Hartlepool School

Curriculum Policy

2026 - 2027

Reviewed by:	Paul Barnfather
Date of next review:	September 2027

© Cambian Group 2012

Legal Status:
Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:
- The whole school inclusive of activities outside of the normal school hours.
- All staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents and Further Reading
Policies on: Exams, PSHE, EAL, Complaints, Careers, Able gifted & talented children.
DfES gui on curriculum:

Purpose:
- To establish a consistent curriculum framework across Hartlepool School.
- To support a smooth transition back into mainstream education, further education or employment, if appropriate.
- To provide a broad and balanced curriculum offer, which inspires students to learn.
- To promote positive attitudes to learning.
- To promote the behaviour and welfare of students, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- To promote preparation for and an appreciation of life in modern Britain.
- To provide a range of subjects and courses to help pupils acquire/improve their knowledge, understanding and skills in linguistic, mathematical, scientific, technical, human, social, physical, sporting, creative and artistic learning.
- To provide opportunities across the whole curriculum for pupils to develop the necessary skills to make progress in reading, writing, communication and mathematics.
- To supplement the formal curriculum with extra-curricular opportunities for students to extend their knowledge and understanding.
- Our subjects and opportunities we offer are:
    - English
    - Maths
    - Science
    - Humanities
    - PHSE
    - Art
    - Food and cookery
    - Interventions
    - Enrichment
    - KS4 specific qualifications around AQA unit award
    - GCSE's and NCFE qualification

Date: September 2025

Signed:



Hartlepool School
Headteacher

© Cambian Group 2012

Curriculum Intent, Implementation and Impact

Historically our students have struggled to access a traditional formal curriculum (within mainstream and generic specialist school settings); a creative, more tailored and culturally based approach enhances the curriculum offer (through broader curriculum themes containing Vocational Education, Outdoor learning and Enrichment Opportunities). We put great value on pupils being the best they can be while acknowledging their limitations and knowing how they learn best, ensuring that preparation for adulthood objectives are reflected within our curriculum from the youngest of learners.

Our pupils may have a range of learning needs but primarily, many students have missed large aspects of their education prior to attending Hartlepool School and so they often begin their education here with attainment levels and skills that are significantly below average (for their age and starting points).

The aim and values of Hartlepool School are focused on maximising every individuals' potential to develop into a confident, secure, well-adjusted and skilled young person who will make a positive contribution to society and live as independent a life as possible.

Hartlepool School delivers a differentiated curriculum, which is closely aligned with our pupils' levels of ability, interests and aspirations. It is broad, balanced, and relevant to needs and designed to have integrated therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives. This specialist curriculum is tailored to our pupils' individual needs and based on a person-centred planning framework.

1. Intent

Our curriculum is designed to give all of our children a broad and balanced education through coverage, experience and progression. We cater for a wide range of learners and endeavour to provide opportunities for all of our children to develop as independent, happy and confident learners in order to achieve their full potential and prepare them for their future lives. Ensuring our curriculum provides students the ability to understand key concepts through quality teaching by subject specialised. Alongside academic success we promote and encourage a nurturing side to learning that focuses on well-being and engagement linked to age and stage of development. Opportunities to work towards individual outcomes are embedded throughout.

At Hartlepool School we have four curriculum intentions that act as drivers for what we deliver.

Intention 1 – A Sense of Self

Our curriculum will ensure that all children develop an understanding of themselves, our school rights and an awareness of their place within the community.

Intention 2 – Learning to Learn

Our curriculum offer will ensure that all children develop secure learning to learn behaviours focused around exploration, resilience and perseverance, working with others and problem solving.

Intention 3 – Knowledge and Skills

Our curriculum offer will ensure that all children develop appropriate subject specific knowledge, skills and understanding in line with their stage of development. Addressing any gaps in their knowledge and

Intention 4 – Experience and Enrichment

Our curriculum offer will ensure that all children experience a breadth of opportunities and activities that expand horizons within and beyond the traditional learning environment of the classroom.

© Cambian Group 2012

2. Implementation

The underlying principle of our curriculum implementation is flexibility, we have a curriculum which is designed to meet the needs, interests, aspiration and aptitudes of our students. Our curriculum model ensures that we have flexibility to fit in with our students rather than or students fitting in with our model. Our conceptualised curriculum draws on best practice and delivery from a number of different models and approaches. We recognise that as our school population changes, so must the way in which we approach planning, teaching, learning and assessment. Our curriculum map continues to change and evolve to meet the individual needs of our children each year.

