

# Curriculum Policy



<b>Approved by:</b>	Penny Harris (Director) Jane Cox (Director)	<b>Date:</b> 1 <sup>st</sup> September 2024
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All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are also generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

## 1. Policy Aims

The purpose of this policy is to provide information for staff, other professionals, families and other interested stakeholders. This policy is underpinned by the school's vision and curriculum intent and describes our tailored approach to the curriculum, the context behind our approach, and the reasons why such a bespoke approach is required at On Track.

This policy does not contain detail about the content of our curriculum. This information can be found on the school's website.

A school's curriculum includes what is 'taught' - planned learning opportunities, along with what is 'caught' - all other interactions and experiences that students encounter during their time at school. The curriculum is the basis for any school to provide a meaningful and effective education to the students who attend. At On Track we take a broad and balanced approach to meet the needs of our students. Our curriculum, alongside our Thrive approach, provide consistency throughout the school, whilst recognising age and stage related aspects of learning and individual special educational needs.

The development of the curriculum at On Track is the result of the hard work, knowledge, skill and passion of all staff, and other professionals with whom we work. We believe it is important that specialists are involved in curriculum design and content. Specialist staff have worked diligently to develop the curriculum and there is a sense of ownership within subject departments. Consistency is vital for students with SEN, and therefore careful consideration is taken when making changes to the curriculum.

This policy begins by describing the context, vision and intent of our curriculum. This underpins the fundamental need for a bespoke curriculum approach to meet the needs of the students at On Track. This policy also references our curriculum maps and approach to assessment.

## **2. Context**

On Track Totnes school is an independent special school for students aged from 11-19. We are spread across 2 sites:

- The Parragon
- The Hex

We can have up to 48 students at our setting. At On Track we support students with a wide range of learning needs such as: Autism Spectrum Condition (ASC); Attention Deficit Hyperactivity Disorder (ADHD); Pathological Demand Avoidance (PDA), and children with Complex Needs and/or behaviour that challenges.

Many students come from the local area, however some students travel from across Devon and further.

Due to the complex nature of the students who attend On Track, it is our responsibility to provide them with the most appropriate curriculum - a personalised approach to academic learning, enrichment, Thrive, independent skills and Personal, Social and Health Education (PSHE), including RSE.

We believe that On Track is a safe, happy and stimulating school that takes a flexible approach to supporting students' individual needs. Our staff work hard to ensure that a nurturing 'Thrive' approach supports all students throughout their education, providing a bespoke curriculum offer to each child depending on their needs.

At On Track, all aspects of school life are designed to support, nurture, inspire and empower students, through a mix of academic pursuits, creative approaches, outdoor learning and independent life skills. The roles of communication, relationships and a trauma-informed approach are key in all we do and support our approach to learning.

Our curriculum is designed with each students' Education, Health and Care Plan (EHCP) at the core, facilitating greater involvement of students, families and other professionals in their learning and development.

## **3. Vision**

Our overarching vision and curriculum intent is:

On Track aims to enable young people to:

- Experience positive academic and social achievement and success
- Develop skills and knowledge in preparation for adult life
- Become lifelong learners

This underpins our hopes and aspirations for our students during their time with us, and beyond into adulthood. We provide ambitious but achievable challenges so that students experience success and achievement, promoting their confidence and sense of self-efficacy.

#### **4. Curriculum aims**

At On Track, our curriculum aims to achieve excellent outcomes and develop students' academic achievement, independence, and social and emotional development as they transition through school and move towards adulthood. Our curriculum promotes preparation for adulthood by ensuring students have access to an age and stage appropriate education that encourages all students to engage in learning and identify as successful learners who are able to achieve. Our curriculum aims to ensure our students: enjoy learning, developing curiosity, creativity and confidence; engage in the opportunities that our curriculum provides whether this is academic, social, emotional or a more bespoke provision, and develop their knowledge and skills applying this in relevant situations, such as:

- Being equipped with skills that support them to be numerate and literate;
- Communicating and expressing themselves effectively and with confidence;
- Building independence, resilience and resourcefulness;
- Equipping students with the knowledge and cultural capital they need to be active members of their communities;
- Developing their spiritual, moral, social and cultural awareness;
- Leading an active and healthy lifestyle, and making healthy choices;
- Learning strategies to develop socially and emotionally, to develop a positive sense of self and good mental health and to have positive relationships;
- Having positive interactions with the community and gaining a sense of belonging.

