

# Hope Corner School

## Curriculum & Organisation of Learning

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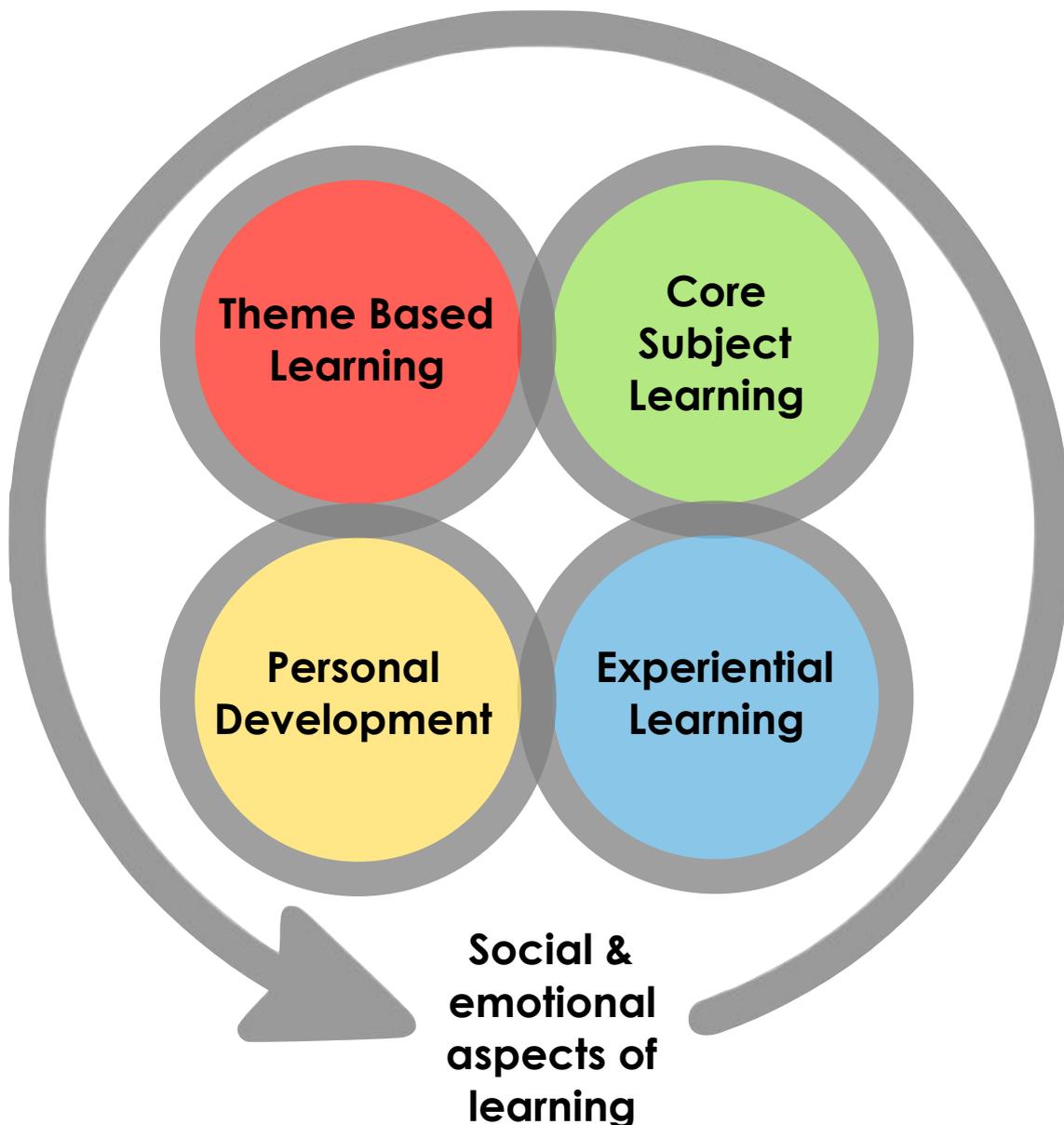
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## Curriculum Design

When designing our curriculum at Hope Corner School we took our curriculum aims and carefully considered the background and needs of our students. Students who are placed at Hope Corner often, for a variety of reasons, have gaps in their learning, have been disengaged from education, or have only experienced a narrow/limited curriculum for long periods of time. Our curriculum supports the needs of the students joining the school.

Since Hope Corner School started, we have become more specialised in our approach and we have recognised types of learning that have been successful with our students. Our curriculum has now developed into 4 core areas that students study. The following sections will outline how these are organised and what they look like in practice.



