

Local Procedure/Protocol

School/Home Name:	Hall Cliffe Primary school
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	July 2026
Next Update Due:	July 2027
Procedure/Protocol Lead:	Helen Terry
Procedure/Protocol Sponsor:	Brin Kelleher – Regional Director
EQUALITY AND DIVERSITY STATEMENT Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	
ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.	
To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.	

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1. CONTEXT

- 1.1** Hall Cliffe Primary is an independent special school and part of the Witherslack Group. Pupils who are aged between 5 and 11 at Hall Cliffe Primary School have a diverse range of needs associated with SEN and life experiences and our curriculum changes to meet need. Many of our children have very complex needs having experienced several Adverse Childhood Experiences in addition to conditions such as Autism, SEMH, ADHD, Attachment Disorder and related trauma, global development delay, Moderate Learning Difficulties, SLCN, Separation Anxiety and Tourettes. The disabilities (some undiagnosed), life experiences and previous disrupted attendance have a significant impact on their ability to access learning. Typically, pupils have a very disrupted history of education, with many attending several different schools, a history of exclusions, previous reduced timetables, minimal time spent in the classroom with peers and poor attendance. Consequently, many are working well below age related expectations, with a spikey learning profile and significant gaps in knowledge. Many are not ready to learn on entry and have not been in the classroom environment for some time. Typically, our children cannot concentrate for longer than 5-10 minutes. Our curriculum is broad, balanced, ambitious and specific to the SEN and life experiences (Adverse Childhood Experiences) of our pupils. Due to the specific context of our cohort, our curriculum drivers are mental health and wellbeing, SMSC, employability, independence and therapy. All pupils have an Education, Health and Care Plan.
- 1.2** Hall Cliffe Primary is in Wrenthorpe and the school plays an important role within the local community, they attend our Community kitchens and Open days and we work together on conservation and projects. We are close to many museums, scenic locations and places of interest that we use to enhance pupils learning as part of our Life Skills programme. The school's focus is ensuring that we get the capable environments right for our pupils to maximise learning. Hall Cliffe Primary School is well-resourced and has a comprehensive range of facilities including a food technology room, sensory room and garden, climbing equipment and a multi-purpose games area in the playground as well as a wealth of sensory equipment and two therapy rooms. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly skilled staff team of education, pastoral, care and in-house therapy staff.

2. VISION, AIMS AND INTENT

2.1 Our vision

At Hall Cliffe Primary School we provide our children with a safe, nurturing, empathetic environment where children's mental health is of the highest priority. An integrated therapeutic approach, as well as a strong commitment to working with the whole family, provides the foundations for children to be ready to academically, emotionally and socially thrive as happy, resilient, independent learners, who are prepared for their next stages of life.

Our Aims

We aim to have made a positive difference so that when children are ready to move on to their next stage of learning they:

1. Are in good mental health and are resilient and able to overcome the challenges of life.
2. Have the skills to form and maintain positive relationships.
3. Understand how to protect themselves [and](#) keep themselves safe in an ever changing world.

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4. Know how they learn best, be independent, and have solid foundations for a lifelong love of learning.
5. Are able to read, write and have good numeracy and ICT skills.
6. Have an understanding of all those who are different to themselves. They are respectful of those who are of a different gender, age, sexual orientation, race, have a disability, or those who have a different religion or beliefs to their own. They will have enjoyed many rich cultural experiences and are well prepared to make a meaningful contribution in a multicultural, modern United Kingdom.
7. Have developed their individual special talents and enjoyed experiences exploring the arts, sport and other areas of interest.

The school is registered for children aged 5-11, however we currently only have children who are in Year 3 to year 6. We have five classes which are organised by age and need rather than stage of learning, to ensure pupils receive the correct curriculum content for their age. Adaptive teaching is used to support pupils through resources, the level of adult support, scaffolding and ELKAN (speech and language programme) strategies.

Curriculum Intent

Our curriculum sets about to bring our school vision and aims to life. It is broad and balanced and aims to be holistic and includes academic learning, specialist clinical input and a range of experiences in the wider community. We aim to ensure EHCP outcomes are met. We want all children to access full time, classroom learning. We aim to teach children how to contribute in a meaningful way to our school, their communities, and the wider world. We intend to prepare children for not just their next stages of learning but provide key skills to prepare them for adult life.

