

## SECTION 1 CURRICULUM POLICY

### 1. Curriculum Policy Statement

Churchward School is committed to providing a curriculum that encompasses Churchward School core learning values of recognising strengths, gaining skills and achieving success. We will work with students, and all who support them to identify and build on current strengths. Our students will gain the skills they need to shape their future. We will ensure that all our students achieve meaningful success enabling them to make a contribution to and feel valued by their community. With a focus on communication, Churchward School curriculum is unique and flexible retaining the statutory elements of the National Curriculum (with the exception of modern foreign languages) whilst designed to maximise student engagement and progress. Churchward School curriculum is tailored to meet the needs of the individual, ensure equality and through effective transition to prepare students for all aspects of adult life in a multi-cultural society.

- 1.1. Churchward School curriculum is enhanced by exceptional care, support and guidance delivered in a safe and nurturing community. Churchward School will provide a personalised curriculum using a range of teaching and additional ASC strategies. Careful consideration will be given to the sensory needs of each student and a sensory programme designed to support self-regulation will be devised wherever needed.

Signed ..... Director of Education

Signed ..... Chair of Governors

Date .....

Date of next review January 2019

## **SECTION 2**

### **MANAGEMENT AND DELIVERY OF CURRICULUM POLICY**

#### **1. Delivery**

- 1.1. Churchward School feels that the curriculum all Churchward students receive should take into consideration the individual learning needs of the Churchward School student.
- 1.2. Each Churchward School student has an individual progression file that clearly evidences starting points and progress made. The Education, Health and Care plan informs the Long term and 12 monthly targets for each student – These targets are agreed in consultation with students, parents, and school staff and appropriate other professionals, via the annual review process and regular consultations with parents and carers.
- 1.3. Churchward School student belong to class groups, designated by need and are taught by their class teacher for the majority of the subject areas with specialist teacher input where appropriate. The time allocation given to each curriculum area is determined by the needs of the individual within their class. Students at Churchward School will be supported by a Learning mentor who will support the delivery of a highly individualised curriculum. For some students a good deal of their learning opportunities will be delivered off-site and are based in community activities. The planning for this learning is however still the responsibility of the class teacher and outcomes are monitored by staff who are qualified teachers and who will be responsible for planning next steps.
- 1.4. A flexible topic based approach is taken to ensure that the curriculum content is relevant, integrated and appropriate to individual needs. The curriculum is grouped into 4 areas of learning: Key Skills, Personal & Physical Development, Creative Arts, and Knowledge & Understanding of the World.
- 1.5. Additional support is available, where appropriate, through Speech, Physiotherapists and Occupational Therapists. Churchward School will access a Speech and Language Therapy Practitioner who conducts regular sessions with individual students and small groups as well as providing support in the classroom.

#### **2. The Curriculum**

- 2.1. The curriculum is divided into 4 Curriculum Areas to cover all the statutory core and foundation subjects except Modern Foreign Languages (MFL). The foundation subjects are delivered through termly topics, and the core subjects are delivered in both a discreet and where applicable, an

embedded way. For example literacy skills will be being developed through humanities based topic work. Some students may access a MFL but for the majority this will not be a requirement of the curriculum.