In order to provide pupils across with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which encompasses three broad pathways: 'National Curriculum, Functional skills and a Vocational curriculum.' This offer means we can make subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach.

The levels are not defined by age, but by need and achievement; children are therefore able to move flexibly from one pathway to the next at any point during their school career. Each pathway covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a 'learning flow' between the two.

Because of the personalised approached to the curriculum we are able to meet the needs of all our learners. All children across the school focus on targets based on the outcomes in their Individual Learning Plan. Some pupils receive additional funding e.g. Pupil Premium and the impact of any interventions funded through these is monitored to ensure that they support progress.

3. Impact and Intended outcomes

By implementing a differentiated and modified national curriculum, it is intended that Hartlepool School will:

- Optimise the communication skills of all pupils.
- Cater for the specific needs and learning difficulties of individual pupils as described in their EHCPs, by providing teaching and learning opportunities at an appropriate level.
- Engage pupils' interests in personal development and encourage learning
- Create a positive learning environment where pupils can work safely.
- Allow pupils to interact and learn from each other.
- Allow all pupils to reach their full potential and achieve their own personal success.
- Give pupils opportunities to develop their key skills.

Intention 1 – A Sense of Self

Children have a positive self-image, high well-being and engagement and are able to relate well to members of the school community. They take pride in themselves, their learning and the school environment.

Intention 2 – Learning to Learn

Children are active participants in their learning who are keen to take part and work with others. The have developed a 'have a go' attitude and are able to draw on previous experiences in order to solve new problems.

Intention 3 – Knowledge and Skills

Children demonstrate incremental progress in their subject knowledge and skills. They are able to retain and apply this over time and in different contexts. Children require reduced levels of support to access their leaning and their fluency and accuracy is improved.

Intention 4 – Experience and Enrichment

© Cambian Group 2012

Children are engaged in their learning and talk with enthusiasm about experiences they have taken part in. They access their learning in a variety of environments and are able to apply their knowledge and skills accordingly.

Entitlement
All young people at Hartlepool School are given full access to a broad and extensive curriculum based on their key stage, individual needs and abilities.

During the admission and initial assessment period, the most appropriate class setting is identified. If pupils need to change classes after this period, a decision would be made through discussions between the Parent/ Carer and the Head Teacher.

Recording pupil achievement: assessment and evaluation
Integral to our curriculum framework are arrangements for the assessment and recording of pupil achievement. At Hartlepool School the purpose of assessment is: initial, diagnostic, formative and evaluative. Assessment then informs judgements about progress and recording of which thus contribute to future planning. In order to ensure accuracy of this process we use evidence form a range of different sources such as teacher observation, class work, tests, investigation, learner reviews, questioning, project work, and examinations (where appropriate).

Assessment and recording
Our assessment framework informs an ongoing cycle of planning, teaching and assessment. There are three phases to this process:

- Formative short-term assessments will be an ongoing part of every lesson to check pupils' understanding and gain information that assists in adjusting day-to-day lessons plans.
- Medium term assessments will focus on ideas linked to the key objectives, which have been covered during each term.
- Long-term assessments will take place termly and data will be reviewed and analysed to impact planning for the next term. A variety of assessment tests may be used according to pupils' ability levels.

Pupils' individual success will be recognised and celebrated through the school systems for rewarding and celebrating achievement.

The National Curriculum
The 'basic' school curriculum includes the 'national curriculum', as well as religious education and sex education blended into the curriculum. The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

Whilst independent non-association schools are not obliged to follow the national curriculum, each school must deliver a broad and balanced curriculum including English, maths and science, as appropriate to each key stage.

At Hartlepool School, we endeavour to give young people a Key Stage appropriate curriculum which is as close to that received in mainstream as possible.

