

CURRICULUM POLICY

*“High level of support – high expectations
Feature the strength – support the need”*

The curriculum is all planned activities that we organise to promote learning, personal growth and development. It includes the formal requirements that we organise to enrich the experience of the students and the key skills that underpin learning. We aim to teach students how to grow into positive, responsible people, who can work and cooperate with others while developing skills and knowledge, so that they can achieve their true potential.

We realise that learning can only take place if the teaching is provided in such a way that the children are able to access it, the child is in a state conducive to learning and has the correct equipment with which to work.

Curriculum Purpose

Our curriculum ensures that students understand what they need to do to be healthy, confident individuals. We offer each student a personalised learning curriculum: The students decide what they want to learn and we will provide this in a relevant way for them in order to fulfil their ambitions in later life, as they undertake work in their community or further afield.

We aim

- To encourage all students to live a healthy lifestyle.
- To enable students to have respect for themselves and others, so that they are able to live and work cooperatively in a society and have positive relationships based on mutual respect and trust.
- To ensure students are ready to learn.
- 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 and acquire a solid basis for lifelong learning.
- To teach students the skills needed to develop fluency in literacy, numeracy and ICT.
- For students to be aware of their next steps for learning.
- To enable students to be creative and to develop their own thinking and problem-solving capabilities.
- To undertake research and to be able to critically evaluate what they have found out.
- To encourage the students to participate in a more active lifestyle.
- To teach students about the developing world, including how their environment and society have changed over time.
- To be able to apply knowledge and skills to think creatively.
- To enable students to be positive citizens in society.
- To teach students to understand right from wrong.
- To respect the world in which they live.
- To help students understand the importance of their actions, so that they grow up committed to equal opportunities for all.
- To become a resilient learner.

Literacy

Literacy is an integral part of students' learning. Therefore, as appropriate to the focus of the lesson, students should understand, and be taught explicitly, how their attainment in school and their potential to be able to adapt to a fast- changing world is directly related to their reading, writing and speaking and listening skills.

The students' Literacy is promoted across the curriculum and 'Next Steps' targets.

Numeracy

It is important to recognise that all teachers are teachers of numeracy. It is the key for academic success and the long-term sustainable improvement in student progress and attainment. Numeracy is a life skill. It is a proficiency that is developed not just in Mathematics but also across the whole curriculum. Numeracy involves students having the confidence and competence to use numbers and measures. It requires an understanding of the number system, recalling Mathematical techniques and an ability to solve problems in a variety of contexts. A practical understanding of graphs, charts, tables and diagrams is also an important part of numeracy.

The students' Numeracy is promoted across the curriculum and 'Next Steps' targets.

Digital Competency

Digital Competency refers to the development of digital skills, mindsets, dispositions, and essential for learners', educators', and all people's effective use of technology for full participation in a digitally driven society. The competencies enable individuals to lead, educate, learn, navigate, communicate, and utilize current and emerging technologies in various aspects of their personal, academic and professional lives.

Values

Our curriculum is underpinned by

"Inspiring lives for a brighter future"

The curriculum is the means by which we achieve the objective of educating students that otherwise would not be in education – giving them another chance. We aim to allow them to gain the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- We value the ways in which all students are unique and our curriculum promotes respect for the views of each individual person.
- We value the importance of each person in our community. We organise our curriculum so that we promote cooperation and understanding between all members of our community.
- We value our environment and through our curriculum teach respect for our world and how we should care for it for future generations.

Curriculum Planning (see Appendix 1)

Our planning is personalised to each pupil. We carry out our planning in three phases.

- The long term plan identifies the curriculum areas that have to be covered.
- The medium term plan adds detail of the skills needed to cover the work. It ensures consistency in skills taught.
- The short term (half termly) plan is written by teachers for individual pupils, to allow them to deliver the curriculum in a way that will allow the individual pupils to engage.

Our curriculum is planned under the following areas:

- English
- Maths
- Science
- Physical
- Health and Wellbeing
- Information Technology – incorporated throughout the other subjects.

Aged 5-14

- Thematic - Thematic work covers the steps we would expect the children to cover in Health and Wellbeing, Technology, Expressive arts, and Humanities during their time with us, enabling students to transition to years 10 and 11 to sit GCSE exams.