## Curriculum Intent

Learners at Hope Corner study four curriculum areas. The aims of our curriculum are for students to undertake activities that will contribute to them discovering and achieving their potential. Our curriculum will encourage young people to become:

- Successful learners who enjoy learning, make progress and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens, who make a positive contribution to society.

We believe that supporting our learners, in developing skills that enable them to manage the social and emotional aspects of their learning, should underpin all teaching and learning at Hope Corner School.

## Curriculum Areas

### **Social and Emotional Aspects of Learning**

We believe it is important for our students to be developing their resilience, emotional wellbeing and communication skills in everything they are doing at Hope Corner School. That is why we ensure all of our staff are mindful of the individual needs of each student and know the areas students need support in.

We assess students in this areas during their indication period so we can start using conversations, activities, behaviour modelling and interventions to support this key aspect of being an effective learner.

### **Core Subject Teaching**

Maths and English are foundational to all learning, so our students have dedicated lessons in this subject every week. When students begin to attend Hope Corner we carry out initial assessments with them to help us understand their current working levels and identify gaps in their learning.

We offer Functional Skills qualifications in Maths, English and ICT from Entry levels through to Level 1 and 2. The basis of these qualifications are skills that apply to working in real life, this means our lessons consistently apply skills to real life situations.

Functional Skills qualifications are run through Open Awards examining body, and we use these qualifications to show colleges the working level our students have reached when we begin to transition our students.



## Experiential Learning

Students learn in many different ways. We believe one of the most valuable is through experience outside the classroom. We build opportunities for this through a range of activities offered during the school year.

**Rock Climbing** - Rock climbing is a sport that promotes many different areas that are valuable to our students. Overall fitness, coordination, determination, team work, problem solving and personal safety. We are able to offer this as we have a trained climbing instructor on staff. Student can gain National Indoor Climbing Award Scheme (NICAS) Levels 1-4 through Awarding Body: ABCCT. The climbing awards are designed to guide our students from new climbers, through to confident lead climbers. This activity is undertaken weekly and is our core sport for Physical Education.

**Equine Therapy** - For one half term each year our students take part in sessions at Free Equine, a local equine therapy centre. During the sessions students learn how to communicate well with horses and understand what the behaviour and body language tell us about how they feel. They also learn how to meet the needs of the horses and other animals at the centre, there is also potential for horse riding. We have observed how invaluable this time is for our students as they are able to transfer many of the communication skills into everyday life.

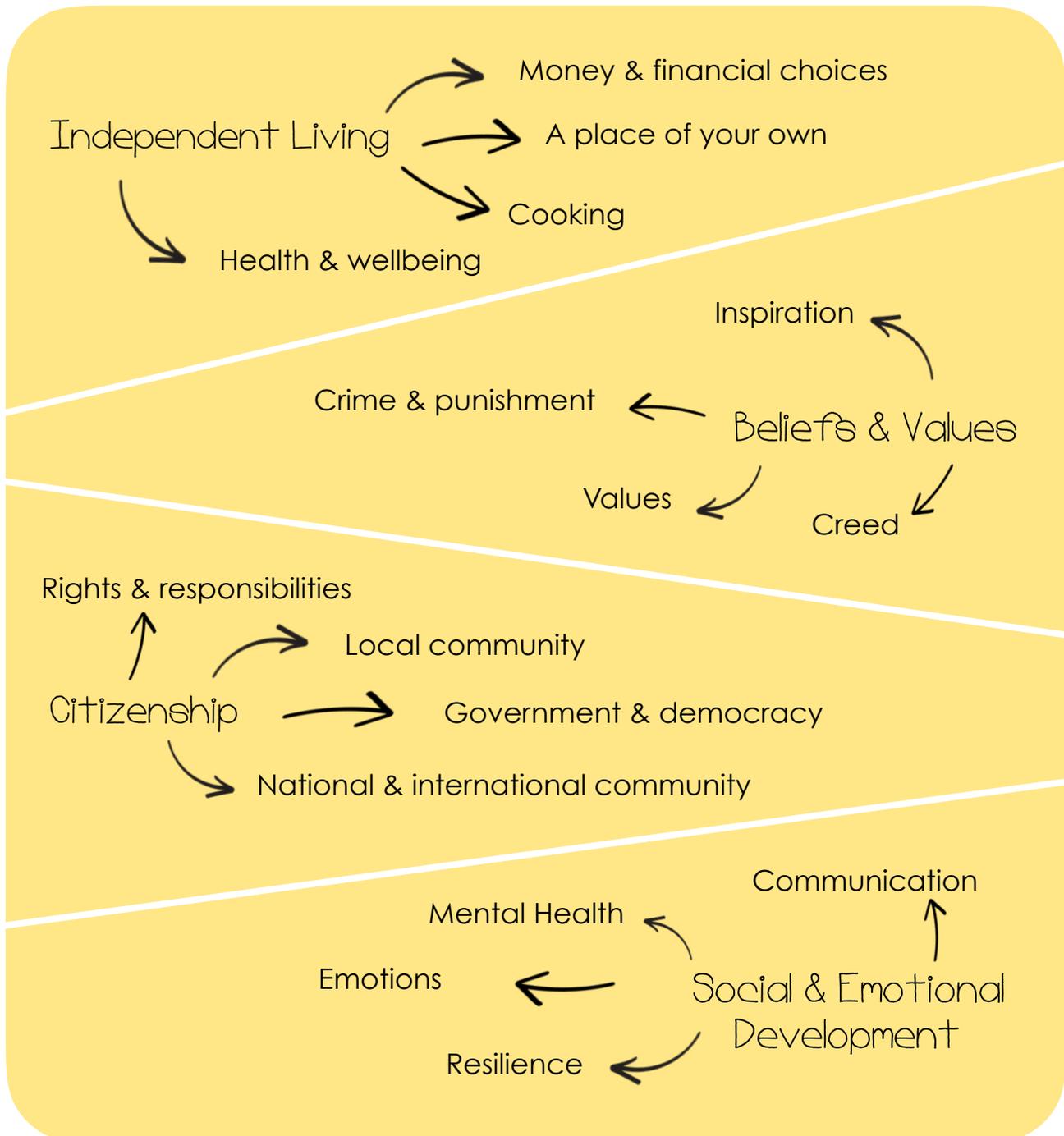
**Archery** - We are able to offer beginner archery sessions in school with our own equipment and trained staff. Archery help to develop coordination, safety awareness, observation skills and discipline. Students are able to see how quickly they can improve week to week when they focus on the key skills and look for specific areas to improve their technique.