© Cambian Group 2012

Key Stage 3 – Compulsory Core Subjects	
English Mathematics Science Humanities (RE, History, Geography) PSHE/RSE / Employability ICT – Introduction to ICT Skills	PSHE Life Skills Arts / Vocational Studies Physical Education Food Tech

Key Stage 4		
Core/Compulsory	**Foundation Subjects**	**Optional Subjects**
English Maths Science	Physical Education / Sport and Active Leisure ICT Art Voc Ed Food Tech PSHE/RSE / Employability Humanities – Geog RE, History,	Health and Social Performing Arts

Key Stage 2 and 5
Occasionally, pupils join Hartlepool School at the end of Key Stage 2. At this stage we prioritise confidence-building, core literacy and numeracy skills, and ensuring a smooth transition into secondary education. Learning is highly personalised, practical and reassuring, so pupils feel secure and prepared as they move into KS3.
For pupils continuing into Key Stage 5, our focus is on independence, functional skills, and vocational pathways. We prepare students for college, apprenticeships, and employment, while also teaching essential life skills for adulthood. The curriculum balances qualifications with real-world readiness, ensuring pupils leave Hartlepool with the confidence and tools to succeed beyond school.

External Education/Vocational Options/Curriculum enhancement

Where a young person is assessed as being an appropriate candidate, provision with an external provider **may** be possible. This is heavily dependent on a number of factors:

- Course availability - the course needs to be run locally and there have to be spaces on the course.
- Age of student – a course may not be available for some students due to their year of study. Eg nursing work experience is not available to unqualified people.
- Time of year – some courses are only available to start at the beginning of the academic year (September – October start window).

Work experience can be made available for students to support the Gatsby benchmark and preferences are accommodated where possible and where appropriate for the individual.

Post 16 Course destinations

- Local Providers Hartlepool FE Middlesbrough College Stockton Riverside Redcar College and smaller training providers, offer a full range of post 16 courses available for students who can start in September.

© Cambian Group 2012

- Local Sixth Form only offers A levels, some BTEC qualifications and retakes in English & Maths at GCSE. A start as late as up to October half term, but cannot be guaranteed. Normal admission procedures apply
  .

- Some work ready courses are available for KS5 as roll-on-roll-off. These are offered by local training providers.
- Apprenticeships are available for KS5. A weekly wage is paid and training units are completed through local training providers.
- Other courses can be sourced as required at other colleges; Admission is dependent on local requirements.

Accreditation

Wherever possible, all learning opportunities will be accredited courses with an exam board and where time constraints allow, students will be encouraged and supported to achieve GCSEs. Where this is not possible due to significant gaps in attainment or other mitigating factors, Functional Skills or ELC will be promoted in English and Maths up to and including Level 2 (1-3 for ELC) and alternative qualifications will be offered up to and including Level 2.

Functional Skills or ELC may also be provided as transitional study towards GCSEs. Regular opportunities will be provided throughout the academic year to sit Functional Skills examinations. GCSEs, or Functional Skills at Level 1 and 2 will support a transitional plan back to mainstream education or provide students with greater prospects when entering into the next phase of their education.

BTEC is used to accredit other elements of the curriculum.

Student Profile

Taking into full account the complexities and difficulties experienced by the students, the curriculum provides a high focus on Personal Development, PSHE and an awareness of risks and how to manage risks. It also considers the educational and academic risks associated with CSE, CCE and how these impact upon learning.

LOW	Truanting from school. Lateness. Poor concentration.
MEDIUM	Non-school attendance. Regular breakdown of school placements due to behavioral problems. Poor health – impacting on learning.
HIGH	Significant periods of non-attendance. Exclusions (self or enforced). Poor previous educational experience making it harder to engage. Absconding and the risk of taking others at the same time.

Opportunities are provided and where possible accredited, to raise students awareness of the following:

- Relationships and sex education (sexual health, appropriate relationships, gang issues, STI's).
- Presenting self appropriately.
- Stranger Danger / Online Harms (or age-appropriate equivalent).
- Age appropriateness.
- Self-image.
- Identity.
- Pregnancy.
- E Safety – awareness of risks and dangers posed by internet and social networking, smart phones.
- Essential Life Skills (Budgeting, Life Skills, Independent Skills, Careers, transition - post 16 options).
- Mental Health and Stress awareness.
- Drugs and Alcohol Awareness incorporating Legal Highs.
- Substance Awareness – Smoking.

© Cambian Group 2012

- Staying Safe – 'the extent to which pupils are able to understand and respond to and calculate risk effectively', eg: risks around CSE, DV, FGM, Forced Marriage, substance misuse, trafficking, gang activity, radicalisation and extremism. Support agencies will be signposted and students educated on how to access help.
- Cookery and domestic skills, including high emphasis on menu planning, healthy eating and nutrition (eating disorders)., also contribute to a focus on independence.