We aim to develop basic skills so that children leave us being able to read, write, and use Maths and ICT in their everyday lives. We intend for children to move through the book bands, if possible being free readers (beyond the reading scheme) by the time they leave. We want children to develop a love of reading, having a favourite book and a favourite author. We aim to teach children how to communicate effectively with others, developing social skills essential in the world of work and employability skills. We strive to develop their own personal interests and talents and give access to a wide variety of other musical, dance and art experiences. These opportunities build a sense of character and self-esteem.

We will teach children about their own disabilities and the strengths and challenges that this may bring. We aim to teach them how to keep themselves safe, recognising that their disabilities make them particularly vulnerable. We aim to teach children about their own mental health and teach them about self-care strategies that will support them for life. We have dedicated Wellbeing Wednesday to this aspect of learning.

Where possible Art, Geography, History, Science, DT and Music are linked to a termly theme. We have chosen themes that allow opportunities for children to compare and contrast. The rationale being that this will give pupils the opportunity to connect knowledge in other areas of learning.

The two-year rolling programme ensures that pupils receive a broad and balanced curriculum, where appropriate, matched to their age. Our long-term plans have three pathways for Key stage 1, lower key stage 2 and upper key stage 2. These pathways are used for all subjects apart from Maths and English where children are taught based on their stage of learning. We have curriculum maps showing how pupils progress their skills and knowledge during their learning journey and have clearly defined end points. This is personalised and different for all and some pupils who have missed lots of school and do not have the foundational knowledge needed may follow an earlier key stage pathway. Learning is planned in a logical order following subject progression maps and long-term plans, so that pupils can build upon what they already know. Essential knowledge, vocabulary and skills that pupils need to know before moving on are highlighted in purple on schemes of work as is prior knowledge needed.

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KS1	Year 1	Year 2
One (Autumn)	Discovering our Local Place	Exciting Explorers
Two (Spring)	Toys through Time	School Days
Three (Summer)	From Land to Sea	Royal Rulers
LKS2		
One (Autumn)	The Perilous Prehistoric Era	Radical Romans
Two (Spring)	Masterful Maya	Invaders
Three (Summer)	Ancient Egypt	Polar Population
UKS2		
One (Autumn)	Vicious Vikings	Ancient Greeks
Two (Spring)	Desert Dwellers	Terrific Tudors
Three (Summer)	Expanding Empires	Woeful World Wars

We are currently working on the Year 1 themes

We aim to give children aspirations for their future careers through 'AQA Unit Awards' in Fun Fridays. Pupils join in a range of activities to develop their skills and knowledge in a wide variety of areas and achieve nationally recognised certificates to evidence what they have learnt. We intend for pupils to have a holistic understanding of achievement, and they not only work towards the AQA Unit awards but also the Art Awards. Pupils cover units such as money matters, green guardians and online safety as well as OT and SALT in Wellbeing Wednesday.

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at OUR School ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high-quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps

3.2 *The teaching staff at Hall Cliffe Primary School ensure that:*

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Provide alternative recording methods for children whose ability to put pen to paper is impacted by their disability or their high levels of anxiety, low self-esteem and fear of failure (We use Clicker8).
- Creating high-quality adaptive planning, specific to the needs of their class to ensure that learning is accessible to all.

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- Provide live feedback throughout the lesson.
- Provide effective direction to support staff, allowing them to maximise their impact on children's learning.
- Reporting progress of children in line with school's assessment policy.
- Writing high-quality reports to all stakeholders including WG staff, social care and parents/carers.
- Take responsibility for their own professional development that ensures that they have effective subject knowledge and pedagogy to allow them to move children forward.
- Acting on the advice and recommendations of the clinical team.

Subject Champions are responsible for:

- Driving a love of their subject through the school. Being the champion, role model and setting the example.
- Providing strategic leadership and direction for their subject shared with all staff through their subject policy.
- Knowing strengths and areas of development within their curriculum areas.
- Act upon information gained from learning walks, book scrutiny, planning scrutiny, audits and stakeholder voice.
- Ensuring all staff, including non-specialist staff and support staff have good subject knowledge.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area. This may include formal and informal training and coaching conversations.
- Monitoring pupil progress within the subject and reporting on this to the head teacher. Using this data to improve outcomes for the pupils.
- Providing efficient resource management for their subject. Ensure the school is well resourced, and resources are available to staff.
- Ensuring the curriculum is inclusive and specific to the needs of our children.
- Ensuring there is clear progression which is mapped out and links to the long-term plan.

