



Curriculum Policy

Reviewed by:	John Shanahan, Principal
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At The Stable School (TSS) we pride ourselves on providing education that is engaging and creative and accessible to our learners, regardless of their starting point. We understand that most of our learners join TSS either having a negative or traumatic experience in school or have had a significant amount of time out of school. Our staff team, through their empathetic approach, provide motivation support, and guidance to our learners in every way possible to cater for their not only their educational needs, but their social and emotional needs whilst overall raising their wellbeing, personal self-esteem, and academic aspiration.

We provide, an aspirational and clearly sequenced curriculum which provides our learners with a pathway through primary and secondary education, to prepare them for their next stage of education and ultimately employment and lifelong success into adulthood. We believe in providing our learners with a positive and robust educational experience, encouraging them to develop their full potential, recognising their talents and building on their interests, whilst increasing their confidence and resilience.

As each child with special needs is unique; a crucial part of effective special needs teaching is to ensure that those working with the learner understand how to maximise learning. Our learners are taught a curriculum that meets their individual needs. This offer will be an aspirational learning journey that if appropriate, will include accreditation and qualifications, dependent on the learners' needs and ability to access the learning package.

At the heart of our offer is improving the personal development of the learner and then we support their aspirations with an adapted National Curriculum. All our learners have an EHCP, and their individual targets are supported through their curriculum. Every class is led by a qualified teacher and subject specialists oversee the teaching of all the core curriculum subjects which are taught in class. Our wider curriculum offer is based on increasing the wellbeing of our learners by meeting their needs and interests with the option to gain accreditation, certificates, and life skills, in many subject areas.

What is the policy about?

The curriculum policy sets out the intention of our curriculum approach, how we implement it and how we measure the impact of our curriculum for our learners. It covers our approach to curriculum content and delivery.

Who does this policy apply to?

The Curriculum Policy is for all Stable School Staff, LGB, Commissioners, Parents/Carers, young people and Inspectors.

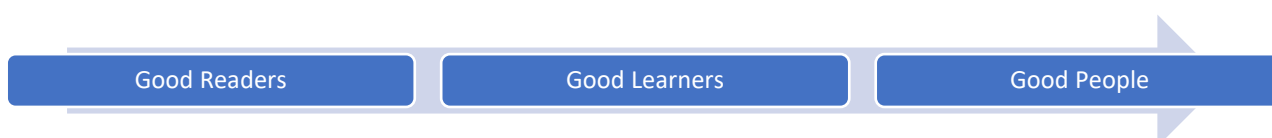
Policy requirements

Our mission is to enable young people to progress and succeed in sustained education, employment, and training. We do this by engaging young people positively with their purpose through learning and future life aspirations. Our learners achieve positive outcomes, thrive, and enjoy a quality education that is deliverable by skilled passionate people with high expectations in a place that is safe, high quality and appropriate. To do this, we intend to give young people a broad and rich curriculum that gives them both the academic skills and qualifications needed to move successfully to the next stage of their lives, and the personal development skills to ensure a fulfilling future. We have set a curriculum in line with the National Curriculum alongside a structure which supports our young people to overcome their barriers to learning ensuring our young people have bright futures both in their personal and professional lives.

Our Intention:

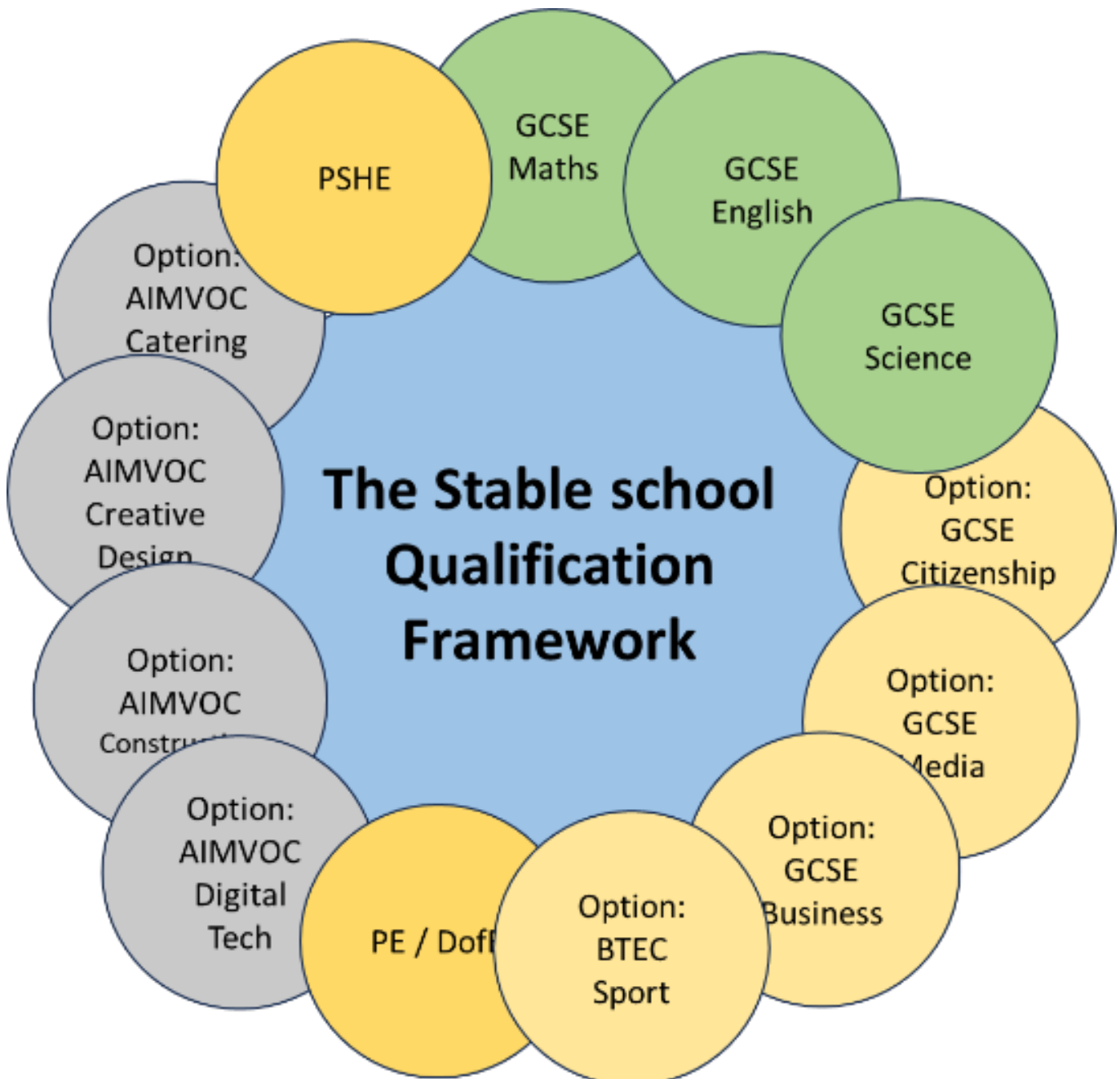
For our learners to acquire a suite of skills and qualifications that will enable successful destinations into education, training, or employment:

To enable our learners to become:



We will achieve this through a qualifications framework that is designed to meet their specific needs and ensures that learners access all areas of the curriculum:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human & Social
- Physical
- Aesthetic & Creative





Our curriculum rationale revolves around the following key principles:

- Core Academic Foundation:** We recognize the importance of a strong academic foundation. To this end, English and Maths are at the core of our curriculum. These subjects not only form the bedrock of academic success but also nurture essential communication and problem-solving skills vital for life beyond school.
- Scientific Literacy:** Biology is included to foster scientific literacy and to empower learners with an understanding of the natural world. It encourages curiosity, critical thinking, and provides insight into global challenges, such as climate change and healthcare.
- Citizenship Education:** We believe in producing well-informed and responsible citizens. Citizenship education is integrated to encourage active participation, promote understanding of societal issues, foster a sense of community and social responsibility and build cultural capital.
- Media Literacy:** In today's digital age, media literacy is a crucial skill. Media studies enable learners to critically engage with various forms of media, understand its impact on society, and become discerning consumers and creators of content.
- Business and Entrepreneurship:** Preparing learners for the world of work and entrepreneurship is a priority. Business studies introduce learners to economic principles, financial literacy, and the skills needed to thrive in a competitive job market.
- Personal, Social, Health, and Economic (PSHE) Education:** We are dedicated to nurturing well-rounded individuals who are emotionally resilient and informed about personal well-being and mental health. PSHE education equips learners with the knowledge and skills to make informed decisions about their lives.
- Practical Skills and Vocational Education:** We offer a range of practical and vocational subjects such as Catering, Construction, Creative Design, and Sport. These courses provide learners with hands-on experience, fostering creativity, problem-solving, and physical well-being.
- Transition to Post-16 Education:** Our curriculum is designed to ease the transition to Post-16 education. We offer a diverse range of subjects that align with learners' interests and career aspirations, enabling them to make informed choices for their future studies.
- Holistic Development:** Our curriculum focuses not only on academic achievement but also on personal development. It encourages critical thinking, resilience, adaptability, teamwork, and ethical behaviour.

10. **Enrichment Opportunities:** We provide a wealth of enrichment opportunities through extracurricular activities, field trips, and engagement with the local community, ensuring learners have a broad and enriching educational experience.
11. **Sustainability and Global Awareness:** We embed sustainability and global awareness across the curriculum to prepare learners for the challenges and opportunities of an interconnected world.

12. Careers

For Key Stages 2 to 4 Careers Education is embedded within the PSHE curriculum. Learners receive a bespoke and targeted offer to address any barriers to participation in education and employment. The Stable School is fully compliant with the Baker Clause and all learners from Year 7 onwards have at least one employer/workplace encounter each year. All Key Stage 4 learners have the opportunity of Work Experience placements, again working alongside local businesses to ensure our learners have a broad range of career paths to consider at Post 16 alongside their academic pathway. We work closely alongside our partners within Kirklees to support and deliver positive career outcomes for our learners.

13. Extra-Curricular Activities

Extra-curricular activities are an important and exciting feature of school life and contribute enormously to our learners' social and academic development. Learners are offered the chance to experience different cultures and experiences through our range of local and national trips and visits. Theatre trips, visits to exhibitions and museums plus excursions to local colleges occur regularly and provide further opportunities for learners to enrich and extend their learning beyond the classroom.

Why our curriculum model is best for our children.

1. We are a school that provides a curriculum which meets the needs of our learners (social, emotional, and mental health) through a range of approaches including therapeutic which incorporates Trauma Informed, Motional and ELSA.
2. We believe that every learner should have the opportunity to achieve a state of well-being in which they realise their own potential; can cope with the normal stresses and strains of everyday life; can work productively and fruitfully and are able to make a contribution to their community.
3. Our curriculum model focuses on connection before correction and to work with learners in a therapeutic way (including staff therapeutic practitioners and trauma informed practitioners)
4. Our curriculum gives every learner the opportunity to access the national curriculum and core and vocational subjects of study. Learners should not be deprived of core academic subjects, and we continue to make reading a priority for every learner and staff at The Stable School.
5. Our curriculum is also tailored to support our learners in becoming more emotionally intelligent and develop empathy and self-awareness (with staff understanding the theory behind attachment seeking, not attention seeking).
6. Our curriculum therefore has a focus on personal development, behaviour, and attitudes (PDBA) and uses motional snapshots (SEMH comprehensive assessment programme) to plan and deliver bespoke learning sessions which improve specific elements of pro-social, executive functions and blocks to learning.
7. Our curriculum model enables every learner to achieve three long-term goals by the time they leave us as young people who have positive destinations and can flourish independently post 16.
8. We have a clear ambition for our learners to achieve well and have a clear qualifications framework that drives our decisions about the curriculum content so that it is sequenced, coherent and logical from Year 1 to Year 11.

