

Parkside House School

Curriculum Policy

Last updated: September 2019

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Statement of intent

Parkside House School recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, personal, social, physical and cultural development of pupils. It includes the formal programme of lesson which are based on the format of the national curriculum, but it is then adapted and made bespoke to address the learning needs of our pupils. We also run an expansive extra-curricular programme to enrich pupils' experiences of their lives and education, to build on self-confidence and self-esteem. The curriculum is flexible and is adapted to individual pupil needs when required.

Through this policy, the school aims to:

- Put pupils at the centre of all curriculum decisions, putting their needs and social development above that of the school.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all pupils for learning and accessing the classroom whilst at PHS and then the next stage of their education and for life in modern society.
- First achieve and then exceed their own levels of attainment and progression
- Be committed to excellence and continuous improvement.
- Provide courses which meet the needs of our pupils.
- Nurture the talents of all no matter how small and celebrate success for each individual pupil
- Involve the stakeholders, including parents, in curriculum development.

1. Curriculum intent

Our Curriculum is designed to re-engage pupils with challenging behaviour and additional needs, make them excited about learning and ultimately all achieve recognised qualifications.

What the curriculum is designed to do

Our curriculum is designed with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning, grow in confidence and reduce levels of anxiety, they need to feel prepared for life after school. We also intend to offer pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

How we intend to deliver the curriculum

Below, we have outlined how we intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular.

- **Classroom-based learning:** we encourage teachers to make cross-curricular links where possible within their lesson plans and use different learning resources to teach core content. One-to-one teaching sessions are carried out for pupils who require additional support.
- **Extra-curricular activities:** we provide a variety of extra-curricular activities for pupils that enhance their learning experience.

How we involve stakeholders in curriculum planning and delivery

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils receive a well-rounded education if everyone is involved in shaping it. This is why we send pupils and parents questionnaires on a yearly basis.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community activities.

How the curriculum benefits pupils' learning and personal development

Our curriculum has been designed for a range of learners, providing equal opportunities for all – by doing this, pupils will benefit in the ways outlined in

2. Curriculum aims

2.1. The overall aims of the curriculum are to:

- Enable all pupils to be successful learners and achieve to the highest of their standards.

- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable those who are not achieving age-related expectations to narrow the gap and catch up with their peers.
- Enable pupils to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- Enable pupils to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- Teach pupils to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness.
- Enable pupils to be creative and to develop their own thinking.
- Help pupils to develop an independent approach to their learning.
- Teach pupils about their ever-changing world, including how the environment and society have changed over time.
- Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Help pupils understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and others and to be able to live and work cooperatively with others.

2.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.

- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

3. Legal framework

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

4. Roles and responsibilities

4.1. The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the SLT, subject leaders and teachers with regards to pupil progress and attainment.
- Contributing towards decisions made about the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The SLT is responsible for:

- Communicating the agreed curriculum to the governing board on an annual basis.
- Producing an annual report for the governing board advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.

- Updating and maintaining this policy.

4.3. The subject leaders are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing subject leaders and staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the SLT.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.
- Devising short-term lesson plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the SLT
- Collaborating with the SLT to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Monitoring the progress of all pupils and reporting on this to the SLT
- Working to close the attainment gap between academically more and less able pupils.
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5. Organisation and planning

- 5.1. Each school day will be split into two sessions and pupils will receive at least one break (lunch).
- 5.2. Teachers and other members of the SLT, will devise the following plans:
 - **Long-term plans** that deal with the major areas and strands of the national curriculum to be covered across all key stages.
 - **Medium-term plans** that deal with the activities within units of work that are set out termly
 - **Short-term plans** that are concerned with individual lessons or sessions and address issues of curriculum differentiation and access for individual pupils.
- 5.3. Where possible, teachers will look for links between areas of learning that will support one another and allow pupils to reinforce their skills from one subject within another.
- 5.4. Lessons will use a range of techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.
- 5.5. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.
- 5.6. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.
- 5.7. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- 5.8. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- 5.9. Any difficulties identified will be addressed once curriculum planning has commenced.
- 5.10. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment.

6. Curriculum content

- 6.1. The school will have due regard to the national curriculum within their content but will devise their curriculum in line with their pupils needs, abilities, interests to promote engagement for disaffected learners
- 6.2. The school will ensure every pupil has access to the following core subjects:
 - English

- Mathematics
- Science
- PSHE including Relationships and sex education (RSE)

6.3. The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Computing
- Geography
- History
- PE

6.4. Pupils will choose their subjects for study in KS4 in Year 9

6.5. Pupils will choose their subjects for KS5 in year 11.

7. Careers education

7.1. The school will work to encompass careers education and guidance into subjects across the curriculum, and will study this within PSHE

7.2. The school will ensure that every pupil is exposed to the connexions advisor at school for 1:1 meetings, group sessions and representation in EHCP meetings

7.3. The school will engage with and ensure pupils have access to local employers, businesses and professional networks, and providers of post-14, post-16 and post-18 education and training, inviting visiting speakers, with whom pupils can relate to.

8. Reporting and assessment

8.1. The school has an opt in and opt out policy on Homework. Homework that is set will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

8.2. The school's assessment processes are used to plan for differentiation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.

8.3. Individual pupil performance and progress is regularly monitored and reviewed. Informal assessments will be recorded and reported back to the SLT, pupils and pupils' parents.

8.4. Pupils will also complete assessments. The results of these assessments will be reported back to the SLT, pupils and their parents.

8.5. Evaluations and assessments feed back into future or modified curriculum plans.

8.6. All reporting and assessments will be conducted in line with the school's Assessment Policy.

9. Equal opportunities

9.1. There are nine protected characteristics within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

9.2. Care is taken within all schemes or work to ensure that all pupils have access to the curriculum content.

9.3. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

9.4. When planning and implementing the curriculum, the school will have due regard to the Equal Opportunities at all times.

10. Extra-curricular activities

10.1. The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

10.2. Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

10.3. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

10.4. The following table details the extra-curricular activities that are available to each year group:

11. Supporting pupils with SEND

- 11.1 The curriculum is designed to provide access and opportunity for all pupils who attend the school.
- 11.2 Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- 11.3 Pupils with SEND will work with TAs in smaller groups once a week to work on topics covered in lesson to ensure they do not fall behind their peers.
- 11.4 Pupils with SEND will not be discriminated against in any way.
- 11.5 The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- 11.6 The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

12. Monitoring and review

- 12.1. This policy is reviewed annually by the headteacher and the governing board.
- 12.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- 12.3. The scheduled review date for this policy is April 2020