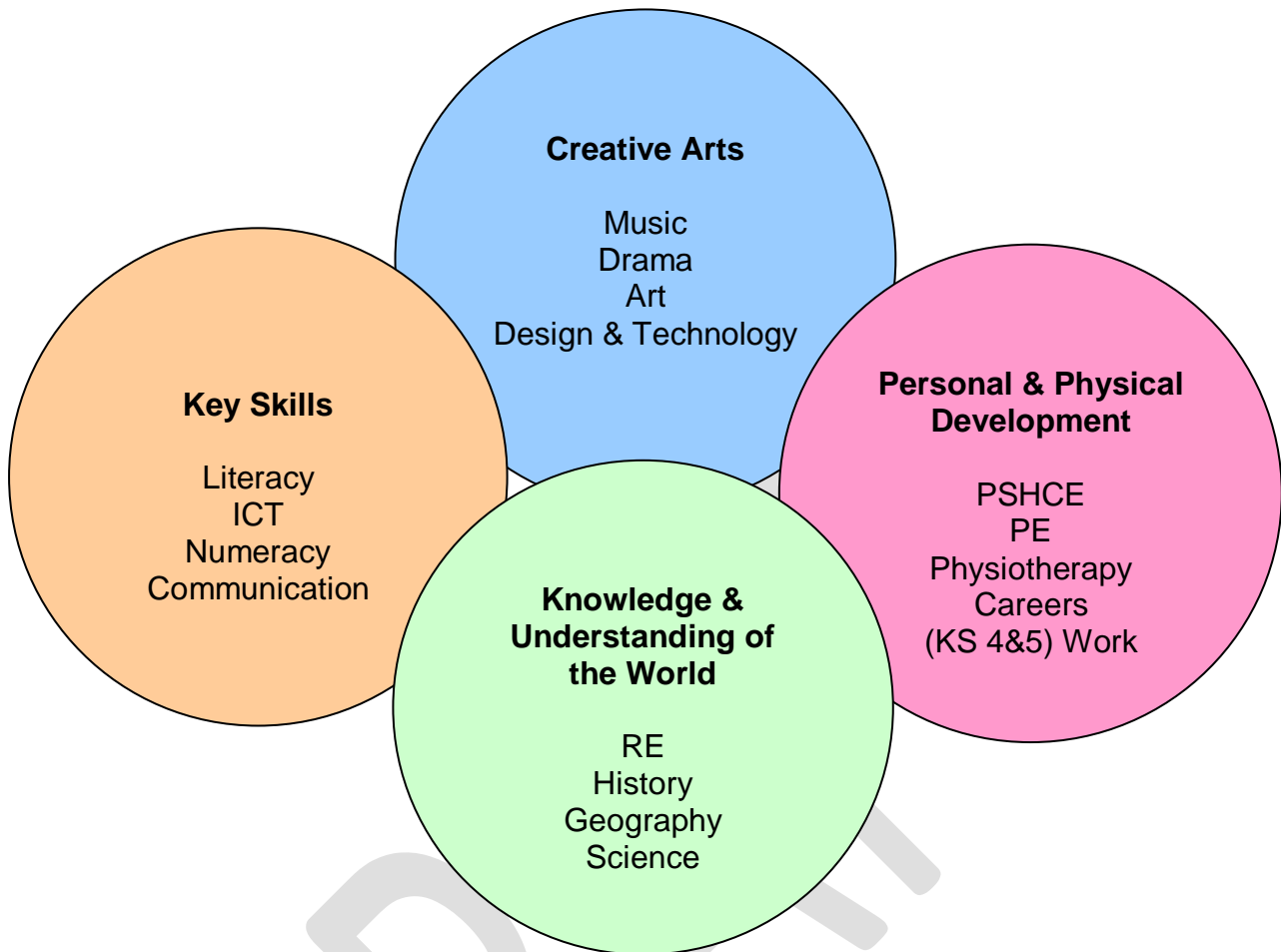
### 3.

#### 3.1. Core Subjects

- a. **Key Skills** to include Literacy, Numeracy and Information & Communication Technology.
- b. **Science** is taught weekly in both KS3 and KS4 and where applicable it is linked to the topic work, but in some terms it is taught discreetly in order to ensure breadth of coverage.