Curriculum Knowledge and skills intentions

1. Equip learners with key knowledge and skills to be successful in current learning as well as being able to transition to their next destination.
2. Equip learners with knowledge and skills as determined by the National Curriculum for their age (chronological or working at age) or exam board.
3. Ensure all Key Stage 2 learners will have the opportunity to sit SATS if appropriate for them.
4. Ensure all Key Stage 3 learners may have the opportunity to sit core subject entry level qualifications in year 9 for experience and confidence alongside preparing them for Key Stage 4 qualifications in non-core subjects.
5. Ensure all Key Stage 4 learners have the opportunity to sit appropriate national qualifications to support them in their future lives.
6. Improve the literacy and numeracy of our learners with embedded opportunities to develop and practice skills.

7. Ensure all learners leave with knowledge of essential first aid.
8. Provide an ambitious curriculum including exposure to a variety of new experiences by working towards the DfE Activity Passport of experiences.
9. Aim to achieve the Rights Respecting Schools Award
10. Provide opportunities and experiences for learners' personal development and support them with personal aspirations.
11. Provide a flexible approach to curriculum that meets the varying needs of our learners through the use of an academic and vocational curriculum alongside therapeutic support, ELSA, and work with outside agencies to give a holistic, wrap around and personalised timetable.

Cultural capital intentions

1. Provide a full programme of PSHE incorporating RSE including mental health and well-being and first aid to support learners in learning how to keep themselves safe, and to develop personal values and respect for others.
2. Provide a fully embedded approach to SMSC, alongside personal development, RE, citizenship and British values.
3. Provide CIAG to ensure learners are able to make choices about their future, and to ensure positive destinations.
4. Enable our learners to move to sustainable positive destinations through the ambitious curriculum, and extra experiences and support offered.
5. Therapeutic offers to young people, dependent upon need, may include: Bespoke Pro-social, Blocks to learning and Executive functions development sessions weekly, in addition:
 - Trauma-informed practitioner interventions
 - SALT
 - Motional interventions supporting positive behaviour growth.
 - On-site integrative therapist
 - Group sessions
 - ELSA
6. Alongside this broad curriculum offer, our intent is further met with a range of external visits, visiting speakers and focus events and charity days to add to our young people's experience. Experiences our young people have the opportunity to engage with include, but are not restricted to, the DfE activity passport, Learner Council, Anti-Bullying, E-Safety and Forest School.
7. Our young people have the opportunity to stand for school council election, to represent their peers at the academy council and also nationally, through youth parliament enabling our learners to have a voice in their education and experience both locally and nationally.
8. Our school aims to achieve the Rights Respecting Schools Award to demonstrate our commitment to developing our young people to understand their rights and the rights of others.

At a classroom level

1. Implementation is demonstrated through our delivery of engaging lessons which allow our learners to succeed. We ensure our lessons are fully differentiated by need, meeting the needs as identified on EHCPs. We put learning into context for learners and use real world examples to show why the learning is important both now and in the future. Our classroom environments are guided by the needs of individual children and are planned carefully in order to meet social and emotional needs, including their Motional assessments.
2. All lessons wherever possible will include the opportunity for fully embedded literacy, numeracy, SMSC, RE and PD as well as other cross curricular links to ensure that learning is holistic and joined up.
3. Feedback is according to our policy and is moderated across sites to ensure accuracy and consistency. This approach provides clear feedback for learners to improve their work.
4. We use teacher professional judgement, alongside regular work scrutiny and moderation to track our learners'
5. progress throughout the year. We do not routinely sit formal assessments in exam conditions as we do not feel this benefits our learners, nor does it make good use of learning time.
6. Young people are supported with personalised approaches, following their BSPs, EHCPs, Motional assessments and learner profiles alongside subject specific assessment needs. They may receive 1:1 support, targeted individual or small group intervention strategies, or technological assistance to overcome their barriers to learning ensuring success for our young people. See our SEN information report for a more detailed overview of how our children are supported.