**School Allotment** - The school has a plot in the local community allotment. In the warmer months the students work together to clear, prepare, plant and maintain the space. This gives us opportunities to for students to do physical work and see the physical results of being dedicated and putting in hard work over a period of time. The space also allows us to teach topics in biological science, environment protection, maths and more.

**Educational Visits** - As part of each of our themes throughout the year we include at least one educational visit. This is planned to be a key part of the theme and brings their learning to life. For example in learning about

## Personal Development

We have a strong emphasis on Personal Development in Hope Corner School. Recognising how important it is for our students to become independent positive citizens, we developed our personal development curriculum to include the skills they need to achieve this.



Personal development is taught through specific timetabled lessons alongside being integrated into our theme teaching throughout the year.

In order to enrich our personal development we link or use resources with many local, national and international organisations, projects and individuals. These include Samaritans, Barclays, local council and national government education tools, the wider Hope Corner Church community, Operation Christmas Child, Watoto Children's choir and many more.

## Theme Based Teaching

Each half term we run a different theme across our curriculum, with each of our teaching staff running lessons focusing on topics within the theme. Lessons do not have a specific subject focus, instead lessons may incorporate aspects of science, history and STEM into one lesson, with the next lesson being completely different. Staff may also choose to incorporate topics from the theme into subject specific lessons.

At the end of each week, students reflect on their theme based lessons and identify subjects they have covered and activities they have enjoyed.

### Theme based teaching aims:

- Help students to gain a well-rounded understanding of the world, on local, national and global scales.
- Develop students in their ability to make links between different subjects.
- Remove barriers and preconceptions students may have had about specific subject lessons.
- Allow students to access a broad range of experiences and subjects, enabling them to recognise their passions and strengths.
- To push us to be creative in the activities and types of learning we offer each lesson.

The planned themes for 2021/22 academic year are outlined below.

Half term	Planned Theme	Subject focus
September	Tokyo Olympics 2020	Sport
October	Creative Cultures	Creative
January	Novel: Lord of the flies	English
February	Stay Healthy	PSHE
April	History That Shaped the UK	History
June	Protecting The Environment	STEM

## **The Hidden Curriculum**

At Hope Corner School we believe that our nurturing, calm and safe environment is key to helping our students succeed in accessing and progressing in their learning. The environments students have been part of in the past have not enabled our students to overcome the barriers and difficulties they face daily.

