

Curriculum Statement (March 2023)



The Hollywater curriculum intends to provide all pupils with a range of meaningful and appropriate learning opportunities that engages them so that they all learn and achieve skills that will enable them to reach their full potential and prepare them for adult life.

The curriculum caters for the needs of all individual learners but also provides opportunities to challenge thinking and learning as well as extend knowledge and skills. As pupils move through the school, the skills they need for the future become an integral part of their learning. These include communication, mobility, independence, relationships, self-esteem and self-confidence, self-regulation skills and personal and social development.

Early Years (EY) Curriculum



Intent

At Hollywater School our aim is to create a learning environment and build relationships which support, enhance and develop a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing their skills physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make outstanding progress it is our intent to take into consideration their starting points and the individual needs of our pupils as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Our EYFS curriculum aims to enable our children to be:

Competent and creative learners; who are developing skills to be curious about the world around them and have the skills to confidently explore the world around them.

Secure and confident; who enjoy coming to school and consolidating skills and learning new skills and knowledge which builds on existing learning.

Skillful communicators; who build skills so they can connect with others through language and play, have the skills and resources to use a range of tools to communicate with others, ensuring that they play in a visual and vocabulary rich environment.

Implementation

Within Early Years (EY) education pupils will be learning specific key skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development. Pupils work on and develop the 3 prime areas first. These are :

- Communication and language
- Physical development
- Personal, social and emotional development

These prime areas are those most essential for pupil's healthy development and future learning. As pupils grow and develop, the prime areas help them to develop skills in 4 more specific areas. These are :

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These 7 areas are used to plan activities to support pupil's learning and are the basis for a range of Child Initiated Play (CIP) activities. This creates a curriculum that is suitable for very young children, and is designed to be flexible so that all staff can follow every pupil's unique needs and interests. Children in the Early Years Foundation Stage (EYFS) learn through playing and exploring, being active, and through creative and critical thinking which takes place using a range of learning environments including indoors and outside.

Impact

Our curriculum needs to meet the needs of all of our children, so, at Hollywater School we spend time looking at and evaluating how children are learning. Assessment plays an important part in helping both staff and parents recognise children's progress, understand their needs, and to plan activities and support. Regular ongoing assessments take place throughout the year using the online assessment system – Evidence for Learning. This system enables staff to capture photos and videos that highlight pupils' interests, skills, knowledge and understanding. Opportunities to share and celebrate the pupils' achievements in school with parents take place on a daily, weekly, termly and end of year basis. Parents are also able to share achievements at home with school using the online system, hence promoting two-way communication between home and school.

EHCP targets are set for each pupil at the beginning of the year. These targets focus on the key areas of cognition and learning, communication and interaction, social and emotional

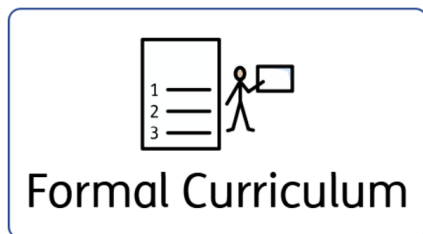
well-being, sensory and/or physical needs, health needs and personal development. Evidence and observations support the progress made towards these targets.

A six-month review takes place alongside parents and/or carers. This provides parents/carers with the opportunity to discuss the progress their child is making and to discuss the next steps in their learning and development.

Working with parents we recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents / carers are kept up to date with their child's progress and development. Observations and evidence shared with parents throughout the year provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

It is through the Early Years curriculum that we provide pupils at Hollywater with the necessary skills for them to start their learning journey to adulthood.

Formal Curriculum (MLD – EQUALS / National Curriculum / Moodle+) :



Intent

Our Formal curriculum aspires to create...

- pupils who are motivated and inspired towards a lifelong interest in learning
- a wide range of enhancement opportunities for personal development to encourage and inspire pupils to achieve their personal best
- a broad and balanced curriculum based on the National Curriculum and SEND broad areas of need considering the uniqueness of our pupils
- the most effective use of every learning opportunity created or encountered, all day, every day
- an aspiration and preparation for life beyond Hollywater and what that may look like for our learners
- pupils who have accessed and practised values and broad experiences of life in modern Britain
- opportunities to work with the community to promote local, national and global awareness

Implementation

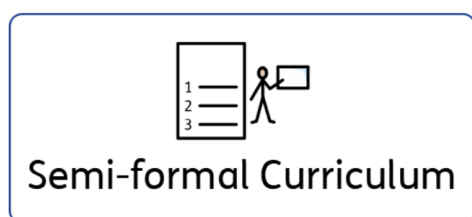
At Hollywater School all pupils encounter a curriculum that is differentiated to meet their learning needs, that provides pupils with a range of stimulating contexts for learning within over-arching topics and is fun and engaging. Within the Hollywater curriculum pupils are encouraged to be independent learners and they are supported with challenge to ensure they reach their optimum potential.

Impact

We will know that our curriculum has been successful if our pupils can...

- make sense of the world around them
- achieve their full potential in all aspects of their development regardless of their starting point
- become confident, resourceful, enquiring and develop their independence as a learner
- demonstrate self-respect and positive self-esteem
- show understanding of the attitudes, ideas and values of others
- show respect for others' feelings
- build positive relationships with other people
- show respect for a diverse range of cultures and in doing so, promote positive attitudes towards other people
- acknowledge their school community and feel valued within it
- protect themselves from power and influence online and through social media
- demonstrate some understanding of democratic ideals and British values
- engage with and contribute to experiences which take them beyond their own, immediate experience of the world

Semi-Formal Curriculum (SLD - EQUALS) :



Intent

At Hollywater School we have a range of pupils that are working within the semi-formal curriculum. This is a curriculum in which pupils encounter experiences and opportunities which promote the development of functional skills, communication, emotional wellbeing, confidence and independence.

The intent for the semi-formal curriculum is to provide a personalised approach to learning driven by EHCP targets that builds on prior learning and the development of communication and independence. Activities will be motivating and engaging and pupils will develop confidence to become more independent learners and also become aware of the next steps in their learning journey.

