



# Curriculum Policy

Date of Approval:	October 2025
Approved by:	Local Academy Council
Review Date:	October 2026

## Policy Information:

<b>Date of last review</b>	October 2022 October 2023 October 2025	<b>Review period</b>	Annually
<b>Date approved</b>	October 2022 October 2023 October 2024 October 2025	<b>Approved by</b>	Local Academy Council
<b>Policy owner</b>	Headteacher	<b>Date of next review</b>	October 2026

## Updates made since the last review:

Review date	Changes made	By whom
October 2022	New Policy	Headteacher
October 2023	Amendments made	Deputy Headteacher
October 2024	Amendments made	Deputy Headteacher
May 2025	Amendments made	Assistant Headteacher

### 1. Aims (Our Intent)

At High Point Academy we aim to ensure that all pupils achieve their full potential, both academically and holistically.

We aim for our curriculum to be:

- Differentiated for all our learners to enable them to access all areas of our curriculum as appropriate.
- Broad and balanced to equip our pupils for the future, in preparation for adulthood.
- To be planned and sequenced to allow pupils to develop skills and knowledge to prepare them for the future.
- Flexible, adaptable and relevant to pupils needs and abilities to support them for a life beyond High Point Academy.
- Engaging and promoting positive thinking and curiosity and take a responsibility for their own learning.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- To develop independence, and resilience to enhance their ability to manage their future well.

At High Point Academy our curriculum is underpinned by our '**ACE**' core values '**A**mbitious aspirations', '**C**hallenging the impossible and '**E**ncouraging independence for all.

In line with Government guidance, High Point Academy intends to provide a curriculum that is...

- **Ambitious** for all pupils.

- Coherently planned and sequenced (Why this, why now?).
- Adapted, designed and developed for our pupils special educational. needs and/or disabilities.
- Broad and balanced for all pupils.
- Designed to offer appropriate levels of **Challenge**.
- Promoting and **Encouraging Independence** for all.
- Promoting aspirational destinations.

The High Point curriculum considers local context and filling the gaps from pupils' backgrounds. It has a clear purpose for assessment using Evidence for Learning. Leaders are continually reviewing and evaluating the curriculum design with often distributed ownership so that subject leaders have a degree of autonomy utilising their extensive knowledge base.

At High Point, we ask ourselves... what do we want pupils to know? Does it contain the right knowledge and skills and is it sequenced effectively? Does the curriculum provide pupils with the building blocks required to be able to succeed in a range of different subject areas?

*"Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed (3.5 Education Endowment Framework – Curriculum and Assessment)".*

When planning our curriculum, we also consider the following Curriculum Design Principles:

**Consider the what and why** – The choice of content and balance within each subject's curriculum should be guided by the values and aims of the school.

**Be knowledge-rich** - Knowledge underpins critical thinking; critical thinking differs between subjects. If we want to develop critical thinking in our pupils, we need a curriculum focused on giving them subject-specific knowledge.

**Prioritise subject expertise** - All subjects are distinct disciplines with different knowledge structures. Enabling teachers to develop subject-specific knowledge will support effective subject curriculum planning and delivery.

**Develop focus, fluency and flexible knowledge** - By focusing the curriculum on specific concepts or the most important knowledge, pupils can gradually develop more fluent and flexible knowledge

**Sequenced meaningfully** - Some knowledge is foundational, and all knowledge should be sequenced in a meaningful way.

**Collaborate** - No one can be expert in all subjects. Leading across the breadth of the curriculum requires collaboration both within the school and beyond it to draw on the subject expertise of others.

Each subject area has a specific curriculum assessment framework which is then used to create specific class assessment books.

Our Curriculum is currently assessed against the following:

**A2E Bands 1- 16** EYFS – GCSE 2 (F/G) (Primarily used within our Developer Curriculum).

**KS3 STEPS** - Year 2 – GCSE ... STEP 7 (GCSE 5+) (Primarily used within our Connector Curriculum). Although some of our Developer classes may use STEPS for some frameworks that have been devised by school for specific subjects (see below).

