



Clifford Holroyde Curriculum Policy 2024-25

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Core Curriculum Aims of Clifford Holroyde School

The aim of our curriculum is to help pupils who attend Clifford Holroyde:

- **Become confident, resourceful, enquiring and independent learners;**
- **Improve their self-esteem and help build positive relationships with other people;**
- **Develop self-respect and the ability to respect the ideas, attitudes, values and feelings of others;**
- **To show respect for all cultures and, in so doing, promote positive attitudes towards other people;**
- **Understand their community and help them to feel valued as part of this community;**
- **Grow into reliable, independent and positive citizens.**

RATIONAL

All pupils who attend Clifford Holroyde School have an Education Health and Care Plan. Pupils have additional Social, Emotional and Mental Health needs. Pupils often enrol at Clifford Holroyde with a previously acquired negative attitude to learning and themselves. With good quality curriculum planning and outstanding teaching, we aim to help pupils overcome their barriers to learning by filling in the gaps of missed education and promote a positive attitude towards learning and self.

The curriculum is all planned activities organised to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of pupils. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. Core Values are promoted in all aspects of the curriculum to help the pupils enjoy learning, widen their knowledge and skills to ensure they become healthy and active citizens.

We want our pupils to become young people who "Achieve". Pupils who are: Ambitious, Caring, Healthy, Inclusive, Embracing, Valued and Empowered.



School Values –
ACHIEVE
<ul style="list-style-type: none"> • Ambitious • Caring • Healthy • Inclusive • Embracing • Valued • Empowered

Cultural Capital: What is Cultural Capital?

Cultural capital is the accumulation of knowledge, behaviours, and skills that any pupil can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. **Cultural capital** is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.

Summary of the key areas of coverage for each area of Cultural Capital Development:

1. Personal development:

- Careers and Information, advice and guidance provision;
- Employability skills, including work experience;
- Growth mindset and metacognition - Resilience development strategies;
- Transition support from Key Stage 2 and onto post-16 destinations;
- Work to develop confidence e.g. interview skills;
- Activities focused on building self-esteem; rowing, football, enterprise;
- Mental Health & well-being provision including THRIVE.

2. Social Development:

- Citizenship, Personal, Social and Health Education provision;
- Student volunteering and charitable work;
- Student Voice – School Council;
- In school and wider community engagement days;
- Work experience;
- Access to counselling and other therapy.



3. Physical Development:

- The Physical Education curriculum;
- Healthy Eating policies and catering provision;
- Anti-bullying and safeguarding policies;
- The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol;
- The extra-curricular programme related to sports and well-being;
- Activities available for unstructured time, including lunch and break times;
- The curricular programme related to food preparation and nutrition.

4. Spiritual Development:

- a. Our collective acts of worship (assemblies);
- b. Support for the expression of individual faiths;
- c. Celebration of faith-specific holidays / activities and speakers;
- d. Visits to religious buildings and centres;
- e. Humanities curriculum.

5. Moral Development:

- The behaviour policy / framework underpinning the Behaviour Management policies;
- Contributions to local, national and international competitions;
- Assembly programme.

6. Cultural Development:

- a. Citizenship Education;
- b. Access to the Arts, including working towards ArtsMark qualification;
- c. Access to other cultures and countries through humanities curriculum and visits.



INTENT.

Clifford Holroyde offers a broad, balanced, bespoke and exciting curriculum which helps to develop the knowledge and skills of the National Curriculum and other areas of learning for every individual pupil.

At Clifford Holroyde we encourage and develop a strong sense of achievement within all our pupils that will stay with them throughout their lives. We provide a pupil centred curriculum which is adapted to their individual needs, engages them, enables them to thrive, achieve their potential and prepare them for independent living and the world of work.

The wide range of subjects, learning experiences, and accreditation on offer aims to develop pupils socially, academically, emotionally and personally. The learning opportunities and assessment criteria for each year group are set out to ensure progression in terms of embedding key learning, knowledge, skills and addressing any gaps in their learning. We place a great emphasis on our pupils having a careers programme in place to ensure they are well equipped to prepare them for adulthood.

The written and the hidden curriculum intends:

- to enable all pupils to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid basis for lifelong learning;
- to teach pupils the fundamental literacy and numeracy skills
- to prepare pupils for a world marked by information and communication technology;
- to enable pupils to be creative and to develop their own thinking;
- to teach pupils about their developing world, including how their environment and society have changed over time;
- to help pupils understand Britain's cultural heritage;
- to enable pupils to be a positive citizen in society;
- to fulfil the requirements of the National Curriculum, modified to meet the specific needs of the pupils;
- to teach pupils to have an awareness of their own spiritual development, and to understand right from wrong;
- to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and able to live and work co-operatively with others.



IMPLEMENTATION

All pupils are taught the National Curriculum with Reading a high priority. Most pupils follow class timetable supported by targeted intervention. Some pupils have individual / bespoke pathways including time educated offsite at Alternative Provision. All pathways work toward achieving our core curriculum aims. Core Values are encompassed in all aspects of our curriculum.

Gaps in education are identified and schemes of work are sequenced in order to fill these gaps. Interventions are used to support learning. The full range of National Curriculum subjects are planned and delivered to pupils. Careers lessons are delivered each week either as part of a formalised timetable lesson or discretely across subject areas.

When ready to access qualifications, pupils are introduced to formal study options which are directed by their personal pathways and linked to their career aspirations, interest and skills. The vast majority of pupils study a range of GCSE / Functional Skills / Entry Level formal qualifications.