3.3 The SENDCO is responsible for:

Collaborating with the head teacher and teachers to ensure the curriculum is accessible to all. Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010. Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need. Liaising with external agencies where necessary to ensure pupils who require additional support receive it. Working closely with the clinical team through the Internal Team Around the Child.

3.4 All staff ensure that:

- High expectations are maintained for pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 School begins at 08:40 and pupils leave at 15:00.

Breakfast and assemblies take place in classrooms to support and minimise the need for transition. Pupils have a 20 min lunch in the hall and an option of outdoor or indoor playtimes in winter.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning to reduce transitions, have plentiful opportunities to support sensory needs, social communication needs and mental health. As such Emotional Check Ins, Wellbeing Wednesday, Zones of

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Regulation, Clinical Interventions and Life Skills Trips have all been included in our curriculum. We have developed a Forest School area on site and each class has a session a week as well as offsite sessions as part of AQA Friday. Wellbeing Wednesday focuses on money matters, global guardians, online safety and includes OT and SALT units to ensure that provision is met for all pupils. Assemblies provide opportunities for new learning and over learning based often on fundamental British Values, important events, Religion and World Views and SMSC.

Pupils have five 60 mins Maths lessons a week. Maths teaching is based on the White Rose Maths programme and pupils are grouped by ability and focus on number work Tuesday to Thursday. Support is provided by use of resources moving children through the stages of concrete, pictorial and abstract. We focus on Number Sense at the start of the lesson to develop fluency, given the learning needs and memory challenges of our children. Pupils have Maths in their own form classes on Mondays and Fridays and this is used to develop fluency further and focuses on space, shape and measure and statistics. Pupils are also encouraged to access TT Rockstars and Numbots at home to reinforce their mathematical knowledge. Infinity is used to assess pupil progress.

Pupils are grouped for Literacy and follow either the RWI Phonics or Literacy and Language pathway which focus on reading, writing, spelling, punctuation, grammar and handwriting as part of the daily 70-minute lessons. On Mondays, pupils have Literacy in their form classes and follow Story Sparks schemes. Story Sparks is Hall Cliffe Primary's bespoke reading and writing programme, designed to spark imagination, nurture creativity, and develop a deep love of storytelling in all pupils—particularly those with Special Educational Needs. Rooted in high-quality picture books and aligned with the new writing framework, Story Sparks brings together rich literature, purposeful vocabulary development, and carefully scaffolded writing opportunities using talk for writing strategies and promotes inclusivity. Pupils follow the Cracking spelling programme three days a week and also do handwriting using the RWI Handwriting village. Sentence level activities from the new Writing framework are taught on Fridays in Sentence Sparks in form classes as well as recapping on spelling and punctuation.

Pupils take part in two science lessons each week. Children learn scientific knowledge through direct practical experiences. Pupils are encouraged to think creatively about science, to talk confidently about their work, present ideas using the correct terminology and to value and respect each other and the environment around them. Developing Experts materials are used to support the teaching of science.

We use the 'One Life' programme for PHSE and RSE which promotes emotional wellbeing, healthy lifestyles, positive relationships, and responsible citizenship, while ensuring progression across year groups. The programme is flexible, evidence-based, and aligned with statutory requirements, making it accessible and adaptable to meet the needs of all learners. It includes a morning routine which focuses on our school culture and includes: meet and greet, wise words, talk it out, journaling, mindful minute and daily affirmations. Pupils also have weekly lessons led by our pastoral team which focus on the Zones of Regulation. Pupils are taught the majority of RSE work in the Summer term alongside cross-curricular teaching especially in Science.

We follow the Teach Computing curriculum as this helps pupils build key skills like problem-solving, coding, and using technology safely. It provides opportunities to think logically, write and fix code, use digital tools like spreadsheets, and stay safe online. Through creative projects like webpage design, pupils also learn to design and work together, preparing them for the modern digital world.

The History units in key stage two are, where possible studied in chronological order starting in Year 1 of the two-year rolling programme, so that pupils have a clear timeline in their mind. Our aim is that the History curriculum will fire pupils' curiosity about the past in Britain and the wider world and help them understand how the past influences the present.

