

Curriculum Policy

Hillingdon Manor School



“In special education, there's too much emphasis placed on the deficit and not enough on the strength.”
Temple Grandin

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Introduction

The purpose of this document is to provide a comprehensive overview to share with staff, governors, other professionals, families and interested stakeholders.

The document incorporates our philosophy, aims and values, as well as describing our approach to the curriculum, its content, and the specialised approaches required to teach pupils at Hillingdon Manor School.

At Hillingdon Manor School, we are committed to promoting equality, diversity and inclusion. In accordance with the Equality Act 2010, the curriculum is designed to provide all pupils with equitable access to learning and opportunities for success, regardless of their background, needs or protected characteristics. Through our curriculum, we actively promote respect, tolerance, understanding and positive relationships, while ensuring that no individual or group is disadvantaged by discrimination.

At Hillingdon Manor School, the curriculum underpins the ethos of the school and strives to provide the context within which pupils with autism are given the opportunity to achieve high standards. We would like all children who attend Hillingdon Manor School to become:

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

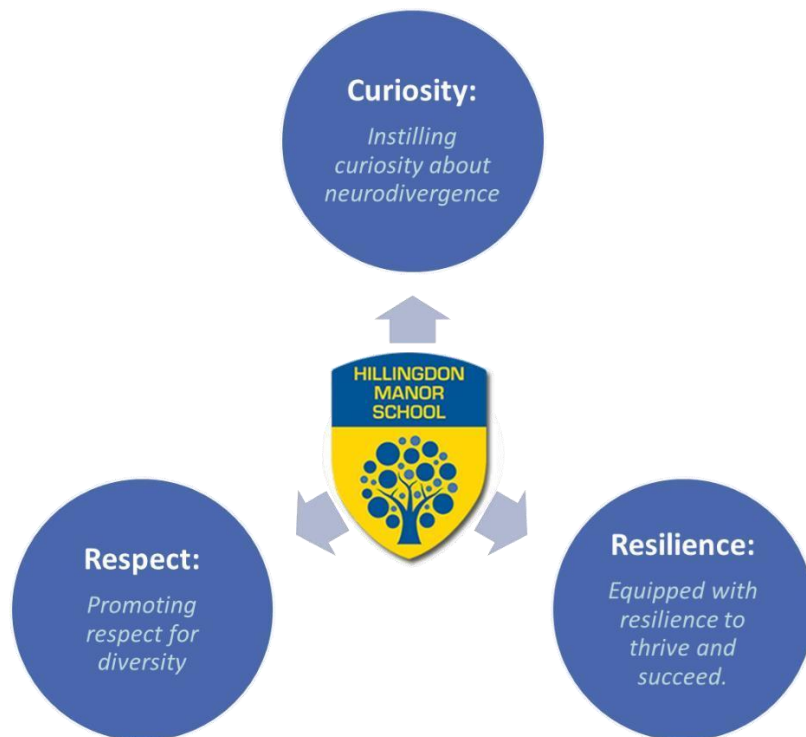
What is the intent of the curriculum at Hillingdon Manor School?

At Hillingdon Manor School our personalised curriculum is designed to offer our learners a wide range of learning experiences including the national curriculum plus the wider curriculum which focuses on addressing our learners' barriers to education and needs in order to prepare them for the next stages, wherever that may be; their life outside the school and ultimately their adult life.

Through our curriculum we aim to develop transferable skills for all children in the following areas: cognition & learning; communication & interaction; physical, motor & sensory; social, emotional & mental health, and community & independence.

The curriculum at Hillingdon Manor School is broad and balanced and is designed to meet the needs of all our pupils. It is following three distinct pathways: immersive, flexible and concrete. The curriculum is carefully sequenced to ensure each child is ready for the next stage in their education. It is adapted and tailored to the needs which makes progression possible. It additionally promotes their spiritual, moral, cultural and social development.

At Hillingdon Manor we know that each child is starting their learning from a different point. We recognise that our pupils do not progress following a linear trajectory and will develop and progress at different rates.



Teaching and Learning

Teaching at Hillingdon Manor School is the practice carried out by all staff to ensure all students acquire knowledge, skills and understanding as they progress through a curriculum designed to meet their special educational needs.

This practice is multi-sensory, language-centred and connective. Learning is the process through which the students can develop their knowledge, skills and understanding to the point where they have retained and generalised what has been taught. Teaching and learning is carried out in a context which is relevant and meaningful to all students on the autism spectrum to ensure effective learning and appropriate accreditation.

