

CURRICULUM POLICY

Aims and objectives

The aims of our centre curriculum are:

- to enable all students to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach students the basic skills of Literacy and Numeracy;
- to support students physical development and help them to lead healthy lifestyles when they leave school;
- to enable students to be creative and to develop their own thinking;
- to help students understand Britain's cultural heritage;
- to enable students to be positive citizens in society;
- to fulfil the requirements of the National Curriculum;
- to teach students to have an awareness of their own spiritual development, and to understand right from wrong;
- to help students understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable students to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Legislation and Guidance

This policy, as mentioned earlier, reflects the requirements of the National Curriculum programmes of study.

It also reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and the Equality Act of 2010

Roles and responsibilities

The Management Committee

The management committee will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The management committee 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)
- 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 10 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

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 management committee
- 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 management committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The management committee 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

Other staff

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

Organisation and planning

Subject policies address aims and objectives and long term plans, with particular consideration of the needs of young people with social, emotional and behavioural difficulties and associated learning difficulties in a diverse society. Policies and long term as well as medium term plans are reviewed regularly in line with current legislation and the changing needs of the school population.

There is an emphasis on learning emotional literacy skills to prepare the students for life beyond school. This is considered when planning schemes of work and lessons, as well as being delivered holistically throughout the centre.

Students' spiritual, moral, social and cultural development is supported in a number of ways including direct teaching, the promotion of the school ethos of mutual respect and trust, educational visits, in class as well as participation in charity events and volunteering activities during and out of school hours.

All students follow the National Curriculum. They study the core subjects – English and Mathematics as well as Science. In addition they study; PSHE, Art and Design, Careers, Food Technology and Sport. The expectation is that all students will achieve at least a Level 1 qualification in all subjects, with many going on to achieve Level 2 and GCSEs, where appropriate. All students also have the opportunity to follow a vocational qualification in their chosen area. Strategies to promote Literacy and Numeracy across the curriculum are constantly reviewed to fit the current group of young

people. Students who need individual support to enable them to become more competent in Literacy and Numeracy are to be given individual sessions with specialist intervention staff to achieve this.

During year 11 all students have the opportunity to take part in a work experience placement to develop their work based learning and skills.

All students in KS 4 are offered the opportunity to sit a range of qualifications suitable for their level and exams appropriate to their previously assessed ability.

Some students are encouraged to attend vocational placements to allow for a successful transition into the adult world.

Sport and Physical activity plays an important role at The Springfield Centre. It provides opportunities:

- to take part in activities which seeks to raise general levels of fitness and alertness;
- for students to develop their physical control and increase their confidence in themselves;
- for students to take part in team games and develop mutual respect;
- for students to develop skills of self control.

It is also recognised that many of our students need a positive outlet for excess energy and may be offered additional sessions of sports throughout the week.

It is the policy of The Springfield Centre that Sex and Relationships Education should form part of the curriculum of the school. The school aims to provide the opportunity for students to learn about sex and relationships through question and discussion in an atmosphere without embarrassment through Personal, Social and Health Education (PSHE) lessons. Regular contact with outside agencies further enriches the opportunities students are offered to explore sensitive issues.

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, identified as Wave 2 & 3 students can study every 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.

Monitoring and review

- Our management committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable. A Member of the Committee are assigned to each Centre and visit the to monitor development and report back to the main Committee.
- The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.
- SLT monitor the way subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. also have responsibility for monitoring the way in which resources are stored and managed.
- Effectiveness of the subject teaching is evaluated and discussed in a subject review which takes place early in the school year after the exam results are scrutinised. Long and Medium term plans are also examined at the subject review. SLT monitor the quality of teaching through a regular process of quality assurance which comprises lesson observation, learning walks and work scrutiny.
- Subject teachers and leaders monitor the way the subject is taught throughout the school with learning walks and work scrutiny. They also monitor the way in which resources are stored and used.

