

ASHGATE CROFT SCHOOL

CURRICULUM POLICY

Approved by Curriculum & Progress Committee meeting: 4th July 2017

Minute No.: 31.2/17 (C/P)

To be reviewed by: Deputy Head, Summer Term 5 2019

Introduction

Purpose

The curriculum at Ashgate Croft School can be defined as: *all the learning experiences provided by the school for its pupils*. The curriculum is the means through which the school seeks to ensure that the AIMS for its pupils are achieved.

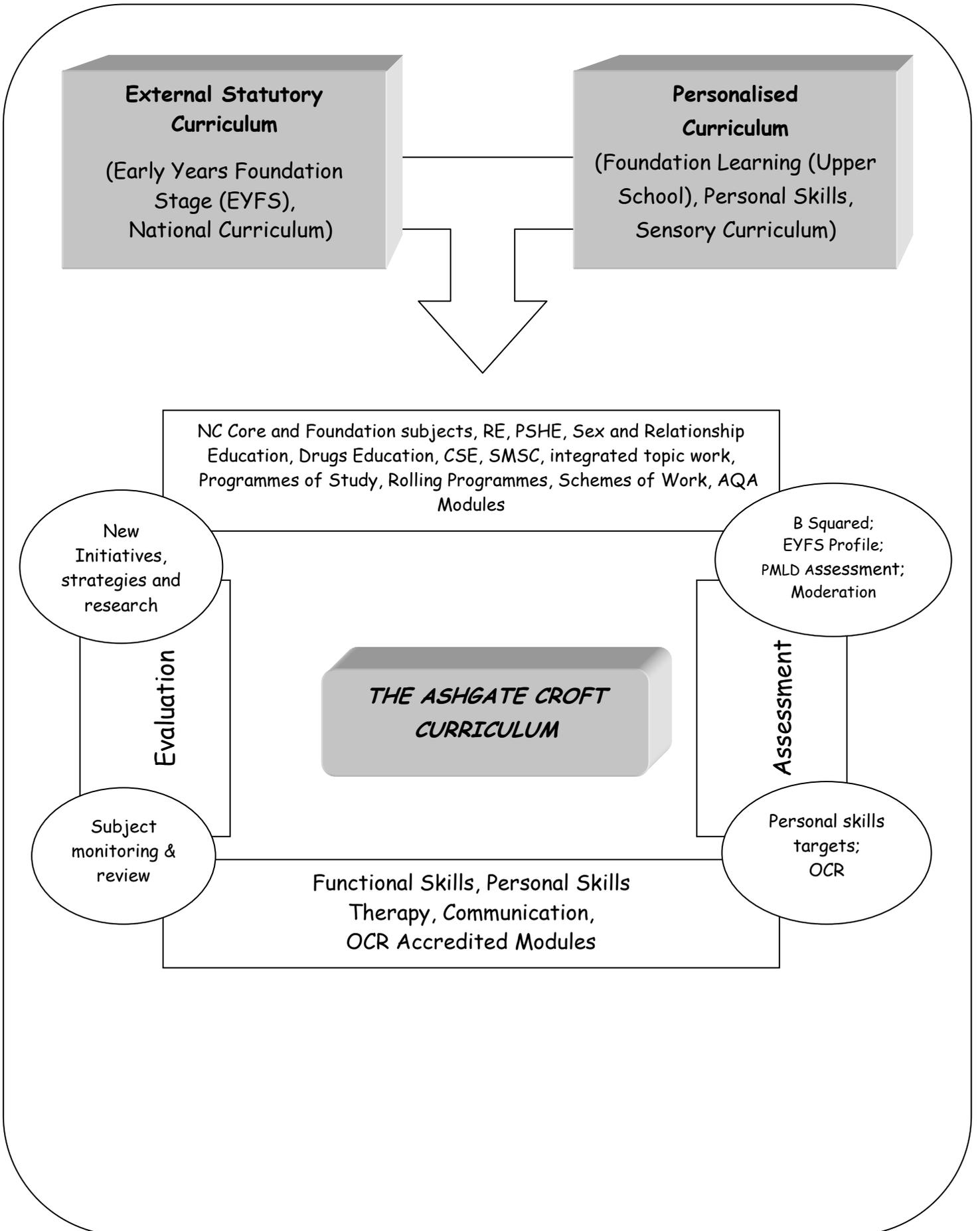
This policy is designed to define the curriculum for all our pupils and to clarify practices and responsibilities. The document embraces our philosophy and aims as well as describing our very specialised approach and how teaching programmes are planned and carried out to meet the individual needs of every child within the school.