Geography also links to the theme of the term where possible and the curriculum helps pupils develop a sense of place, enabling them to make comparisons with other places and appreciate the inter-relationships

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between human and physical processes and their impact on people and environments. We also want pupils to become global citizens and think about what they can do to support sustainability etc.

We use ideas and resources from Kapow Primary for humanities, Art and DT and adapt schemes to meet the needs of our pupils.

The DT curriculum, is a spiral curriculum and we aim to develop pupil's knowledge and skills based on a cycle of design, make and evaluate. We want to prepare pupils for jobs that don't yet exist, technologies that haven't been invented and to solve problems that don't yet exist. Pupils have DT half termly, where they work through a project including cooking, woodwork, electronics, sewing and mechanical work.

In Art we want Children to become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills. Children will also develop their knowledge of famous artists, designers and craft makers. Lessons and workshops offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. Pupils work towards achieving the Arts award.

Religion and World Views (RWV) weekly lessons enable pupils to make sense of their own world views, shape their identity and see their place within a diverse, multi-religious and multi-secular society. 'Every time you break down that narrative of otherness, the narrative of togetherness grows.' (Brendan Cox). This is our aim, for pupils to develop personal life skills to create a cohesive community. We develop pupil's knowledge and understanding of the six major world faiths as well as non-religious beliefs and investigate and reflect on the fundamental questions of life.

KS1 pupils follow the content of the KS1 curriculum, but through and EYFS approach and play-based learning in order to engage pupils and develop key skills.

4.2 Key Stage 2 (Years 4 - 6)

KS2 pupils start their school journey in designated primary classrooms and are taught most of their lessons by their class teachers apart from Maths and Literacy where pupils are grouped (flexibly) by ability. Pupils access the National Curriculum, with additional interventions offered as required such as RWI 1-1 phonics tutoring. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 3 (Years 7 – 9)

NA

4.4 Key Stage 4 (Years 10 – 11)

NA

4.5 Key Stage 5 (Years 12 – 14)

NA

4.6 Residential Pupils

NA

4.7 Homework

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Homework is set on a weekly basis and includes Reading and Numeracy. Given the disabilities of some of our children, some children find homework a difficult concept because of their literal thinking. They believe school is for learning and home is definitely not. Family challenges are sent home during holidays which focus on activities that families can do together and take a trauma and attachment informed approach. Pupils are encouraged to read 3 times a week at home as well as learning Maths facts. Online resources such as Bug Club, TT Rock Stars and Numbots are available, and all children and parents/carers have received log in details. Videos from the RWI Virtual classroom are sent home weekly as well as a copy of the book pupils have been reading in phonics that week as part of overlearning.

4.8 **Reading**

Pupils have a 70 min Literacy lesson daily plus 20 mins weekly DEAR (Drop Everything and Read). Pupils who are not yet secure readers take part in a daily 'Read, Write Inc.' synthetic phonics lesson. Pupils who have completed the phonics programme will then follow RWI Literacy and Language and handwriting and the Cracking spelling programme. The timetable is carefully planned offering opportunities for wider reading during DEAR (Drop Everything and Read) and one to one reading opportunities with the child's key worker (at least three times a week). We see reading as the key to children being able to access other curriculum areas and as such have dedicated six and a half hours to teaching children to read each week, developing fluency and nurturing a love of reading. Our DEAR texts are carefully chosen, and reflect the protected characteristics, theme of the term, neurodiversity and include a range of age-appropriate authors or texts. We have Reading ambassadors who promote a love of reading across school and school ambassadors who share pupil voice in School council meetings. Story Sparks on Fridays uses picture books to develop pupils love of reading as well as developing their comprehension and sequencing skills.

4.9 **Oracy**

Oracy is a fundamental component of our curriculum, integral to students' cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using spoken language, engage in dialogue, and listen actively. We recognise oracy as a vital skill that underpins not only academic achievement but also students' ability to participate fully in a democratic society, both within and beyond Hall Cliffe Primary.

We believe that Oracy skills are essential for students to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares students for future personal and professional success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression.

- Develop students' ability to [express themselves], speak fluently, coherently, and confidently in a range of formal and informal contexts.
- Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.
- Teach students to listen actively and respond appropriately to the contributions of others.
- Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.
- Provide opportunities for students to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes.
- Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.
- Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.
- Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice.

