

Our Curriculum

At Stone Hill School, we offer a broad and balanced curriculum that is relevant for all of our pupils, providing them with the skills they need for learning, life and work. Our curriculum is designed to meet the individual needs of all pupils and supports them in reaching their potential; developing the knowledge and skills they need to become:

- Independent Self-Managers
- Effective Participators
- Resourceful Thinkers
- Reflective Learners
- Independent Enquirers
- Team Workers.

Learning Behaviours

These predominant learning behaviours underpin all aspects of our curriculum and promote positive behaviour across the school. Our pupils have daily opportunities to learn through experiential learning activities based on, and inspired by, the national curriculum.



The Wider Curriculum

Our curriculum extends beyond our classrooms as we want all our pupils to learn the skills needed for independence and living in the 21st century. To support this, pupils regularly go on trips that support the development of key life skills, they take part in lunch time clubs that develop social skills and resilience, and they have a wide selection of leisure activities that encourage a positive approach to healthy living. Pupils in Upper School undertake work experience, attend college and explore options for Post 16 provision. Our highly personalised Life Skills programme complements the Stepping Out programme, allowing pupils to practise and apply their independence skills in real life settings. Our bespoke Travel Training programme is tailored to meet the differing needs of individual pupils. All of this results in a robust transition programme for pupils moving into Post 16 provisions.

The Curriculum

Our curriculum is underpinned by the national curriculum and tailored to suit the unique needs of each pupil. Literacy and Numeracy are the cornerstones of our curriculum. The curriculum across all subjects is progressive with a strong focus on the mastery approach. All learning supports our pupils knowing more, remembering more and being able to do more. We believe that fundamental British values are those that are important in all cultures and societies, and so SMSC development is fundamental to all aspects of learning in our school.

Our Curriculum Offer			Our Awards
Literacy	Religious Education	Computing	Swimming Awards
Numeracy	Physical Education	Food Technology	Arts Awards
Maths	Modern Languages	Outdoor Learning	Sports Leader Award
English	Humanities	Enterprise	Princes Trust Award
Science	Creative Arts	Careers Programme	Duke of Edinburgh Award
PSHCE	Design and Technology		ASDAN Awards
			GCSE/Functional Skills/Entry Level

Our vision and values

In our school, we celebrate the similarities and differences within the community. We believe that our children should be happy and encourage them to investigate, ask questions, work together and build their independence as far as possible. We ensure that all of our pupils experience valid successes. We value all learning and celebrate personal achievements regularly.

We know that family is important in supporting the progress of our children and we have regular parent and carer workshops and meetings throughout the year to share information on curriculum and pastoral issues. We invite parents and carers along to open evenings twice a year, as well as Sports Day in Lower School and the annual school play at Christmas. We have an open door policy which means that parents and carers are welcome at any time.

Learning, Teaching and Assessment

Quality First Teaching ensures that all pupils meet their personalised development outcomes. Our staff use a wide range of evidence-informed approaches to meet the varying needs of pupils, who are engaged and challenged. Staff work collaboratively to effectively support pupils who may have additional barriers to learning. Our three wave approach to enrichment and intervention ensures all pupils work towards achieving their potential. Our pupils tell us they enjoy their learning. Assessment of each child is holistic, giving a clear picture of individual progress. Data collection is rigorous and is used to inform and improve our pupils' experiences. Children have regular opportunities to talk about their learning and progress.

Our staff participate in, and deliver, regular training. This supports our aspiration to provide quality learning experiences for all pupils in preparing them for the future.