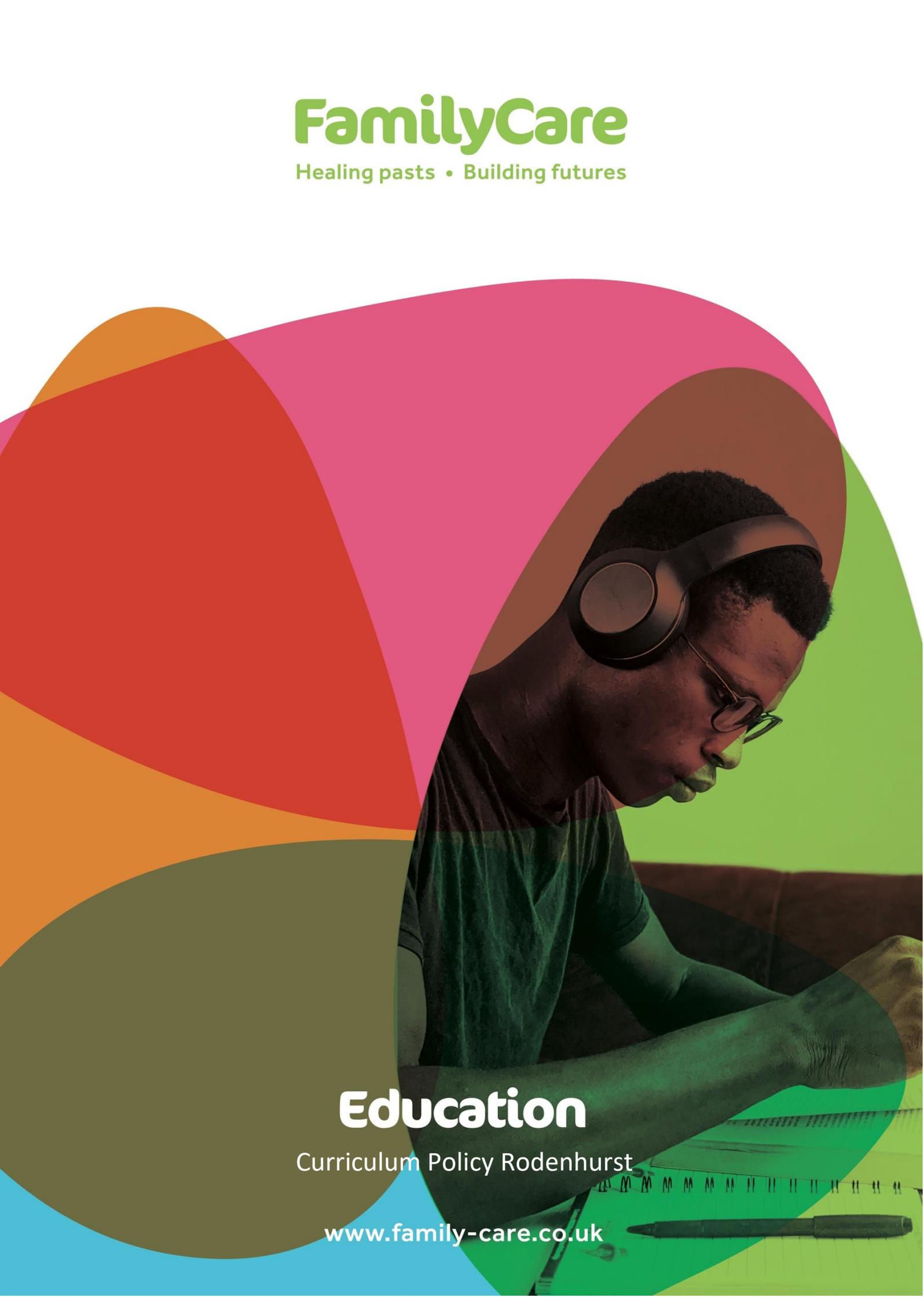


FamilyCare

Healing pasts • Building futures



Education

Curriculum Policy Rodenhurst

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Curriculum Policy

Implemented/Reviewed: September 2021

Date of Next Review: September 2022



Introduction

The Curriculum at Rodenhurst School fully supports the Family Care Group education values of supporting all our pupils to be the best they can be and to be able to become active citizens in the modern world. It gives our 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 whilst ensuring pupils feel safe and secure in school.

The school is committed to providing a broad and balanced curriculum on a bespoke pupil centred basis. The curriculum is individualised, creative, innovative, and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development. The curriculum is based upon the National Curriculum but will be adapted to ensure pupils can both achieve and engage in their schooling.

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. Our pupils have complex needs which requires creativity within the curriculum but also ensures fairness of access to a balanced education. In addition to the academic curriculum, their individualised timetables provide opportunities for pupils to participate in therapeutic interventions.

