



# Curriculum Policy

Status:	STATUTORY
Responsible Person:	Headteacher
Responsible Governor:	Full Governing Body
Ratified by Chair of Governors	September 2018
Date first approved by Governing Body:	September 2018
Review date:	July 2019

Signed .....M Neale Chair of Governors

Date 19 September 2018

## Contents

1. Aims.....	2
2. Legislation and Guidance.....	2
3. Roles and Responsibilities .....	3
4. Organisation and Planning: Statement of Curriculum Intent .....	4
5. Inclusion.....	6
6. Monitoring Arrangements .....	6
7. Links with other policies and documentation .....	7

---

## 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Support pupils' emotional resilience and responsibility for their own mental health, and enable them to manage their emotional responses in relevant situations
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

*At Key Stage 4:*

- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for post-16 education and employment

## 2. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

### **3. Roles and Responsibilities**

#### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils that lead to qualifications, such as GCSEs, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

#### **3.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

#### **3.3 Other staff**

Subject teachers are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources
- directing the work of Teaching Assistants
- attending and contributing to training and meetings as requested

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **4. Organisation and Planning: Statement of Curriculum Intent**

The Curriculum at Penkford School supports the mission statement '*Success Every Day*' by giving pupils the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression.

Penkford's bespoke curriculum is designed to ensure that pupils re-engage with formal education upon admission, and that they feel safe and happy within our learning environments, taking into account our school's unique characteristics and the complex range of SEMH needs which we cater for. We aim to build pupils' aspirations by demonstrating possibilities for their future lives.

The curriculum is individualised, creative, innovative and flexible, allowing for the needs of each pupil to be met. Physical and mental wellbeing are prioritised within our curriculum design allowing children opportunities to exhibit spiritual, moral, social and cultural understanding.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life. Some subjects are taught discretely while others are covered via a creative curriculum approach.

The timetable and Curriculum are reviewed annually to ensure compliance with current legislation and guidance whilst considering best practice within special needs education.

The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.

In addition to the academic curriculum, individualised timetables often provide opportunities for pupils to withdraw from some lessons to participate in Additional Needs intervention sessions, PDBW development sessions, multisensory play sessions and Draw and Talk therapy sessions with designated teachers, learning mentors and teaching assistants.

### **4.1 PSHE and SMSC**

PSHE and SMSC development is implemented and monitored by a designated member of the middle leadership team, F Maxwell, who reports on impact to SLT. PSHE is a timetabled session every week which follows a topic-based long term plan.

Assemblies and PSHE lessons on important cultural and religious festivals and commemorative days ensure a school wide understanding of the world around us.

The development of social and communication skills is also a key part of the PSHE/SMSC curriculum and we have discrete, weekly Communication and Social Skills (CSS) lessons timetabled for each Key Stage.

Further information on SMSC curriculum and development can be found in the *SMSC Policy*.

### **4.2 Sex and Relationships Education**

Sex and Relationships Education is taught in PSHE and Science lessons at a level appropriate to the level of understanding of the young people.

Parents may request that their child is excused from Sex Education.

Further information on SRE curriculum can be found in the *Sex and Relationships Education Policy*.

### **4.3 Safeguarding Curriculum**

We meet the needs of our more vulnerable pupils by working in partnership with Safer Schools Police Officers, the Youth Justice Service, Connexions Careers Service and the Young Peoples'

Drug and Alcohol Team to enrich our curriculum offer and provide targeted, preventative, group and 1:1 sessions.

Further information on Safeguarding curriculum can be found in the *Safeguarding Policy*.

#### **4.4 Enrichment:**

The curriculum is enriched by educational trips and visits, external visitors to school and opportunities within the timetable to engage with new experiences for example: Kick Boxing, Forest School, gardening, educational visits to museums and art galleries, international WW1 History trips to Belgium and France and 1:1 music tuition provided by St Helens Arts Service.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

#### **4.5 Accreditation:**

Learning outcomes are accredited via a range of qualifications and exam boards. Examples include: AQA unit awards, Arts Award, Entry Level qualifications, Functional Skills Level 1 and 2, BTEC, GCSE. Subject teachers use professional judgement and enter pupils, in consultation with SLT and parents, for qualifications at a level which is accessible but also stretches and challenges pupils to achieve to the best of their potential.

#### **4.6 Resources:**

Resources are allocated in line with the priorities indicated in the School Development Plan. Subject teachers have responsibility for monitoring the way in which resources are stored and managed.

#### **4.7 CPD:**

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and development plan. Training needs will be linked to the school's performance management process. Weekly CPD opportunities are planned in to the school calendar at the start of each year:

##### ***Monday TLA Hub – every other Monday 3pm – 3:30pm***

All teachers are invited to join in a 30 minute hub discussion or activity related to teaching, learning and assessment with a focus on developing practice and sharing effective strategies. Discussion topics or a focus for each session is shared in advance, providing teachers with the time to reflect on the topic for discussion or evaluation prior to meeting. Teachers are invited to lead sessions on areas of interest, for example, effective use of plenaries or improving formal oracy skills.

##### ***Tuesday CPD Programme – every Tuesday 3:30pm-4:30pm***

Directed time allocation for staff CPD every Tuesday 3:30pm – 4:30pm.

Sessions ensure that all teachers and members of our support staff are up to date with statutory training requirements including safeguarding updates, Health and Safety requirements and SEND specific training.

External training providers can deliver to all members of staff at these sessions throughout the year when deemed appropriate e.g. specific training on FAS or ASD by educational psychologists in advance of a new admissions coming on roll.

##### ***External CPD Provision***

Both teaching and support staff are encouraged to participate in external CPD which is deemed value for money and is relevant to both school improvement aims and individual professional development needs. *Examples of external CPD include:*

- *Restorative Justice Facilitator accreditation*
- *Specialist Dyslexia training for learning mentors*
- *AMBITT training – Safeguarding and Engagement Leader*

- *Glass Fusion training and facilitator certification for new glass kiln*
- *Participation in national SEND Maths research project*
- *Youth Justice Service whole staff update*
- *Bringing WW1 to life – Introduction to Specialist WW1 Educator accreditation*

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **6. Monitoring Arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Termly monitoring and evaluation sessions
- Termly Impact sheet reports
- Drop in sessions during the school day

The Head teacher and Assistant Head teacher with responsibility for Teaching and Learning will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- pupil work scrutiny
- curriculum development and planning
- initiating training/workshop opportunities with specific focus.

Further information can be found in the *Teaching and Learning Policy*.

This policy will be reviewed annually by the Assistant Head teacher, the Head teacher, and a link member of the Governing Body. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies and documentation**

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- Assessment, recording and reporting calendar
- Non-examination assessment Policy
- SEN policy and information report
- Equality information and objectives
- SRE Policy
- SMSC Policy
- Safeguarding Policy