

Curriculum Policy

February 2020

Rationale

Curriculum Aims and Intent

The aim of our curriculum is that all our learners become:

- Successful people who enjoy learning, make progress and achieve their full potential.
- People equipped with the resilience and perseverance to become creative and independent thinkers and to become learners for life within an ever-changing world.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who are actively engaged in their community.

INTENT

The intent of our curriculum is to:-

- Be broad, balanced, aspirational, ambitious and relevant to the needs of every learner.
- Be flexible enough to meet the needs of the diverse population within the school and be matched to the individual needs of the learners.
- Build on learners' existing knowledge, skills and understanding, ensuring concepts are embedded and can then be applied to other areas of their learning.
- Develops confidence, high self-esteem and independence.
- Develop learners' independent learning skills and resilience to equip them for the opportunities, responsibilities and experiences of adult life.
- Support learners' physical development and responsibility for their own health, and enable them to be active.
- Support learners' spiritual, moral, social and cultural development.
- Use a total communication approach to ensure there is a focus on learners developing effective communication.

IMPLEMENTATION

The curriculum is adapted to meet the needs of pupils experiencing learning difficulties with high priority given to the development of Language and Literacy, Numeracy and Personal, Social and Health Education.

All staff are involved in developing the curricula, collegiately developing long term plans and overviews. These include the topic overviews, topic webs and topic maps

(EY-KS3), module overviews and module content work plans based on the assessment criteria for the modules in KS4 and KS5.

Short term planning is completed by each teacher and monitored by the leadership team through sharing good practice meetings and learning walks and the teacher appraisal system. All teachers use an agreed template (**See appendix**)

All areas of the curriculum are well resourced, with on-going expenditure available from the curriculum budget. Larger items are identified and resourced through the school development plans, in particular through the work of the change teams.

The curriculum is implemented through a wide range of teaching and learning styles and approaches that:

- Ensure equal access to learning for all learners with high expectations for every learner and appropriate levels of challenge and support.
- Ensure the curricula from Early Years to KS3 prepares learners for KS4 and KS5, where the focus is on accreditation and preparing for independence and work.
- Ensure the environment and resources and skills of the teaching and support staff meet the intent of the curriculum across all the age and ability ranges.
- Ensure there are individual pathways for all learners, especially those who get stuck within the stages of development, or for those who have areas that need particular focus,
 - Routes for learning activity based curriculum for pupils working in early stages of development.
 - Currently developing supplementary frameworks for learners with a particular need linked Autism.
 - Enable learners to become as fluent in reading as is possible, and promote a love of reading.

Embedded in all areas of the curriculum are the key components of effective learning:-

- Encourage child led learning.
- Mixture of structured teaching (whole class, small group and individual) and unstructured child led activities.
- Emphasis on deep learning and application of concepts.
- Use Learning Labs (based on continuous provision).
- Uses a wide range of environments, both indoor and outdoor, as well as the community.

Early Years to Year 9

The curriculum focuses on the essential building blocks, the Early Learning Goals, through to the end of KS3.

The curriculum is based on development matters and aspects of the National Curriculum. This curriculum is:-

- Designed to be developmental and cover all development areas
- Based on modified EYFS Development Matters
- Leads into modified areas of the National Curriculum supplemented by additional materials once Early Learning Goals are reached.
- Age appropriate and stretches our more able learners who have achieved their Early Learning Goals
- Additional frameworks for learners who are unable to make progress due to specific needs i.e. Autism or PMLD.
- Topic based around engaging topics
 - Topics run for approximately 8 weeks
 - Supplemented by smaller 2 week topics based around key themes i.e. mental health.
 - Topic focus taken from National Curriculum subject areas to give broad and balanced coverage (knowledge) (**see Appendix**)
 - Activities within each topic are grouped according to the different curriculum areas taken from the Early Years framework
 - These in turn relate to the different sections taken from the SEND Code of Practice

Years 10 - 14

In Years 10 and 11, as well as the post 16 provision, pupils follow accredited courses at Entry levels 1, 2 and 3. These focus on developing personal, independence, vocational and functional skills in English, Maths and ICT where appropriate.

Learners

- Learners work towards achieving units in different areas. These are combined to achieved qualifications.
- Key Stage 4:
 - Entry 1 BTEC Personal Progress.
 - Entry 2 BTEC Skills for Independence and Work.
 - Entry 1,2 & 3: Functional Skills Maths, English and ICT (exam based).
 - Duke of Edinburgh Awards.
- Post 16
 - Entry 1 & 2: NOCN Independent Living.
 - In house award (working below assessed level).
 - Duke of Edinburgh Awards.
- There is a rolling program in KS4 (2 years) and FE (3 years).
- Learners work towards completing modules.

- Each module contains a number of assessment criteria.

All learners at Bettridge have additional needs and have, or are being assessed for, an Education Health and Care Plan (EHCP).

EHCP OUTCOMES

- These outcomes are taken from the Education Health and Care Plan. They correspond to the five areas within the SEND code of practice and are then linked to the areas of the curriculum in order to address specific barriers to learning in those areas.
- They are set at the annual review with input from the learner (where possible), parents and professionals.
- They are threaded through learning activities, including taught lessons, continuous provision and structured social time, to enable the learners to develop their knowledge and skills.
- They are reviewed three times a year, and this information is monitored by the leadership team and shared with parents.

If pupils are not making expected progress against their outcomes, an action plan will be put in place to address any issues.

IMPACT

The impact of the curriculum is that all learners gain the knowledge and skills assessed and measured in a variety of ways.

- Learners develop knowledge and skills across all areas of the curriculum.
- Knowledge and skill are embedded so that learners can move onto the next stage of their learning successfully.
- Reading, including understanding and using objects of reference, symbols, words, phonics and developing a love of reading.
- Progress is carefully tracked.
- Governors monitor the impact of the curriculum through the monitoring and scrutiny of the teacher appraisal systems, including learning walks, performance management and assessment and work moderation.
- The leadership teams monitor and scrutinise the impact of the curriculum through
 - Teacher appraisal
 - Learning walks
 - Work scrutinise and moderation
- Key areas of the curriculum and monitored by senior members of staff. These include
 - Communication, reading and literacy

- Mathematics
- Physical development
- KS4 & KS5 accreditation
- PSHE including behaviour and pupil wellbeing

Legislation and guidance

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

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Inclusion

As a fully inclusive school, all learners participate in whole school, curriculum and off-site activities. The extent to which each learner participates and the levels of support received will vary between children and across time. We differentiate the activities and expectations to enable all children to take part.

Learners with medical needs, including those with complex and life-limiting conditions, are able to have those needs met by school staff who receive the appropriate training from qualified Health Professionals

Rationales for specific subjects.

Some areas of the curriculum have specific rationales. These include:-

- Reading
- Maths
- SMSC & British values
- Outdoor learning
- RE
- Additional therapies

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives

- Sex and relationship's education policy
- Work related learning policy

DRAFT