All staff will work in such a way that the learning environment is one which is calm and consistent, with clear expectation, both as a group and as individuals. This will maximise information processing throughout each day, allowing the students to realise their full potential. The curriculum design across all age ranges connects each student with the acquisition of knowledge, skill, and understanding. This design makes meaningful connections for students which maximises their potential for success, access and independence.

What do we all need to learn at school?					
Effective social communication	Body awareness	Self-care, independence and resilience	World awareness and willingness to contribute	Self-expression and creative realisation	Thinking and problem-solving skills.
How will you make it relevant to me?					
Pupils' interest-led & EHCP-informed	Access to local community	Parental and wider network involvement	Learning in real life and meaningful contexts	Understanding my difficulties & identifying coping strategies	Breaking things down and formulating support plans
How will you know if I am making progress?					
Positive or improving attendance	Behaviour data	Skill development	Ongoing assessment	Therapy targets	EFL
What about College Ready and preparing me for life after school?					
Planned and carefully executed transitions	Options evening & taster days	Careers and advice	Accredited courses, assessment and exams	Annual reviews and pupil's views	Liaison with colleges, schools, and other placements

Planning, Delivery, Quality-assurance and Impact

At Hillingdon Manor School, we adapt the National Curriculum to create school schemes of work (SoW) which are used to plan lessons. We continue to draw from tested and successfully carried out schemes of work i.e. AQA, adapted national curriculum (which, to an extent, remains in its benchmarking function under H-Scales and Equals). Where applicable, pupils continue to access specific frameworks, for example, where GCSE's or BTEC's are considered.

The SoW sets out what needs to be taught in each phase of the school. It will depend on the pathway the learners are on and the main theme of the term. The school continues to observe good autism practice as outlined in company's AAD strategy. We recognise that despite underlying shared traits, autistic individuals are vastly different from one another. Their backgrounds, lived experiences, capabilities, capacities, passions and interest will be unique to our learners. As educator we appreciate the importance of celebrating difference from the perspective of enriching quality and not just mere deficit. We proactively promote inclusivity through active and shared participation in collective worship and building on pupils' cultural capital.

At Hillingdon Manor School, the leaders, staff and all stakeholders believe in aiming for excellence.

We understand that excellent PLANNING will:

- Identify every child's current reading age and blank level assessment and identify how the lesson will be made accessible to every child's needs
- Identify students' current attainment and progress and set appropriate curriculum and personal targets
- Identify any student underperformance and actions around addressing this
- Identify learning objectives linked to the sequence and progression of skills, relevant to the subject being taught
- Identify key vocabulary to be learnt in the lesson and the method of sharing these
- Consider each child's preferred learning style, needs and interests.

- Consider child's EHCP outcomes; even if the lesson may not explicitly and directly address an area of need, the planning will demonstrate how the lesson will bring the child closer to a positive outcome.

At Hillingdon Manor School, we understand the impact the outstanding classroom practice has on positive pupil outcomes. We believe that excellent DELIVERY will be carried out by educators who will:

- Be professional and fully committed to helping every child achieve their best relationships with everyone in the room
- Understand exactly how best to help any child who may need emotional support and be flexible to how this might change in a lesson
- Be emotionally available and model self-regulation
- Engage students from start to finish in positive learning activities
- Be passionate about their subject, inspiring their students to engage positively in the learning process so they make excellent progression
- Ensure tasks are adapted well so all learners can access the lesson regardless of ability and needs
- Ensure every learning activity has a clear purpose, with clear learning objectives, linked to the sequence and progression of skills for the subject they are delivering.
- Have a secure understanding of the Autism Strategy and Trauma Informed Practice.
- Take a non-judgemental, curious and empathic attitude towards behaviour and respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Regularly check on students' understanding of key vocabulary and concepts so that no student gets left behind in a lesson or in their learning and that misconceptions are being addressed.
- Allow students the opportunity to read and access appropriate learning materials
- Have a clear understanding of the school rules and remind students of their behaviour targets
- Provide students with an excellent range of engaging and well-resourced activities

To ensure quality of the scheme of work, the leaders will engage in a number of QUALITY ASSURANCE tasks and activities. This includes but is not limited to:

- Moderation of planning and planning checks.
- Pre-planned learning walks and impromptu learning visits.
- Formal lesson observations.
- CPD opportunities for all staff.