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As part of developing oracy, we use talk for writing, develop pupils sentence structure and vocabulary through modelling and Elklan strategies always allowing processing time. We have ‘big questions’ in Literacy that encourage discussion and ‘challenging conversations’ in RWV in which pupils discuss sensitive issues.

4.10 Therapeutic Provision

Our on-site clinical team work with teachers and support staff to provide a ‘Zones of Regulation’ curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs. Our onsite Educational Psychologist, Assistant Psychologist, Mental Health Practitioner, Speech and Language Therapist and Occupational Therapist provide one to one therapy and small group interventions based on children’s assessments and needs. This may include Lego therapy, Food explorers group, Move and Do, Girls Group, sensory circuits and sensory diets. Our OT also supports at Forest school as part of assessing and developing pupils skills.

4.11 Physical Education

Our PE curriculum supports our children to be physically active and learn about why this is important to their future health and is based on PE Pro. Exercise is a really important part of teaching children to manage their own mental health and social, emotional and mental health needs. It also supports social and communication needs as we promote positive, co-operative activities and healthy competition, where children can learn to accept success and failure with equal grace. Pupils have a double PE lesson each week as well as taking part in games and activities at break times and as part of Life Skills trips and AQA Fun Fridays. Children take part in weekly swimming and Forest School on a weekly basis. Children have opportunities to take part in Pro Ride. Many of our children are insufficiently active and do very little physical activity at home and so we aim to incorporate lots of movement into our curriculum (60 mins daily). This is achieved through active learning, sensory diets, sensory circuits, movement breaks, playtime activities and PE. Playtimes are well structured and support children’s SEN needs.

4.12 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at Hall Cliffe Primary School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child’s 16th birthday (please refer to the school’s RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

We use the ‘One Life’ programme and there is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well. Our PSHE curriculum includes all areas of PSHE for the primary phase including statutory Relationships and Health Education. It supports safeguarding and is adaptive to the specific needs of our school. We teach children how to keep themselves safe in the real and virtual world. Children are taught First Aid. Pupils are taught about diversity through a half termly lesson based on the books and lesson plans from the ‘No Outsiders’ series.

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We hold an annual careers week where visitors come and talk about different jobs and career paths and pupils get the opportunity to build their skills and explore possibilities for their future. Every June, children participate in the 'Fiver Challenge' where pupils create an enterprise, work as a team, understand how a business works and try to make as much profit as possible which they then donate a percentage to charity and use the rest for a team building activity. KS2 pupils will also take part in the 'Green Innovators Project' in the summer term and meet business owners and professionals who are making our world a greener place. Pupils regularly run enterprises such as stalls at our fairs, McMillian coffee morning and charity events.

4.13 *Handwriting*

In line with Ofsted expectations and the DfE's The Writing Framework (2025), we recognise fluent, legible and automatic handwriting as a foundational skill. Writing depends on both transcription (handwriting and spelling) and composition. When transcription is not automatic, cognitive load increases and limits pupils' ability to communicate ideas effectively. Our aim is for all pupils to develop handwriting fluency, speed and legibility so they can focus on planning, structuring and expressing their thinking.

Handwriting is explicitly taught and practised through a consistent, evidence-informed approach and we use RWI Handwriting Village and OT exercises to build strength. Teaching follows a clear progression from motor-skill development and pre-writing patterns to accurate letter formation, legibility, speed and stamina. Dictation activities provide opportunities to practise transcription separately from composition, reducing cognitive demands for developing writers. We incorporate dictating a sentence into every lesson so that these foundational skills are practised. All subjects use handwriting guideline books, so that pupils have the support they need to be successful.

Adaptations might include sensory-motor activities, specialist equipment and individualised support, with alternative recording methods used where appropriate such as Clicker8. High expectations for handwriting are maintained across all subjects, supported by staff modelling.

4.14 *Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics*

At Hall Cliffe Primary School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in RWV and PSHE/Citizenship and Careers lessons.

