



# **Curriculum Policy**

**Version 1:0**

**Date Released: October 2021**

**Date to be reviewed: October 2022**

**Approved by:**

**Date:**

Pupils admitted to The Sallygate School will typically have:

- been excluded from one or more schools
- had a long period away from school at some time
- received one to one support either at home or in a unit, probably on a part-time basis
- low self-esteem and self-confidence in relation to their ability to succeed academically and control their own behaviour
- low expectations of the opportunities that are likely to be available to them when they leave school

The majority of pupils are either living in care or in a foster care placement.

The school needs to provide a curriculum which can offer these pupils a worthwhile curriculum well matched to their individual abilities and aptitudes. To this end, the school supports and endorses the principles of providing pupils with a broad, balanced, relevant and differentiated curriculum. Hence, the school seeks to work within the framework of the National Curriculum and to:

- provide for individual needs; responding to age, aptitude and additional educational needs
- Provide access, at an appropriate level, to a curriculum that is more relevant for our KS3 and 4 pupils
- to promote learning and personal growth and development within the context of the extremely complex lives the pupils have so far experienced
- meet the needs of young people, promoting care and respect and expecting high standards in all aspects of school life and continuing into their home life
- prepare pupils for their adult and working life both with skills and knowledge but most importantly with their personal development and independence skills

The focus on meeting individual needs is based on the context of each pupil's entitlement to a broad and balanced curriculum set within developing positive relationships and improving behaviour.

Due to the previous school history experienced by these pupils, many are working at below expected levels for their ages and have many gaps in their knowledge and skills in English and maths. A focus is put on this part of the curriculum in order to help them fill these gaps and give them the foundations to access all subjects. Where a pupil would be able to access mainstream education, with a possible return to mainstream, they are fully supported with this by the school.

## **At Key Stage 2**

### **Primary Department**

The Sallygate School Primary Department currently offers a two-tier system of curriculum provision both of which are embedded in the National Curriculum, however the school can offer a level of Nurture education that is more suitable to many of the young pupils that enter the school at this phase, mainly due to the significant gaps in their learning. For those that appear to have closer to age appropriate abilities we also offer a more formal/recognisable primary learning curriculum, which is also differentiated to the needs of the individual. This takes place through both subject-specific and cross-curricular learning. There is an emphasis on improving English and Maths skills.

In Maths, pupils will develop the core skills needed to make progress and gain confidence when applying them to other facets of the curriculum.

In Science, the principal focus is to enable pupils to broaden their scientific view of the world around them and enable them to develop a secure understanding of a wide range of scientific ideas. Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely.

In Computing pupils will be taught the fundamental principles and concepts in computer science and have opportunities to practice their skills with the use of iPads and other IT equipment.

There is considerable time and effort invested in personal development through involvement in developing and understanding personal and group targets, through lesson-by-lesson consideration of achievement and next steps for progress. Pupils are expected to manage their behaviour towards others by making choices; learning to understand that whatever choice they make has consequences or actions. The focus is on developing their understanding of their own responsibility for making, and ability to make, 'the right choice'.

All pupils experience a range of PE activities in local sporting venues, developing basic physical skills whilst promoting a more active, healthy lifestyle. Art, music, drama-based activities, story-telling and sharing promote and encourage the creative imagination. History and geography develop pupils' curiosity about the world they live in, using research skills to learn about the diversity and history of our planet. Pupils also enjoy practical learning through Design & Technology, fuelling their creativity and imagination, understanding the design process from initial drawings through to completion of a task.

## **At Key Stage 3 and 4**

At Key Stage 3 pupils broadly follow the National Curriculum, with a continued emphasis on English and maths to allow pupils to fill in the significant gaps their disrupted educational histories have caused.

In science, the focus is to develop a deeper understanding of a range of scientific ideas within the subject disciplines of biology, chemistry and physics, so that pupils can begin to see the connections between these subject areas.

Personal development remains an area of focus throughout the whole school and on a daily basis, with PSHE, Citizenship, SMSC and the use of PREVENT (following the principles of the Prevent programme)

All pupils experience a range of PE activities in local sporting venues. Art supports the creative imagination. History, RE and Geography (Global Studies) teaching linked thematically to English/PHSE. Pupils enjoy practical learning through arts and crafts. From Key Stage 3 pupils are offered early entry to accreditation if appropriate.

All pupils at Key Stage 4 are offered the opportunity to take part in courses of study which can lead to examination entry at a range of levels including Entry level certificates and/or Functional skills, within the core subjects of English and Maths and all pupils have the opportunity to access a range of vocational courses including PSHE, Art, ICT and various Unit Awards offered by the AQA UAS. All pupils take part in P.E, studying at the local sports centres and sports venues.

Whatever academic and vocational options are selected, we seek to offer accreditation.

At all Key Stages ICT education is a focus for on-going development.

All pupils at our school are offered opportunities to engage with the wider curriculum; themed days/weeks; engagement with charitable activities/community engagement; Open Days. Supported by class or whole school trips and visits.

Clearly, all staff will take account of and respond to, within their curriculum planning, each pupil's emotional and social needs; their need to learn about self and their own feelings, relationships and how their behaviour affects others. They recognize that in order to achieve and succeed pupils self-confidence and motivation towards learning need addressing through the provision of a range of satisfying and stimulating educational experiences and that pupils who progress take a pride in their efforts, and that the successful completion of tasks develops their self-image. All teachers and support staff, along with the pupils and parents/carers, are encouraged to recognize and commend each pupil's achievements. This is done through the use of a wide range of rewards.

To ensure progress and continuity in learning the school maintains pupil progress records, and achievement is monitored, using its own assessment method in English, maths and science

based in the new curriculum. Pupils are encouraged to take a full part in their own assessment recognizing their own successes and areas where they need to work harder and/or receive additional support. In this way, they are encouraged to take greater responsibility for their own learning. This is particularly important when making choices about the transition to post-16 education and training.

The school believes that it is of particular importance that all who work within the learning environment develop positive relationships. Thus all those involved in course delivery, management of pupils and the provision for individual needs work together to ensure learning. This will include not only staff from the school and the pupils themselves, but also parents/carers and external providers such as local colleges. Children's Services, Work Experience placements, etc.

The school actively supports any plans for reintegration to mainstream school where it is considered a viable option for the pupil.

### **Curriculum provision post 16**

At 16, all young people at present have moved into further education or training. Part of the school's development plan will be to put in place education provision for the over 16s, if required.