This ensure pupils social and emotional needs are met alongside their academic needs. We recognise that some of our pupils require lots of nurture and additional support to enable them to access the curriculum, therefore much attention is paid to the learning environment and the teaching of emotional literacy is integral.

Aims

- That pupils feel safe, valued, and effective enough to experience a positive school experience
- That pupils engage with their learning
- That pupils make outstanding progress against personal targets
- That pupils acknowledge their achievements and have a sense of pride
- That pupils have opportunities to participate in a range of enrichment activities
- That pupils develop communication skills
- That pupils develop their social and emotional skills
- That pupils develop reading skills
- That pupils develop skills for independence
- That pupils develop their digital literacy skills
- That pupils learn a range of skills for life beyond school

Literacy and Numeracy

English and Maths are taught discretely and are constantly reinforced throughout all aspects of the curriculum. English and Maths are taught throughout the day and form part of the pupils' daily routine. Pupils' reading skills are developed by storytelling, guided reading, shared reading, reading with an adult and developed using phonics strategies. Accelerated reader is used to support the reading strategy across the school.

English at KS1, KS2 and KS3 is taught creatively using technology to enhance the learning, pupils follow a scheme of work that encourages pupils to develop their writing, reading and communication across different genres.



Film making and drama help enhance literacy and provide opportunities for pupils to develop their oral literacy. Writing is taught and encouraged in all subject areas, pupils are also encouraged to use laptops and tablets to support their handwriting.

Maths is supported through practical maths activities which are developed to allow maximum enjoyment of maths and to provide objects of reference to make embedding maths concepts easier. Core maths skills such as money management, time, basic calculations and measuring are reinforced regularly and are also taught within life skills.

Creative Curriculum

The Creative Curriculum approach provides pupils with the opportunities to cover a range of learning outcomes and develop Personal Learning and Thinking Skills within a topic-based framework, all while promoting a positive school experience. It also allows for cross curricular teaching to create a more rounded and individualised curriculum for the pupils. The creative curriculum is taught in KS1, KS2 and in KS3 (for pupils not on a GCSE or equivalent pathway).

Many of our pupils arrive at Rodenhurst School functioning below both their academic and emotional and social age range. One of our main aims is to challenge and support the development of our pupils so that they can achieve skills that will enable them to become active citizens in the modern world.

As far as is possible, we aim that pupils will develop their skills as:

- Independent Enquirers
- Team Workers
- Effective Participants
- Self-Managers
- Creative Thinkers
- Reflective Learners
- Functional learners

Key Stage 1 and Key Stage 2 Curriculum

Both Key Stages 1 and 2 are delivered guided by the National curriculum, providing our pupils with a broad and balanced education. Key Stage 1 and 2 are supported by a highly structured plan of group and individual interventions to build and encourage functional ability.

To further enrich the education experience for these pupils they also take part in outdoor education and make regular visits within the local area. Pupils are also given time for structured play and to socialise with their peers to encourage pupil participation, group work and social ability.

Key Stage 3 Curriculum

Key Stage 3 is delivered based on the National curriculum providing our pupils with a broad and balanced education. Key Stage 3 is supported by a structured plan of individual interventions to build and encourage functional ability in numeracy and literacy.

To further enrich the education experience for these pupils they also take part in outdoor education and make regular visits within the local area. There are also structured play and social times to encourage participation, group work and social ability

Pupils are supported through a planned transition into Key Stage 4 ensuring that they possess the skills required to go on to study in years 10 and 11. All pupils in year 9 will get access to careers advice and work will be done to support them to develop their life skills.



Key Stage 4 Curriculum

Key Stage 4 is very much designed around the needs of the year 10 and 11 pupils we have in school at any time. The curriculum and options remain broad and balanced whilst containing the support and nurturing required to achieve both certificates and examinations.

At Rodenhurst School we deliver a range of GCSE's, along with Functional skills and Entry Levels/Unit Awards to ensure that our pupils can achieve throughout Key Stage 4. Bespoke times tables are put into place to allow pupils to get the most of their KS4 experience. For pupils not working at GCSE standard, entry level awards, functional skills, and life skills are all taught and personalised to suit.

We see the development of independence skills and Skills for Working Life as vital to our pupils. To that end, there is a focus throughout key Stage 4 on life skills and preparation for post 16 education and training. In addition, skills such as travel training and basic cooking are taught and where appropriate work experience is sought. We provide close support for the pupils and families in the transition to post-16 education.

Personal, Social, Health and Citizenship Education

PHSCE is a central aspect of the curriculum at Rodenhurst School. All students follow our bespoke Me, Myself and I program.