7. Lessons make use of techniques to revisit learning to support long term memory of concepts to further support achievement and to support learners to see links in learning to provide a holistic view to their learning, rather than as isolated episodes.

Hidden learning

1. Outside of lessons and curriculum offer our original approach to supporting our learners overcome their barriers to learning is evident. We have advocates on site to work with our learners when extra support is needed, and who work closely with home and other services to fully support learners both in and out of school. We have staff who are trained in specific interventions to support with behavioural needs through Motional.
2. Our academy has a supportive and encouraging ethos, where learners have freedom to express themselves and be listened to, and their successes are celebrated. Staff have high standards and expectations both academically and personally for themselves and our learners.

Phonics, Reading and Writing: See also Phonics, Reading and Writing Action Plan

1. Reading is prioritised to allow learners to access the full curriculum.
2. A rigorous and sequential approach to the reading curriculum develops learners' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all learners.
3. A sharp focus on ensuring that younger learners gain phonics knowledge and language comprehension necessary to read and the skills to communicate, gives them the foundations for future learning.
4. Teachers ensure that their own speaking, listening, writing and reading of English support learners developing their language and vocabulary well.
5. Learners read widely and often, with fluency and comprehension appropriate to their age.

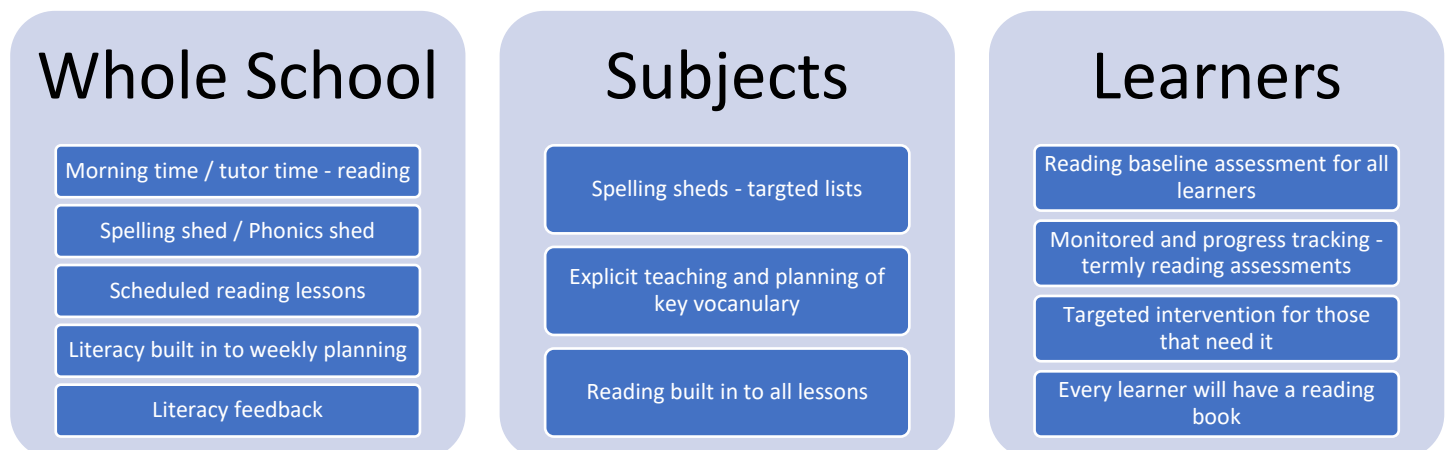
Intention

1. For learners to be able to have the confidence and enthusiasm to read to a high standard.
2. For learners to be able to use their imagination, develop new interests and read for pleasure.
3. For learners to be able to access the content within their lessons.
4. For learners to leave school with literacy levels that will enable them to be successful in adulthood.
5. For learners to be able to explore the world around them through the art of reading.