Staff will receive verbal feedback whenever their practice is observed. Observer will identify areas of good practice, that should continue and areas of improvement.

Marking and Feedback

It is important to make a clear distinction between marking and feedback. While these two processes can complement and support one another, Hillingdon Manor School adopts different approaches to each. We define marking as the process of reviewing and recording a pupil's work. Marking may include grading, correcting mistakes, identifying errors, using coded responses, and commenting on the quality of work. Research suggests that the impact of marking on pupil attainment and progress is mixed, with effectiveness depending on how marking is used and whether pupils act upon it (EEF, 2016).

Given the limited impact of marking in isolation and the complex and diverse needs of pupils at Hillingdon Manor School, feedback will take priority over marking. Marking will only be undertaken where it directly supports the provision of meaningful feedback and contributes to pupils' understanding, engagement, and progress. As such, marking and feedback should be viewed as complementary processes, with the primary focus being on the feedback that helps pupils move their learning forward.

Feedback is the purposeful information provided to help pupils recognise their strengths, address misconceptions, and improve future learning. Feedback may be verbal, written, visual, or delivered through day-to-day teaching interactions, and therefore may not always be formally recorded. At Hillingdon Manor School, we recognise feedback as an integral part of the teaching and learning cycle and seek to maximise its effectiveness in supporting pupil progress. We are mindful of the growing body of research on effective feedback. As highlighted by the Education Endowment Foundation (2021), when delivered effectively, feedback can support pupil progress by building learning, addressing misunderstandings, and helping to close the gap between a pupil's current understanding and the intended learning outcomes. For this reason, feedback should be timely, meaningful, and adapted to the individual needs of our pupils.

Feedback should be:

- Meaningful and understandable.
- Specific and identifying ways in which to improve.
- Manageable and integrated into teaching and learning experience.
- Relating to success criteria and learning intentions.
- Frequent and consistent.

Feedback should be adapted to the individual needs of pupils and delivered in the most appropriate format and medium. When written feedback is used, staff should select a method and colour that is accessible and meaningful to the learner. Feedback may take many forms, including a nod, smile, verbal comment, written comment, tick, symbol, stamp, or sticker. As such, feedback is not solely focused on the completion of a task, but also on recognising pupils' readiness to learn, engagement in self-regulated learning, effort, and positive behaviours for learning. At Hillingdon Manor School, the cognitive and social processes involved in learning are considered to be as important as the final outcome. Where written feedback is provided, teachers and teaching assistants should write legibly and model high standards of presentation and communication.

In English, Mathematics, and Science, teachers are expected to provide pupils with feedback using a feedback strip. The same expectation applies to teachers delivering accredited courses, including GCSE qualifications, where regular, high-quality feedback is an important component of pupils' progress and achievement. Two versions of the feedback strip are available, and teachers should use their professional judgement to select the format most appropriate to the needs of their pupils.

Date: _____ Staff observation: _____ _____ _____ _____ _____ _____  Pupil:  I understand it and completed the task independently. ☐  I needed some help to complete the task. ☐  I need some more practice to complete the task. ☐ Staff signed: _____	Date: _____ Staff comment: _____ _____ _____ Next steps: _____ _____ _____  Pupil: ☐ I could do it by myself. ☐ I could do it with some support. ☐ I am still learning. Pupil signed: _____ Staff signed: _____
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As most curriculum planning is organised in weekly blocks, feedback in applicable subject areas should be provided for each pupil on a weekly basis. In all other subject areas, pupil progress should be recorded against Personal Learning Goals (PLGs), uploaded to the Evidence for Learning platform, and linked to relevant EHCP outcomes, as identified within planning documentation. Where appropriate, annotated photographic evidence should also be included in the subject-area book to support and evidence pupil progress.

Pupils should be actively encouraged to reflect on their own learning by selecting an appropriate self-assessment statement or providing a brief written comment. Staff should date and initial all feedback strips, which should be completed alongside the pupil wherever possible to provide a record of the feedback given. Where appropriate, pupils should also sign the feedback strip to acknowledge that they have received and discussed the feedback.

The school's feedback approach reflects the complex and diverse learning profiles of our pupils. Many pupils at Hillingdon Manor School process information differently, may experience communication, sensory, emotional, or executive functioning differences, and often benefit from immediate, visual, and personalised feedback. Consequently, feedback is adapted to individual needs and may take a variety of forms to ensure it is meaningful, accessible, and supportive of progress.