We aim to celebrate difference in order for children to gain understanding, and a rounded view of the world around them. We strive to promote culture capital opportunities as well as teaching children about fundamental British Values and Social, Moral, Spiritual Cultural (SMSC). We intend to give pupils the opportunity for off site visits and experiences. This is something we know that many pupils have not previously experienced. Our curriculum provides opportunities to challenge stereotypes and teach children about difference and diversity. The school's curriculum celebrates diversity. Our Story Sparks units focus on LGBTQAI+ themes and gender equality and as part of PSHE pupils have half termly lessons using 'No Outsiders' which focuses on protected characteristics and diversity.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Religion and World Views (RWV) teaches pupils how religious and non-religious traditions have shaped our lives. We enable pupils to make sense of their own world views, shape their identity and see their place

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within a diverse, multi-religious and multi-secular society. We develop the pupil's knowledge and understanding of the six major world faiths as well as non-religious beliefs and investigate and reflect on the fundamental questions of life and have courageous conversations. Pupils have a weekly RWV lesson.

Life Skills trips allow opportunities to learn offsite. Pupils visit museums, Art galleries, religious buildings, learn how to catch a bus, go shopping, try new cuisines and take part in sporting and outward-bound activities (See Life Skills Policy).

We offer cultural workshops to allow pupils to explore and develop an appreciation for the Arts. This also allows them to develop their own personal interests and talents. Pupils also work towards the Arts Awards as they explain how they have been inspired, what Arts they have explored, what they have created as a result and presented.

4.15 COVID-19 Recovery Curriculum

At our School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at our School is evidenced by the work that the pupils produce, PowerPtheir progression over time and how well-prepared pupils are for further learning, work and life. We recognise that we may never see the long-term impact of curriculum, but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities
- Pupils will have earned AQA Unit Awards in a wide range of areas showing how their skills and knowledge are developing which are transferable to the workplace.
- Pupils will have achieved the Arts Awards.

5.2 Assessment

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We use assessment as a key part of approach to inform the next steps for pupils and to monitor the wider impact of curriculum. Achievement of key concepts and skills are tracked three times a year using an assessment system, known as Arbor.

Wherever possible, we enter Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

We use a range of ‘low threat’ formative and summative assessments including quizzing. Formal and informal assessments will be carried out termly to measure pupil progress. Pupils also have opportunities to achieve AQA Unit Awards and Arts Awards.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 Monitoring

The school’s usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Our School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. CURRICULUM MODEL

6.1 Example timetable

Foxes		8:50 – 9:10	Lesson 1 9:15 – 9:45	Lesson 1 9:45 to 10:25	Break 10:25 to 10:40	Lesson 2 10:40 to 11:40	CT 11:40 – 11:50	Lesson 3 11:50 to 12:30	Lunch Playtime 12:30 to 13:10	Lesson 4 13:10 to 13:55	Break 13:55 to 14:05	Lesson 5 14:05 to 14:50	Lesson 6 14:50 – 15:00
Miss Thompson LKS2													
Mon	Subject	Morning Routine One Life	Story Sparks	Story Sparks	Break / Sensory Circuit	Fluency Maths	Circle Time	RWV	Lunch	Forest School	Break	PSHE	Check Out
	Room	Foxes	Foxes	Foxes		Foxes		Foxes		Foxes		Foxes	
Tues	Subject	Morning Routine One Life	Handwriting Spelling	RWI Phonics or Literacy and Language	Break / Sensory Circuit	Maths	Circle Time	PE	Lunch	PE	Break	Zones of Regulation / Keyworker sessions	Check Out
	Room	Foxes	Ability	Ability		Ability		Foxes		Foxes		Foxes	
Wed	Subject	Morning Routine One Life	Handwriting Spelling	RWI Phonics or Literacy and Language	Break / Sensory Circuit	Maths	Circle Time	Computing	Lunch	10 mins DEAR Computing	Break	Wellbeing Wednesday	Check Out
	Room	Foxes	Ability	Ability		Ability		Foxes		Foxes		Foxes	
Thurs	Subject	Morning Routine One Life	Handwriting Spelling	RWI Phonics or Literacy and Language	Break / Sensory Circuit	Maths	Circle Time	Science	Lunch	10 mins DEAR Science	Break	History/Geog	Check Out
	Room	Foxes	Ability	Ability		Ability		Foxes		Foxes		Foxes	
Fri	Subject	Morning Routine One Life	Handwriting Spelling	Sentence Level lesson	Break / Sensory Circuit	Fluency Maths	Circle Time	Art/DT	Lunch	AQA Fun Friday	Break	AQA Fun Friday	Check Out
	Room	Foxes	Foxes	Foxes		Foxes		Foxes		Foxes		Foxes	

7. REFERENCES

8. ASSOCIATED FORMS

9. APPENDICES

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