This will be achieved through:

1. Learners reading regularly.
2. Read and complete comprehension to improve understanding and retention.
3. Read and complete inference questions to improve the ability to make assumptions.
4. Vocabulary – new words, decoding, sounding out, phoneme awareness.
5. Incentivise learners to read at home and allow them to take their books home.

Specific Strategies.



Implementation: See also Teaching and Learning Policy

KS1 Curriculum map

We do not currently have learners in KS1.

KS2 Curriculum Map

YEAR 4		YEAR 5		YEAR 6		KEY STAGE FOUR OPTIONS	
Maths curriculum to build towards GCSE assessment objectives.		Maths curriculum to build towards GCSE assessment objectives.		Maths curriculum to build towards GCSE assessment objectives.		GCSE MATHS	
Media Studies would be incorporated into the weekly ICT sessions and within the integrated topic curriculum.	English will incorporate phonics, reading and comprehension tasks within the lessons.	Media Studies would be incorporated into the weekly ICT sessions and within the integrated topic curriculum.	English will incorporate phonics, reading and comprehension tasks within the lessons.	Media Studies would be incorporated into the weekly ICT sessions and within the integrated topic curriculum.	English will incorporate phonics, reading and comprehension tasks within the lessons.	GCSE ENGLISH	GCSE MEDIA STUDIES
Science curriculum to build towards BTEC assessment objectives. (explicit and integrated lessons)		Science curriculum to build towards BTEC assessment objectives. (explicit and integrated lessons)		Science curriculum to build towards BTEC assessment objectives. (explicit and integrated lessons)		GCSE SCIENCE	
Citizenship would be incorporated into PSHE curriculum.		Citizenship would be incorporated into PSHE curriculum.		Citizenship would be incorporated into PSHE curriculum.		PSHE	GCSE CITIZENSHIP
Sport curriculum to build towards BTEC assessment objectives. Weekly PE session plus PE options in DIVE		Sport curriculum to build towards BTEC assessment objectives. Weekly PE session plus PE options in DIVE.		Sport curriculum to build towards BTEC assessment objectives. Weekly PE session plus PE options in DIVE.		BTEC SPORT	
Delivered through cross-curricular content in Maths		Delivered through cross-curricular content in Maths		Delivered through cross-curricular content in Maths		GCSE BUSINESS	
Digital tech would be incorporated into the weekly ICT sessions. And within the integrated topic curriculum.		Digital tech would be incorporated into the weekly ICT sessions. And within the integrated topic curriculum.		Digital tech would be incorporated into the weekly ICT sessions. And within the integrated topic curriculum.		AIMVOC DIGITAL TECH	
Termly catering session linked to the topic theme.		Termly catering session linked to the topic theme.		Termly catering session linked to the topic theme.		AIMVOC CATERING	
Project based activity to design and create product. (Delivered through an explicit termly DT lesson and integrated within Maths, e.g., Nets and 3D shape).		Project based activity to design and create product. (Delivered through an explicit termly DT lesson and integrated within Maths, e.g., Nets and 3D shape).		Project based activity to design and create product. (Delivered through an explicit termly DT lesson and integrated within Maths, e.g., Nets and 3D shape).		AIMVOC CREATIVE DESIGN	AIMVOC CONSTRUCTION