Qualifications offer: 2024 / 2025

Subject	Qualifications
Mathematics	GCSE, FS Level 1 / 2, FS Entry level
English Language and Literature	GCSE, FS Level 1 / 2, FS Entry level
Science	GCSE (Double Award), FS Entry Level 1 - 3
Physical Education	GCSE Short course, Junior Sports Leader Level 1 Award, Level 2 TBC
Design Technology	NCFE Level 1 / 2 Technical Award in Creative Design and Production
Art	GCSE Art, Arts award Bronze / Silver Award
History	GCSE FS Entry Level 1-3
Food Technology	GCSE Food Preparation and Nutrition, NCFE CACHE Level 2 Certificate in Nutrition and Health Level 1 Food Hygiene and Safety
ICT	FS Level 1 / 2



Maths	English	Science	PE	Art	DT	Humanities	PSHE	Careers	ICT	FT Practical	Reading	Total
4	4	3	2	2	2	2	1	1	2	1	1	25

Curriculum coverage: KS3 2024 / 2025

KS3 MFL – Spanish

Class 1, Class 2 and Class 3 pupils will have 1 additional Spanish lesson per week on a Friday morning following assembly.

KS3 Music option

All KS3 pupils will be given the option of 1 music lesson per week. Pupils music lesson time will alternate.

Curriculum coverage: KS4 2024 / 2025

Year 10 / 11:

Maths	English	Science	PE	DOE	Art	DT	History	FT	PSHE	Careers	ICT	Reading	Total
4	4	3	3	3	3	3	3	3	1	1	2	1	25

KS4 Options: Year 10 only

Pupils will choose any 3 from the six optional subjects. One subject will be selected from each option block.

Option Block A: DT / Food Tech **Option Block B:** Art and Design / History **Option Block C:** PE / Duke of Edinburgh

Some pupils access vocational qualifications at external training providers. All year 10 / 11 pupils participate in work experience placements developing skills for independence, further study and employability.



Careers Programme

Clifford Holroyde delivers 'Careers Education, Information, Advice and Guidance' (CEIAG). Careers provision is monitored and measured termly against The Gatsby Benchmarks.

The school work in partnership with Elevate, Liverpool City Region Enterprise Partnership and Connexions to ensure we provide a high quality programme of careers education. Pupils have a weekly lesson and there is a regular programme of Careers interviews provided by Connexions.

- Individual Careers guidance is offered from Year 9 through our Connexions adviser.
- All Year 10 / 11 pupils complete work experience placements which enables them to experience the 'world of work.'
- We attend college taster days to allow pupils to research onward destinations.
- External stakeholders come into school to complete mock interviews with the pupils.
- We make every effort to ensure that all pupils reach a destination at Post 16.

Extra Curricular / SMSC / British Values / Personal Development

We believe that pupil's personal development is as important as academic success. Weekly PSHE lessons help all pupils develop a sense of morality and wider society. Pupils learn to understand themselves, physically, emotionally, socially and sexually to understand their relationships with others. We support our pupils to help them have an understanding and opinion of British Values.

A variety of enrichment activities take place at Clifford Holroyde across both key stages. Horticulture activities, residentials, local trips, community projects, learning celebrations, themed lunches, fundraising activities are some of the discrete lessons that take place in Clifford Holroyde. Visits from external stakeholders in the community are often and very well received by both pupils and staff. All of these learning experiences help pupils develop their social skills and leave to become more active citizens within the school community and beyond.



IMPACT

Teachers have high expectations for pupils and are expected to set ambitious targets. Academic and pastoral information are received from pupils' past schools regarding progress and targets. All pupils are baselined upon entry using GL assessment, THRIVE and PASS.

A variety of measures are used to assess how well pupils are developing and making progress:

- Termly formative assessments which are monitored and tracked by DHT.
- Teacher assessments.
- Pass – (Pupil Attitudes to Self and School)
- Pupil Questionnaires.
- Case Studies.
- Qualification Outcomes.
- Interventions both therapeutic and academic.
- Attendance to school.

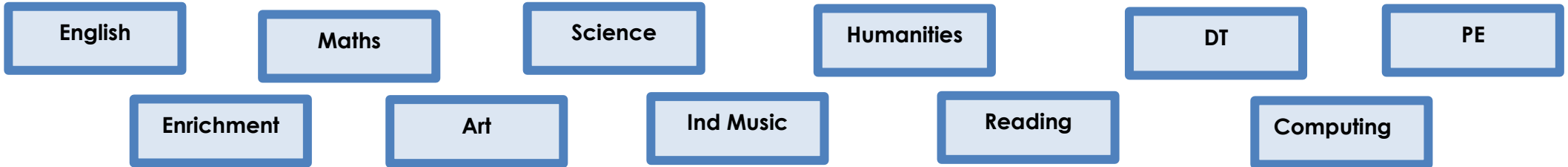
Pupil progress is discussed on a termly basis by all staff to ensure that all pupils are working towards or reaching their targets. Interventions are a key area which all staff are responsible for implementing, monitoring and reviewing.

The curriculum is monitored and tracked by the Senior Leadership team at Clifford Holroyde and progress is regularly discussed with all staff. It is important to recognise that as the cohorts are ever changing in Clifford Holroyde, we are able to adapt our curriculum to meet the individual needs of the pupils.



Clifford Holroyde Curriculum

Core Values: Ambitious Caring Healthy Inclusive Embracing Valued Empowered



THRIVE APPROACH ELSA SAFE TASKFORCE TEAM TEACH

Careers

PSHE

Pathways to deliver curriculum:

Pathway 1
School Based Learning

Pathway 2
School Based Learning and Engagement Programme

Pathway 3
Bespoke Engagement Programme (Skills Base & Vocational)

External Agencies supporting our pupils

