



# Curriculum Policy and Guidelines

<b>Approved by:</b>	School Committee	<b>Date:</b> 9 <sup>th</sup> December 2019
<b>Signed by:</b>		(Chair)
<b>Last reviewed on:</b>	November 2019	
<b>Next review due by:</b>	Autumn 2020	

Croft Community School offers a diverse and enriched curriculum for over 130 pupils, supported by a wide range of accreditation opportunities. There are a number of different class models which ensure that individual pupils' learning needs are met. This is supported by a strong ethos of inclusion and high expectations of learning and behaviour. We are part of a federation of schools which include Evergreen Primary School and The Oaks Secondary School.

The pupils' needs are varied and diverse with some having autistic spectrum conditions, multiple learning disabilities and others moderate learning difficulties. Some pupils may also have additional physical, sensory, and/or social, emotional, mental health and behavioural needs.

Some pupils with more severe autistic spectrum conditions are taught in specialist classes within the school.

### **Introduction:**

- This document is a statement of the aims, principles and strategies for the whole school curriculum at Croft Community School.
- The school curriculum comprises all planned learning experiences. The National Curriculum forms one part of the school curriculum
- This policy provides an overview of the curriculum and should be read in conjunction with individual subject policies
- This policy will be reviewed and updated as necessary.

## **Curriculum Philosophy**

### **Our definitions of Learning**

**'At Croft Community School we MOTIVATE our pupils to develop a love of learning and enquiring minds. We EDUCATE our pupils to prepare and equip them with skills for life beyond school. We acknowledge and CELEBRATE all our positive achievements'**

Children have a right, clearly identified in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.

We believe that setting high expectations and having positive attitudes can give every child the confidence that they need to enable them to flourish and thrive.

The curriculum of any school is central to meaningful and effective education. It is concerned not just with the 'what' is taught but also 'how' it is to be delivered. Our curriculum intends to provide opportunities that we believe are essential for the learning and development.

The curriculum is the responsibility of all members of the school staff. It must reflect not only the needs of the children but also take into account the views

of the pupils, their families, prospective post school placements and Governors.

Staff develop a curriculum model which is tailored to the ever changing and wide ranging needs of the schools. The model incorporates personalised learning and a differentiated curriculum programme which not only provides consistency but offers scope for individual teachers to design and implement highly structured teaching programmes to meet the very specific educational needs of each child.

It also provides guidance for achieving a balanced selection of appropriate teaching objectives across the curriculum areas which not only consider the age and ability of the child but also the nature and degree of difficulty.

**We aim:**

For all our pupils to become:-

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.
- effective communicators, through whichever method best suits them.

To provide a curriculum which engages and challenges pupils with widely differing abilities and learning styles.

For our pupils' time in school to be positive, stimulating and rewarding so that their self-esteem and confidence can develop along with practical skills and the ability to use and apply their knowledge.

To nurture in all our pupils, sensitivity and respect towards others through an understanding of rights and responsibilities.

To encourage and facilitate partnership with parents and all who contribute to the development of each pupil, recognising that understanding and involvement are the key to effective cooperation.

To foster caring and trustful relationships between pupils and staff.

**We believe therefore our curriculum should:**

Be accessible and relevant to the needs of each individual pupil.

Incorporate the National Curriculum to promote the development of pupils' knowledge, understanding and skills.

Be broad and balanced through highly structured and motivating individual teaching programmes and through well planned and differentiated group activities.

Ensure continuity of learning through the school by careful monitoring of teaching, learning and assessment and maintaining comprehensive records of progress.

Focus on experiential learning, with knowledge, understanding and skills being developed through first-hand practical experiences and provide opportunities for independent enquiry and problem solving.

Have well organised cross curricular links and include a broad and accessible enrichment programme which will allow pupils to apply their learning in a relevant and meaningful context.

Develop and maintain positive links with the local community.

Develop pupils' awareness and understanding so that they can recognise their own self-worth and value themselves as part of the wider society.

Celebrate pupils' achievements both in and out of school using praise, positive reinforcement, careful display and records of achievement in a range of media.

### **Statutory requirements**

At Croft Community School we are committed to the latest government guidelines which are that:-

- Every state-funded school must offer a curriculum which is balanced and broadly based.
- The school and its curriculum should promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- The school will prepare pupils for the opportunities, responsibilities and experiences of later life.

On 11 September 2013 the Secretary of State for Education published the new National Curriculum framework following a series of public consultations. The new National Curriculum, which we have adopted, came into force from September 2014. English, mathematics and science were phased in for key stage 4 pupils from September 2015.

The statutory curriculum for maintained schools consists of:-

1. The National Curriculum (ages 5-16)
2. Religious Education (ages 5-18) Maintained schools must follow their locally agreed syllabus
3. Sex Education (ages 11-18)

All maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages and subject content for those subjects that should be taught to all pupils.

All schools must publish their school curriculum by subject and academic year online.

All schools should make provision for personal, social, health and economic education (PSHE), Citizenship, Careers Education Information and Guidance (CEIAG) and British Values drawing on good practice.

Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education relevant to their pupils' individual needs and abilities.

At Croft Community School we work within the government's statutory requirements, adapting programmes of study to meet the needs of our pupils. At KS4 we offer a range of alternative courses, vocational opportunities and accreditation.

**Aims:**

At Croft Community School our aims for the development of the curriculum are:

- To recognise the individual needs of each pupil.
- To facilitate the development of each pupil's communication skills together with their intellectual, moral, physical, social, spiritual and creative ability.
- To ensure that the curriculum meets statutory requirements but remains flexible and relevant to the varying needs of our pupils.
- To monitor pupil achievement and the quality of teaching.
- To measure, assess and record the progress of each pupil in a systematic way.
- To set achievable but challenging targets and outcomes that promote an ethos of improvement and development.
- To prepare pupils for transition to Further Education, Training, Employment or Supported Living.
- To provide unbiased CEIAG in order to prepare and equip students to achieve their aspirations.
- To enshrine in the curriculum, the principles of UNICEF's Rights Respecting School Charter, British Values and positive Citizenship.
- To provide a personalised learning journey which equips students to maximise their potential and supports them to attain their aspiration.

During their time at Croft Community School we will support and teach our pupils to:

- Participate and achieve as independently as possible in all aspects of school life.
- Develop positive self-esteem, a sense of worth and respect for themselves and others.
- Communicate effectively.
- Access and use technology.
- Understand the world in which they live.
- To stay healthy and develop their physical abilities.
- Appreciate and engage in aesthetic and creative activities.

- Develop their mathematical, problem solving and thinking abilities.
- Develop a sense of curiosity and scientific enquiry.
- Develop their spiritual, moral and cultural appreciation.
- Be active and productive members of society.

### **Curriculum Entitlement:**

Croft Community School offers a broad, balanced curriculum that provides a shared entitlement to all pupils as contained in the following documents:

- 'The National Curriculum' subject documents – DFCFS/QCA / 2014 2015
- The National Curriculum in England: Framework for Key Stages 1-4 – 16<sup>th</sup> July 14
- The National Curriculum in England: secondary education – 16<sup>th</sup> July 14
- Religious education in schools – Feb 2010
- Sex and Relationships Education Guidance to Schools -2010
- The National Strategies for teaching Literacy, Numeracy and Science in KS3
- Personal, Social, Health and Economic education – guidance September 2013
- National Curriculum and assessment: information for schools – guidance 21<sup>st</sup> August 2014
- Assessment Principles: school curriculum – guidance 16<sup>th</sup> April 2014
- P Scales and attainment targets for pupils with SEN – statutory guidance June 2017

In addition, pupils are provided with opportunities across all curriculum areas to acquire, develop, practise, apply and extend the following key skills of:

- Communication (including literacy)
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving.

### **Curriculum Organisation:**

- In primary, we follow the International Primary Curriculum (IPC) which we link to the National Curriculum to bring learning to life with each topic, ensuring coverage through a 3 year rolling programme. **See Appendix 2**
- We currently have a R/Year1 class with a range of pupils who learn through play in a EYFS setting.
- The Y7-Y9 curriculum is organised into year group Schemes of Work for all the compulsory National Curriculum subjects. Schemes of Work are appropriately differentiated for the varying ability groups.
- Pupils choose options at the end of Y9 and follow some syllabi set by the various exam and accreditation boards during Y10 & 11, including GCSE, Entry Level, AQA Single Unit Awards, BTEC, Functional skills and ASDAN. **See Appendix 1**

- Staff at Croft School work closely with colleagues from outside agencies e.g. Sensory Support Service, Speech and language therapists, physiotherapists, occupational therapists, community nurses, social workers etc. who may provide written guidance and support for individual pupils. Therapy programmes are as far as possible, carried out in classrooms as part of daily/weekly routines.
- The use of therapeutic environments e.g. Bowen Therapy, Physiotherapy Sensory time are planned for as part of individual pupils' curriculum and will have been identified from the individual Education Health and Care Plan.

### **Curriculum Planning:**

There are three broad levels of curriculum planning:

**Long-term plans** set out intentions for learning in terms of each key stage (Key Stage Plans & Schemes of Work). Long-term plans:

- Help to secure pupils' shared entitlement to a broad and balanced curriculum in the whole curriculum and within subjects.
- Provide breadth and balance across a whole key stage.

**Medium-term plans** are units of work which are studied over a term or half-term. Medium-term plans:

- Set out the main focus of the teaching and learning.
- Define intended learning objectives for units of work.
- Provide information on possible experiences, teaching activities, vocabulary and resources.
- Identify differentiated learning outcomes.
- Provide broad descriptions of what most pupils will be able to do and know at the end of the unit.

**Short-term plans** enable teachers to design and implement learning opportunities which promote progress and achievement for all learners (lesson plans, weekly subject plans,).