Our pupils learn differently and therefore our approach is more than simply differentiated, it is personalised. We start with each student's specific needs, highlight strengths and identify areas to develop. The semi-formal pathway delivers a broad and balanced curriculum within which we plan steps of progression which build on these foundations, ensuring we are guided by both child development and personal aspirations.

Our curriculum is responsive to the developing needs of students and regularly reviewed to ensure they are offered the best opportunities to thrive. The semi-formal curriculum pathway focuses on developing the practical application of skills and knowledge. It centres

around the development of student voice and choice, fostering positive social and communication skills.

Implementation

The Semi-Formal curriculum is a life skills based curriculum that provides pupils the opportunity to learn transferable real life skills which will equip them for adulthood. Classes within the semi-formal curriculum follow half termly themes. Planned activities provide opportunities for pupils to develop cross curricular skills.

The semi-formal curriculum is based on the Equals curriculum which aims to promote the highest standards of education for pupils with learning difficulties and offers a progressive curriculum approach. Semi-Formal learning is creative, engaging and inspiring. It focuses on tangible, hands-on learning which leads to resilient, independent, happy students with a strong sense of self. Classrooms are colourful environments where students feel safe to push their boundaries and where staff are consistent and caring, enabling students to be all they can be.

At Hollywater, the semi-formal curriculum is offered to our SLD learners. This curriculum provides the pupils with the continued opportunities to physically learn and practice a range of life skills. The topics covered within the EQUALS curriculum focuses heavily on developing independence and includes the following :

- My dressing and Undressing
- My Shopping
- My Cooking/ Food Technology
- My travel Training
- My Communication
- My Thinking and Problem Solving
- My Play and Leisure

In addition to the EQUALS curriculum our SLD pupils will also participate in Attention Autism sessions. This is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. The primary objective is that the sessions are fun and “offer an irresistible invitation to learn”! Pupils progress through four stages of Attention Autism building upon skills at each level. Stage 1 is to focus attention, Stage 2 is the attention builder, Stage 3 is turn taking and re- engaging attention and stage 4 is shifting attention and transition. The overall aims of Attention Autism are to :

- To engage attention
- To improve joint attention
- To develop shared enjoyment in group activities
- To increase attention in adult-led activities
- To encourage spontaneous interaction in a natural group setting
- To increase non-verbal and verbal communication through commenting
- To build a wealth and depth of vocabulary
- To have fun

Impact

The Semi-Formal curriculum creates opportunities for personalised, student-focused learning with meaningful real-world applications. It is through this curriculum that we can

nurture close links with families and involve them in their child's learning journeys, empowering them with support, advice and training and together celebrating every achievement. Achievable aspirations for transitioning to their adult lives remain at the heart of our curriculum and time is dedicated to ensuring a progression of skills throughout school.

Sensory Curriculum (SLD and PMLD – Quest for Learning) :



Intent

The Hollywater sensory curriculum intends to:

- Support pupils to gain as much as they possibly can from their education
- Encourage pupils to become as independent as possible
- Develop pupils communication skills
- Set pupils challenging but achievable targets
- Encourage pupils to achieve their full potential
- Ensure pupils are happy, healthy and safe in school
- Ensure pupils can be self-advocates as far as they possibly can be
- Ensure pupils are active and included members of the school community and the wider community
- Ensure that pupils are motivated
- Ensure pupils make steady and suitable progress

Implementation

The Hollywater sensory curriculum is a sensory approach to learning that focuses on developing the pupils understanding of the world around them as well as developing social interactions and relationships. Within this curriculum the process, as much as the achievement, is valued and it is highly flexible in order to be responsive to the learner. This curriculum focuses specifically on communication, cognition, physical development and self-help and independence skills.

The curriculum is split into 6 areas:

- My Communication
- My Thinking
- My Self
- My Creativity
- My Physical Development
- My World

In addition to the above the sensory curriculum also incorporates the following :

Tac Pac

Tac Pac is a programme which uses objects of different textures and music. These objects and pieces of music become familiar as well as actions and pupils in a pattern of different activities, the partners communicate with each other.

Rebound Therapy

The phrase Rebound Therapy describes the use of trampolines in providing therapeutic exercise and recreation for people with a wide range of special needs. Participants range from mild to severe physical disabilities and from mild to profound and multiple learning disabilities, including dual sensory impairment and autistic spectrum.

MOVE

MOVE programme is an integrated approach for children and adults with physical disabilities and/or complex needs. MOVE is a framework for collaborative working with the expertise of all agencies channelled towards personal, functional, goals set by the participant and their family. MOVE is an acronym: M is for Movement; O is for opportunity, VE is for via education (it incorporates both teaching and therapy skills).

Sensology

Sensology is used to describe the very first steps in early learning for everyone. It embraces the importance of the theory of early learning through sensory stimulation, sensory experiences and multisensory environments. It is a vital part of the “pre-requisite to learning” skills everyone acquires in order to access any level of thought.

Sherbourne Developmental Movement

Movement experiences are fundamental to the development of all human beings and are particularly important to people with special needs. Sherborne Development Movement is an approach to teaching and working with movement which is accessible to people with minimal movement experience.

Impact

We measure the impact of the curriculum in a number of ways outlined below.

Pupils' progress is assessed through H levels and the Engagement Model (where appropriate). Progress is recorded via an APP, Evidence for Learning.

The Engagement Model is used for those pupils who are yet to reach H5 in their learning. It is an assessment tool that enables us to assess and monitor both the linear and lateral progress of our learners who are working at this level.

Pupils have EHCP targets set each year which focus particularly on what they need to learn. EHCP targets are written taking into account progress already made and consideration of what they now need to learn, and what they may be able to achieve. Ensuring that they have challenging but realistic targets which allows them to make progress. Achievement of these targets are also recorded via Evidence for Learning. Some of the EHCP targets where appropriate are based on Quest for Learning.

Those pupils who follow the MOVE programme also have MOVE targets which their progress is assessed against.

For those that use switches we also use the switch progression map to track progress and map next steps.

Rebound therapy progression is tracked against the Huddersfield Functional Index for Rebound Therapy.

Further Education (FE) Curriculum :



Our FE department offers courses for learners who have severe learning difficulties and complex needs, providing care, support and guidance for students through a caring and nurturing community resulting in their excellent behaviour and high-quality personal development.