Book Look

Following a thorough review of pupils' books, the leaders deemed it essential to implement standardised approaches to pupils' books. Where the school pupils access specific qualifications (i.e. GCSE, Functional Skills or BTECS), the leaders believe that it is most appropriate for the teachers to decide what best and most appropriate workbook should be in order to meet course requirements. In other circumstances, the below guidelines should be observed.

New book front covers:

- My Communication – Yellow books 8mm/10mm
- My Thinking and Problem Solving – Blue books 8mm/10mm
- The World Around Me – Green books 8mm/10mm

- Personal Development and Employability – Purple books 8mm/10mm
- Physical Development and Wellbeing – Yellow plain books



Pupils' individual learning needs will be prioritised, therefore in some instances a learner may be using non-prescribed books.

Impact of the curriculum

As observed in other settings, all staff at Hillingdon Manor school are also dedicated to delivering “the best education for every child”. Each lesson is another step towards helping our children to achieve the four goals of our curriculum:

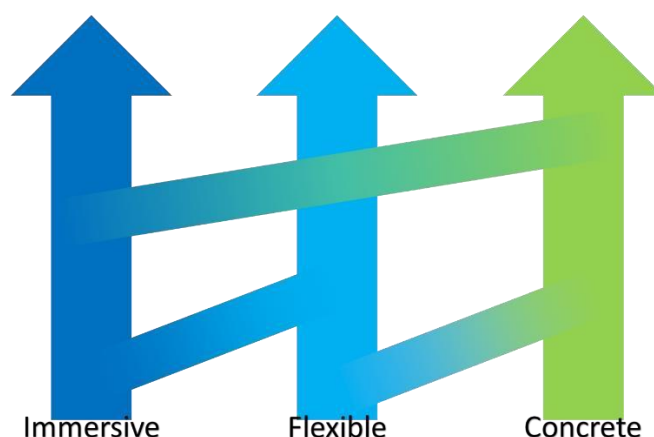
- Maintaining positive relationships – developing social skills
- Becoming emotionally resilient – understanding and regulating emotions and building positive coping strategies
- Becoming tolerant and respectful individuals – following Hillingdon Manor School community expectations
- Achieving the best possible outcomes – always doing our best.

We understand the impact support staff have on pupil outcomes. They are expected to be fully immersed in the learning experience whilst providing both nurture and structure, alongside predictable routines, expectations and responses to behaviour. Teaching Assistants and Autism Practitioners support teachers in forming a positive learning environment in every lesson and become co-facilitators of regulation and learning.

The Design & Pathways

At Hillingdon Manor school pupils are taught following one of 3 pathways. The pathways are defined based on pupils' learning styles, complexity of their needs, predicted trajectory of progressions and independence needs. Pathways aren't fixed. We acknowledge that most of our learners are unable to access pre-programmed and fixed paths or schedules. At Hillingdon Manor School, we embrace that our pupils may have different starting points, experiences, capabilities and attitudes.

Pupils may have spiky profiles meaning their patterns of abilities, strengths and difficulties may significantly vary. Thus, making non-linear learning style most accessible and appropriate.



KS3 curriculum, in particular, places much emphasis on instilling positive and effective learning ethos, developing self-regulation strategies and emphasising the importance of readiness to learn. Pupils access core areas of the curriculum under specific headings which are then supplemented by enrichment days. Those days expose them to other areas of the curriculum, predominantly life skills, personal development and preparation for adulthood and employment.

Core Area	Equivalent Subjects
My Communication	English, Speaking & Listening, Reading, Writing
My Thinking & Problem Solving	Mathematics, ICT, Money Skills
The World Around Me	Science, Humanities, Geography, History,
Personal Development & Employability	Engineering, Design Technology, PSHE, RSE, RE, Careers, Cooking, Printworks, Money Management, Music, Art, Market Garden, Horticulture, Engineering, Business, Construction, Land Based Studies, Careers, Woodwork,
Physical Development & Wellbeing	PE, Sport, Dance, Duke of Edinburgh, Forest Schools
EHCP Outcomes: Communication & Interaction Cognition & Learning Sensory, Motor & Physical Social, Emotional & Mental Health Community & Independence	

Pupils in KS4 and 5 can access formal qualifications. However, we understand that some learners will continue to benefit from access to Life Skills Learning, and especially so due to their spiky learning profiles.