KS3 Curriculum Map

YEAR 7		YEAR 8		YEAR 9		KEY STAGE FOUR OPTIONS	
Maths curriculum to build towards GCSE assessment objectives.		Maths curriculum to build towards GCSE assessment objectives.		Maths curriculum to build towards GCSE assessment objectives.		GCSE MATHS	
Reading Lessons		Reading Lessons		Reading Lessons		GCSE ENGLISH	GCSE MEDIA STUDIES
Writing Lessons		Writing Lessons		Writing Lessons			
Science curriculum to build towards GCSE assessment objectives.		Science curriculum to build towards GCSE assessment objectives.		Science curriculum to build towards GCSE assessment objectives.		GCSE SCIENCE	
Citizenship would be incorporated into PSHE curriculum.		Citizenship would be incorporated into PSHE curriculum.		Citizenship would be incorporated into PSHE curriculum.		PSHE	GCSE CITIZENSHIP
Sport curriculum to build towards BTEC assessment objectives.		Sport curriculum to build towards BTEC assessment objectives.		Sport curriculum to build towards BTEC assessment objectives.		BTEC SPORT	
ICT incorporating computing, coding, applications (Word, excel etc.), touch typing, digital safety, digital media & design, infrastructure.		ICT incorporating computing, coding, applications (Word, excel etc.), touch typing, digital safety, digital media & design, infrastructure.		ICT incorporating computing, coding, applications (Word, excel etc.), touch typing, digital safety, digital media & design, infrastructure.		AIMVOC DIGITAL TECH	
Skills development built around Entry Level 3 components for AIMVOC courses.		Skills development built around Entry Level 3 components for AIMVOC courses.		Entry Level 3 Catering		AIMVOC CATERING	
Skills development built around Entry Level 3 components for AIMVOC courses.		Skills development built around Entry Level 3 components for AIMVOC courses.		1 x creative design 1 x digital tech 1 x sport 1 x catering 1 x media Studies 1 x Summer Fair project.		GCSE MEDIA STUDIES	AIMVOC Construction
						GCSE BUSINESS STUDIES	AIMVOC Creative Design

KS4

The Stable School Key Stage 4 Curriculum Rationale - Preparing Learners for the Wilder World and Transition to Post-16

At The Stable School, our Key Stage 4 curriculum is designed with a clear focus on not only providing learners with academic skills but also on nurturing their emotional well-being, social development, and mental health. Our primary goal is to equip our learners for the wilder world beyond school and ensure a smooth transition to post-16 education. Our curriculum rationale revolves around several key principles outlined above:

Subject	Lessons	Actual
English (inc. Lit)	4	4
Maths (inc. Stats)	4	4
Science	3	4
GCSE Citizenship	2	Choice of 2 = 4
GCSE Media	2	
GCSE Business	2	
BTEC Sport	2	
AIMVOC Digital Tech	2	Choice of 2 = 4
AIMVOC Construction	2	
AIMVOC Creative Design	2	
AIMVOC Catering	2	
PSHE	1	1
PE	1	2
DofE	1	2
Total		25

Impact: See also Assessment Policy

We measure the impact of our approach through:

1. Progression and achievement data
2. Improvements in their behavioural assessments (including personal, social and emotional mental health)
3. Their destinations leaving us (tracked for a whole year, and support provided where
4. necessary)
5. Regular review of the taught curriculum, and shared discussions on pedagogical approaches to ensure it remains relevant and meets the needs of our young people
6. Regular review of our monitoring processes to ensure the highest quality of teaching and learning and sharing best practice.
7. Continual improvements in quantity and quality off-site provisions and experiences to develop our learners experiences and ambitions
8. SEF reviews to monitor effectiveness of the whole curriculum
9. Learner profiles, EHCPs and IBPs reviewed regularly and amended as necessary
10. Annual reviews for SEND learners showing progress for our learners
11. Improvements in attendance and reductions in behaviour incidents confirm the appropriateness of the curriculum for our learners
12. Learner data from national tests