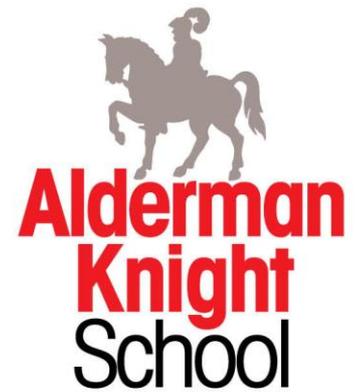


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 Reviewed By: Clare Steel/Hannah Shaw  
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Tel/Fax: **01684 295639** Ashchurch Road  
 Email: **admin@aldermanknight.gloucs.sch.uk** Tewkesbury  
 Web: **www.aldermanknight.gloucs.sch.uk** Gloucestershire  
 Head Teacher: **Clare Steel** GL20 8JJ

## Whole School Curriculum Policy

### 1. Introduction

Alderman Knight is committed to providing a personalised curriculum with the individual pupil at the heart of everything we do. We aim to provide a broad and balanced, enriched and extended curriculum tailored to individual needs. Therefore, the curriculum is planned to recognise and meet the individual learning needs of each pupil and is differentiated to ensure learning opportunities are both challenging and appropriate. We aim to provide stimulating activities which will help pupils to make a successful transition to adulthood and to be active and responsible citizens.

There are three principles which underpin our approach to curriculum development. These are to

- set suitable learning challenges
- respond to pupils diverse learning needs
- overcome potential barriers to learning and assessment

This policy builds on the statements and provides a framework for a balanced, broadly based curriculum that:

- Provides suitably differentiated opportunities for all pupils to be able to learn and make progress in keeping with their level of understanding and style of learning
- Promotes pupils' spiritual, moral, social and cultural development and prepares all pupils for the opportunities, responsibilities and experiences of adult life

The values that permeate the school support the content and design of the whole curriculum at AKS which is broader than the National Curriculum and access to the curriculum is driven by individual pupil needs.

This policy document, therefore, is intended to help define this.

### 1 Aims

The aims of the school are:

- to provide pupils with an enriched and extended curriculum tailored to individual needs.
- to help pupils develop positive feelings of self-worth and confidence.

- to enable them to make a successful transition to adulthood and to be active and responsible citizens

Therefore this policy is underpinned by reference to a set of basic principles: These are that:

- The curriculum is rooted in a culture of high expectation and inclusive teaching
- Teaching techniques are relevant to the learning needs of all pupils and provided in ways that pupils find meaningful, non-threatening, but suitably challenging
- Learning is incrementally structured in ways that enable all pupils to have the opportunity to build on what they already know, and what they need to make progress in, in order to overcome their specific barriers to learning
- The teaching of key skills and the implementation of the curriculum relating to pupils individual needs and desired outcomes are implicit in all aspects of provision
- Teaching and learning is responsive to the changing needs of pupils as they mature chronologically

As a result the whole curriculum:

- Prepares pupils for an adult life in which they have the greatest possible degree of autonomy and ability to form relationships with others
- Increases pupils' understanding and/or awareness of their environment and of the wider world
- Enables pupils to be self-determining by promoting their ability to express preferences, communicate needs, make decisions and be either self-advocating and/or able to make use of an advocate
- Responds to the particular needs of individual pupils, including those who might require therapeutic curricula, in order to maintain their well-being and readiness to learn
- Provides opportunities for all pupils to be able to learn and achieve in ways that are relevant, meaningful and realistic to their individual circumstances
- Promotes pupils' spiritual, moral, social and cultural development
- Enables pupils access to their learning entitlement and ensures pupils are not disadvantaged by placement in a special school
- Provides a coherent teaching structure that enables continuity of learning to be maintained across all Key Stages
- Provides a consistent framework for defining Curriculum content and assessment of pupil achievement
- Provides opportunities for flexible learning in response to the individual education and transition plans agreed on behalf of individual pupils

## **2 The Learning Entitlement**

Usually the term 'entitlement curriculum' is used to represent the content of the National Curriculum, but at AKS the contents of the learning entitlement afforded to pupils include:

- Subjects of the National Curriculum which have been defined as being appropriate for each Key Stage by the DfE, QCA and which have been deemed suitable for pupils at Alderman Knight by the Senior Leadership Team.