Every moment students have at Hope Corner is valuable time through the day, whether this is break and lunch times, travelling to out of centre activities or end of day routines. We utilise this times to support our students in developing effective communication, supporting the people around you with their needs, making sense of world events and news and supporting hobbies and interests. Staff are with our students throughout the day and enable all of these activities to take place.

During break times staff run activities such as board games, puzzles, informal news discussions and many similar activities that give students opportunities to communicate and make sense of the world in a relaxed and low demand way. Lunch is eaten together with staff and students, which many students comment on being one of the highlights of their day. This gives opportunity for the school to share about their learning and build a positive community in the school. Staff also go for walks in the local community with students and help students to understand that getting fresh air and moving around can give us energy to enable concentration in lesson time.

After lessons, activities, and the end of the day, staff and students work together to clear away equipment and tidy the school area, helping their understanding that they can support one another in the organisation and preparation to learn each day.

All of this extra contact time from staff is key to our success with our students and equips them to cope with their future places of education by giving them skills to function effectively, manage their feelings and overcome communication barriers they previously struggled with.

## **Further Subject information**

### **Science**

We include a range of opportunities for science at our allotment and through our theme teaching. Although we do not offer science qualifications many of our students discover their love for science through the range of opportunities they have, whether it be through learning the biology of plants or taking weather measurements at the allotment, discovering the technologies that developed through the 20th century or understanding how the engineering wonders of the world work. We include wide and varied science learning opportunities.

### **Sex, Relationship & Health Education**

We deliver a SRHE through specific sessions and through wider curriculum integration. It is important to Hope Corner School that this aspects of learning are build upon our ethos and values and enable our students to make informed individual decisions. Teaching reflects the levels of understand and need of each individual student.

Please see our full SRHE curriculum and policy to learn more.

### **Religious Education**

Hope Corner School is part of Hope Corner Church and providing a good understanding of the Christian faith is important to us. We give opportunities for our students to meet members of the Church community who have different backgrounds or experiences. The visitors may share with the students about important celebrations such as Easter and Christmas. The school values are built upon christian principals and students are welcome to ask any questions they have around faith. Throughout the year we will also introduce students to other important world faiths and cultures, allowing them to make their own informed decisions. Our religious education is integrated into our theme teaching, where natural opportunities arise for the exploration of faith, such as when we explore world culture or beliefs.

## **British Values**

We promote the fundamental British values outlined by Ofsted throughout the delivery of our curriculum and in the Spiritual, Moral, Social and Cultural development of our students. The British values of:

- democracy.
- the rule of law.
- individual liberty.
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

are reinforced continually through several of our School Values such as Respect, Integrity, Unity and Nurture.

## **Transitioning to Further Education / Training / Employment**

As well as succeeding whilst at Hope Corner School, it is key that our students transition effectively to the next step in their education, training or employment. Such changes can be particularly difficult for those with special needs. We believe it is important for each student to recognise their gifts and passions, future employment opportunities and the paths in education or training they can take to reach their potential. We work on the following areas with our students to support this transition:

- Aspirations
- Skills / Passions
- Work experience placements
- Employability Skills
- Exploring next stage settings

Embedding these within our curriculum involves specific skill lessons and activities, visits to colleges and work places, individual tutorials, volunteering activities, visits from individuals sharing about their experiences of employment and more.

## Organisation of Pupils

Hope Corner's timetable is across 4 days a week. We have experienced, given the complex nature of the needs of our students, that having a break part way through the week enables our learners to focus and make the most of their timetable. Timetables run from 8:45AM-3:00PM, with staff working alongside students inside and outside taught sessions in continuing to develop social and emotional aspects of learning.

The following is an example of a student timetable:

Day	Session 1	Session 2	Session 3	Session 4
Monday	Maths	English	Theme Lesson - Teacher 1	
Tuesday	English	Maths	Theme Lesson - Teacher 2	
Thursday	Theme Lesson - Teacher 3	Theme Lesson - Teacher 4	ICT	Personal Development
Friday	Reading & Weekly Reflections	Rock Climbing		Self Study

### Reading & Reflections

It is important to our theme teaching that students reflect on the activities and topics they have covered so that they identify the range of subjects they have covered and make links across the curriculum. They also identify activities they particularly enjoy, helping them recognise what their passions and strengths are.

We aim to have students reading in groups and 1-to1 throughout the year. We find space to this during these sessions.

### Self Study

The last hour of each Friday will give time to students to complete unfinished work, homework, and projects. Throughout the week students will update their school diary with notes about homework set and incomplete work. They will use the information during this time to learn to prioritise tasks that need to be completed. Staff initially support in this but gradually give them more independence. The aim is that that will develop this self management skill ready for their next step in education.