The Me Myself and I program is a taught program covering PSHE, Citizenship, Employability Skills, Mental Wellbeing and Emotional literacy where students learn to develop essential skills to enable them to function safely and effectively in the world beyond home and school.

In addition to the Me, Myself and I program PSHCE forms a large part of the unseen curriculum at Rodenhurst, emotional literacy is taught on a daily basis. Students are encouraged to recognise and label their emotions and self-regulate using the zones of regulation concept. Secure base is a core part of our school and nurturing students to develop self-esteem and self-awareness is essential.

Beyond discrete lessons and daily interactions with staff, PHSCE forms an integral part of the curriculum with the school's values of Respect, resilience, caring for others, honesty all linked to British values. Concepts such as democracy are taught, and students are encouraged to take a big part in the development of the school.

Sex and Relationships Education

Sex and Relationships Education is taught in PSHE lessons at a level appropriate to the level of understanding of the young people. We liaise closely with parent/carers, partner organisations and therapeutic services for specialist individual input and support.

E-Safety

E-Safety is taught by staff trained in using the thinkUknow resources from CEOP. Special sessions are taught at points during the year to focus on aspects of e-safety from protecting personal information and understanding that we do not always know who we are speaking to online to issues around sexting and cyberbullying. Students are taught about potential consequences and harm that can be caused by such issues and taught about what to do when they feel there is a problem.

Further details can be found in the PHSCE Policy and Sex Education Policy.



Spiritual, Moral, Social and Cultural Development

Spiritual, moral, social and cultural themes and topics are covered across the curriculum, for example, exploring the spiritual and moral questions posed by cloning in the science curriculum or exploring the holocaust in history. In addition, students are able to experience aspects of each of the major world religions through organised events celebrating the major religious festivals. Children of any faith and those of no faith are encouraged to value everyone and their beliefs equally. School wide themes focus on celebration and the worth-ship of all of those within the school community and aim:

- To show interest in and concern for members of the school community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To reflect upon dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful, solemn...

Enrichment

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences for example: trampolining, climbing, music workshops, gardening, educational visits.

Alongside these enrichment activities we also use our onsite woodland as part of our curriculum allowing our pupils to further enrich their education through forest school activities, bushcraft, and environmental stewardship schemes.

Adding to our outdoor education we also run rural skills as part of our curriculum for children in key stages 2 and 3. Students learn about caring for small animals and how food is produced. Much of the biology components of the science curriculum are taught through the experience of 'doing' for example following the development of plants from seed to harvest and exploring the ecology of the local area.

Accreditations

At Key Stage 4 we offer a range of qualifications to meet the needs of all learners. All of our qualifications are through EdExcel, a highly respected examination body. Students can access GCSEs in a range of subjects, Functional Skills awards, Entry Level qualifications or ASDAN awards.

Responsibilities

The Senior Leadership Team (Head Teacher, Deputy Head Teacher, SENCO) are responsible for:

- Ensuring that Teaching and Learning is of a continually good/outstanding standard
- Ensuring that the Statements of Special Educational Needs and Education Health and Care Plans are maintained and current as directed by the Local Authority
- The effective distribution of budgets and resources to ensure the effective delivery of the curriculum
- The appropriate use of Pupil Premium Funding
- The overall effectiveness of the school

Class teachers are responsible for:

- Leading a subject, each class teacher is responsible for one of more areas of the curriculum



- Continuing the development of the scheme of work for subject(s) for which they lead
- Supporting other teachers who may teach that subject(s)
- Developing and maintaining a progression map for their subject(s) upon which students are able to follow their individual progress
- Long, medium, and short-term planning
- Differentiation to meet the individual needs of students
- Summative and formative assessment
- Using a range of teaching and learning strategies, techniques and resources
- Directing the work of Learning Support Assistants
- Attending and contributing to training and meetings are requested

Learning Support Assistants are responsible for:

- Providing academic support as directed by the class teacher
- Providing emotional and social support as necessary and directed by any particular pupil
- Providing observations of pupil progress and behaviours

Monitoring and Evaluation

The Head teacher will co-ordinate the monitoring cycle. This will include:

- Auditing planning
- Moderating assessment data
- Analysing progress data
- Observing lessons
- Learning walks
- Work scrutinies
- Curriculum development and planning
- Initiating training/workshop opportunities with specific focus.

Resources

Resources are allocated in line with the priorities indicated in the School Development Plan.

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 strategy. Training needs will be linked to the school's performance management process of termly supervisions and annual performance appraisals.

Equal Opportunities

The school supports the rights of all students to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone. Further details can be found in the Equality policy, the Ethnic Diversity policy, the Equal Opportunities policy and the Inclusion policy