Intent

Within FE we aim to prepare our students for adulthood by providing a safe, stimulating, fun and nurturing learning environment, where all students can access a range of exciting learning opportunities, designed to educate, stimulate and challenge, creating an ethos in which everyone is valued and respected and where students are motivated, supported and encouraged to strive for success. We provide the highest quality of teaching and learning, through a skilled, experienced and appropriately trained and dedicated staff team delivering post 16 programmes which:

- Equip our students for an adult life in which they will have the greatest possible degree of independence as full and productive members of their own community.
- Prepare our students for adult life by taking part in independence and self-help skills programmes.
- Increase our students understanding and/or awareness of their community, environment and of the wider world
- Enable students to be effective communicators by promoting their ability to express preferences, communicate needs, make decisions and be either self-advocating and/or able to make use of an advocate
- Are responsive to the particular needs of individual students, including those who might require therapeutic curricula, in order to maintain their wellbeing.
- Provide opportunities for all students to be able to learn, progress and achieve in ways that are relevant, meaningful and realistic to their individual circumstances

Implementation

Students follow one of our Accreditation Pathways depending on their attainment levels when they join FE. Each Pathway ensures that the students' educational journey is tailored to meet their needs as well as to challenge them. In FE, learning is planned around the

individual needs, interests and ambitions of the young person. Our aim is to equip the students with the skills they will need to become valued and integrated members of their communities. The curriculum is enriched by a range of creative and physical education programmes and opportunities. Students follow accredited courses leading to recognised national qualifications. ASDAN Personal Progress, ASDAN Personal and Social Development, and OCR Life and Living provide a relevant programme of work, based on independent living skills as well as the core skills of Literacy, Numeracy and ICT.

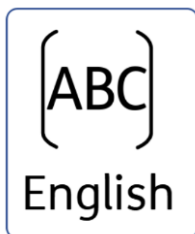
Our community inclusion experiences focus on learning life, leisure and work skills and prepare our students for transition to the next steps of their learning journey, for example, practicing leisure and social skills, money and social rules. Literacy, Numeracy and ICT are embedded across all practical aspects of the timetable and assessed through the use of the Adult Core Standards and Pre-Entry Framework, allowing for a much more functional approach. The week focuses on a theme for each day:

- Leisure and Recreation
- Careers and Enterprise
- Independent Living
- Community Inclusion
- Duke of Edinburgh Awards

Impact

During the 3 years available in FE, students work on individual accreditation pathways, these include units from either ASDAN Personal Progress or units from ASDAN Personal and Social Development and OCR Life and Living depending on individual level and prior attainment. All students build a portfolio of work each academic year, at the end of each year their work is submitted for external moderation and students are accredited with a qualification ranging from an Introductory Award through to a Diploma. The credit-based framework of our qualification offer allows students to be recognised annually for their achievements, while continuing to build on their success year on year during their time with us, allowing for clear progression routes post Hollywater FE. This annual recognition also allows for any early leavers to have their efforts and achievements formally acknowledged and nationally recorded as they move into the future.

Individual pathways give students the opportunity to further develop their skills, interests and aspirations in a safe and secure setting in preparation for transition. Our curriculum focuses on life skills learning, confidence, resilience and student well-being. There is a strong emphasis on learning and applying these skills within the community in preparation for some level of independent supported living in the future. All our Students have an EHCP which is the basis for their individual programme of study. We work in partnership with students, their families, professionals and local authorities, to prepare the leavers for life after Hollywater School.



Writing

Intent

At Hollywater School, we value writing as a crucial life skill and important form of communication. We aim to provide exciting and varied writing opportunities and experiences that engage all of our pupils. We aim to give our pupils the skills they need to confidently communicate their knowledge and ideas for a range of audiences and purposes through their writing. We aim to teach our pupils the skills to write to the best of their abilities, including through the use of Augmentative and Alternative Communication aids (AAC) and IT. It is our aim to provide pupils with quality opportunities to transfer their writing skills across all areas of the curriculum.

Implementation

At Hollywater School, our pupils are actively encouraged to engage in mark-making and writing for a range of purposes from Early Years to Key Stage 4, including through the use of Augmentative and Alternative Communication aids and IT. Pupils engage in discrete English lessons throughout the week, which include links to our current topics and where appropriate include the teaching of spelling, grammar and punctuation. Writing is also a key focus in the wider curriculum, where pupils are given the opportunity to apply and continue to develop their writing skills for different purposes. Handwriting skills are taught discretely as part of English lessons, individual pupil Target Time, and where appropriate within Phonics lessons.

Impact

Quality writing opportunities throughout the curriculum will provide pupils with the knowledge and skills to be able to write successfully for a range of purposes and audiences. This in turn will aid pupils to access and contribute to the wider community and broaden their employability prospects.

Speaking and Listening

Intent

Speaking and listening skills are fundamental to children's progress in all areas of the curriculum, and the need for effective oral communication is vital to develop and enhance life skills. At Hollywater School, we value speaking and listening as a crucial life skill for all pupils. We aim to give our pupils the skills they need to confidently speak to a range of audiences, and to listen and respond to others. We aim to teach our pupils the skills to communicate to the best of their abilities, including through the use of Augmentative and Alternative Communication aids (AAC) and IT. It is our aim to provide pupils with quality opportunities to transfer their speaking and listening skills across all areas of the curriculum. We have the lifelong ambition of preparing children so that they are able to

establish positive relationships inside and outside the school community and they are able to communicate their thoughts, feelings and ideas confidently and successfully.

Implementation

At Hollywater School, speaking and listening is an integral part of our daily curriculum. Our pupils are actively encouraged to communicate in a variety of ways and for a range of purposes from Early Years to Key Stage 4, including through the use of Augmentative and Alternative Communication aids and IT, including PECs, Communication Books, Makaton and Aided Learning Displays. Pupils are given the opportunity to develop their oral abilities and vocabulary at their own levels. Pupils are taught the skills needed to develop their turn-taking, concentration and attention skills through the use of the Attention Autism programme from Early Years and as is appropriate throughout the school. Where appropriate, pupils engage in discrete Communication lessons in class, which may include links to our current topics and our personal and social skills curriculum.