#### • Foundation Subjects

- c. **Creative Arts** to include Music, Drama, Art and Design Technology. Music, drama and dance is taught in the designated creative arts space and provides a dynamic opportunity for students to explore and develop their communication skills alongside the understanding and expression of emotions and interpreting these in others. Students study music from all genres and will have the chance to join choirs, band and groups and perform to both their peers and to wider outside audiences. Self-esteem will be built through this medium together with through the teaching of art, textiles and design and technology.
- d. **Knowledge and Understanding of the World** to include Religious Education (RE), History, Geography and Science. SMSC and British Values are embedded into the curriculum and school activities. Citizenship is taught at KS3 in an embedded way across the topic based model and at KS4 it is taught using the ASDAN Toward Independence Citizenship module, which provides both a comprehensive curriculum for Year 1 of KS4 and a project for Year 2 of KS4.
- e. **Personal and Physical Development** to include Personal, Social, Health Education (including sex education) and Citizenship (Personal Social Health and Citizenship Education {PSHCE}), Transitions and Careers, Physical Education and Physiotherapy.



3.2. In addition the curriculum is enhanced through the use of external providers such as weekly visits to the farm, riding sessions for some students and swimming. In addition other approved alternative providers will be used to offer other vocational courses such as engineering, British Horse Society Instructor qualifications and BTECs in work skills delivered via work experience placements with an outside employer.

3.3. At Key Stage 4 and 5 students will also undertake Work Related Learning and Independent Living Skills and prepare for external accreditation within the Award Scheme Development and Accreditation Network (ASDAN) Foundation Learning Programme.

3.4. **External Accreditation at KS4**

3.5. External accreditation includes but is not limited to:-

- OCR Life and Living Qualification (E1-E3)
- OCR Functional Skills up to Level 2
- GCSEs
- ASDAN Towards Independence Awards
- Vocational BTECs

Students may also follow GCSE courses for subjects of particular interest or areas of strength and these courses can be accessed in a number of ways, through internal teaching staff, links with SRPs and mainstream schools or via tutoring.

2.4 At Key Stage 5 the curriculum is aimed to prepare students for adulthood. The main themes are as follows:

- Work and further education
- Independent Living
- Community and Relationships
- Health

Students continue to work towards literacy and numeracy although there is an increased emphasis on the application of skills into real life tasks. They also further developed their career aspirations and work related learning skills. The objective is that all students in KS5 undertake a long term work placement with an external provider that can endure beyond their time in the sixth form and provide some stability during the transition into adult life and any further education plans that are appropriate for that student.

Students enhance their learning through gaining qualifications from the Qualification and Credit Framework and awards such as Towards Independence. All students will work towards OCR functional skills qualifications at both E1-3 and levels 1-2 and these will act as a springboard into GCSEs in the core subjects for those for whom this is an appropriate aspiration.

#### **4. Monitoring and Evaluation**

- 4.1. With the support of the Head Teacher (HT) the teachers are responsible for monitoring and evaluation of the curriculum as well as curriculum development. The HT meets weekly with teachers who are jointly responsible for curriculum innovation. All teachers present long and medium term overviews together with parental overviews to the provision leads at the beginning of each term; the provision leads check planning to ensure curriculum coverage and share good practice. Teachers are routinely observed and have an opportunity to express their views which form the basis of their performance management targets. These are reviewed mid-year and a support plan will be implemented and reviewed in any cases of under-performance.
- 4.2. Judgements by the Headteacher are evaluated and verified through scrutiny from the Director of Education, who can provide advice, support and guidance around establishing and maintaining an appropriate curriculum model together with consistently good teaching. He is also responsible for reviewing the school improvement plan which has the quality of our curriculum and of teaching and learning at its centre.

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- 4.3. In addition, individual student and cohort progress data, together with scrutiny of teacher planning and lesson observations are used to monitor and evaluate the impact of the curriculum.

**5. Complaints Procedure**

- 5.1. Any complaints should be documented and drawn to the attention of the Head Teacher as detailed in Churchward Parents / Carers Complaints Policy.

**6. Policy Review**

- 6.1. This policy has been produced in consultation with staff at Churchward School and has the approval of the Governing Body (GB). A copy of this policy is available to all who request it and on the school website. The Governors will review the policy annually.

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