



## Curriculum Policy

|              |              |                   |                               |
|--------------|--------------|-------------------|-------------------------------|
| Reviewed:    | September 18 |                   |                               |
| Next review: | October 21   |                   |                               |
| Signed       |              | Diane Osborne     | Chair of Management Committee |
| Signed       |              | S Pritchard-Jones | Head Teacher                  |

The Curriculum at Shepwell Short Stay School supports the mission statement: 'where every child matters' by giving pupils the opportunity to learn and develop in a supportive and creative environment. There is a focus on recognising achievement and supporting progression and is somewhere pupils feel safe and are happy. The curriculum is often adjusted to meet the individual needs of pupils and some pupils have a bespoke curriculum. The curriculum is broad and balanced, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

The school is committed to providing a diverse and interesting curriculum and is blended with opportunities for pupils to develop life skills, independence skills and skills for working life. Some subjects are taught discretely while others are covered via a creative curriculum approach.

The timetable and Curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within mainstream and special needs education.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills to think creatively and solve problems and it also develops pupils' capacity to work independently and collaboratively to support them in school and to prepare them for the future.

All our pupils have complex needs therefore in addition to the academic curriculum, the timetable provide opportunities for pupils to withdraw from some lessons to participate in therapy sessions with partner agencies such as CAMHS, Teenage Counselling services and SaLT staff.

We know that our pupils, but particular those with autistic spectrum disorder are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents. To this end, we tailor the curriculum to help pupils make progress in a way that best suits them.

**Aims:**

- That pupils make outstanding progress against personal targets from baseline
- That pupils acknowledge their achievements and have a sense of pride
- That pupils have opportunities to participate in a range of enrichment activities within and beyond the curriculum via working with professionals within the community for example: sport, music, gardening and so on and by going on extracurricular visits
- That pupils develop communication skills including use of symbols and objects of reference
- That pupils develop reading skills through various reading schemes and reading strategies embedded throughout school
- That pupils develop skills for independence
- That pupils use of ICT is encouraged
- That pupils develop a greater awareness of their local community and make a positive contribution
- That pupils learn a range of skills for life beyond school

**Literacy and Numeracy:**

English, Maths & Science are taught discretely and consciously reinforced throughout all aspects of the curriculum. Key Stage 3 & Year 10 received 5 lessons per week and Year 11 received 6 lessons per week.

**Creative Curriculum:**

The Creative Curriculum approach provides pupils with the opportunities to cover a range of learning outcomes and develop Personal Learning and Thinking Skills within our new flexible topic based Aspirations programme. As far as is possible we aim that pupils will develop their skills as:

- Independent Enquirers
- Team Workers
- Effective Participants
- Self-Managers
- Creative Thinkers
- Reflective Learners

**14-16 Curriculum**

We see the development of independence skills and Skills for Working Life as vital to our pupils. To that end, there is an inclusion focus in the timetable which gives pupils the opportunity to do joint activities and to be supported and to learn skills such as cooking and general life skills. In addition, skills such as planning events are taught and where appropriate work experience – see the Work related / careers policy statement.

All pupils sit national accredited exams and we work hard to ensure that all pupils leave Shepwell School with relevant qualifications.

**British Values incorporates Personal, Social, Health, Moral, and Citizenship education.**

British Values is a timetabled session each week.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and British Values lessons on important cultural and religious festivals and commemorative days. The development of social and communication skills is also a key part of the British Values/SMSC curriculum.

**Social Use of Language Programme (SULP)**

Pupils identified as requiring SULP intervention attend a weekly session. Social Use of Language Programme (SULP) develops social communication, self-other awareness and strategies for effective social behaviour.

**Religious Education and Collective Worship**

From September 2018 RE is be part of the Key Stage 3 Humanities curriculum. We work closely with a Methodist preacher to ensure that our pupils receive a worthwhile religious understanding. We intend to further develop links with local churches and the local temple.

Children of any faith and those of no faith are encouraged to value everyone and their beliefs equally. Shared assembly times focus on celebration of all of those within the school community and aim:

- To show interest in and concern for members of the school community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To reflect upon dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful, solemn...

Parents have the right to withdraw their child from Religious Education and/or Collective Worship.

### **Sex and Relationships Education**

Sex and Relationships Education is taught in British Values lessons and wellbeing events at a level appropriate to the level of understanding of the young people.

We liaise closely with partner organisations including CAMHS, and the Sexual Health Nurse Team for specialist individual input and support.

Parents may request that their child is excused from sex and relationship education.

### **Enrichment:**

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences for example: music workshops, gardening, educational visits.

### **Accreditations:**

Learning outcomes are accredited via GCSE, Btec, ECDL, Arts Award, ASDAN/COPE, and where appropriate entry level qualifications.

### **Responsibilities:**

Subject teachers are responsible for:

- planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources
- directing the work of Learning Support Practitioners
- attending and contributing to training and meetings are requested
- writing progress reports

### **Monitoring and Evaluation:**

The Head teacher and Deputy Head will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- work scrutiny
- curriculum development and planning
- initiating training/workshop opportunities with specific focus.

### **Resources:**

Resources are allocated in line with the priorities indicated in the School Development Plan.

### **CPD:**

All staff are provided with opportunities for professional development and training in line with the School Development plan. Training needs will be linked to the school's appraisal process.

### **Equal Opportunities:**

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

From September 2018 we have dedicated time on the timetable for pupils to access further CAMHS support, Assist (suicide prevention), mental health first aid, Friends Programme, SaLT, Year 11 stress therapy, and pastoral intervention.

### **CURRICULUM OFFER**

| KEYSTAGE 3  | KEYSTAGE 4  |
|---|---|
| ENGLISH   | ENGLISH (GCSE)  |
| MATHS   | MATHS (GCSE)  |
| SCIENCE   | SCIENCE (GCSE)  |
| ICT   | ART (GCSE)  |
| HUMANITIES<br>(HISTORY/RE/GEOGRAPHY)  | ICT (ECDL)  |
| FOOD TECHNOLOGY   | HEALTH & SOCIAL CARE (Level 2)  |
| BRITISH VALUES<br>(CEIAG/PHSCE/SMSC)  | FOOD AND HOSPITALITY (GCSE<br>or equivalent Level 2<br>qualification) |
| CREATIVE ARTS<br>(MUSIC/ART/DRAMA)  | BRITISH VALUES<br>(Careers/PHSCE/SMSC/PSD)                            |
| ASDAN (NEW HORIZONS/KEY<br>STEPS – GEOGRAPHY, ROAD<br>WISE, FOOD WISE,<br>INDEPENDENT LIVING) | CERTIFICATE OF PERSONAL<br>EFFECTIVENESS (COPE)                       |
| Social Use of Language) Sulp  | MUSIC (GCSE)  |
| PE  | LIFE SKILLS (incl TRAVEL<br>TRAINING)                                 |
| ACTIVITIES (TEAM BUILDING)  | MENTORING   |
| OUTDOOR EDUCATION   | READING   |
| ASPIRATIONS PROGRAMME   | ACTIVITIES (TEAM BUILDING)  |
| MENTORING   | Arts Award  |
| READING   | ASDAN   |
|   | Year 10 Aspirations   |