### **Entry Level & Level 1&2 (Accreditation)**

Devised by School (Subject Specific Steps/Stages and their equivalents) for: -

- AQA Biology GCSE Steps
- Art Framework
- DT Developer/Connector

- Expressive Arts
- PE (PELSA)

Leaders are continually reviewing and evaluating subject specific curriculum design alongside their assessment frameworks.

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) (last updated 2024) and [Equality Act 2010](#) (last updated 2015), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

### 3.1 The Local Academy Council

The Local Academy Council will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Local Academy Council will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Pupils from year 7 onwards where appropriate are provided with independent, impartial careers guidance, and that this is appropriately resourced.

### 3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Academy Council.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The Local Academy Council and the Trust is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Local Academy Council and the Trust is advised on whole-school targets in order to make informed decisions.
- At High Point Academy all pupils have an EHCP and diagnosis of ASC, therefore appropriate provision is in place for pupils with different abilities and needs.

### 3.3 Other staff

The Assistant Headteacher and Deputy Headteacher have joint responsibility for the quality of education and Teaching and Learning across the school in both Connector and Developer phases, in liaison with the Headteacher and Phase Leaders. The Assistant Headteacher and Deputy Headteacher have the overview and have the responsibility alongside the Phase Leaders to ensure all subject leads are supported in the design, implementation and review of their curriculum areas.

The Assistant Headteacher is responsible for the assessment and progress of pupils at High Point Academy and to ensure all teachers are supported to allow pupils to make expected progress in all areas of their learning.

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Phase Leaders are also responsible to support senior leaders with the leadership and development of the wider curriculum within the phase and make an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils across the phase.

## **4. Organisation and planning**

At High Point Academy we have two different pupil cohorts 'Connectors' and 'Developers'.

### **Connectors**

Our Connector pupils are typically working at age related expectations to approximately two years below age related expectations. Our pupils will be accessing all areas of the KS3/4 National Curriculum (where appropriate). Pupils within this pathway will access subject specialist teaching.

Pupils are purposely exposed to a wide breadth of subjects in the Connector pathway. RSHE is delivered primarily through PSHE, Science and Form Time (as part of PSHE programme and HPAs). This is tracked by teachers and monitored by the senior lead for PSHE.

Modern Foreign Languages are not taught as discrete subjects due to complex needs of the children but are still incorporated through our Wow days. The rationale for this is that we want pupils to focus more on the development of their first language. However, we ensure that key phrases of languages that will help them in adulthood and an appreciation of different countries and cultures are embedded within our WOW days' programme of learning.

Pupils also have three 20-minute reading sessions and two Timetables Rockstars sessions per week during form times and Literacy across the curriculum is given a high status.

At KS3 the subject areas available to pupils within the connector pathway are:

- English (Three times a week)
- Expressive Arts linked to English (Once a week)
- Mathematics (Four times a week)
- Science (Twice a week)
- Computing/ ICT/ Media (Twice a week)
- Design Technology (Once a week)
- Art (Once a week)
- Physical Education (Two times a week)
- Humanities (Once a week)
- Religious Education (Once a week)
- PSHE (Once a week)
- Life Skills (Once a week)

- Cooking for Life (Twice a week)
- Forest School (Once a week)
- Well-Being/Praise/Golden Time (Once a week)

Pupil also have targeted EHCP interventions (HPAs) three times per week during form times.

Pupils are deliberately given limited option choices in KS4 – as school wish to supply a balanced programme of life skills opportunities. These options are provided through DT, Art and Expressive Arts, complimented by CIM (Computing, IT and Media), Cooking for Life, PE and College. The limited option choices allow pupils with autism not to become too fixated on one or two particular subject areas and the chance to leave school with a wide range of skills that will help them in adulthood as well as giving the stepping-stones for further education study. However, pupils will choose modules that they wish to focus on in options so that they can focus in more on particular interest areas. Where a pupil has a very specific talent and ability in a subject not offered at KS4 (such as History), school will always endeavour to meet this need on an individual basis through additional tuition.