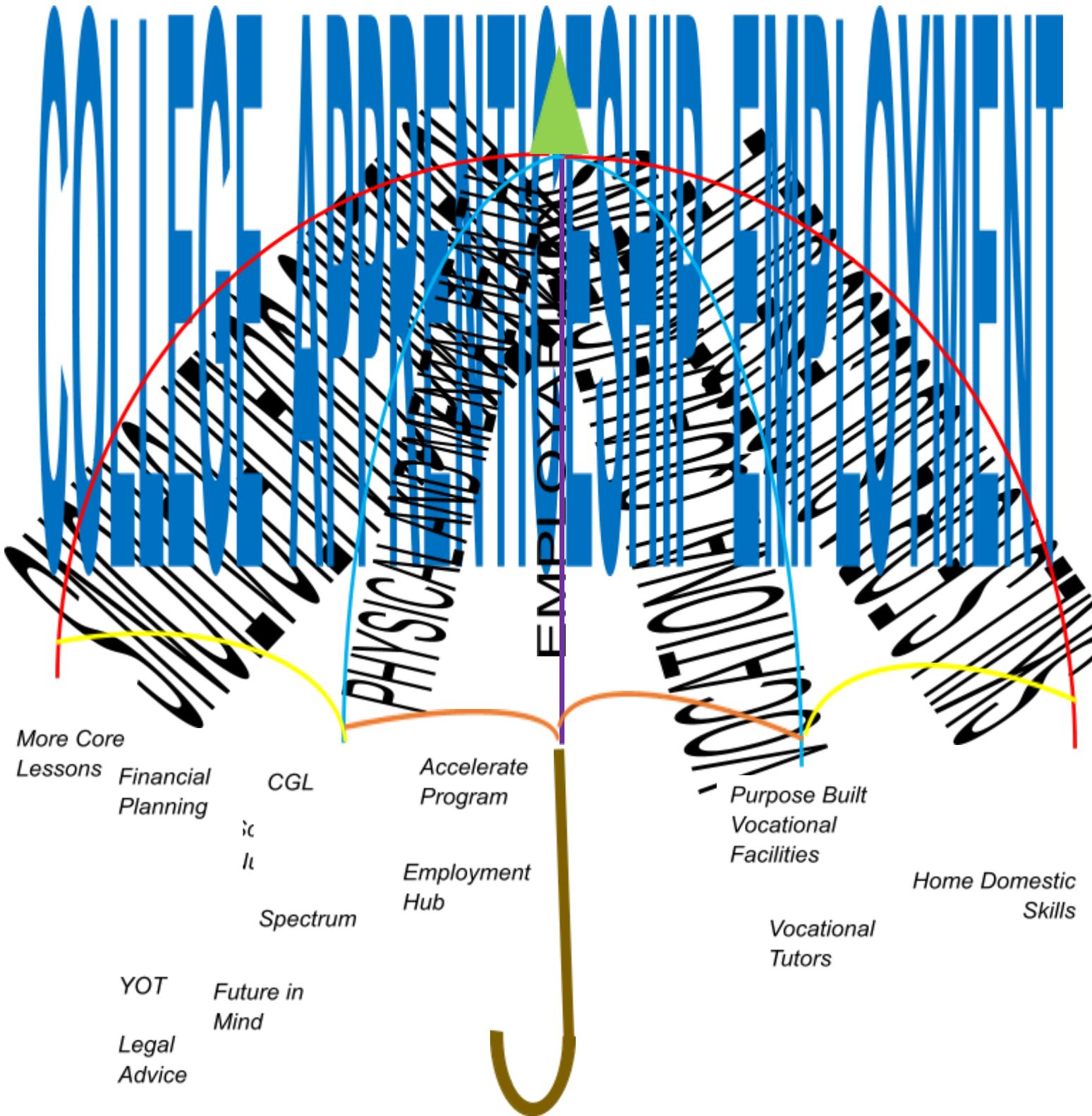
Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives

What we do, how we do it, who helps us

POST 16 PATHWAYS



PHYSICAL AND MENTAL

EMPLOYABILITY

VOCATIONAL QUALITY

More Core Lessons

Financial Planning

CGL

Accelerate Program

Employment Hub

Spectrum

YOT

Future in Mind

Legal Advice

Purpose Built Vocational Facilities

Vocational Tutors

Home Domestic Skills