Short-term plans:

- Set out the detailed intentions of teaching and learning in the classroom on a weekly/daily basis.
- Identify objectives drawn from the schemes of work
- Identify learning outcomes for individual pupils.
- Take account of pupils' individual support needs as identified in their EHC plan.

### **Subject Leadership:**

The role of the Subject Leader is to:

- Take the lead in curriculum development.
- Monitor the implementation of the curriculum and advise the Executive Head and Head of School on any action needed.
- Take responsibility for the purchase and organisation of any resources.
- Keep up to date with curriculum developments and disseminate information to colleagues as appropriate.

- Carry out an annual audit of the curriculum and report to the Executive Head teacher, Head of School, senior leadership team and curriculum co-ordinators.
- Attend relevant in-service courses provided by the Local Authority and other agencies and cascade information to colleagues.
- Ensure all schemes of work take in to account ethnicity, gender and disability equality legislation.
- Work with the Head of School to create and implement the timetable on an annual basis.
- Liaise with the assistant head teacher of Secondary to ensure a smooth transition for students moving through Key Stages and assist students to make curriculum choices that will be aid them in achieving their aspirations.

### **Curriculum Co-ordinators:**

The role of Curriculum Co-ordinators is to:

- Be the lead professional for the curriculum area and ensure that the requirements of the National Curriculum, national strategies and any other requirements of the LA and DfE are carried out.
- Ensure that all deadlines relating to coursework and external deadlines relating to the individual subjects are met.
- To pass completed course work to the exams officer for despatch, with all relevant paperwork in a timely manner
- Support colleagues in order to improve their professional development and classroom practice.
- Gain colleagues' support in the development of the curriculum area.
- Manage and plan for the development and procurement of resources.
- Identify staff training needs
- Facilitate and lead internal moderation
- Disseminate subject information to enable equality of access

### **Resources:**

Curriculum Co-ordinators are responsible for ensuring that there are suitable resources and equipment available to deliver the schemes of work, across the key stages for their subject. Storage and allocation of subject-specific equipment is the responsibility of the subject curriculum co-ordinators.

Resources are audited by curriculum co-ordinators as part of the school's self-evaluation process and any shortfalls identified. Any expenditure for each subject will be dependent upon financial implications and school improvement priorities.

- Resources are held in individual classrooms for English, Maths, Science, D&T, Food Technology, Computing, History, Geography, Art, Music, Careers, P.E., R.E., P.S.H.C.E and MFL.
- The library contains fiction books, non-fiction books for each curriculum area, dictionaries, encyclopaedias, poetry and reading scheme books.
- The technician is responsible for ICT equipment and software. He has a base on the ground floor next to the Kitchen area.
- Additional technology resources are available throughout school.
- The building has some purpose built resources such as the Sensory Room and the Therapy room.

- Outdoor interactive/sensory garden spaces, MUGA and Sports fields are available to all subject areas.

### **Community Links:**

Appropriate use will be made of the local and wider community thus enabling pupils to transfer the knowledge, skills, attitudes and concepts they have learnt to other situations and broadening the range of learning experiences available to them.

Risk assessments will be carried out before each community visit and passed to the Educational Visits Co-ordinator for approval (see Educational Visits Procedures and Guidelines). The local and wider community should be involved in the life of the school through pupil participation in:

- Educational visits in the Local Community e.g. Shops, libraries, leisure centres, colleges
- Cultural visits to the cinema, theatre, art galleries etc.
- Educational visits to a variety of geographical locations e.g. parks, the coast, towns, the countryside etc.
- Educational visits to places of historic interest e.g. old buildings, museums, Hartlepool Historic Quay, Durham Cathedral etc.
- Educational visits to places of technological interest e.g. airports, railway station, factories etc.
- Study support activities e.g. residential experiences, careers fayre
- Opportunities to experience different cultures both in school and the wider community.

### **Health and Safety:**

It is the responsibility of all staff to be aware of health and safety issues in relation to the different subject areas they teach or have specific responsibility for. As far as possible they should eliminate foreseeable safety issues in various environments and with different types of equipment. It is fundamental that pupils also develop positive attitudes to the safety of themselves, others, equipment and apparatus and an ethos created where a respect for the environment is developed. Any specific issues relating to health and safety, which need immediate attention, should be brought to the attention of the Head Teacher/Health and Safety Officer.

### **Parental Involvement:**

Parental involvement in all aspects of school life is encouraged. Fostering collaboration with parents includes:

- Sharing expertise and knowledge about their child, verbally and through EHCP and My Plans.
- Developing shared behaviour management strategies when necessary.
- Information workshops and family learning.
- Communication via home/school diaries and school website.
- Participation in celebrations or community events e.g. Enterprise Fayre.
- Open days and coffee mornings.
- Parental support groups.
- Fundraising opportunities – Friends of Croft Community School.
- Involvement in multi-disciplinary meetings including EHC planning

- Involvement in transition planning

**Governors:**

Governors are encouraged to involve themselves in the life of the school and oversee curriculum development through termly meeting with link co-ordinators. Policies and action plans are submitted for approval according to statutory requirements.

**N Beckham**

**November 2019**