Hartlepool School documents how these key themes are delivered, inclusive of stand-alone pieces of work and those embedded into other areas of the curriculum i.e. through creative writing, or PSHE etc.

Skills for Employment
Hartlepool school provides opportunities within the curriculum for students to gain an understanding of Employability Skills through PSHE and careers lessons including how to search and apply for jobs, completing application forms, producing a Curriculum Vitae and preparing for and attending interviews. This will ensure that students are equipped with the skills needed to prepare them for their next phase(s).

Essential Skills
Hartlepool school ensures that the curriculum provides opportunities for all of its pupils to acquire and develop skills appropriate to their age and aptitude in the following areas: B-tec in Construction multi skills and Food Tech.

Linguistic
This area is concerned with developing communication skills and increasing the command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in English lessons and also in modern foreign languages, when taught. The teaching of literacy and literary skills is not, however, confined to these subjects, and the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all work that students produce in all subject areas. Communication skills are enhanced.

Mathematical
This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific
This area is concerned with increasing student's knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry. For example: observing, forming hypotheses, conducting experiments and recording their findings.

Technological (including Creative Arts, ICT and Food Technology)
These skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products and evaluating processes and products.

Aesthetic and creative (Art and Design)
This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but subjects falling into this area make a particularly strong contribution, including art, , and design . This subject calls for personal, imaginative, and often practical, responses.

Human and Social (including Geography, History and Religious Studies)
This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area. Personal, Social and Health and Economic (PSHE) education alongside a knowledge and understanding of the world makes a strong contribution to this area.

© Cambian Group 2012

Physical (which is supported by an extensive Enrichment Curriculum in this area)
This area aims to develop physical control and co-ordination as well as tactical skills and imaginative responses. Students are helped to evaluate and improve their performance. They also acquire knowledge and understanding of the basic principles of fitness and health.

Relationships and sex education
Hartlepool School provides Relationships and sex education (RSE) in the basic curriculum. Students are encouraged and guided by moral principles and taught to recognise the value of family life. The programme for the School's Relationships and sex education is available to parents/guardian/carers. It forms a key part of the Personal, Social and Health Education (PSHE) subject area and has regard for the government's guide Sex and Relationship Education Gui . In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents/guardian/carers may withdraw their pupils from any other part of sex education provided, without giving reasons. All decisions made around the delivery sequence of RSE is made in conjunction with the Cambian Clinical Team.

Political education
The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced and discussed through the RE and PHSE curriculum. Alongside our SMSC calendar which follows many political and religious events. Issues are presented in a balanced manner and will challenge students to think carefully and respect others points of view.

Religious education
Religious Education is incorporated into distinct lessons available to pupils at KS3. A variety of religions are studied, so students gain a broad understanding of the diverse world that they live in. At KS4 RE is an optional subject, however aspects of RE are covered within enrichment activities and planned days.

Physical Education
All students are expected to take part in the school's Physical Education/Sports programme. Students can only be excused from these lessons for medical reasons, for which communication from a parent/carer will suffice, or other reasons agreed with the school.

Spiritual, Moral, Social and Cultural Development (SMSC)
This policy statement and the declared values of Hartlepool School are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. The school is non-denominational, where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. This SMSC policy statement links and strengthens other policies so that the ideals of the school's ethos and mission statement become a reality for its students. Whilst SMSC and personal development is integral to all aspects of our curriculum, PSHE and religious education make a strong contribution. Students are led towards distinguishing right from wrong, to respect the law and acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Please reference the SMSC and PSHE/RSE policy. Our school:

- Leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that students appreciate racial and cultural diversity and how to avoid and resist racism;

© Cambian Group 2012

- Ensures that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety;
- Enables students to develop their self-knowledge, self-esteem and self-confidence;
- Encourages students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- Provides students with a broad general knowledge of public institutions and services in England;
- Assists students to acquire an appreciation of and respect for their own and others' cultures in a way that promotes tolerance and harmony between different cultural traditions;
- Encourages students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Precludes the promotion of partisan political views in the teaching of any subject in the school.

We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of students and they are offered a balanced presentation of opposing views:

- While they are in attendance at the school;
- While they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school.
- In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

Therefore, the understanding and knowledge expected of the students as an outcome of our positive approach to SMSC includes:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts, maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- An understanding of the importance of identifying and combatting discrimination.

© Cambian Group 2012