Aims of the curriculum

- To ensure that all our pupils receive a broad, balanced and relevant curriculum which is challenging, motivating and stimulating.
- To provide a wide range of inspiring learning experiences that meet the needs of all our Pupils.

Procedures and Practice

ASHGATE CROFT SCHOOL CURRICULUM MODEL



Definitions / Curriculum Entitlement

The following elements - both statutory and non-statutory make up Ashgate Croft School's curriculum:

EYFS

- “Statutory Framework for the Early Years Foundation Stage” (EYFS) – which includes pupils aged 4 to the end of the Reception Year at Ashgate Croft School. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.
- These three areas, the *prime* areas, are communication and language; physical development; and personal, social and emotional development. Pupils also work in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are literacy; mathematics; understanding the world; and expressive arts and design. (See EYFS Policy)

National Curriculum 2014 – pupils aged 5 to 16 (Years 1 to 11):

The structure of the national curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Core subjects				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages*		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

*[NB: Modern Foreign Languages is dis-applied for pupils following consultation with parents/carers. This has been replaced with additional PSHE time].

All schools are also required to teach religious education at all key stages. Secondary schools must provide sex and relationship education.

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

PSHE

From September 2014 the National Curriculum requires no discrete teaching of PSHE. Section 2 of 'The National Curriculum in England; framework document' states that – "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practise". As a school we feel strongly that PSHE is an integral part of our curriculum and is highly beneficial to our students. Therefore we are keeping the role of the subject as it is at present. PSHE also encompasses other areas such as Sex and Relationship Education, CSE, Drugs Education, Careers Education, E-safety and Anti-bullying; please refer to the relevant policies. The teaching of Child Sexual Exploitation must be embedded in the Personal, Social, Health and Economic education (PSHE) curriculum across the school. Some students will receive tailored CSE teaching as well as within PSHE.

Key stage 3

The KS3 curriculum is currently under revision. Once this is completed the revised curriculum will be added to the curriculum policy.

Key stage 4 entitlement areas (from NC)

The arts (comprising art and design, music, dance, drama and media arts), design and technology, the humanities (comprising geography and history) and modern foreign language are not compulsory national curriculum subjects after the age of 14, but all pupils in maintained schools have a statutory entitlement to be able to study a subject in each of those four areas.

The statutory requirements in relation to the entitlement areas are:

- schools must provide access to a minimum of one course in each of the four entitlement areas.
- schools must provide the opportunity for pupils to take a course in all four areas, should they wish to do so.
- a course that meets the entitlement requirements must give pupils the opportunity to obtain an approved qualification.

We follow a Foundation Learning Curriculum for our key stage 4/5 students– within this curriculum students follow an accredited course (OCR Life and Living Skills) by completing units related to: Community, Personal and Social Development and Independent Living Skills. Alongside this student access vocational studies, opportunities (art and design and other extra curricula activities) and sport. Students are taught English, Maths, Science and computing in discrete subjects and these are embedded across the curriculum.

Sensory Curriculum

- Students who have Profound and Multiple Learning Difficulties (PMLD) follow our sensory curriculum. This is based on students having two focussed sessions per day relating to: PSHE, Communication, Sensory maths, personalised physiotherapy, swimming, computing, sensory art, knowledge and understanding of the world, music and a sensory exploration. By extending these sessions, students are able to have all of their postural management, personal care and detailed observations of their responses taken into account making their learning experiences meaningful and appropriate.

In addition across school we provide

- SMSC (Social, Moral, Spiritual and Cultural Education) – SMSC is planned for throughout the curriculum. SMSC codes are recorded in the LTP for each subject, and an SMSC evidence file is also kept.
- “Personal Skills” which includes the Lunchtime Scheme – individual targets are set for all pupils except for Post-16 focussing on the acquisition of skills relevant to the lunchtime period.
- Therapy – eg Speech and Language therapy, Physiotherapy, and Occupational Therapy.
- Support from visiting specialist advisory teachers – hearing impaired, visual impaired, multi-sensory impairment, physically impaired.
- MOVE (movement opportunities through education) programmes for individual students whom it’s appropriate.
- Vocational and Work Related Learning – Statutory from Year 7.
- Letters and Sounds (as part of the English curriculum) – not compulsory for post-16.