At KS4 pupils the subject areas available to pupils within the Connector pathway are:

- English (Three times a week entry level and GCSE)
- Mathematics (Four times a week entry level and GCSE)
- Science (Three a week entry level and GCSE)
- Computing/ ICT/ Media (Twice a week Level 1 and Level 2 BTEC qualification)
- Options (Incorporating Art, DT and Expressive Arts) (Twice a week - WJEC Award Entry Pathways)
- Physical Education (Twice a week – PELSA certification)
- Cooking for Life (Twice a week – WJEC Award Entry Pathways)
- PSHE (Once a week)
- College Placement (One morning per week – Entry level 3)
- Well-Being/ Praise/ Golden Time (Once a week)

Life Skills and PSHE at KS4 is also accessed through Halesowen College, where pupils visit once per week and work towards a qualification. Accessing College once a week helps prepare our pupils for life beyond High Point Academy and future transitions.

The principle behind all formal qualifications at High Point is to give pupils aspirational opportunities whilst balancing this against their autism diagnosis and the need to avoid autistic burn out and cognitive overload. Whilst being aspirational, we also aim to build self-esteem/positive well-being, through careful consideration of examination expectation and demand.

Pupils also have targeted EHCP interventions (HPAs) three times per week, where pupils are supported to work on their Personal Learning Goals (PLGs).

## **Developers**

Our Developer pupils are typically working significantly below age related expectations. Pupils will be accessing areas of the curriculum, which are suitable for their levels of ability. The curriculum areas will offer a range of knowledge and skills to support them with their independence. Pupils in Developers will spend most of their time with one classroom teacher and have access to specialist subject teaching where appropriate.

The Developer pathway offers a breadth of subjects in line with the national curriculum, whilst also ensuring that it is relevant to their special educational needs.

RSHE is delivered primarily through PSHE, Science and Form Time (as part of PSHE programme). This is tracked by teachers and monitored by the Deputy Headteacher for PSHE.

Modern Foreign Languages are not taught as discrete subjects due to complex needs of the children but are still incorporated through Wow days.

Geography, History and Music are taught thematically through Topic and are tracked by the Phase lead. Due to the Literacy needs of our Developer pathway, Expressive Arts is not taught as a discrete subject, and more time is given to the formal English curriculum. Expressive Arts opportunities will be given to pupils through their topic learning and our WOW days.

Pupils also have two 20-minute reading sessions per week and two Timetables Rockstars sessions during form times and Literacy across the curriculum is given high status.

At KS3 the subject areas available to pupils within this Developer pathway are:

- English (Four times a week including Fresh Start and Literacy skills)
- Mathematics (Four times a week including Numeracy skills)
- Science (Twice a week)
- Computing/ ICT/Media (Once a week from a specialist teacher)
- Design Technology (Once a week from a specialist teacher)
- Art (Once a week from a specialist teacher)
- Physical Education (Twice a week from specialist teacher)
- Topic - incorporating Geography, History and Music (Once a week)
- Religious Education (Once a week)
- PSHE (Once a week)
- Life Skills (Twice per week)
- Food Technology (Twice a week)
- Forest School (Once a week by a specialist teacher)
- Well-being/ Golden Time/ Praise (Once a week)

In line with the Connector curriculum, Developers also have targeted EHCP interventions (HPAs) three times per week, where pupils are supported to work on their Personal Learning Goals (PLGs).

At KS4 pupils work towards Pre-Entry level and Entry Level courses when appropriate to their ability. The focus is on helping them to prepare for increased independence where their learning has meaning that leads to greater independence in the future.

Learners in this pathway will develop skills and knowledge over time, therefore there is a significant need for repetition. Work will often be revisited on a cyclical basis with more challenging outcomes.

Repeating skills allows our pupils to secure the knowledge and skills over time and develop transferable skills to apply in different contexts in order to gain better understanding.

