

Curriculum Policy



Approved by: Penny Harris (Director) Jane Cox (Director) **Date:** 10th December 2019

Last reviewed on: 13th September 2018

Next review due by: 10th December 2020

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding at the heart of all that we do.

1. Definitions

The curriculum is the substance of what is taught. It is the specific plan of what learners need to know and should be able to do. The curriculum shapes and determines what learners of all ages will get out of their educational experience. For this reason, the curriculum is at the heart of this school's work.

The curriculum is:

- the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (**intent**)
- the translation of that framework over time into a structure and narrative (**implementation**)
- the evaluation of what knowledge and skills learners have gained against expectations (**impact/achievement**)

2. Aims

Our curriculum aims to:

- Set out the knowledge and skills that pupils will gain at each stage of their education at this school
- Enable pupils to build their knowledge and skills towards the agreed end points
- Provide a broad and rich educational experience for all pupils
- Provide the essential knowledge that our pupils need to be educated citizens
- Help pupils engender an appreciation of human creativity and achievement
- Prepare pupils for life in modern Britain
- Promotes fundamental British values and respect for others
- Addresses typical gaps in our pupils' knowledge and skills
- Ensure that pupils are supported to read at an age appropriate level
- Ensure content is taught in logical progression, systematically and explicitly
- Ensure equal access to learning for all pupils

3. Legislation and guidance

This policy is written to comply with the requirements of the Education (Independent School Standards) Regulations 2014.

4. Responsibilities

The Directors are responsible for:

- Monitoring the effectiveness of this policy and holding the school 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 pupils with different abilities and special educational needs

The Head Teacher is responsible for ensuring that:

- The implementation of this policy
- Curriculum proprieties and aspirational targets are set
- Proper provision is made for pupils with different abilities and special educational needs
- The broad and rich curriculum includes the following;
 - English
 - Maths
 - Science
 - ICT
 - PSHE and SMSC
 - SRE
 - Humanities
 - Art and creative learning
 - Careers Education
 - Physical fitness

5. Curriculum Intent

The directors, head teacher, senior leadership team and each subject teacher collaborate to map the intent of the school's curriculum at each key stage, to ensure that in each taught subject:

- There is a clear end point towards which the curriculum is building towards
- There is shared knowledge about what pupils will need to know and be able to do at those end points
- What is planned is sequenced so that new knowledge and skills build on what has been taught before
- Content is taught in a logical progression, systematically and explicitly

These curriculum maps form the basis for the school's schemes of work in each subject.

When planning the intent of the school's curriculum, the directors, head teacher, senior leadership team and subject teachers will have regard to the national curriculum reference to cultural capital;

'It is essential knowledge that pupils need to be educated citizens introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

6. Curriculum Implementation

i) Principles

When implementing the curriculum, our school will have regard to the research and inspection evidence suggesting that the most important factors in how, and how effectively, the curriculum is taught and assessed are the following areas:

- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching; CPD is aligned to the curriculum.
- Teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion.
- Teachers check pupils' understanding effectively, and identify and correct misunderstandings.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- The subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching.

- Teachers use assessment to help pupils embed and use knowledge fluently, and develop their understanding, and not simply memorise disconnected facts.
- Leaders ensure there is coherence and consistency in expectations and the quality of delivery across the school.

ii) Differentiation

For each pupil the delivery of the curriculum will be differentiated in order to support progress at all starting points and diverse learning needs. This will include:

- A balance of visual, auditory and kinesthetic learning
- A mixture of independent, collaborative and teacher led learning
- The use of language that reflects the pupils' comprehension and cognition
- Adapting lesson content in order to inspire and interest pupils
- Continual assessment and adjustment of lesson content to meet individual student need and aptitude
- The provision of a variety of planned resources to reinforce, provide alternatives and extend learning

iii) Reading

This school recognizes that if pupils are not able to read with fluency and comprehension they will be less able to access the full curriculum and are at risk of falling behind. Alongside targeted personalised and targeted individual interventions, this school aims to promote a love of reading across all subject areas.

iv) Spelling

Spelling correctly is encouraged across the curriculum, but perceived criticism of spelling can impact negatively on pupils who have low academic self-esteem. We recognise that spelling can be a barrier to writing and so must be addressed sensitively and only as appropriate to the individual pupil. The focus should be on helping them avoid the mistake next time. It must be recognised that a pupil asking for the correct spelling is often an achievement in itself.

Spelling strategies that will be implemented as appropriate for each pupil:

- Key words are identified
- Key words are displayed on word walls / white boards
- Spellings can be set as targets
- Spelling starter activities can be used
- Spelling competitions can be used
- Online software packages can be used
- Reading Schemes can be used
- Flash cards can be used, such as the most common 100 words
- Coloured rulers and overlays can be used for pupils as appropriate

v) Marking

Marking is done on a regular basis to provide the pupils with constructive and meaningful feedback to encourage them to think about their learning and develop the capacity to learn from their mistakes. Pupil work will be marked in such a way that it will develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment.

Marking can include:

- 'VF' /speech bubbles used to indicate that verbal feedback has been given
- WWW (what worked well) and EBI (even better if)
- Links to success criteria and next steps
- Peer marking
- Self-correction
- Recognition and reward for effort and progress

vi) Initial assessment

On admission to the school pupils are assessed to ascertain their levels of attainment, ability, preferred learning styles as well as their social and emotional development. This will include standard assessment of educational levels of social, emotional and behavioural needs.

The school will use a range of assessment materials including THRIVE, BOXALL, BKSB, NEALE analysis of reading ability, Salford reading and comprehension, the SPAR spelling, the QCA Behaviour Questionnaire amongst other available assessments.

The school has a licensed THRIVE Practitioner. We use the THRIVE programme to assess and monitor pupils' social and emotional development. The THRIVE Approach provides a powerful way of working with children and young

people that supports optimal social and emotional development. We may also use the Boxall Profile to develop a precise and accurate understanding of pupils' emotional and behavioural difficulties, in order to plan effective interventions and support activities.

7. Curriculum Impact

This school does not generally use compulsory national assessments but may choose to do so if it is in the pupil's best interests. Each subject teacher will track individual pupil's progress throughout each academic year by making a termly assessment based on;

- The progress the pupil is making in terms of knowing more, remembering more and being able to do more
- The evidence of progress they have assessed in each lesson
- The evidence within their written work
- The evidence they have gained from their discussions with the pupil

School leaders, including the directors, head teacher and other members of senior leadership will monitor the progress of all pupils by:

- Monitoring the termly tracking data entered onto the SchoolPod information management system for each pupil in each subject
- Undertaking a range of planned activities forming the school's quality cycle including formal and informal observations, learning walks, work scrutinies and listening to pupils read
- Monitoring the cultural and artistic exposure and learning opportunities of every year group
- Evaluating the destination of leavers in relation to their starting points, aims and aspirations

All pupils will have been given the opportunity to gain relevant qualifications that will ensure their readiness for the next stage of education, employment or training including:

- Entry Level Certificates
- GCSEs
- Level 1 and 2 qualifications
- BTEC qualifications
- Additional vocational qualifications

8. Review

In order to ensure that this policy is relevant it would be helpful to receive feedback. If you have any comments to make, or suggestions for additions or amendments, please email directors@ontrackededucation.com