Aged 14-16

- Humanities - Agored Cymru/ GCSE studies
- Expressive Arts –Agored Cymru/ GCSE studies
- Workskills – BTec
- SWEET - BTec

We also have external providers working for us to enhance the curriculum areas

- Play therapist
- CAMHS practitioner
- Forest schools
- Occupational therapist
- Speech and language specialist
- Careers advisor

Accessibility

The curriculum is designed to provide access and opportunity for all students. Students with anxiety often find it difficult to attend. Therefore, all lessons will be streamed and recorded so students can access their learning when they are able to.

Completed work will then be placed into their online folders for teachers to mark and feedback left for students.

To allow students to feel in control of their learning, there will be as much choice as possible. They will be able to choose:

- 5-14
 - What theme they would like to study
 - What physical activities they would like to undertake during the year
- 14-16
 - Whether they want to follow a GCSE route or a more informal qualification route
 - What physical activities they would like to undertake during the year.
 - Students will also be able to move from GCSE to more informal routes during the year.

Additional Learning Needs

The curriculum is designed to provide access and opportunity for all students. The school has a designated Additional Needs Coordinator (ALNCo). This person is also trained to assess access arrangements. We provide the necessary or additional resources for the child if needed. For more information, please refer to the Additional Learning Needs Policy.

Good Health is important to an effective brain

We believe that there are a number of factors that ensures good health

- good sleep patterns
- diet and exercise
- regular intake of water
- fresh air
- good quality food
- time for reflection

We provide many opportunities to discuss good health and the effects of poor health.

Students are also allowed to listen to music while they work.

Learning is about making connections.

We encourage the student to be fully involved in the process: The learning begins from what they already know, and the curriculum is designed to allow them to develop their next steps in learning.

Relaxed alertness not stressed.

The staff believe that students who have multiple stresses in their lives are not able to participate fully in learning. We care for the whole student and have systems in place to ensure that the student is as relaxed as possible. Nurturing and self-esteem activities are a large part of everyday learning and have all been designed to help pupils function to the best of their abilities.

PACE:

Embedded in our ethos is the PACE approach:

Playfulness
Acceptance
Empathy
Curiosity

The PACE model offers a compassionate and effective approach to supporting children's behaviour. By incorporating playfulness, acceptance, curiosity, and empathy into interactions with children, adults can create a nurturing environment that promotes emotional well-being and resilience. This model not only addresses behavioural issues but also strengthens the bond between adults and children, fostering a positive and supportive relationship that benefits both parties.

Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that all students, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible.

Learning styles

All styles of learning are catered for.

- Auditory
- Visual
- Kinaesthetic

Even though staff are aware that the majority of students are able to use all three, each lesson includes some aspects of each of the learning styles to cater for those students who have a strong preference to one of the styles.

Becoming Reflective Practitioners

At the beginning of each term, pupils are given time to update their one-page profiles, analyse what they have learnt and what they know, and they are given time to reflect on the learning that has taken place.

Monitoring, Progression and Assessment

We endeavour to make learning a continuum.

Monitoring, through:

- regular evaluation of student work
- lesson observations
- discussions with teachers
- discussions with students
- pupil voice

are all taken into account. Student progress is shown on our Roadmaps, Curriculum for Wales Tracking and Key Stage 4 Tracking.

We ensure our pupils are assessed during lessons. We assess knowledge and understanding through

- discussing
- observing
- analysing student work

Students also undertake specific assessment tasks. For further information, please refer to the Assessment Policy.

We ensure all our students are exam ready through giving regular exam questions and making sure all practical assessments are seen as part of a lesson.

Assessment against our Roadmaps, Curriculum for Wales Tracking and Key Stage 4 Tracking is made termly.

The Role of the Curriculum Director: Alison Matthias

The role of the Curriculum Director and Headteacher is to:

- Provide strategic lead and direction for the areas of learning.
- Support and offer advice to colleagues on issues related to the areas of learning.
- Monitor pupils' progress.
- Provide efficient resource management.

It is the role of each teacher to keep up to date with developments in their areas, at both local and national level.

We monitor learning by

- Lesson observations
- Monitor the way subject areas are taught.
- Examining half term planning.
- Ensuring appropriate teaching methods are used.

Parents/carers

We are well aware that all students need the support of parents/carers and teachers to make good progress in school. We strive to build positive links with the parents/carers of each student by keeping them informed about the way in which the students are being taught and how well each student is progressing. We do this via termly reports emailed home and opportunities to discuss any issues with ALNCo/teachers. We also post praise cards home to celebrate achievement.

Monitoring and Review

The headteacher is responsible for monitoring the way the curriculum is implemented and for the day-to-day organisation of the curriculum.