Pupils work in small groups with sufficient staffing to support and facilitate their learning. Whilst English, Mathematics are taught as discrete subjects the other curriculum areas form part of the following: Me and the world around us, My Independence, Myself, Places and People, My Creative Development.

#### KS4

English (Four times a week – AQA Unit Awards/ Entry level 1 if appropriate)

Maths (Four times a week – AQA Unit Awards/ Entry level 1 if appropriate)

Science (Once a week - High Point Award/ AQA Unit Awards if appropriate)

Life Skills (Three times a week - AQA Unit Awards if appropriate)

Cooking for Life (Twice a week - AQA Unit Awards if appropriate)  
Expressive Arts (Once a week – WJEC Entry level 2)  
Art/DT (Once a week -WJEC Entry level 2)  
Computing/ ICT/Media (Once a week - WJEC Entry level 2)  
PE (Twice per week- PELSA Certification)  
College  
Forest School (Once a week by a specialist teacher)

Life Skills and PSHE is also accessed through Halesowen College, where pupils visit once per week and work towards a qualification. Pupils are able to access college on an appropriate pathway to their needs, helping to prepare them for life beyond High Point Academy.

In addition to both of our pathways will experience learning opportunities through links we have developed with a variety of outside agencies, such as:

- Halesowen College
- Other local special schools to offer opportunities for school visits, sports competitions.

## **5. Cultural Capital, British Values and Other aspects of the curriculum**

We aim to provide an enriched educational program for all our pupils at High Point Academy. A broad range of activities are offered to all of our pupils to ensure they have the best possible learning experiences:

- A careers guidance program is offered from Years 7-11.
- Work experience is explored and provided to year 10 pupils (where appropriate).
- Pastoral support available to all pupils whenever they require additional intervention (Rebuild, Drawing and Talking, Social Skills, Reflection time).
- Twice daily form times to support pastorally.
- Reading Targeted intervention.
- Speech and Language and Occupational Therapy (Therapists on site once per week).
- Occupational Therapy room (To provide targeted interventions specified on EHCP)
- Twice weekly assemblies to support, promote and celebrate key topics taking place within the month and celebration of success and attendance.
- Throughout the Key Stages progress and attainment is measured using the Evidence for Learning assessment system. Our pupils are often disapplied from National tests and assessments (as they do not work at that level).
- Our cultural capital aspects of the curriculum complement the essential knowledge that pupils need to be well informed, educated citizens.
- WOW Days provide additional opportunities to focus on British Values and SMSC.
- RSE is taught through PSHE and Science. Pupils have opportunities to work closely with staff to develop social skills and targeted interventions support relationships within the school and wider community.

## **6. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.



Teachers will plan lessons so that all pupils at High Point Academy can access and learn National Curriculum subjects, wherever possible, and ensure that there are no barriers to any pupil achieving.

## **7. Monitoring arrangements**

The Local Academy Council monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School Visits
- School Reports
- Local Academy Council Meetings

The Assistant Headteacher and the Deputy Headteacher with responsibility for quality of education regularly monitor curriculum overviews, medium and short-term planning (assisted by other leaders), to ensure that the curriculum is appropriate, rigorous, inclusive and engaging for all.

Senior leaders monitor the way subjects are taught throughout the school by:

- Learning Walks
- Lesson Observations
- Book Trawls
- MTP SLT Monitoring
- Pupil Progress Meetings
- Analysis of Assessment Data

This policy will be reviewed annually by the Headteacher/Deputy Headteacher/Assistant Headteacher. At every review, the policy will be shared with the Local Academy Council.

## **8. Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- RSE Policy
- All Subject Policies
- Careers Policy

## **9. Glossary**

- LAC- Local Academy Council
- SEN- Special Educational Needs.
- PSHE – Personal Social Health Education
- RSHE- Relationships Sex Health Education
- EHCP- Education, Health and Care Plan
- ASC- Autistic Spectrum Condition
- PLG – Personal Learning Goals
- HPA – Holistic Pupil Activities