Curriculum Priorities

a) We place particular emphasis on the following key areas:

- English – includes reading, writing, speaking, listening and all aspects of communication. We are working towards becoming a total communication environment.
- Mathematics.
- Personal, Social and Health Education (Including SRE, CSE and drug education).
- Computing.
- Science.
- Physical Education.
- Personal Skills.

b) Personal Skills (please also refer to Personal Skills Policy).

We emphasise the importance of developing “Key Skills”, “Thinking Skills” and “Additional Priorities” as described by QCA 2009 (‘Developing skills – Planning, teaching and assessing the curriculum for pupils with learning difficulties’).

Key Skills are embedded in the subjects of the National Curriculum and consist of: Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance, and Problem Solving.

Thinking Skills complement the 6 Key Skills and are also embedded in the National Curriculum: Sensory Awareness and Perception, Early Thinking Skills.

Additional Priorities consist of a range of skills which pupils with learning difficulties will need to develop. Some of these may be cross-curricular and apply to pupils of varying ages, whilst others will be specific to individual pupils: Physical, Orientation and Mobility Skills;

Organisation and Study Skills; Personal and Social Skills; Daily Living Skills; Leisure and Recreational Skills.

At Ashgate Croft we call these 3 sets of skills “Personal Skills”. All of our students are set individual ‘Personal Skills Targets’ to develop at different times of day. See the Personal Skills policy.

c) Community Links

We give particular priority as part of our PUPIL AIMS to ensuring that all pupils have opportunities to mix with the mainstream. All pupils take part in visits out of school, either as part of class outings or small groups, or on an individual basis. We have a wide range of visitors to school taking part in lessons and assemblies. Assistant Headteachers work with mainstream primary and secondary schools in setting up on-going inclusion opportunities for individual pupils. See Inclusion Policy.

d) Work Experience

We provide many opportunities for our Key Stage 4/5 pupils to gain work experience both within the school grounds and through external providers. Our Careers and Work Experience subject leader makes links with different community settings to arrange for work experience opportunities.

e) Personal Priority Needs – Speech and Language, Physiotherapy, and Occupational therapy.

We recognise that many pupils have Personal Priority Needs which are central to their learning and quality of life. Visiting Speech and Language, Physio and Occupational Therapists work with teaching staff to plan and deliver individual therapy programmes.

Teaching

RECEPTION, KEY STAGES 1 and 2		KEY STAGE 3		KEY STAGE 4 & 5			
The Early Years Foundation Stage Curriculum is integrated with the Primary Department. The EYFS Curriculum contains the following Prime and Specific areas : communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, expressive arts and design	SUBJECT	Number	TBC		SUBJECT	Number discrete	Number embedded
	English Inc. letters and Sounds	3*			English	1	0.5
	Maths	3*			Maths	1	1.5
	Science	3*			Science	1	
	Computing	1			Computing		1
	Art	1*			Independent Living skills	3	
	Music	1			Vocational	2	
	RE	1			Personal and Social Development	2	
	PSHE	2			Community	4	
	Humanities (geography/History)	1*			Opportunities (inc Art and Design, music, DT)	2	
	PE (inc swimming)	2			Sports options (inc swimming)	3	
	DT	1*			Assembly/R-time (including RE)	1	
	Assembly / R-Time	1			Total	20	
	Total	20			*RE taught – one full day a term (24 lessons a year)		
	*subjects are taught through topic work and are taught as equivalent numbers throughout the term.				*History – one full day every 2 terms (12 lessons a year)		

(there are 4 sessions each day)

