



# The Curriculum Policy

**[SCH]**

Last Review: December 13<sup>th</sup> 2016

Next Review: December 13<sup>th</sup> 2017

**POLICY NUMBER**

SILVP0021 131216



## **The Curriculum Policy**

The curriculum in its broadest sense embraces all opportunities for learning. This includes timetabled lessons and all other activities promoted by the school. Recreation times and lunchtimes provide valuable opportunities to develop appropriate interactions between year groups, teaching groups and adults and are an inextricable element in the promotion of a climate of quality relationships, attitudes, appropriate behaviour and the general quality of life.

### **The Curriculum of Silverdale School:**

- guarantees a defined set of educational experiences;
- seeks to achieve a coherent progression between key stages and between pre and post 16;
- allows for equality of opportunity and the realisation of individual potential;
- does not sweepingly disapply from National Curriculum;
- seeks to provide, through well-designed schemes of work, a worthwhile educational experience for all with measurable attainment and progression;
- is subject to a programme of audit, monitoring, evaluation and review;
- features in the Performance Management Cycle.

Learning is a partnership between adults in school, parents, students and the wider community. The ethos of the school is reflected in a curriculum model based on experiencing success and helping each student to gain self-respect, self-confidence, self-reliance, self-esteem and the realisation of realistic ambitions.

### **Curriculum Monitoring**

Effective teaching and learning will arise from a sequence of curriculum audit, evaluation, monitoring and review, which takes place in the context of whole school policy and development planning. Such procedures take account of current trend, legislation, local authority policy and the needs of other students.

We undertake to;

- examine each area of experience in terms of what it is and why we teach it;
- produce a syllabus for each Key Stage which indicates progression between them and beyond
- develop our schemes of work linked to National Curriculum Programmes of Study for NC subjects
- develop our schemes of work linked to local authority and government guidelines for alternative areas of educational provision
- have a clear policy for assessment within each subject area
- record and report attainment and progress to appropriate audiences at appropriate times.
- Accredite all student achievement under nationally recognised schemes whenever and wherever possible

## **Key Stage 2 & Key Stage 3 National Strategy**

The curriculum coordinator will manage the implementation of all strands of the National Strategy and will arrange for suitable INSET when appropriate. The subject area coordinators will support implementation across the curriculum in such a way as to promote experiences, which meet the needs of all students in a stimulating and exciting manner. We aim through the use of a variety of teaching and learning styles, to enable students to consolidate and build on skills and knowledge gained, and to present them with new challenges to further stretch them.

While we are a school for young people with emotional, social and mental health difficulties, we also have a significant number of students with additional learning needs. We undertake to ensure these needs are met through Individual Education Plans and Individual Pupil Profiles, formulated by school staff, which involves both students and their parents/carers in the planning and target setting process. In addition, within the context of Silverdale School, we will identify those students who are gifted or talented and make every effort to ensure experiences are offered to further develop these attributes.

## **High Resource Education Plans**

In some circumstances the behaviour of a minority of students will become so extreme that it presents a risk to other students, staff and/or property. We undertake to devise suitable and innovative programmes of study, sometimes through the use of our off-site provision, that will maintain a positive educational experience for those students and if at all possible to effect a reintegration. A teacher is responsible for the smooth operation and coordination of these students and the off site provision.

## **Curriculum Development**

Curriculum development is co-ordinated by the Curriculum Group which meets on the second Monday of each new term. The Curriculum Group seeks to keep abreast of developments at national and local levels and disseminate relevant information throughout school. The Curriculum Group will examine the breadth, balance and relevance of the curriculum and support all staff in the promotion of new initiatives while seeking to refine and maintain current good practice.

## **Teaching Groups**

Students are generally organised by year group and individual needs (academic, social and emotional) within their key stages. Groups within school are reviewed and discussed to ensure pupil needs continue to be met throughout the academic year. All groups within a key stage access a curriculum where inbuilt flexibility meets individual requirements. There are two other groups that can take students across year groups Key Stages.

- The first group comprises those students who have shown themselves to be disaffected with the school experience, and are often those that prefer a more practical learning style. Most of this group had shown signs of truancy and school refusal prior to joining the group. This group follows an innovative and alternative curriculum that provides a broad range of

practical educational experiences and which are accredited through the AQA Unit Award Scheme. Members of this group can also access any of the more traditional academic courses that are available to students at Silverdale School.

- The second group is the students who require a smaller, more therapeutic environment. This is provided at our Off-site Annex Unit and provides high staff ratios and small group numbers to support the needs of our most complex young people. These young people may be vulnerable, or who may have more specific difficulties (either behavioural or learning difficulties).

Because of the nature of Silverdale students the number and composition of groups is subject to a variety of issues and may alter at different times of the academic year.