



Curriculum Policy

Version 1:2

Date Released: February 2023

Date to be reviewed: October 2023

Approved by:

Date:

Introduction

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
- working levels significantly below Age Related Expectations
- behaviour for learning that presents a significant barrier for effective academic learning

A significant proportion of Sallygate pupils are either living in a residential or foster care placement.

The Sallygate School curriculum intends to offer pupils worthwhile and valuable learning that is 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.

- 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 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 supporting improved behaviour for learning.

Due to the previous school history experienced by these pupils, most are working significantly below expected levels for their ages and will have many gaps in their knowledge and skills, particularly in English and Mathematics. The Sallygate Curriculum has a distinct focus on the core subjects of Mathematics and English and aims to address knowledge gaps and hence provide the foundations to access all subjects. The school will support a transitioned return to mainstream education wherever this is deemed in the best interests of the child.

At Key Stage 2 and 3

The Sallygate School Primary Department offers a two-tier system of curriculum provision, both of which are influenced by the National Curriculum. Many of Sallygate School pupils join the school with significant barriers to learning and our nurture-based classes are designed to improve behaviour for learning whilst also addressing gaps in learning. The nurture-based education in these classes aims to remove any fear of school and learning and to provide opportunities to experience the enjoyment in learning. Pupils experience learning opportunities of various durations, supplemented by frequent, short learning breaks. The building of secure relationships is paramount to the school's success at all stages and in all departments.

For those pupils who start at Sallygate with more developed behaviour for learning, the school also offer a more formal/recognisable primary learning curriculum which is also differentiated to the needs of the individual.

The emphasis on improving English and Maths skills and addressing gaps in learning is supported through both subject-specific and cross-curricular learning.

In Maths, pupils will develop the core skills needed to make progress and gain confidence when applying them to other facets of the curriculum. The scheme of work for Maths is based on the comprehensive White Rose units of work which provides the school with high quality teaching resources including comprehensive assessment material.

Further breadth to the curriculum is provided through Global Studies lessons, allowing pupils to access a range of subjects including Geography, History and Science with cross-curricula links to Maths, English and ICT.

The Sallygate Forest School allows learners the time and space to develop their interests, skills, and understanding through practical, hands-on experiences. All pupils at Key Stage 2 and 3 have access to weekly Forest School lessons.

There is considerable time and effort invested in personal development through involvement in developing and understanding personal and group targets. Personal development work continues throughout all lessons and all aspects of school life. SEC (Social, Emotional, Communication) lessons offer a time to focus on personal development. 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, taught through Global Studies, develop pupils' curiosity about the

world they live in, using research skills to learn about the diversity and history of our planet.

At Key Stage 4

Sallygate pupils generally enter Key Stage 4 in year 9, where the focus on pupils learning shifts towards potential outcomes. For all academic and vocational options, we seek to offer an accredited outcome at Key Stage 4. Early examination entries are possible in all subjects where appropriate.

Through years 9 – 10 pupils retain a varied and broad curriculum through ASDAN short courses. This allows for a very broad range of accredited outcomes including Geography; History; Citizenship; PSHE; Science; Beliefs and Values(RE); Sports and Fitness. In year 11 pupils have the opportunity to study the Living Independently short course for a further accredited outcome.

Personal development remains an area of focus throughout the whole school on a daily basis, with PSHE, Citizenship, SMSC and the use of PREVENT (following the principles of the Prevent programme). SEC lessons focus on personal development and allow for therapeutic input whilst also working towards the ASDAN Personal Development Award.

All pupils take part in P.E, studying at the local sports centres and sports venues as well as activities such as Archery, Climbing, Mountain Biking. At Key Stage 4, Outdoor Learning replaces Forest School and pupils have the opportunity to work towards the John Muir Award in years 9 and 10, transitioning towards the Duke of Edinburgh award in year 11.

Maths and English continues to be a focus for Key Stage 4 and pupils move from the Progression Steps framework to the Steps4Life framework which aligns closely to Functional Skills. Functional Skills, from entry level through to Level 2(GCSE equivalent) are available to all pupils in English, Maths and ICT. GCSE entries are also possible where deemed advantageous for the pupils further studies.

ICT education is a focus for on-going development at all Key Stages. Until year 11, ICT is taught as a cross-curricula subject enabling pupils to gain competence in key software applications and how to safely use computers. At year 11, timetabled ICT lessons take advantage of the computer skills pupils have developed to focus on achieving a functional skills qualification appropriate to their level.

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.

Art continues to be studied weekly through years 9 and 10, with the opportunity to study for an Arts Award(Level 1 equivalent) during year 11.

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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 recognise 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 recognise 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 assessed and monitored in English and Maths using the B-Squared Steps4Life framework. Pupils are encouraged to be involved in their own assessment, recognising 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.

To further support our pupils future working life, all Year 11 pupils study for the ASDAN Employability Certificate at either Level 1 or 2 which includes work experience matched carefully to the pupils interests.

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.

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.