Qualification	Curriculum area
Entry Level	English, Mathematics, Science, Computer Science, Art, Computing
Functional Skills	English, Mathematics
Vocational Learning	Duke of Edinburgh, Sports Leadership, Rock School
BTEC	Applied Science, Construction, Land Based Studies, Home Cooking Skills, Engineering, Sport, Business, Art & Design
GCSE	English, Mathematics, Science, Computer Science, ICT, Design Technology, Art
Life Skills Learning (AQA)	Market Garden, Printworks & Admin, Garden Café & Money Management, Greenworks & Horticulture, Dance & Performing Arts, Forest Schools, Careers Learning & Work Experience, People Skills & Employability, Digital Skills, Self Care.

How assessment is made.

At Hillingdon Manor school pupils' skill proficiency is measured using specific criteria. Our learners present with a variable profile in line with their own individual learning styles. Our curriculum measures progress with engagement schemas to demonstrate the important progression steps our learners require. There is flexibility within the pathways to allow pupils to exceed and reach their potential.

Our strategically planned functional topic cycles incorporate learning steps in a format geared towards skill progression which includes all areas of curricular input: English, Maths, Science, Art, Geography, History, PE, PSHE and RE.

Clinical input is significant and underpins our teaching and learning; all our individuals have communication and sensory profiles created to support how their learning is delivered.

Measurement descriptors:

- **Emerging** - Pupils may show increased interest in their learning but will continue to experience and explore the learning intentions. They are passive participants.
- **Developing** - Pupils will begin initiating and engaging in their learning. They show interest and generally comply with instructions and demands.

- **Secure** - Pupils participate in their learning with minimal support and show an increase in independence and expertise. The skill or ability is retained and consolidated.
- **Mastered** - Pupils consistently and fully participate and engage in their learning. They build on their pre-acquired skills and expand beyond in multiple contexts.

Social, Moral, Spiritual and Cultural Education

At Hillingdon Manor School we are committed to developing our students Social, Moral, Spiritual and Cultural Education. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson observations and monitoring of planning and the curriculum where appropriate.

We understand that our pupils need to be prepared for their lives in modern-day Britain and safely navigate through multicultural society. Pupils are encouraged to participate in whole school events focusing on character development and resilience-building. Difficult and pressing subjects and concerns are not shied away from but addressed with care, empathy and understanding. The curriculum has been designed in a way that enriches pupils' cultural capitals through assemblies, collective worship opportunities, educational visits and workshops.

Fundamental British Values

At Hillingdon Manor School actively encourages pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school.

These values underpin all teaching and learning at the school. They are also explicitly taught through assemblies, through the students taking an active role in the school council. And PSHE. The latter focuses on removing social barriers to being a fully functional and active citizen: developing friendships, managing conflicts, understanding responsibilities, establishing healthy boundaries and co-existing in a diverse and fast-paced society.

Employability Skills

At Hillingdon Manor School, all pupils access opportunities for work-related learning and the development of employability skills. This is achieved through both the formal and hidden curriculum, including learning about social norms, workplace expectations, personal responsibility, and positive interpersonal relationships. Throughout their time at the school, pupils are provided with opportunities to develop independence and employability skills through targeted learning activities, short courses, practical experiences, and work-related tasks. The school provides impartial and appropriately adapted careers education, information, advice, and guidance (CEIAG) to support pupils in making informed decisions about future education, training, employment, and independent living. Careers provision is tailored to meet individual needs and aspirations, ensuring that all pupils are prepared for their next stage of learning and adulthood. Further information can be found in the school's Careers Policy and Careers Programme, and Work Experience Policy.



Located over four sites, the school provides education from early years up to secondary and offers a unique mix of education and support to pupils within a wide spectrum of needs and abilities. Personalised teaching and learning in an autism specific environment allows pupils' individual needs to be addressed completely and their capabilities fully realised.

Hillingdon Manor School actively promotes British Values of democracy, rule of law, and the rights of the individual in the context of the tolerant and diverse society of modern Britain. We ensure that respect for both criminal and civil law are embedded in the curriculum and explicitly taught as part of the life skill of distinguishing right from wrong.