Impact

Quality speaking and listening opportunities throughout the curriculum will provide pupils with the knowledge and skills to be able to communicate successfully for a range of purposes and audiences. This in turn will aid pupils to access and contribute to the wider community and broaden their employability prospects.

Reading and Phonics

Intent

At Hollywater School, we believe that it is important to promote a love of reading. We value reading as a crucial life skill, and encourage our pupils to see themselves as readers for both pleasure and purpose. We aim to provide pupils with the confidence, fluency and understanding required to achieve a lifetime of enjoyment through reading. Our pupils are taught the skills needed to become fluent readers to the very best of their abilities, including through the use of Augmentative and Alternative Communication (AAC). It is our aim to provide pupils with the skills necessary to be able to read confidently and to be able to access information throughout the curriculum using these skills.

Implementation

We follow the Little Wandle Letters and Sounds Revised programme from Early Years to Key Stage 4 in daily, discrete Phonics lessons. We teach Phonics using a multi-sensory approach to engage our learners. Pupils read daily in class, either within a group or individually with an adult. Class bases are developing a dedicated reading area, providing quality, age and stage appropriate texts for pupils to read for pleasure. Following introduction workshops on phonics and early reading for parents, reading for pleasure books will go home for parents and carers to share and read to pupils. For some pupils, where appropriate, decodable reading practice books are taken home to ensure success is shared with the family. Pupils also have regular timetabled visits to our school library and some classes are able to visit the local library to enrich and broaden their experience of books and literature. It is through the local library that we promote pupils to participate in the Reading Challenge events throughout the year both in school and at home. We also celebrate the love of books through our annual World Book Day event.

Impact

Little Wandle assessment tools are used to monitor progress and to identify pupils needing additional support as soon as they need it. Assessment for learning is used daily within class and in a weekly review lesson to identify pupils needing additional support. Summative assessment is used every six weeks to assess progress, identify gaps and inform planning for the next five-week block of lessons. This will ensure rapid progress in Phonics and Reading across the school, which will provide our pupils with the skills needed to become fluent, confident and enthusiastic readers, enabling them to access a wider range of texts throughout the curriculum and to read for pleasure. This in turn will aid pupils to access the wider community and broaden their employability prospects.

Communication

Intent

Developing pupil's communication skills is a central part of the curriculum at Hollywater School. We believe that through learning and developing effective communication skills our pupils will be able to receive and convey information, ideas and messages in ways that are powerful and appropriate to the situation. They will be able to, and be confident in, conveying ideas and information through the use of both spoken and written language. In preparation for adult life it is important that we build on pupils' communication skills because it is through successful communication that pupils will be able to deepen relations in personal and professional life both now and in the future.

At Hollywater School we aim to :

- develop pupils' functional communication skills, so that they have the ability to communicate, express needs, to voice opinions and to socialise.
- enable pupils to self-advocate.
- set pupils challenging but achievable communication targets.
- ensure pupils make steady and suitable progress in communication.
- ensure that pupils can communicate confidently with a wide range of people.
- provide communication opportunities every-day, throughout the day.
- ensure that staff are skilled in developing pupils communication skills and are trained in the strategies which are used with pupils.

Implementation

Communication is taught across the curriculum within all subject areas at Hollywater. A proportion of pupils within the school are supported by either Hampshire County Council or NHS Speech and Language therapists, as outlined within EHCP, who work with the pupils and staff to support and develop their communication skills.

Strategies to develop and support pupil's communication skills at Hollywater will be personalised and tailored to meet the needs of each individual pupil. They may include:

Objects of Reference

Use of objects, pictures and symbols to support communication

Makaton Signing

Choice Making

Picture Exchange Communication Systems (PECS)

Aided Language Boards (ALD)

Communication books

Communication devices such as iPads
Etran frames and eye pointing
Attention Autism (AA)
Zones of Regulation (ZoR)
Switches for communication

Both teaching and support staff are trained in the use of the strategies above and are able to fully implement a comprehensive programme that will ensure that the pupils develop their communication skills according to their starting point.

Impact

We measure the impact of what we do using the following methods:

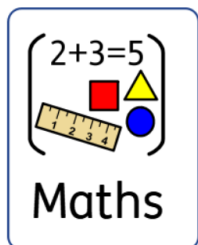
Pupils are assessed against the relevant framework within Evidence for Learning, in order to track their progress.

Pupils' Communication and Interaction EHCP targets are set and reviewed regularly.

Progress is monitored and reviewed within the SALT targets - where the pupil is under a Speech and Language therapist.

Communication is a vital element in the education of pupils at Hollywater School as it permeates the entire curriculum and is central to all learning. Communication is critical because it ensures the fulfilment of rights. It is through the curriculum at Hollywater that we ensure that, through effective communication, pupils have more control over their lives, less frustration and stronger bonds with friends and family.

Maths



Intent

The intent of our mathematics curriculum is to provide children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience so that they are fully prepared for the future. By adopting a Mastery approach, it is also intended that all children, regardless of their starting point, will maximise their academic achievement and leave Hollywater School with an appreciation for maths and transferable knowledge and skills:

- We endeavour to deliver a high quality maths curriculum that is both challenging and enjoyable.
- We envisage children making rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving problems.

- We intend for our pupils to be able to apply their mathematical knowledge to other subjects.
- We want them to know that maths has connections to our everyday life.
- Develop more confident mathematicians who are not afraid to keep trying.
- Develop increasingly more independent learners with inquisitive minds who have secure mathematical foundations.

Implementation

Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before. Teachers use our maths curriculum framework to identify challenging learning objections that reflect the pupils next steps and use a variety of schemes of work that meet all our areas of learning need. Staff also refer to our progression documents, modelled on the NCETM progression documentation, when teaching formal methods, understanding that sometimes children find their own efficient methods along the way. We encourage the continued use of models and images to support children's learning.

At Hollywater, we celebrate the use of a variety of teaching styles and opportunities for children to learn and develop their mathematical skills and competencies, both individually and collaboratively. The main aim of all task design is to develop children's knowledge, understanding and skills and applying these to a variety of contexts. One of the key elements in lessons throughout the school should be on developing the children's independent reasoning and explanation skills.

