

## **Croft Community School Curriculum Policy**

SUBJECT: Careers Education, Information Education and Guidance.

Date of review: 18<sup>th</sup> September 2018

### 1. School Vision

“That every individual is valued and is given the greatest possible opportunity to achieve their best in a school where pupil needs are met, enabling social and academic achievement with the highest possible outcomes”.

#### **To achieve our vision, our aims are:**

- To provide stimulating curriculum and pastoral support with development of academic, social and life skills
- To integrate therapies to meet the social and emotional needs of learners.
- To foster a 'can do' mindset in learners and staff
- To provide appropriate challenge and expectation, both academically and socially to promote high achievement.

#### **This will be achieved through the following mechanisms:**

- Teaching and learning will be creative, relevant, challenging and enjoyable ensuring that everyone learns and develops.
- The curriculum will be practical, imaginative and relevant ensuring equality of opportunity for all children, and ensuring development of life skills.
- We will provide quality care that is nurturing and consistent, in a safe and secure environment, for all individuals.
- Assessment will recognise attainment and achievement, whilst providing opportunities for teaching teams, parents and children to plan the next steps in academic and personal development
- A partnership based on our shared vision will be sought with parents, carers, governors and the community through effective communication, team work and by valuing all contributions.
- providing a safe, positive, caring and nurturing environment, where the individual is celebrated and fundamental British values are promoted.

## 2. The Curriculum at Croft Community School

The Education Act 2002 requires all state schools in England to provide pupils with a curriculum that:

- *Is balanced and broadly based*
- *Promotes the spiritual, moral, cultural, mental and physical development of pupils*
- *Prepares pupils/students for opportunities, responsibility and experiences of later life*
- *Follows the national curriculum for England including religious education, and sex and relationships education for secondary- aged pupils*

To complement this, at Croft Community School we use a person-centred approach to curriculum provision

We address the needs of each individual pupil and aim to fully engage all students in learning through

- *Overcoming barriers to learning*
- *Working with motivators*
- *Focusing on students' wellbeing and mental health*

The curriculum at Croft Community School is complex, as we are an all age school from 4-16 this means we have five Key Stages (including EYFS), and cater for over 130 pupils.

Despite its complex structure our curriculum ensures that all our pupils have the very best opportunities, as is appropriate to their age, ability and entitlement. We have high expectations – we believe that all pupils can achieve, and through our creative curriculum we ensure they have opportunities to achieve by promoting our core value where pupil needs are met, enabling social and academic achievement with the highest possible outcomes.

This is achieved through consistent expectations of Right Place, Right Time; Respect the needs of others; Follow staff requests; Speak positively; Be ready and try your best.

Curricula will focus on developing key skills which improve learning and performance in education, and work and life, preparing them to leave school.

These skills include communication (including literacy), working with others and developing social skills, improving the pupil's own learning and performance, and problem solving. For pupils/students with an autism spectrum condition and associated learning difficulties these skills are fundamental to participation and achievement in the curriculum and personal development including independence.

Croft Community School has high expectations and ambitions for all its pupils in all aspects of school life. It will not import low expectations of its pupils, particularly where these could be linked to previous inappropriate school settings, disrupted schooling or inadequate assessment.

### 3. Curriculum Delivery

Careers Education, Information and Guidance (CEIAG) will be delivered across the Key Stages via the following differentiated programme:

Key Stage 1 & 2 – CEIAG will be delivered through the Key Stage 1 & 2 PSHE programme.

Key Stage 3 & 4 – At KS3 CEIAG will be delivered through the PSHCE curriculum. All students in Key Stage 4 will have a discrete Careers lesson in which they will complete the ASDAN Careers and Experiencing Work Short Course.

### 4. Coverage

*Describe broadly what is taught at each key stage:*

*EYFS & KS1*

*KS2*

At KS3 & KS4 the students will cover a range of modules from the ASDAN Careers and Experiencing Work short course, these include:

- Self-development
- Career Exploration
- Career Management
- Considering Higher Education
- Considering Apprenticeships
- Preparing for the Workplace
- Being at Work

Students present a portfolio of evidence of their activities.

This portfolio will contain:

- completed Careers and Experiencing Work student book and evidence of challenges completed
- planning and reviewing documents
- record of progress
- summary of achievement, identifying skills development

Modules will be chosen according to their ability to meet the needs of the students at Croft Community School.

### 5. Accreditation

Accreditation will be achieved through completion of the various modules of the ASDAN Careers and Experiencing Work short course. Students will have the opportunity to achieve up to three certificates for the work they complete.

## 6. Cross \_ Curricular and SMSC Opportunities

Opportunities for **spiritual, moral, social and cultural** development will be available throughout the modules as the students reflect on their strengths weaknesses and how to become a valuable member of the workforce. Opportunities will include the chance to show understanding of tolerance and appropriate behaviour in the workplace.

CEAIG can be delivered through the PSHE curriculum and through a range of subjects when discussing “next steps”.

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