

Local Procedure Title	Non-Core Learning
Site	Clay Hill School and Home Farm School
Local Procedure date	November 2023
Local Procedure review date	November 2025
Local Procedure Author(s)	Claire Nicholas
Local Procedure Ratification	Checked and Approved by: NM, AW, RP

1. Intention

At Clay Hill and Home Farm School, we recognise that our pupils should have access to a broad and engaging curriculum that inspires them to achieve excellent outcomes at the end of Key Stage 4.

At Home Farm School and in Key Stages 1 and 2 at Clay Hill School, students are taught within a primary model, each tutor group has one teacher responsible for delivering most of the learning. Key Stage 3 classes at Clay Hill School follow a similar model with the addition of some subject specialist teaching. This model enables us to meet the emotional needs of the students through the consistency, security and nurture that comes from having one class teacher. This same consistency also allows us to embed the key skills for learning as the students make progress through the key stages. In Key Stage 4 students are taught by subject specialists to develop their learning and provide them with the opportunity to leave with Level 2 qualifications.

Non-Core subjects at Clay Hill School

- Art
- Design Tech - Food Tech
- Humanities – History & Geography
- Physical Education
- Science
- Computing

Non-core learning ensures that children can:

- Develop and use literacy and numeracy skills across the curriculum.
- Consolidate and practise taught literacy and numeracy skills.
- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self- monitor and correct.
- Have fluent and legible handwriting.
- Be taught in all subjects to express themselves correctly and appropriately, using technical and specialist vocabulary.
- To read accurately and with understanding.
- To recognise the close relationship between reading and writing.
- Find pleasure in reading for interest, enjoyment, and information.
- Develop creativity and the use of their imagination.
- Extend problem solving and thinking skills across learning.
- Build on their own interests and make choices about their learning.
- Make connections across learning.
- Engage with others within an environment of self-respect and respect for others.
- Communicate in a range of ways and a variety of settings.
- Celebrate success.

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- Achieve accreditation in KS4.

2. Implementation

In implementing our non-core curriculum, the key principles are to assess the student's previous learning and then plan a sequence of learning intentions to consolidate and develop the students understanding through a wide range of tasks and activities. Teachers can refer to the relevant *progression map(s)* to make assessments that will inform their planning. Our *curriculum maps* show the expected outcomes for each of the non-core subjects and will form the basis of all medium-term planning, whether that is in a topic format or as standalone subjects.

At Clay Hill School, for Key Stage 1 and 2, the curriculum map shows the curriculum coverage across all non-core subjects together to support creative topic planning. The non-core learning is planned using the topic planning template. Topics are planned to support the work that students are completing in Literacy. Starting with a core text for Literacy, teachers can identify relevant non-core outcomes that link in. Then they can plan a topic that will immerse the students in activities that will support their non-core learning and build their vocabulary and experiences that they can use in written work in Literacy.

In Key Stage 3 and 4 a Medium-Term plan is created by each subject teacher providing the following:

- Prior learning
- Learning intentions
- Key words
- Resources
- Personalisation
- Opportunities to demonstrate the school core values of; independence, resilience, creativity, teamwork and aspiration.
- Opportunities to explore social, moral, spiritual, cultural aspects of their topic.
- Cross curricular links.
- Assessment opportunities & accreditation.
- Offsite trips & outdoor learning opportunities.

At Home Farm School, at Stage 1, staff use a bespoke topic planning template to show the outcomes from the curriculum maps that pupils will be working towards and the small steps in learning that have been sequenced for pupils. This is accompanied with details of how the learning will be personalised to include all.

In Stages 2 and 3, at Home Farm School, the non-core subjects are incorporated into the delivery of the ASDAN courses: Transforming Aspirations and Realising Aspirations. There are bespoke medium term planning templates for ASDAN.

All planning is informed by the National Curriculum programme of study. In addition, KS4 planning is always guided by the individual subject specification, to enable students to leave with accreditation.

Teachers are not expected to produce formal lesson plans derived from the Medium-Term Plan.

3. Impact

For Key Stage 1-3, teachers use the progression maps to provide an accurate assessment of each student against their age-related expectations.

Each stage is sub divided into three areas:

- Working towards
- Expected
- Greater Depth

During Key Stage 4, teachers use assessment materials from their specification to create assessment opportunities in their lessons. There are Year 11 Mock exams in Autumn term and Year 10 exams in Summer term to support the pupils to develop their exam technique.

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Non-core assessment data on each student is collected at the end of every term for analysis. Student's progress is monitored and tracked by the subject teacher and overseen by the Non-Core Subject Leader. (AHT for T&L)

Teachers provide feedback to the students in line with the school marking policy. Secretarial marking codes are shown in the cover of each student's subject books. Student's books for the non-core subjects are reviewed regularly throughout each term and quality assured by the Non-Core Subject Leader. (AHT for T&L)

Senior Leaders will monitor progress regularly and will report back to staff, parents, pupils and governors. The following methods will be used:

- Work sampling
- Observations and learning walks
- Pupil interviews
- Scrutiny of planning
- Data analysis
- Staff appraisal

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Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
23/11/2020	CN	KS3 subject specialist teaching HFS planning Year 11 mocks Year 10 exams
7/11/2023	ES	Subject added "Computing"