

Curriculum Policy

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach our children to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Our school curriculum is underpinned by the values that we hold at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling and productive lives.

We value the way in which all our children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of our community. We organise our curriculum so that we can promote co-operation and understanding between all members of our community. We try to make our school a centre of the community.

We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each child to be successful, and we provide equal opportunities for all the children in our school. We work to raise self-esteem and self-confidence, through work at an appropriate level for the child's ability not necessarily their age.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Organisation and Planning

We plan our curriculum in three phases; long, medium and short term plans. We agree a long-term plan for each class group. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

Within our medium-term plans, we endeavour to provide as many opportunities to develop reading, writing, speaking and listening and numeracy skills. We take our medium-term planning directly from the guidance documents, e.g. exam specifications or National Programmes of Study. Where those do not exist, we try to ensure that the planning offers a range of opportunities to meet the students' EHCP or statement outcomes.

Our short-term plans are those that our teachers set on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lessons.

At Key Stage 2 and 3 our school places a greater emphasis on the acquisition of basic Numeracy and Literacy skills as we believe these underpin all other subjects. Over the three terms of the academic year, each child has the opportunity to experience the range of National Curriculum subjects that the school provides. Currently, these are:

- English
- Mathematics
- Science
- ICT
- Geography
- History
- Art
- Physical Education
- Modern Foreign Language
- Design and Technology
- Music

We also provide a comprehensive range of Citizenship and Wellbeing programmes, tailored to the needs of our students.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in order to ensure small steps progress.

All the children in our school will have a statement of Special Educational Needs or an EHCP. In most instances the staff are able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. However if a child's need is more severe, we support the child further by one on one support provided by Learning Support Assistants, pastoral provision and, if necessary, the appropriate external agencies.

Targets for improvement are discussed at the child's annual review and these targets are kept in mind when planning. As we have such small class sizes it is possible for staff to know their pupils very well and tailor the learning to take account for individual needs. Specific outcomes or targets are discussed each term with the individual child and these are shared with all staff.

Assessment Policy

It is important that students' progress is regularly assessed and that appropriate feedback is given in a timely and accessible manner. If students need support in any area then regular assessment should identify these issues and allow for targeted support to be offered.

When a student is first admitted to the school, we will conduct baseline tests to determine their current level of ability in each subject, including standardised reading and spelling scores.

The school then uses a system of assessment based on the game of Monopoly for most subjects.

In each subject, the Programmes of Study are mapped onto a Monopoly game board, with each property representing a strand or topic or area of skill.

Each property is divided into difficulty levels, which equate to gaining the property deeds, houses and hotels within the game. The skill levels represent 'Emerging', 'Secure' and 'Mastered' to allow for equivalency with National progress measurements. These are converted to a raw points score of 1 for the property deed (emerging), 2 for the house (secure) and 3 for the hotel (mastered).

The raw points scores are used to generate percentages of the course covered and target percentages for achievement and progress tracking.

Reporting Arrangements

We share information regarding effort, behaviour, organisation and achievement targets and progress once per term in a written report for parents. Government requirements are that we only need to report on progress annually but we feel it is important for parents to have regular updates regarding their child's academic progress. The Summer term report also includes a written statement from the student's key worker about their personal progress over the year.

In addition to the data reports, we also hold a Parent Update Day each term, to enable parents to come and speak to their child's key worker and/or subject teachers.

The first term is for key workers only, to discuss how the student has settled in at the start of the new academic year and what their priorities will be for the forthcoming year, especially if they are nearing the end of a Key Stage.

The second term is for key workers and subject teachers so parents can discuss academic progress. It is expected that this day will be held fairly early in the Spring term so that there is still sufficient time to provide support if a student requires it. However, it is expected that there will have been prior contact with home before this point if it becomes evident that there are issues within a particular subject area.

The third term is for key workers but subject teachers can be made available if there are specific concerns or a student/parent is in need of guidance regarding option choices or further study at Post-16 level.

Key workers also have regular contact with parents so that any concerns can be raised in a timely manner.

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