- Aspects of the school's curriculum related to the specific needs of its pupils [Communication and Interaction] which are dedicated to minimising the barriers to learning
- The teaching of Religious Education in line with the syllabus provided by Gloucestershire
- Communication and Interaction sessions for all pupils
- Focus days and special events such as a work experience, enrichment afternoons, Real Game Day, Be Real Day, RE and MFL focus days, business lunches all designed to enable pupils gain a wider understanding the community around them and the wider world.
- One day events organized to help pupils develop a sense of Citizenship, such as Children in Need and Red Nose Day, Downs Syndrome day, Autism awareness week.
- Targeted phonics delivery across the school
- Intervention groups and one-to-one tuition.
- Occupational Therapy in school for specific pupils
- Access to mainstream teaching classes and peers where appropriate for specific pupils
- Speech and Language support
- Music tuition.

### **Foundation Learning**

We are committed to providing the very best education we can for all our pupils. Because of the wide range of individual needs we believe that a 'one size fits all' curriculum model is not appropriate and cannot meet the differing needs of all our pupils. As a result we endeavour to provide a flexible and personalised curriculum for all pupils.

Our aim is to provide a meaningful and relevant set of learning experiences which together provide an engaging curriculum enabling both participation and achievement for all our pupils whilst preparing them for the future.

**Academic Learning** All pupils get a 'core' curriculum of English, Maths Science, ICT, Art and Design, Design and Technology, Food, PE, RE and PSHE (including 'life skills'). All pupils are offered accreditations in these subjects at an appropriate level, including GCSE or GCSE equivalent qualifications.

### **Vocational Education**

Some students flourish in the practical, real-world environment of vocational learning. At Alderman Knight School we have identified vocational courses that introduce something additional to the curriculum and build on the skills and interests some of the students already have. ~~Because of the schools established success in 'Food' and the subject's importance as a life skill for all our pupils we offer Jamie Oliver's Home Cooking course.~~

### **Work related Learning**

Work-related learning is defined as 'planned activity designed to use the context of work to develop knowledge, skills and understanding useful in work'. It includes learning through the experience of work, learning about work, working practices and learning skills for work. We believe there are essential skills that can only be gained through work related learning. As a result we seek to provide all pupils with work related opportunities and meaningful encounters with employers during Key stage 3 and 4. These opportunities are provided in our curriculum through: Vocational education, Enterprise, work experience and extended work related learning placements. The use these elements of the curriculum and also the Tea Rooms helps to prepare our pupils for real world employment.

## **Work Experience**

All pupils' are considered for Work Experience placements at Key Stage 4. Work experience provides pupils with the opportunity to look into job roles they may wish to follow in the future. It provides pupils with a realistic 'on the job' experience which cannot be achieved within school. Preparation work prior to the placement and follow up work at the end of the placement are conducted in school.

Pupils in year 10 and Year 11 have the opportunity to complete a week block placement. For some pupils it may be appropriate to set up an on-going one day a week extended work placement. Pupils not ready for independent work experience may be offered a 'Community Service' placement to support life skills and contribute to developing greater independence skills.

## **Enterprise**

Enterprise education helps raise aspirations and develop valuable skills for further education and employment. Pupils are given some autonomy to tackle problems, learn to work as part of a 'team', take responsibility for their own actions, engage in real issues and evaluate the outcomes of their decisions. Pupils have the opportunity to achieve recognised national accreditation.

## **Curriculum overview across the phases Sept 18 to July 19**

### **Key Stage 1 & 2 Curriculum**

The Key Stage 1 and 2 Curriculum at Alderman Knight School reflects the individual needs of the pupils and the stage they are working within. The P Scales and National Curriculum are taught using a thematic approach, providing opportunities for cross-curricular and contextualised learning through a broad and balanced curriculum. Some children are grouped for English and Maths across the Primary phase to allow pupils to work in small groups on specific learning targets.

In addition to the curriculum, pupils at Alderman Knight also have opportunities to regular sensory sessions; swimming; Forest School; Horse Riding; and sessions focusing on life skills such as cooking and trips within the local community.

### **Phonics and Reading Schemes in Primary**

Synthetic phonics is a method of teaching reading which first teaches the letter sounds and then builds up to blending these sounds together to achieve full pronunciation of whole words. Using the principals of the Read Write Inc. programme developed by Ruth Miskin and other phonic based approaches, pupils are taught to recognise sounds and blend these together in order to read, spell and write. Children have access to Oxford Reading Tree and Read Write Inc. books with corresponding writing or 'ditty' books. Pupils are regularly assessed to ensure progress is made and groups are organised according to the sounds they are working on next.