Our pupils are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols.

Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – children then build on this concrete approach by using pictorial representations, which can then be used to reason and solve problems.

Abstract – With the foundations firmly laid, children can move to an abstract approach using numbers and key concepts with confidence. Working walls are used in every class to highlight models and images of place value, current learning objectives, model methods, strategy and reasoning and provide interactive opportunities for children to explore.

Assessment informs the teaching and learning sequence, and children work on the objectives they are assessed as being at. Children who not making the required progress are identified at set times throughout the year; October baselines, April midterm and June End of year. Then these pupils are given extra support through intervention sessions and support in class in order to meet our INTENT of developing pupils academically.

Feedback is given to children 1) verbally at the time of learning and throughout teaching through mini plenaries using focused questioning 2) written comments on work Formative assessment within every lesson helps teachers to inform next steps for all children in order for them to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or extension activities. In order to support teacher judgments, children are assessed using baseline maths assessments, which provide a mathematical reading age every October. Analysis of any tests that the children complete is

undertaken and fed into future planning. Evidence for Learning evidence is used through each topic, to capture children's learning through photographs and videos. Adults assess children's progress against the maths assessment framework, which is in line with the Primary National Curriculum. KS4 pupils are additionally assessed against the AQA maths Entry Level 1, 2 and 3 learning outcomes for the 8 units of study.

Working with SLT, the maths strategic lead and maths leader, key data is analysed and regular feedback is provided and discussed at pupil progress meetings to inform on progress and future actions. The Mathematics strategic lead and maths leader, the Headteacher and the Senior Leadership Team take responsibility for the monitoring of the mathematics curriculum and the standards achieved by the children. SLT, the mathematics strategic lead and maths leader will monitor for appropriate pitch and progression at least once every term. Areas for development are identified and followed by support where necessary.

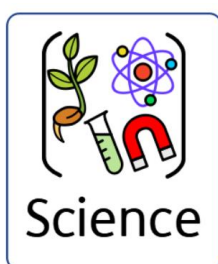
Impact

The impact of the mathematics emphasis and teaching at Hollywater:

- A mathematical concept or skill has been mastered when a child can show it in multiple ways.
- Using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
- Children demonstrate recall of facts and procedures. This includes the recollection of the times tables.
- The flexibility and fluidity to move between different contexts and representations of mathematics.
- The ability to recognise relationships and make connections in mathematics.
- Children show confidence in believing that they will achieve.
- Children show a high level of pride in the presentation and understanding of the work.

At Hollywater we expect see our children: become more fluent in the fundamentals of mathematics, develop their ability to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations. solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication.

Science



Intent

At Hollywater School, it is our intention to provide a high-quality science education that provides children with the foundations they need to recognise the importance of Science in every aspect of daily life.

Our curriculum will encourage children to ask questions about the world around them, working together to explore different scientific experiences within their environment. We will encourage respect and care for living organisms and for the physical environment.

Teachers will ensure that all children are exposed to high quality teaching and learning experiences. These will foster the children's interest, enabling them to develop a sense of excitement and curiosity about natural phenomena.

Children will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. It will provide opportunities for pupils to develop skills to evaluate the reliability of their findings and use them to explain scientific phenomena. They will learn to apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. Children will be immersed in key scientific vocabulary, which supports the gaining of scientific knowledge and understanding.

All children will be provided with a broad and balanced science curriculum which reflects the equality and diversity policies and practice in school.

Implementation

Hollywater School use a topic-based approach to teaching Science in KS1, KS2 and KS3. KS1, 2 & 3 are taught Science via a topic-based curriculum which helps to teach concepts through a cross-curricular approach encouraging pupils to transfer skills learned to new situations. All pupils access the three main individual Science subjects of Biology, Chemistry, and Physics.

Our curriculum is designed to provide maximum learner involvement in their work. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They draw simple conclusions and use scientific language to share what they have found out.

Memorable knowledge and skills have been identified for each of the units to provide progressive acquisition of knowledge.

Impact

The successful approach to the teaching of science at Hollywater School will result in a fun, engaging, high quality science education, that provides children with the foundations for understanding the world that they can take with them once they complete their education.

Assessment at Hollywater School is teacher based and formed using Evidence for Learning.

Formative assessment is used as the main tool for assessing the impact of Science at Hollywater School as it allows for misconceptions and gaps to be addressed immediately.

Children at Hollywater School will:

- demonstrate a love of science and a curiosity about its importance in the world around them
- retain knowledge that is pertinent to Science with a real-life context.
- be able to question ideas and reflect on prior knowledge.
- be able to articulate their understanding of scientific concepts and be able to reason scientifically using language linked to science.
- work collaboratively and practically to investigate and experiment.

Computing / Information Technology (IT)



Intent

At Hollywater School, the teaching of Computing and IT intends to equip pupils with the developing knowledge, skills and understanding that enables them to make changes in the world both independently or with adult support. Through Computing, teachers at Hollywater School will introduce and help pupils to understand the concepts of how digital systems work. Pupils will be taught to use this knowledge to create programs and a range of content ensuring pupils are able to express themselves in a digitally literate manner. This will enable pupils at Hollywater School to become active participants in the digital world.

Digital Literacy is an important element of our Computing curriculum and it is through this key area that we are able to ensure that we equip our learners to use technology in a safe and respectful manner.

Implementation

Within Early Years, objectives for Computing are taken from the 'Understanding the World - Technology' strand of the EYFS. Pupils begin to understand that they can interact with things around them. They experiment with cause and effect and begin to understand that computers are sources of information and that they can use computers and programs to explore their interests and express their ideas.

Within the Primary and Secondary curriculum teachers are able to draw on the pupil's prior knowledge and understanding – building on existing skills and begin to introduce the key concepts of computing including algorithms, programming and reasoning. This includes the teaching of basic IT skills such as typing, logging on and using relevant word-processing and presentation packages. If appropriate pupils in KS4 will work towards achieving an Entry Level qualification or if appropriate a Level 1 accreditation.

Computing has strong links with Mathematics, Science, Literacy, Creativity and Discovery lessons. Teachers planning includes opportunities to teach knowledge and key skills in Computing and the promotion of PSHCE skills and speaking and listening. Generic learning skills involving thinking, creativity, evaluation and independence are also identified and promoted wherever appropriate.

