

## **Curriculum Policy**

Thornby Hall School is an integral part of Thornby Hall Therapeutic Community which as a full time residential provision offers the opportunity for a twenty-four hour curriculum in which the students' curricular and extra-curricular needs can be met.

The curriculum at Thornby Hall School offers a full time, broad, balanced, relevant, differentiated and inclusive curriculum to all students. The curriculum at KS3 and KS4 broadly follows the National Curriculum and in line with the independent school standards provides a range of curricular experience. There is the opportunity to follow a range of vocational learning options within the curriculum as appropriate with pupils able to follow a foundation learning pathway, and to complete a BTEC Vocational Studies Level 1 qualification. From this year, in recognition of individual needs, there is the opportunity for some pupils to experience a range of enrichment activities in the last period of the afternoon.

Within the therapeutic community all aspects of PSHCE are covered in group meetings, recorded in the daily log, individual interventions, recorded in keyworker files and supported with whole school sessions with visiting speakers looking at specific issues.

Our curriculum is developed to meet the requirements of current national guidelines within the framework of the personalised learning agenda. There is a highly individualized learning environment within the school which recognizes the diverse learning needs of each pupil and uses creative teaching techniques tailored to individual interests and strengths to encourage learning. This includes an emphasis on speaking, listening, literacy and numeracy. Appropriate guidelines and strategies are in place for the literacy curriculum.

Objectives relating to the curriculum aims of Thornby Hall are:

1. That pupils should become aware of their abilities and in so doing should develop them to their maximum potential.
2. That pupils should be aware of the needs of the community and be prepared to contribute fully to the life of the community.

3. That all pupils should be offered a curriculum that has breadth and depth, providing each pupil with experience in each of the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative. It must be tailored to each pupil and satisfy their requirements.
4. That pupils who leave Thornby should be articulate, literate and numerate, and have lively, enquiring, independent minds.
5. That pupils who leave Thornby should:
  - be confident in their dealings with adults and peers;
  - be able to develop good working relationships with others;
  - have knowledge of a wide range of cultures and through this come to respect the rights and needs of others;
  - be able to make good moral judgements;
  - have developed a love of learning that will last for the rest of their lives;
  - be adaptable enough to react to the needs of a fast changing world.

### **The structure of the school day.**

As a school within a Therapeutic Community the day has an important rhythm and routine that enables the pupils to engage fully with the group processes that underpin the philosophy central to the pupils' experience of being resident at Thornby Hall.

- The children's day starts at 09.00 with a group therapeutic meeting: Monday, Tuesday, Friday – Community meeting; Wednesday – Girls/Boys group; Thursday – Small group.
- After group meetings there is tea and toast available and the space for a debrief from the meeting.
- The school day for staff then starts at 10.00 with a ten minute meeting space in which tutors and keyworkers can meet to discuss progress and current targets for pupils. The school day for pupils then starts at 10.10 with a five minute tutorial, followed by three morning lessons. Lunch is an hour followed by two further 45 minute lessons. The final lesson is an hour long, allowing time for enrichment activities for some and for in depth academic study for others.
- The teachers join the Community meeting on Tuesday during which education attendance is read out and discussed and any specific school issues can be addressed.
- Friday starts with a whole school assembly, during which the successes of the pupils are celebrated, followed by morning school then the afternoon is taken up with sports activities,

largely off site.

### **Delivery of lessons**

- Pupils are taught either individually or in small groups, mostly, though not always, in years or in key stage groups. There is the flexibility to work across key stages if individual circumstances are such that this would be beneficial.

### **KEY STAGE 3**

The curriculum for Key Stage 3 is largely based on the National Curriculum but there is also the flexibility to personalize provision and adapt the timetable to address individual needs.

<b>Subject</b>
English
Mathematics
Science
Humanities <sup>1</sup>
Art
Spanish
Design technology
PE Activities
Foundation Studies; <ul style="list-style-type: none"><li>• Home and horticulture</li><li>• Expressive arts</li><li>• Active</li><li>• Art and design</li></ul>

Notes: <sup>1</sup> History, Geography, RS, Citizenship

## KEY STAGE 4

As students enter Key Stage 4 all students follow a core curriculum of GCSE/Entry Level/Functional Skills courses in English, Mathematics, Science, PE (non-examined) along with a more personalised curriculum pathway designed to meet individual needs, which includes individual interventions for literacy and numeracy where necessary.

<b>2014-15 KS4 Curriculum Offer</b>	
<b>Core</b>	
English	Mathematics
Science	PE
<b>Options</b>	
Art	RS
Humanities	History
Geography	Design Technology
Food Technology	Spanish
<b>Foundation Learning – Vocational studies</b>	
Home and horticulture	Active
Expressive arts	Art and design

The Foundation Learning is a BTEC course, introduced in 2013, offering a level 1 qualification in Vocational Studies.

Core subjects are taught at a variety of levels according to student ability; entry level, functional skills level 1 and 2, GCSE, iGCSE. Options are offered based upon student choices and staffing availability and will also be at a variety of levels as appropriate; entry level, FCSE, GCSE.

The curriculum at Key Stage 4 also includes opportunities for Work Experience organised in association with our designated Connexions worker who will meet with all students during their time at Thornby Hall. This usually takes place following the examination period at the end of Year 11 although this may be altered according to individual need.

Thornby also has a relationship with Moulton College through which participation in the Schools Link Programme may be facilitated for certain students for whom greater access to vocational studies is deemed appropriate.

## **KEY STAGE 5**

Students at Key Stage 5 will follow a variety of routes according to need and current position within their placement. Some students who may have been placed at Thornby during Key Stage 4 may continue to follow a programme of GCSE courses or equivalent during Year 12.

Students who have completed their GCSE studies may progress on to AS levels at Thornby as appropriate. Currently students are studying AS levels in English, media studies, history and art.

For those students who have reached a position in their placement at which they are able to begin the transition process towards leaving Thornby will undertake education at local Colleges or Sixth Form provisions. This is decided according to individual circumstances based on personal choices, grades achieved, readiness for college and availability of courses.

Students have attended courses at the following colleges:

- Moulton College
- Northampton College
- Tresham Institute
- Abbeyfield School Sixth Form
- Leicester College
- Queen Elizabeth College
- Prince's Trust Northampton
- Warwickshire College

Current students are studying; music level 2 and fashion and textiles level 3 at Northampton College, and hospitality level 2 at Tresham college.

All students work with our designated Connexions worker to receive appropriate careers guidance. This is also covered in the personal, social and health curriculum which works within the ethos of the Therapeutic Community.

Support for students with Special Educational Needs is provided in class (see SEN policy). All students have Individual Education Plans which identify specific needs, setting SMART targets, and for those students with educational statements targets which meet the needs outlined in the statement.

Formal assessments of learning are conducted according to our Assessment, Recording and Reporting schedule and targets are shared with students and their keyworkers regularly. Assessments of students' learning are also made more informally and frequently as part of ongoing lessons.

The implementation of this policy is monitored through whole school self review.

SG

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