Sensory Curriculum

RECEPTION, KEY STAGES 1 and 2			KEY STAGE 3		KEY STAGE 4 & 5	
The Early Years Foundation Stage Curriculum is integrated with the Primary Department. The EYFS Curriculum contains the following Prime and Specific areas : communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world, expressive arts and design	SUBJECT	Number	SUBJECT TBC	Number	SUBJECT	Number
	PSHE	1	PSHE and citizenship	1	English	1
	English and Communication	1	English and Communication	1	Maths	1
	Sensory Maths	1	Sensory Maths	1	Sensory Exploration	1
	Physiotherapy	1	Physiotherapy/PE	1	Vocational/computing	1
	swimming	1	swimming	1	Personal and Social Development	1
	computing	1	computing	1	Community	1
	Sensory Art	1	Sensory Art	1	Activity Options (inc Art and Design)	1
	Knowledge and Understanding of the World	1	Knowledge and Understanding of the World	1	Sports options (inc swimming and physio)	2
	Music	1	Music	1	Assembly/R-time/science (including RE)	1
	Sensory Exploration	1	Sensory Exploration	1	Total	10
Total	10	Total	10			

(there are 2 sessions each day)

Assessment

Personal Skills targets are reviewed and written twice a year by class teachers in conjunction with parents/carers and a copy is sent to parents/carers. These are continuously reviewed and updated when needed.

Pupil progress towards their targets in lessons are recorded at the end of each lesson. Pupil progress is also assessed throughout the year. Please refer to our Assessment, Recording and Reporting Policy as well as the Assessment for Learning Policy for more information.

All Key Stage 4 and Key Stage 5 pupils have opportunity to work on accredited courses from OCR (they are accredited at the end of KS5):

- Community
- Personal and Social Development
- Independent Living Skills

Where appropriate, some pupils have had the opportunity to undertake courses, training and GCSEs.

Roles and Responsibilities

Class Teachers

Individual teachers plan their sessions and ensure that the lessons reflect the coverage in the Schemes of Work.

Subject Leaders

Subject Leaders will monitor the Medium Term Plans and the progression over a number of Short Term Plans. The Subject Leaders are also responsible for ensuring that their subjects are planned for appropriately within each Long Term Plan and rolling programme (see Subject Leader Policy). Subject leaders are responsible for ensuring changes in government policy are reflected in their subject policy and SoW.

Assistant Heads

The Assistant Heads are the curriculum lead for the departments that they lead and monitoring medium term planning in their departments. The Assistant Heads work alongside the Subject Leaders to ensure that the Long Term Plans for their departments provide a broad, balanced and relevant coverage of all areas of the curriculum across each term. The Assistant Heads Key Stage 3, 4/5 are responsible for ensuring that a vibrant range of options are available for pupils in the Secondary phase.

Governors

The Curriculum and Progress committee meet every term and have a rolling programme of policy reviews where individual subject policies are presented. All Governors are encouraged to make regular visits to classrooms to observe teaching and learning – see separate policy.

Parental Involvement

Parents/carers will be sent home curriculum coverage every term which shows what topics and areas their children will be working on during that term. Teachers also put the curriculum coverage on the school website.

Parents/carers are welcome to support the delivery of curriculum areas through following up on any work set by teachers; by sharing information they have about topics with their children and staff as well as visiting school to help in sessions about particular topics they may have interests in.

Equality

Through the Equality Policy our school seeks to ensure that no pupils, staff, parents or carers or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, ethnic or national origin, language, religion or belief, gender and gender reassignment, sexual orientation,

marital status, disability, age responsibility for children or other dependants, trade union or political activities, social class, where the person lives or spent convictions.

Children's Rights

Within Personal Skills the Children's Rights which are developed are:

Article 4 – Governments must do all they can to make sure every child can enjoy their rights.

Article 5 - Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

Article 12- Children have the right to say what they think.

Article 13 - Every child has the right to freedom of expression.

Article 14 - Every child has the right to freedom of thought, belief and religion.

Article 17 - Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

Article 23 - Children with disabilities are provided support to participate.

Article 24 - Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 28 - The right to education.

Article 32 - Governments must protect children from work that is dangerous or might harm their health or education.

Monitoring of the Policy

This policy should be monitored and reviewed by the Deputy Headteacher. It should be monitored in terms of:

Do we meet our stated aims and objectives?

Is the Curriculum up-to-date and in line with National Initiatives?

Is the Policy reflective of what happens in school?

The policy should then be reviewed every 2 years by The Curriculum and Progress committee of the Governing Board.

Appendices

National Curriculum 2014 found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf

SMSC Policy

Equality Policy

Personal Skills Policy

All subject Policies

AFL Policy

Assessment Recording and Reporting Policy

EYFS Policy

Inclusion Policy

CSE Policy

Drugs Education Policy
Online safety policy
Anti-bullying policy