

Moor Hey School Curriculum Policy



School Mission Statement

Moor Hey School is an inclusive school where we work together to provide a caring and supportive environment to meet and celebrate the diverse abilities and needs of all our pupils, enabling them to fulfil their personal, social, moral and academic potential.

School Aims

- To provide a broad, balanced and relevant curriculum differentiated to meet individual needs.
- To encourage and promote understanding of each pupil's individual needs.
- To raise self-esteem through a positive approach to teaching & learning.
- To develop and enhance appropriate social skills in a range of contexts.
- To increase independence for life.

1 INTRODUCTION

1.1 The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2 VALUES

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 Our school is in full agreement with the values, aims and purposes included in the Statutory guidance: Early Year Foundation Stage (EYFS) Framework & National Curriculum in England: Framework for Key Stages 1 to 4.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual person, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child or young person in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the pupils in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3 AIMS AND OBJECTIVES

3.1 The aims of our school curriculum are:

- to enable all pupils to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach pupils the skills of literacy, numeracy, science and computing;
- to enable pupils to be creative and to develop their own thinking;
- to teach pupils about their developing world, including how their environment and society have changed over time;
- to help pupils understand Britain's cultural heritage;
- to explore and extend the awareness of pupils living in and belonging to, a multicultural society;
- to enable pupils to develop their own sense of identity and knowledge, understanding and sensitivity to the needs and contributions of all citizens;
- to enable children & young people to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children & young people to have an awareness of their own spiritual development, and to understand right from wrong;
- to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

4 ORGANISATION AND PLANNING

4.1 We plan our curriculum for Early Years Foundation Stage, KS1, KS2, KS3 and KS4. IN EYFS we conform to the Statutory Framework for the Early Years Foundation Stage, setting the standards for learning, and all subject leaders have addressed this in subject policy documents. We have an agreed long-term plan for each primary class and subject based long-term plans for KS3 and 4. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plans on an annual basis. In Primary, as we have mixed age classes, it runs on a two-year cycle to ensure continuity and progression of knowledge and skills.

4.2 With our medium-term plans, we give clear guidance on the learning objectives, teaching strategies and expected outcomes that we use when teaching each topic.

4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. In primary and non-core subjects the detailed nature of the medium-term plan serves as a working document and a short-term plan also. A whole-school agreed planning format was established in June 2015, was implemented from September 2015 with success. It is expected that weekly plans will be submitted to the network by 8am on a Monday morning for that week (or earlier if preferred) so the Deputy Head teacher can monitor and access for absence cover.

4.4 In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

4.5 At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately around a common theme. This means that, for example, a child may concentrate for a half-term on a history topic, then switch to a greater emphasis on geography in the next half. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Curricular mapping helps to plan for cross curricular links.

4.6 In Key Stage 3 the National Curriculum is delivered in class groups, by specialist teachers wherever possible. The subjects taught are: English, Maths, Science, ICT, MFL, RE, PE, Art, DT, Geography, History and PSHCE. Subject leaders have the responsibility for developing schemes of work and subject policies which are reviewed and updated annually. Some DT is delivered by Runshaw College in Year 9 and the monitoring of this content is the responsibility of the subject leader.

Other regular off-site education takes place in the form of swimming lessons which is offered to groups of children on a rotational basis. Taster sessions for KS4 PLP options are accessed according to availability. Some subjects are accredited at KS3 as they are not continued into KS4. These are: MFL, History and the introduction of the Personal Development, Bronze, Silver and Gold ASDAN awards and Bronze Credits. A short course in Expressive Arts has also been introduced.

4.7 In Key Stage 4 pupils follow recognised accredited courses. These include English (OCR - Yr 11, AQA Step up award ELC - Yr 10), Mathematics (AQA ELC), Science (AQA ELC), Home Cooking Skills (Level 2). Pupils who are judged to be able (academically and emotionally) access GCSEs in Maths and Science. KS4 students also undertake the IT User Skills Award. We have recently introduced the Bronze Credits and personal Development Course at Bronze, Silver and Gold level in KS4. It is the intention that all pupils are provided with vocational training in an accredited course using outside training providers (currently PVC, and CWP). These courses are offered to students at Year 9 reviews and every effort is made to find a suitable course in the chosen area. Courses currently pursued are: hairdressing, child care, motor vehicle maintenance, construction and Occupational Studies - Media Group Work (all at Level 1).

All pupils who can access the award undertake assessments in English, Maths and ICT Functional Skills in Year 11.

The vocational learning, functional skills and Life and Living Skills constitute the three elements of Foundation Learning which will be delivered in full.

In Year 11 all pupils undertake training for one term to receive a certificate in Food Hygiene. We have successfully led pupils in Year 11 through the Duke of Edinburgh Bronze Award. This constitutes a number of elements: learning a new skill (construction or horticulture), a new physical activity (indoor climbing), voluntary work and an expedition.

Year 11 pupils also undertake two weeks work experience in a placement negotiated with them to reflect their interest and ability.

5 SPECIAL EDUCATIONAL NEEDS

5.1 All of our pupils have a statement for Special Educational Needs in a range of categories. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

All of our pupils have Special Educational Needs.

Our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, not previously identified, his/her teachers makes an assessment of this need.

In most instances the teacher is able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for additional support and resources, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) for every child in the school, which is reviewed termly. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

7 THE ROLE OF THE SUBJECT LEADER

7.1 The role of the subject leader is to:

- provide strategic leadership and direction for the subject;
- support and offer advice to colleagues on subject related issues;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

All teachers and subject leaders are given non-contact time, so that they can carry out the necessary duties involved with their role. 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 links to whole-school objectives and forms part of the School Improvement Plan. 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 into schemes of work.

The subject leader also keeps 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.

The subject leader is responsible for analysing the assessment data for their subject and identifying children who require intervention.

For each subject, a Subject Leader's File should be maintained. The documentation to be included should be as follows:

Subject Policy & Scheme of Work (medium and short planning examples)

Monitoring Procedures (lesson observations, work & planning scrutiny, walk throughs)

Resource directory, audits and orders

Monitored and tracked children.

Links to IEP's and Annual reviews (Core Subjects)

Action plan with SEF budget

Interventions and the impact

Set curricular targets

Assessment records including data analysis

Reports to Governors

Examples of good work, special days.

INSET

8 MONITORING AND REVIEW

Our Governing Body is responsible for monitoring the way the school curriculum is implemented. They delegate certain duties to the Curriculum sub-committee which meets once a term. It reviews each subject area as part of the School Improvement Plan monitoring process.

8.1 The Governor's Curriculum Committee meets termly and is chaired by Mrs. Wooldridge.

8.2 The deputy headteacher is responsible for the day-to-day organisation of the curriculum. The deputy headteacher monitors plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching

strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The curriculum policy will be reviewed annually.

Signed: M Padgeon (Deputy Headteacher)

Date: September 2017