E-Safety is incorporated into every aspect and is a core feature of the curriculum. At Hollywater School we have a separate E-Safety Policy to ensure that all children are safeguarded and are aware of the dangers within the online world today.

Impact

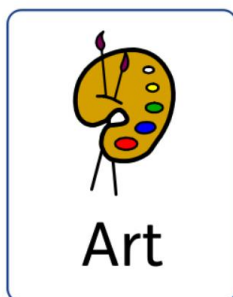
The impact of our Computing curriculum can not only be seen in displays around school and on the children's individual computer accounts, but also can be measured by speaking to the pupils themselves. The teaching of the Computing curriculum enables our children to use a computer with confidence and build on their skills, knowledge and understanding so that they are able to use IT in adult life as independently as possible.

We measure the impact of our curriculum using the following methods:

- Summative assessment – discussions with pupils about their work
- Images of the children's practical learning – Evidence for Learning
- Children's work saved onto their individual account
- Moderation of work across school
- Annual reporting of standards across the curriculum.

Children in Foundation Stage are assessed within Understanding the World and their progress is tracked using Evidence for Learning.

Creativity – Art



Intent

Pupils have the opportunity to experience drawing, sketching, painting, sculpting, craft and design techniques. Pupils will practise and develop their creative skills and will learn about a variety of artists, craft makers and designers and understand the historical cultural development and impact of their art forms.

Implementation

Art is taught weekly through engaging and practical lessons linked to our topic, as well across the curriculum to develop pupil interest. Pupils have access to a wide range of differentiated art resources to ensure everyone has an equal opportunity. Pupils will have opportunities to explore Art within the local environment and will welcome specialists to

run various Art workshops in school. In addition to this there will be opportunities for parents and carers to participate in art with their child. At the end of each year an Art gallery is set up celebrating pupils work throughout the academic year. Pupils artwork is displayed around school throughout the year which shows the variation and personalisation of the individual's work.

Impact

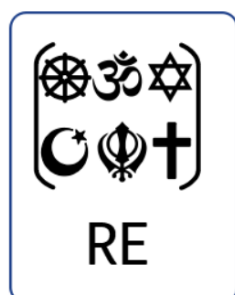
Pupils will develop an enjoyment of Art and improve their creative thinking, which is a transferrable skill across the curriculum. Pupils will be able to express themselves through their work and will be able to communicate how they feel about their own work. This will enable them to analyse and evaluate creative works of artists and their peers.

Creativity - Music and Drama



Section being finalised.

Religious Education (RE)



Intent

The intent of this framework is to provide pupils at Hollywater School a Religious Education framework which is in place for all Key Stages and that enables us to provide pupils with learning experiences that cover the six main world religion: Christianity, Islam, Buddhism, Judaism, Hinduism and Sikhism and explores moral concepts that are the foundations of social responsibility in 21st Century British society.

As such, Hollywater School follows the statutory Agreed Syllabus for Religious Education (RE) in Hampshire, the Isle of Wight, Portsmouth and Southampton, known as Living Difference IV (2021) curriculum. Government guidance (July 2021) from 'Teaching a broad and balanced curriculum for education recovery', suggests that in Key Stage 3:

- Teachers should retain breadth of study within a religion
- Concentrate teaching on two religions, in depth.
- Choose two contrasting religions, such as one Abrahamic and one Dharmic faith, to ensure pupils have a sense of the diversity of religions.

All RE teaching is related to four golden thread concepts:

- Community
- Belonging
- Special
- Love

Each of these are concepts are common to both religious and non-religious experiences and beliefs.

Implementation

The implementation of the RE framework provides scope to include the Beliefs, Values, Practices and Teachings (BVT) and Expressions of Faith (E of F) of the various religions. The teaching of RE follows the pedagogical framework referenced as the “Concept of Enquiry.”

RE is an essential part of the Hollywater curriculum and all pupils participate in RE as far as possible. Parents and Carers may specifically request their withdrawal from RE if this is their preference.

RE is taught in a discrete single weekly lesson. There is however further overlap with other lessons, particularly within the Discovery, Music and Creativity and there is also reinforcement through the SMSC programme of the school. We aim to use concepts that *“help students to make sense of the world in which they live at their own level” (RE and the SLD School, by Simon Harmer, 2010.)*

In striving to provide lessons that are stimulating, engaging and that meet the learning abilities of all pupils, teachers create and use resources that aim to support the learning of pupils across a spectrum of learning styles. This includes the use of artefacts, the Interactive White Board, videos, music, drama, dressing-up and a range of art/craft activities. Pupils are encouraged to communicate their own responses to concepts e.g. how do they feel about specific celebrations.

RE provides an important opportunity for children to experience and learn through a multi-faceted learning environment and to achieve their independent learning objectives. The use of sensory stories, role play and class celebrations also occur in order to help the pupils achieve an understanding of various religions.

Pupils also gain hands-on experiences through various RE visits throughout the year with visitors to school and pupils going out in the community. For example, we will be looking to have regular visits from a Priest from our local Christian church, visit to a local Buddhist temple and Islamic Mosque. We hope to extend the invitation to other faith leaders in the area to also attend specific collective worship sessions which are organised by the RE leads.

At Hollywater School collective worship takes place throughout the year through the celebration of key religious events and Social and Cultural events such as Remembrance Day, Holocaust Memorial Day and Christmas.

It is through these events that we promote amongst pupils, a clear set of personal values and beliefs. We are currently providing a greater teaching of British Values throughout the curriculum as a whole with themes linked to Thoughts for the Week and with an Assembly focus. Pupils also collectively gather weekly for a whole school assembly when pupils’ achievements are celebrated. We are also looking to encourage celebrations of the key festivals that are covered in the framework. Such as Diwali, Hanukah, Eid ul Fitr, Wesak,

Baisakhi and Easter etc. in these assemblies. This will provide staff and pupils with the opportunity to share and celebrate the different faiths that they are covering in their RE lessons.