As children grow, in confidence and understanding they will progress onto the Storyworld series of books or other relevant reading books from the school library. When pupils have reached this stage of their literacy development, they are given a reading range through the Accelerated Reader Program. This program allows them to choose a book of their own liking, which is suitable for their reading age. Once pupils have finished the book, their comprehension of the story is assessed through the Accelerated Reader Quizzes. Their class teacher monitors the pupil's progress through the StoryWorld series and/or Accelerated Reader. Pupils will continue with the Accelerated Reader program in Key Stage 3 with the aim of becoming 'free readers' and are encouraged and supported to choose their own books from the school library.

<b>Subject</b>	<b>Number of lessons over a two week timetable</b>
English including an Accelerated Reader/library session where appropriate	8-12 dependent on group
Maths	8-10
Science	4-6
Swimming	2
Food/DT on a termly rotation	4
Art	3
Personal Social Development including Communication and Interaction and Life Skills	4-7
Music	2
Humanities	2-6
Computing	1-2
Religious Education	2
Forest School	8-4
Assembly	1
Physical Education	2
Sensory Room	2
Enrichment	2

### **Key Stage 3 Curriculum**

At Key Stage 3 teachers plan differentiated schemes of work based on the National Curriculum programmes of study. The core and foundation curriculum for Key Stage 3 is shown in the table below (MFL is taught through topic days over the year). This is based on number of lessons (each lesson is 45 minutes) over the two-week timetable. The majority of classes in Key Stage 3 are taught in a secondary model with pupils attending classes with specialist teachers.

<b>Subject</b>	<b>Number of lessons over the two week timetable</b>
English including Accelerated Reader and Library sessions	9
Maths	8
Science	6
Personal Social Development (PSD) including Communication and Interaction	5
Physical Education (PE)	5
Food Technology	4
Design and Technology (DT)	4
Computer Science and IT	3
Art	3
Religious Education (RE)	2
Humanities	2
Enrichment	2
Music	2
Drama	2
Assembly	1
Life Skills	2

In addition to this most tutor groups will have a 6 week block of forest school and swimming.

### SLD Curriculum in Key Stage 3

Some pupils need a more bespoke timetable with a greater focus on learning to read and life skills. These pupils spend a greater amount of time in their base classroom and but still access some specialist teaching (e.g. DT and Food). They will have timetabled horse riding sessions and additional life skills lessons as well as timetabled rebound therapy sessions. Their curriculum is shown below:

Subject	Number of lessons over the two week timetable
English including Phonics and Library sessions	12
Maths	8
Science	4
Swimming	4
Personal Social Development	3
Physical Education including Swimming	4
Forest School	4
Life Skills	4
Enrichment	2
Art	2
Music	2
Craft/Horse Riding	2
Food	2
Assembly	1
Humanities	2
Design and Technology	2
Computer Science and IT	2

### Key Stage 4 Curriculum

Throughout Key Stage 4 pupils are supported to develop their full academic potential within an environment which supports and prepares them for post 16 placement in full-time education or possibly into employment. Each pupil is offered a range of accredited courses and life skill units appropriate to their needs and abilities through from ASDAN, entry level and GCSE and equivalent qualifications. For more information on the different pathways open to our current Key Stage 4 pupils please see Key Stage booklets available on the school website.

Pupils are offered work experience placements in Key Stage 4. Work experience provides pupils with the opportunity to look into job roles they may wish to follow in the future. Preparation work prior to the placement and follow up work at the end of the placement are conducted in school.

### Key Stage 5 Curriculum

Pupils in our post 16 unit have a personalised pathway dependent on their individual needs and abilities. This customised offer builds on their current knowledge, skills and understanding to ensure progression towards employability and independence at a level suited to their needs. The curriculum provides opportunities to develop essential life skills, vocational skills and academic learning as well as developing personal qualities.

