

Curriculum at Croft Community School

Croft Community School offers a diverse and enriched curriculum for over 170 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.

At Croft Community School the curriculum is designed to provide students with the knowledge and skills needed to prepare their next steps and beyond.

'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.

At Croft Community School, 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.

And to:-

- 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.
- 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.

Enrichment activities allow pupils to achieve accreditation in a variety of academic and non-academic activities which provides breadth to the curriculum allowing students to learn new knowledge and skills.