Pupils gather as a class on a daily basis during circle time. This provides pupils with the opportunity to develop their skills and positive attitudes, and recognise and learn to manage their feelings. It is a key strategy in developing self-esteem and moving children towards taking responsibility for their own actions.

Right of Withdrawal:

Parents and Carers and FE students may request the withdrawal of their child, wholly or partly, from:

- 1) Receiving religious education (RE) given in the school in accordance with the school's basic curriculum.
- 2) Attendance at a collective or religious worship in the school.

Impact

Having such a diverse cohort of pupils within the school, the impact of this framework is to provide each of them with information that they can access, in order to give them the opportunities to make an independent choice of where they fit into the world of belief.

Many will follow in their family's footsteps; however, it is a must that the system provides enough teaching of religious education to assist in their understanding of different beliefs, social attitudes and morals that reflect the diverse make up of modern 21st Century British and World society.

Personal, Social and Health Education (PSHE) including Relationship, Sex, Health and Education (RSHE)



Intent

Personal, Social, Health and Economic education (PSHE) is an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need to manage their lives both now and in the future. As part of a whole school approach, we encourage pupils to develop the attributes needed to thrive as individuals, as part of a family and as a confident member of the wider community.

At our school we embrace the British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs.

Relationships and Sex Education and Health Education (RSHE) is a statutory area of the National Curriculum and is taught as part of the PSHE curriculum. It covers Relationships

Education at Key Stages 1 and 2, Relationships and Sex Education (RSE) at Key Stages 3 and 4 and Health Education across all Key Stages. It focuses on giving pupils the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated, and everyone is included and valued for who they are.

Implementation

There are six themes within the PSHE curriculum. Each theme has a variety of topics for both Primary and Secondary learners and is mapped to the statutory requirements for RSHE.

Half termly topics develop knowledge, skills and understanding in the following areas:

Self-Awareness	Self Care, Support and Safety	Managing Feelings	Changing and Growing	Healthy Lifestyles	The World I Live In
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These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Resources selected are sensitive to the learning needs of the pupils, age, gender, and maturity of the group. Opportunities for linking aspects of PSHE to other areas of the curriculum will also be identified and developed by class teachers. We also aim to cover aspects of PSHE through special themed events - e.g. Mental Health Week - and work experience opportunities.

All classes use circle time to promote and discuss issues within PSHE. Classes also discuss a weekly focus based on the British Values.

Where appropriate, classes use 'Buddy Cards' to encourage children to go to a trusted adult to voice any concerns they may have. All classes reinforce "Go to adults" if pupils need help outside the classroom environment.

Our school council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life.

Impact

Pupils will become healthy and responsible members of society, equipped with the knowledge and skills to help them develop meaningful relationships and make appropriate choices.

Pupils' understanding, knowledge and skills will be assessed through observation, discussion, questioning and group participation. Pupils will be encouraged to talk about and reflect on their own experiences.

Progress will be shown through evidence on EFL (Evidence for Learning) and through baseline and end-of-year assessments against the Hollywater Assessment Framework.

To be confident in the impact of PSHE across the whole school community, the PSHE leader will monitor the subject through discussion with pupils, gathering evidence from EFL, monitoring planning and through ongoing discussion with colleagues.

Social Moral Spiritual and Cultural Education (SMSC)



SMSC is not a discrete subject, it is taught and experienced throughout the whole ethos of Hollywater School. The key elements of SMSC are:

Spiritual - All areas of the curriculum are able to provide a sense of enjoyment and fascination with pupil's use of imagination and creativity.

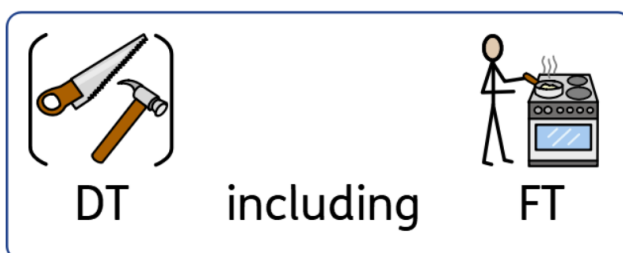
Moral – Pupils learn the difference between right and wrong, and develop respect for all.

Social – Pupils are given the opportunity to develop social skills in varied contexts. Pupils are able to access the community within varied social settings.

Cultural – Pupils are encouraged to embrace and understand cultural diversity as well as exploring their own cultural heritage.

At Hollywater School we intend to develop communication, participation and responsibility. The impact of our SMSC education is that it promotes the 'wellbeing' of all our students, preparing them for future life in society.

Creativity - Design and Technology (DT) including Food Technology (FT)



Intent

Design and Technology (DT) is an inspiring and practical subject which aims to prepare all young people with the necessary skills to live and work in the designed and made world and to develop the creative, technical and practical expertise to participate in an increasingly technological world.

Food Technology (FT) is interesting, creative, and exciting; from Early Years (EY) up to Further Education (FE) the emphasis is placed on learning by doing. The aim of the FT curriculum is to provide each and every student with the opportunity to experience and develop knowledge and understanding of a broad range of practical life skills, techniques and recipes.

Implementation

From Early Years up to Key stage 4 pupils will experience a range of projects in areas such as textiles, resistant materials, graphic design, electronics and computer aided design. Pupils are encouraged and supported to consider the following during their projects:

- ✓ user - who is it for ?
- ✓ purpose – what is its job ?
- ✓ functionality – does it work ?
- ✓ design decisions – pupils making choices about their designs
- ✓ innovation – pupils are encouraged to be original and come up with their own ideas
- ✓ authenticity – products that are real, believable and meaningful

In cooking lessons, learners access a broad range of ingredients, and in learning practically, experience their nutritional, functional and sensory properties. Learners explore their creativity in cooking and in preparing a variety of healthy dishes hygienically and safely. They learn about balanced diets and about the nutritional needs of different groups in society. Pupils experience and are taught about the production of food, considering nutritional, social, economic and cultural requirements of consumers.

Opportunities are provided for learners to work independently and in groups. Through a variety of creative and practical activities learners are taught the knowledge and skills needed to engage in the designing process. They will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Impact

As designers they will develop skills and attributes they can use beyond school and into adulthood.