INTENT

Curriculum intent: The curriculum at Hillingdon Manor School is broad and balanced and is designed to meet the needs of all our pupils. Following three distinct pathways: immersive, flexible and concrete. The curriculum is carefully sequenced to ensure each child is ready for the next stage in education. It is adapted and tailored to their needs which makes progression possible. It additionally promotes their spiritual, moral, cultural and social development. At Hillingdon Manor we know that each child is starting their learning from a different point. We recognise that our pupils do not progress following a linear trajectory and will develop and progress at different rates.

Ready Respectful Safe

Curiosity: Instilling curiosity about neurodivergence

Resilience: Equipped with resilience to thrive and succeed

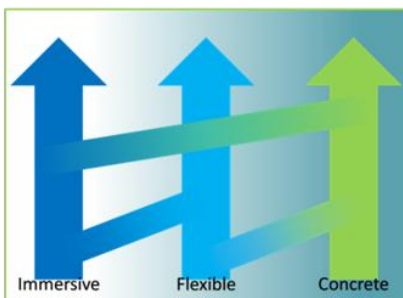
Respect: Promoting respect for diversity

At Hillingdon Manor School the curriculum underpins the ethos of the school and strives to provide the context within which pupils with autism are given the opportunity to achieve high standards. In line with the National Curriculum aims, we would like all children who attend Hillingdon Manor School to become:

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

IMPLEMENTATION

The Curriculum: At Hillingdon Manor school pupils are taught following one of 3 pathways. The pathways are defined based pupils' learning styles, complexity of their needs, predicted trajectory of progressions and independence needs.



Immersive – pupils have complex learning needs and a combination of high sensory / processing / communication / interaction difficulties. The focus is on developing the key skills of communication, cognition, independence and personal care in an engaging and stimulating environment. Learners on this pathway will benefit from continued access to life skills learning and may, at later stages, access supported living. Their care package outside HMS, may also be significant.

Flexible – pupils may still present with severe learning difficulties but due to their learning styles, some learning may step into more demanding areas i.e. BTECs or Entry Levels. The pathway focuses on engagement with learning in options which may be linked to employability, their special interests whilst focusing on specific skill development. Flexible learners have an inconsistent profile and learn best through a combination of experiential learning and a topic-based approach. Post-HMS, they may continue accessing life-skills learning but also volunteer or access forms of employment with support.

Concrete – pupils have developing communication, social and interaction skills. They have a more consistent learning profile and are able to access a range of adapted National Curriculum subjects for their Key Stage. The pathway aims to develop higher order thinking skills, functional skills, employability and independence skills. Concrete learners are able to access lessons delivered in a more traditional format and due to better self-regulation and cognition skills are good candidate for more demanding courses i.e. GCSE. They are likely to pursue further education or employment after they have left HMS.

Core Subjects	Equivalent Subjects
My Communication	English, Speaking & Listening, Reading, Writing
My Thinking & Problem Solving	Mathematics, ICT,
The World Around Me	Science, Humanities, Geography, History
Personal Development & Employability	Engineering, Design Technology, PSHE, RSE, RE, Careers, Cooking, Printworks, Money Management, Music, Art, Market Garden, Horticulture, Engineering, Business, Construction, Careers, Woodwork
Physical Development & Wellbeing	PE, Sport, Dance, Duke of Edinburgh
EHCP Outcomes: Communication & Interaction Cognition & Learning Sensory, Motor & Physical Social, Emotional & Mental Health Community & Independence	

Pastoral Care Team

Clinical Support
& Autism Awareness

Enrichment

Careers Guidance
& Transitions

Educational Visits
& Activities

Interventions

Life skills
& Preparation for Adulthood

IMPACT

Progress: Annual Reviews, Pupil Progress, Rocket Phonics & Fresh Start, Sleuth, RPI, Behaviour Database, H-Scales, Attendance, Accreditation, EHCP tracker, EFL, Suspension data, Attendance

Outcomes: GCSE's, BTEC's, Functional Skills, Entry Levels, AQA Unit Awards, DoE, STEM Crest Award, King's Trust, EHCP outcomes

Quality: Learning Walks, Lesson Observation, Planning Scrutiny, Moderation, Training Compliance, KPI, RRN Audits, AAD compliance, TIP compliance, Food Hygiene Standards, Local Authority visits, Progress reports, ISS

Student, Parent
Surveys

GPTW Survey

Pupil Voice

SIP, SEF & SDP

ISS

SLT & SMT Meetings

Action Plans

Debriefs



OFG
Education

