

Stormont House School Curriculum Statement

Through our curriculum, we aim to:			
Intent	Build on strengths and address gaps in knowledge, skills and understanding	Encourage learners to discover talents and ambitions	Effectively prepare for next stages of education, training, or employment
	Assess learning of identified fundamentals of each subject	Develop learners' cultural capital; offer broad and rich experiences	Enable learners to develop and sustain positive, meaningful relationships
	Use systematic success criteria that allow learners to transfer from surface to deep learning	Keep the curriculum as broad as possible for as long as possible	Help develop good physical & mental health, and progress towards independent living
	Build confidence and resilience through appropriate challenge	Regularly review accreditation pathways matched to learners' talents, needs and ambitions	Reflect and celebrate the diversity in our school, local, and global community

We do this through:			
Implementation	Adaptive teaching that provides focused support to learners at different starting points	Teachers and curriculum support staff collaborating to develop the quality of teaching, learning and assessment, e.g. Peer observations, departmental moderation, sharing best practice	Explicit, positive strategies to improve self-regulation, including 0-6 point scale and restorative approaches
	Using SOLO success criteria to ensure all learners move from surface to deep learning	Evidence-informed teaching, learning and leadership	Multidisciplinary input into a high-quality universal offer e.g. Speech and Language Therapy
	Using varied questioning techniques to increase the amount of thinking in the classroom for all learners	Highly skilled subject specialists and relationships with industry experts beyond the school	Targeted Maths and English interventions – 1stClass@Number, Numbers Count, Read-Write-Inc, GCSE tutoring
	Feedback that closes gaps in learning, and increases self-regulation	Enhanced TAs and TAs with specialist skills (Drama, Music, Cooking, Sport)	Targeted and specialised therapeutic support from a wide range of services
	Use of visual cues to support understanding	Careers education, work experience, and independent guidance linked to identified talents, interests, and ambition	Use of tactile resources to support self-regulation
	Twice yearly assessment weeks to review progress and formative assessment	Lunch clubs, after school clubs, educational visits, workshops, residential journeys and DofE	Annual reviews that combine pastoral and academic guidance in preparing for adulthood

We know this is working through:			
Impact	'Ambitious flightpath' progress in English and Maths	Successful completion of increasingly challenging work experience placements	Parent/carer feedback, including annual surveys, workshops and parent governors
	Progress towards 'Preparing for Adulthood' outcomes in EHC Plans and Annual Reviews	Learners creatively expressing themselves to the wider community e.g. through art and music	Walkthroughs, coaching observations, and monitoring
	Appropriate accreditation in a wide range of subjects	Sporting engagement and success at inter-borough level and beyond	'Smart School Council' priorities and feedback that involve all learners
	Learners increasingly able to self-regulate when heightened	Successful transition to study or training after school	Individual student voice in EHC planning and Annual Reviews
	Sustained progression in the years after leaving school	Successful participation in the challenge of residential journeys and DofE Award	External Scrutiny and Reviews: Peer, School Improvement Partner, Visible Learning, and OFSTED