#### **5. Curriculum organisation, progress tracking and assessment**

At On Track we use our bespoke Milestone Assessment Framework to track students' progress. This sets out a coherent and progressive pathway of learning in each subject. The Milestones provide a discreet language with which we can understand, plan for, assess and discuss attainment and progress when working with students who are often working well below age-related expectations (ARE). For example, a student aged 15 (who would be in Year 10 in a mainstream setting) may be working at Milestone 9 which represents Year 5 age related expectations. The Milestones have been designed to ensure that students who are working below age related expectations are taught relevant content, knowledge and skills to carefully fill gaps in their learning, and to provide ambitious opportunities to make rapid progress and achieve.

The starting point for a student's programme of study is naturally the individual student. A timetable, taken from the full available curriculum, is designed to meet their needs and is delivered in a way that is enjoyable and engaging for each student. All of our students have an Education, Health and Care Plan (EHCP) which sets out targets to help them meet desired outcomes. These targets feature in each student's Personalised Learning Plan (PLP) and are incorporated within the curriculum subject areas each term. All students study English, Maths, PE, PSHE and Thrive, and usually Science, PE and Computing. These subjects are a significant feature of our curriculum and are considered supportive to a developmental approach.

#### **6. Responsibilities**

The Directors are responsible for:

- Monitoring the effectiveness of this policy and holding the Headteacher to account for its implementation;
- Ensuring that a robust framework is in place for setting curriculum priorities and aspirational targets;
- Ensuring that proper provision is made for students with different abilities and special educational needs.

The Headteacher is responsible for:

- The implementation and of this policy;
- Curriculum priorities and aspirational targets are set;
- Proper provision is made for students with different abilities and special educational needs;
- The school is teaching a broad and balanced curriculum which includes: English, maths, science, Computing, PSHE, RSE, Humanities, The Arts, Careers, Sport and Fitness, Outdoor Learning;

To ensure a collaborative approach and shared responsibility, selected staff will take on Head of Department (HoD) or Subject Leadership roles. This may be because they have particular expertise in this area, or a special interest.

Subject Leaders are responsible for monitoring the effectiveness of their subject area, including:

- Meetings with other Subject Leaders;
- Auditing of planning;
- Overseeing planning, preparing and resourcing of engaging lessons that meet the requirements of the curriculum road maps.
- Auditing of chronologies
- Auditing school resources;
- Analysing assessment data and accreditation;
- Observing lessons/ learning walks;
- Book scrutiny;
- Pupil voice.

Teachers are responsible for:

- Differentiating learning to meet the individual needs of students;
- Using a range of ordinarily available inclusive provision, learning strategies, techniques and resources in order to meet students needs;
- Delivering high quality lessons;
- Attending training as appropriate;
- Recording Lessons through chronologies
- Formative assessment for learning and the administration and recording of summative assessments following the assessment cycle.

All staff are responsible for ensuring that the school's curriculum is implemented in accordance with this policy.

## **7. Post 16**

Much of the work within On Track Post 16 is based on the absolute belief that, fundamental to our role, is planning and preparing young adults for life beyond On Track. Within our Post 16 provision, all aspects of the curriculum are based on this ideology fulfilling the Preparing for Adulthood (PfA) outcomes as required by the Department of Education. PfA identified four key outcomes in relation to preparing young people for adulthood. These are:

- Education
- Employment and future outcomes
- Health and wellbeing
- Independent Living and life skills
- Community Participation

- Needs based PSHE, RSE and SMSC

We actively encourage choice-making, ensuring that students are key participants in making everyday decisions, as well as those about their futures. We modify the curriculum to ensure that we concentrate on building important skills in preparation for adulthood whilst supporting individuals to reach their full potential. Students have access to employability opportunities and we have strong relationships with external partners.

## **8. Legislation**

This policy is written to comply with the requirements of the Education (Independent School Standards) Regulations 2014. Health and Safety issues are described fully in the school's Health and Safety Policy. All HoDs have a responsibility to ensure that curriculum procedures pay due attention to Health and Safety issues. All staff are provided with equal opportunity of access to professional development and training in relevant curriculum areas and within budget resources. Training needs will be linked to Performance Management Appraisals and the School Development Plan.

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Careers policy