DT and FT and the skills it provides can be found cross-curricular in Science, Mathematics, English, PE and RE. This enables teachers to ensure that skills are embedded and pupils are experiencing FT and DT in real life terms.

Physical Education (PE)



Intent

Hollywater School recognises and values the importance of Physical Education (P.E). PE at Hollywater School aims to develop a fun, high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sports and other physically-demanding activities. We do this through adhering to the aims of the national curriculum for physical education to ensure that all children:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

It is our intention to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as tolerance, fairness and respect.

Through enrichment activities and intra-school competitions, we aim to raise the profile of PE and expose our children to sports they may never have had the opportunity to engage with.

Our PE syllabus is based on the National Curriculum with a clear progression structure from Reception to Year 6. This progression of skills has been planned in order to build on the skills needed to meet the end of Key Stage objectives in the National Curriculum.

Additionally, an imperative element of the curriculum at Hollywater shows a need for healthy life styles, a balanced diet, positive growth mind-set and the resilience to persevere.

We are passionate about the need to teach children how to co-operate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

Implementation

The PE curriculum is taught in-line with the National Curriculum Requirements for each Key Stage. Each PE framework at Hollywater has a range of themes which acknowledge that PE is more than purely physical development. We ensure that lessons are adapted to meet the learning needs of all pupils with a focus on teaching pupils the fundamentals of movement as well as teaching them specific sport skills and tactics.

At Hollywater School pupils have access to weekly PE lessons offered by experienced members of staff within school as well as externally trained professionals as and when appropriate.

Year 6 pupils receive weekly swimming lessons with the aim that by the end of Year 6 all children are able to swim a minimum of 25m unassisted. These lessons run throughout the whole year at a local leisure Centre, taught by an external qualified swimming instructor and supported by school teaching and support staff.

For those Year 6 pupils for whom it is not appropriate to access the local Leisure Centre for swimming lessons, their needs are met by accessing the Hydrotherapy Pool at Hollywater. These sessions are run by our Hydrotherapy coordinator and supported by class staff.

We have trained staff in rebound therapy, which is a programme that utilises a trampoline to facilitate movement, promote balance, promote an increase or decrease in muscle tone, promote relaxation and sensory integration, improve fitness and exercise tolerance and improve communication skills. For those pupils for whom it is appropriate to access this is done on a rotational basis.

We encourage exercise and sport throughout the year through various events including Sports Day, the Golden Mile, inter-house tournaments and inter-school events.

Impact

Our curriculum will improve the physical and mental wellbeing & fitness of all children at Hollywater School; not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes.

Pupils will have developed the skills required to co-operate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

Through strong links with PHSE we promote the overall well-being and health of each child through teaching about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness.

Careers



Intent

Hollywater School provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills.

At Hollywater School we aim to:

- Prepare pupils for the transition to life after Hollywater
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience

- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible

We are committed to meeting national and local expectations in relation to careers by:

- securing independent and impartial careers guidance for Y7-14 as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, August 2022) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students, where appropriate, about approved technical qualifications and apprenticeships, including the most recent updates in January 2023 regarding Provider Access.

Implementation

All pupils have access to the following:

- Visitors in to school and offsite visits, support pupils in developing their understanding of a range of different post 16/19 pathways.
- Pupils and their Parents from Year 9, where deemed appropriate, have access to advice and guidance from Level 6 Career Advisors and explore future pathways.
- Pupils have access, through Hampshire Futures and the East Hants Careers Hub, to relevant careers events.

In Key Stage 3 further explore:

- pupil pathways onto accredited and vocational courses
- encounters with employees and employers

In Key Stage 4 (in addition to KS3 ongoing provision) where appropriate, pupils will have:

- meetings with families and Level 6 Career Advisors, which informs individual routes into Post 16 provision and appropriate and meaningful workplace encounter opportunities
- participation of the Duke of Edinburgh Award programme
- purposeful encounters with further education
- meaningful experiences of the workplace

In FE, pupils undertake a community based programme of study, which includes:

- 5 key messages for the preparation for adulthood, – support our young people into adulthood with opportunities for work related learning, good health, independent living and friends, relationships and community inclusion.

Gatsby Foundation/benchmarks:

The Good Career Guidance Report identifies a set of eight benchmarks that schools can use as a framework for improving their careers provision to secure that every young person will receive high-quality career guidance to make informed decisions about their future. At Hollywater we aim to achieve (where deemed appropriate) all eight Benchmarks recommended by the Gatsby Foundation, establishing (through a baseline) where each school is in relation to providing:

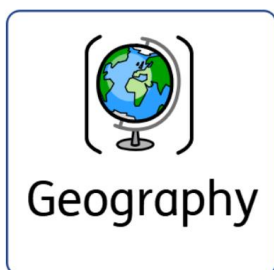
1. A stable career plan
2. Learning from careers and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Impact

We strive to achieve outstanding provision leading to outstanding outcomes which secures effective and differentiated use of accreditation for all our students, which develops their work-related learning skills, gives opportunities to extend their transferrable employability skills and their developing knowledge and understanding of the work place.

When students leave Hollywater, they will have received the appropriate and relevant information to enable them to progress to an informed opportunity in community-based learning, further education, training, or employment.

Discovery – Geography and History



Intent

In Discovery, we provide opportunities for pupils to explore British and World History and Geography as well as their own personal experiences. We hope to inspire pupils about the world and its diverse environments and people through exploration of the past and present in the local area, nationally and internationally. We aim for pupils to develop an understanding of chronology, of how the past has influenced the present and of skills including research, questioning and interpreting information.

Implementation

In KS1, KS2 and KS3 History and Geography are taught through Discovery lessons. These are topic based and, where relevant, both subjects are covered within the topics leading to an understanding of how they are linked together and influence each other. Pupils will learn facts and information through taught sessions and their own research and exploration. Hands-on resources, including borrowing loan boxes of resources, will enable them to develop their understanding and, where possible, classes will visit different outdoor

environments, museums or buildings to enhance their knowledge and bring History and Geography to life.

Impact

Pupils will develop knowledge and skills in both History and Geography through Discovery sessions and also through other cross-curricular work. Progress will be shown through evidence on EFL (Evidence for Learning) and through baseline and end-of-year assessments against the Hollywater Assessment Framework.