</p> <ul style="list-style-type: none"> Work experience: working in a cafe with assistance Food technology: food handling, preparation and storage Health and safety in design and technology <p>AQA Pre-Entry Level</p> <ul style="list-style-type: none"> Work experience: working in a cafe Working as a group to set up and run a mini-enterprise Multisensory D&T experience upcycling with support PSHCE: interacting with others in a work environment Work experience: receptionist Customer service Developing awareness of personal targets: work Going to work work experience in the wider community 	<p>Out of school work experience</p> <ul style="list-style-type: none"> Running a shop at Greenacres Care Home (1 or 2 x ½ day) <p>Working alongside professionals in school</p> <ul style="list-style-type: none"> Collecting deliveries from reception Admin tasks <p>Work related learning</p> <ul style="list-style-type: none"> Seasonal mini-enterprise School council <p>Transitions</p> <ul style="list-style-type: none"> Enrichment with Sixth Form (one afternoon, weekly) Transition into new class (typically two weeks at the end of the academic year) Visits to Sixth Form during lunch times (during final term) 	<p>Key Stage 5</p> <p>ASDAN PP (P/MLD)</p> <ul style="list-style-type: none"> Getting on with other people Encountering experiences: being a part of things Engaging with the world around you: people <p>EQUALS Moving On Adventurer</p> <ul style="list-style-type: none"> Work related learning: ojob study Work related learning: team work at school Careers: preparing a one page profile Careers: potential after school placements <p>Explorer</p> <ul style="list-style-type: none"> Work related learning: work experience in school or college Work related learning: voluntary jobs in the community Careers: self presentation Careers: personal careers action plan <p>Traveller</p> <ul style="list-style-type: none"> Work related learning: mini enterprise Work related learning: work experience in the community Careers: interviews Careers: progress file <ul style="list-style-type: none"> Café skills CoCo Bank School council <p>Transitions</p> <ul style="list-style-type: none"> Transition into new class (typically two weeks at the end of the academic year) Attending Kirklees College with support (during Spring term) Visits to service providers once transition pathway has been established (during Spring/Summer terms) Staff from service providers to visit pupils in class
Key Stage 5	<p>ASDAN PSD (MLD)</p> <ul style="list-style-type: none"> Preparation for work Managing own money <p>ASDAN PP (SLD)</p> <ul style="list-style-type: none"> Developing skills for the workplace: growing and caring for plants Developing skills for the workplace: getting things done Developing skills for the workplace: following instructions Developing skills for the workplace: health and safety Developing skills for the workplace: looking and acting the part Developing skills for the workplace: looking after and caring for animals Participating in a mini-enterprise project 	<p>Out of school work experience</p> <ul style="list-style-type: none"> Work experience at Asda (2 x 1 day) Work experience at Honley Junior School (1 x ½ day) <p>Working alongside professionals in school</p> <ul style="list-style-type: none"> Work experience at Castle Hill School Kitchen team (1 x ½ day) Work experience with Castle Hill School maintenance team (1 x ¼ day) <p>Work related learning</p> <ul style="list-style-type: none"> Milk and fruit delivery Mini-enterprise (Water House Productions) Cooking for staff 	

Transition

Preparation for transition runs through our curriculum. Throughout the school year students have the opportunity to work with peers and staff from different classes and departments in Communication and Enrichment lessons, which take place weekly.

Programmes of Study within the curriculum guides assist in fostering resilience, acceptance of change and engagement with the school and wider community.

For further information regarding Transition support please follow the link. ([Click here for Transition webpage](#))

Additional information

Safeguarding

A Safeguarding section in each Curriculum Guide provides a Safeguarding Focus

Safeguarding is included in the PHSE guide and e-safety in the KUW guide

The 'Safeguarding Curriculum' is delivered through the application of the PSHCE Curriculum Guide.

The Safeguarding Focus is delivered in an appropriately differentiated manner through the application of PSHCE programmes of study. Examples are:

Safeguarding Focus	Programme of Study from the PSHCE curriculum guide
Forced marriage	Show some consideration of the needs and feelings of other people
Sexual exploitation	Develop an awareness of the places that make us feel safe
Female Genital Mutilation (FGM)	Respond appropriately to simple choices and offers of help

The following areas of focus are applied annually:

Term	One year rolling programme
Autumn	CSE
	FGM
	Disclosure
Spring	Neglect

Castle Hill Curriculum Overview



	Bullying
	Drugs and Substance Misuse
Summer	Radicalisation
	Relationship abuse/ Forced Marriage
	Emotional abuse

E-Safety: A Safeguarding section in the KUW Guide provides an E- Safety Focus. The 'E-Safety Curriculum' is delivered through the application of the Understanding the World Curriculum Guide. Students are taught to; 'Use technology safely and respectfully, keeping personal information private and identify where to go for help and support when they have a concern about content or contact on the internet or other online technologies (Child-net)'

The E-Safety Focus is delivered in an appropriately differentiated manner through the application of Computing programmes of study. Examples are:

E- Safety Focus	Computing Programmes of Study from the KUW curriculum guide
Identify where to go for help and support	Respond to simple instructions to control a device
Using technology safely	Operate devices independently and make connections between control and information on a screen

The following areas of focus will be applied annually:

Term	One year rolling programme
Autumn	Using technology safely
Spring	Keeping personal information private
Summer	Identify where to go for help and support

Collective Worship

The curriculum guides highlight festivals and religious events for guidance during each specific term. In our Collective Acts of worship, we recognise, affirm and celebrate the values and ethos of the school family and explore and celebrate the diversity of different faiths. We provide pupils with experiences which enhance their spiritual and moral development and encourage both quiet reflection and active participation.

Departmental assemblies are presented on a weekly basis. Opportunities for reflection and daily collective worship are provided in classrooms at the end of each day. A whole school assembly is completed at the end of each week.

Wellbeing

Wellbeing is critical to cognitive development and social and emotional development. At Castle Hill School, wellbeing is explicit within all areas of the curriculum enabling pupils to feel confident, express emotions, build good relationships, live productively, cope with stresses and adapt in times of change. Please follow the link to our wellbeing page <https://www.castlehillschool.org.uk/school-life/wellbeing>. Each curriculum Guide contains a section on activities which can support wellbeing within that specific subject area.

Enrichment

In order to provide further breadth of opportunity and to generalise skills we have also established "Enrichment" sessions which run across school.

The aims of our enrichment sessions are to:

- Offer pupils the opportunity to work alongside peers and staff from different classes
- Give pupils opportunities to take part in a wider range of learning experiences
- Focus on communication learning objectives, while taking part in these wider activities
- Encourage staff to work on an area of the wider curriculum that is of particular interest or expertise to them
- Promote in pupils the ability to adapt to and enjoy different routines
- Prepare pupils for transition within school.

Castle Hill Curriculum Overview



Practice

Enrichment takes place for all pupils across school, with the exception of the Early Years/Foundation Stage and some pupils from the AFA class who take part in other cross-school activities as appropriate. Subjects covered offer a wide range of experiences, many of which change over time. Current areas include:

- Music therapy
- Gardening
- Yoga
- Dance
- Bus group
- Soft play
- Sports Team
- Beauty Salon
- Wheelchair Dancing
- Food Therapy
- Problem Solving Games

Planning focuses on the communication learning needs of individual pupils, with lead staff taking each pupil's MAPP target in this area as the basis for creating lesson learning intentions.