### 3 Organisation of the curriculum

Subjects of the whole curriculum are organised in such a way so that there is flexibility of delivery, i.e., subject content may be taught as:

- A discrete lesson
- As part of a cross-curricular lesson or topic
- As a key skill to access the curriculum matter of other subjects

There are no nationally specified time allocations for individual subjects and the percentage of approximate teaching time allocated to each subject over a week / term / key stage is determined primarily by having due consideration for the learning needs of pupils. For pupils in KS4 it may be related to the availability of work related learning opportunities within the local community. However, the allocation of percentage times to individual subjects is also governed by the overarching need to deliver a curriculum that is broad, balanced and meaningful to pupils and informed via negotiation with the school's senior leadership team and the governing body.

#### **4 The Organisation of Curriculum Planning**

It is important that each subject has a policy that illustrates the strategic planning and rationale for the teaching of the subject. The policy will also highlight how the subject will be delivered across the key stages in such a way that all pupils are enabled to enjoy and achieve within the subject area as they progress through the key stages.

As the cohorts of pupils can be widely different in terms of needs and abilities it is very important that the policy is kept under review so that it continually provides appropriate curricular opportunities and achievement.

The subject policies together with the whole school curriculum policy describe the curriculum framework that governs the delivery of a broad and balanced, but suitably differentiated curriculum across each key stage. The content of these policies, together with the lesson outlines described in the school's map of Schemes of Work (SoW), demonstrate the intended progression that is proposed for each Key Stage to ensure that pupils are able to build upon their previous learning experiences and achievements. However, it is recognised that linear, chronological progression is not always relevant to the circumstances of some pupils and for these pupils progression is more likely to be confined to experiencing changes in curriculum content.

Each subject benefits from guidelines and practical advice which staff can use to inform their teaching. These guidelines are known as Schemes of Work (SoW) and include reference to:

- The intended curriculum coverage over a set period of time
- Session plans that set out the principal teaching activities that need to be organised
- An indication of how the content can be differentiated by task/outcome
- Notes about the facilities and resources required for each session

#### **5 Planning for Progression**

The sequence of curriculum content is organised with the fundamental aim of enabling pupils to build upon their prior learning and achieve intended learning outcomes.

Information about each pupil's current performance is used formatively for future planning. Once the existing level of knowledge, skill and understanding within each subject has been fully appraised on behalf of individual pupils, teachers are required to set long term curriculum targets for each pupil. These are learning targets that teachers set with a view to what the individual pupil might reasonably be expected to achieve by the end of their current Key Stage. Curriculum targets, in general, will be linear and based upon assessment criteria published in support of subjects of the National Curriculum.

Pupil curriculum progress is reported annually to parents through the whole school report and annual review of the EHCP/ statement.

## **6 Evaluation of the Whole Curriculum**

The school's whole curriculum is monitored and evaluated systematically to ensure that:

- The curriculum supports the process of setting learning targets and enables pupils to achieve their individual learning targets (i.e. curriculum targets and EHCP/ IEP targets)
- The individual, holistic needs of pupils are identified and met appropriately
- Assessment is used formatively in teaching [AfL] and pupils are able to build on and/or consolidate what they already know and are able to do
- Pupils access a broad and balanced curriculum in ways that are relevant to their individual circumstances
- The spiritual, moral, social and cultural development of pupils is promoted

The ways in which the school's whole curriculum is monitored and evaluated include:

- Staff evaluating each lesson/ session to determine the extent to which intended learning outcomes have been achieved and/or whether new information about a pupil's SEN profile has become apparent during the course of a lesson/session
- Staff monitor the effectiveness of any strategies, specialist techniques, therapies and resources etc. and evaluate how such things can be refined to help pupils overcome their learning barriers
- It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning will link to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned through schemes of work. The subject leader will also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.
- Subject leaders provide evidence twice a year for pupil progress files demonstrating progress achieved. This process is used to support all staff in moderating and evaluating standards across all Key Stages are in accordance with school expectations
- Teachers are required to evaluate each SoW they have taught and report any findings to subject leaders
- Annual Review and Annual Report documentation to be used by the head teacher to evaluate individual pupil progress across the whole curriculum
- Individual staff maintain a Portfolio of Continuing Professional Development in which they are required to evaluate their performance in helping pupils overcome their learning barriers
- Pupil progress in general will be monitored in reference to whole school curriculum targets and findings analysed to indicate areas of strength/weakness in curriculum performance over each year

## **7 Review of the Whole Curriculum Policy**

This Policy is reviewed on an annual basis.

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