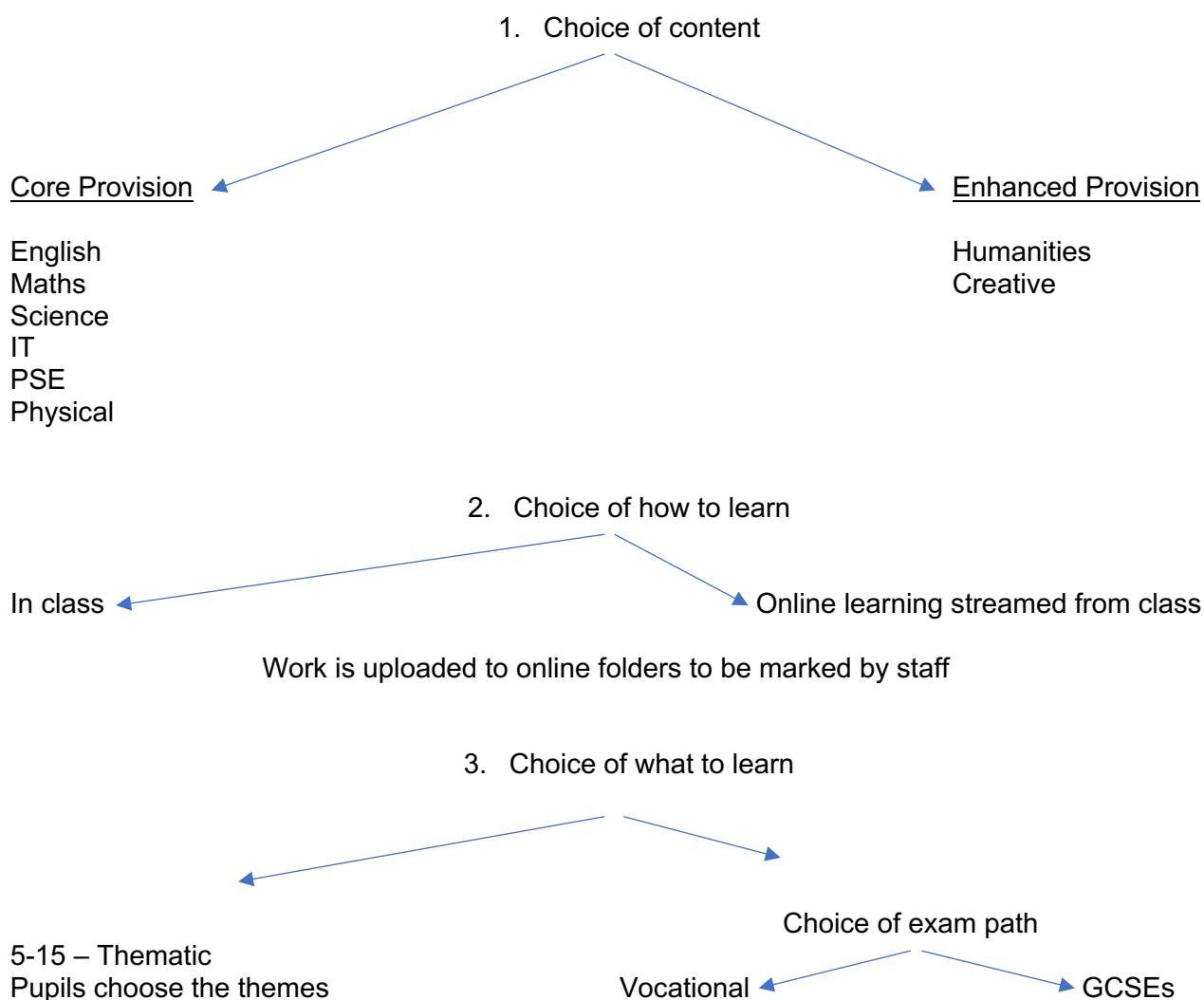
This includes:

- Assisting staff to draft whole school policy documents.
- Monitoring pupil progress
- To give guidance on assessing and recording developments.
- Maintain awareness of policy documents.
- To liaise with staff in half term planning.
- To encourage open evaluation of effective teaching.
- Seek professional development in subject areas.
- Regularly monitor standards of teaching and learning.

Appendix 1

Curriculum Process

Pathways Curriculum is all about choice



Monitoring is through

- Teacher/student discussion
- Pupil voice
- Evaluation of work
- Observations- Learning Walks and Formal observations, planning review