

## **CURRICULUM POLICY**

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Related Policies:	6.3 Special Education Needs Policy 6.4 Values Policy 6.5 Assessment and Marking Policy
Legislation:	The Education (Independent School Standards) Regulations 2014

### **POLICY STATEMENT**

Cressex Lodge offers education to Key Stage 3 and 4 pupils (Years 7 – 11). The curriculum follows The National Curriculum. Some pupils have an Education, Health and Care Plan (formally a Statement of Education Needs). The curriculum is tailored, evaluated and reviewed depending on pupils' individual and group needs.

### **PROCEDURE**

All pupils have an Individual Education Plan. This is either based on their EHCP outcomes if appropriate or their curriculum targets. All pupils receive individual and/or group lessons from the Specialist Teacher, Speech and Language Therapist and Occupational Therapist where required.

An integral part of the curriculum is the therapeutic programmes. All pupils have individual therapy sessions once a week and therapists are available for support for both pupils and staff during the week. Pupils take part in Pathway which focuses on building social skills and emotional resilience. Pathway links with the PSE/Values curriculum. Some pupils are identified as having emotional regulation needs and will take part in the Emotional Awareness Group prior to pathway. The pupils then progress to Gateway which focuses on offence specific work. Art therapy is also available to individual pupils.

### **Curriculum Aims:**

The curriculum at Cressex Lodge:

- Have pupils at its heart, putting their interests above those of the institution
- Have a curriculum that is fit for purpose, offering differentiation and personalisation
- First achieve and then exceed national standards in achievement, attainment and progression
- Pupils should become aware of their abilities and in so doing should develop them to their maximum potential.
- All pupils should be offered a curriculum that has breadth and depth. It must be tailored to each student and satisfy their requirements.

- Pupils leaving Cressex Lodge should be articulate, literate and numerate, and have lively, enquiring minds.

### **The Curriculum Outcomes:**

Cressex Lodge's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to higher education
- Fulfil statutory requirements
- Enable pupils to fulfil their potential
- Meet the needs of young people of all abilities
- Provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines
- Prepare pupils to make informed and appropriate choices at the end of KS3 and KS4
- Help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- Include the following characteristics; breadth, balance, relevance, differentiation, progression, continuity and coherence
- Help pupils to use language and number effectively
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- Design a KS4 curriculum that benefits pupils

### **Key Stage 3:**

The curriculum is based on a 30 hour contact time. It covers the following subjects:

- English
- Maths
- Science
- Art and Design
- PE
- Design Technology
- Music
- Rock School
- French
- History
- Geography
- Music Technology
- Performing Arts
- i-Media
- Values (PSE, RE, Citizenship, Sex Education)

Additional Support depending on the needs of the young people may include:

- Speech and Language Therapy 1:1/group
- Learning Support 1:1 (literacy and numeracy)
- Art Therapy 1:1
- Lego Therapy

Pupils are grouped depending on a combination of their year group, ability and emotional/social needs. Some pupils need to be taught in a 1:1 situation, and occasionally - 1:2.

#### **Key Stage 4:**

All pupils follow a core curriculum of GCSEs (or equivalent) or Entry Level Qualifications in English, Maths, Science, Art, PE, Music, DT, History, French and a Citizenship qualification. Other subjects are offered at differing levels depending on choices, interest and subject specialist availability. AQA Unit Awards will be introduced from June 2015 to enable additional opportunities for certification

All pupils are encouraged to gain as much accreditation as possible in order to give them as much life choice as possible.

English	GCSE English GCSE English Literature Step up to English
Maths	GCSE Entry Level Certificate
Science: A Single Award Foundation/Higher Combined Science: Synergy Foundation/Higher	GCSE AQA Unit Awards Entry Level Certificate
Design and Technology	GCSE Resistant Materials AQA Unit Awards
Citizenship	GCSE
French	GCSE
History	GCSE/AQA Unit Awards
Music Technology	Arts Award Bronze, Silver and Gold
Art and Design	GCSE short and long course AQA Unit Awards
Music	GCSE Level 2 Music Practitioner-Rock School (music grades)
Home Cooking Skills	QCF BTEC Specialist Qualification Level 1
Duke of Edinburgh	DofE Award

Since September 2015 Cressex Lodge has been offering the AQA Unit Award Scheme which will replace most of the Entry Level Certificate courses. There are 25,000 units to choose from on different Levels. Subject teachers also have the freedom to design/write their own units which has to fulfil AQA criteria. This will enable pupils to achieve awards, not only for subjects but during different stages in their Therapy sessions as well.

Since April 2017 Cressex Lodge has been offering the Duke of Edinburgh Award. It is well recognised by leading employers that achieving a DofE Award equips young people with a range of skills to enhance their employment prospects.

Schools offering the DofE have found the benefits to be wide-ranging. Pupils who have been difficult to engage in a classroom environment find it easier to relate to teachers (and vice versa) and volunteering within the school and in the community often brings a greater sense of cohesion and community. Participation in a DofE programme accelerates progress and attainment by encouraging independent learners and enhancing resilience, self-esteem and problem solving abilities. The Duke of Edinburgh's Award can play a key role in supporting schools to maintain their focus on engagement with extracurricular activities. It can also help to demonstrate a school's commitment to the personal and social development of its pupils.

Additional Support depending on the needs of the young people may include:

- Speech and Language Therapy 1:1/group
- Learning Support 1:1
- Art Therapy 1:1
- Lego Therapy

### **Roles and Responsibilities:**

The Headmistress will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum
- The procedures for assessment meet all legal requirements and pupils and their carers receive information to show how much progress the pupils are making and what is required to help them improve
- The governing body is fully involved in decision making processes that relates to the breadth and balance of the curriculum

The governing body will ensure that:

- It considers the advice of the Headmistress when approving this curriculum policy and when setting statutory and non-statutory targets
- Progress towards annual statutory targets are monitored
- It contributes to decision making about the curriculum

The Curriculum manager will ensure that:

- They have an oversight of curriculum structure and delivery within the school
- Schemes of learning are monitored and reviewed on a regular basis

Teaching and Support staff will:

- Ensure that the curriculum is implemented in accordance with this policy
- Keep up to date with developments in their subjects
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of student
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in dynamic and relevant curriculum

Pupils will be:

- Be treated as partner in their learning, contributing to the design of the curriculum
- Have their individual needs addressed, both within the school and extending beyond the curriculum
- Be given additional support if they fall behind in their learning, helping them get back on track quickly

**Monitoring, evaluation and review:**

The governors/directors will receive an annual report from the headmistress on:

- The standards reached in each subject compared with national and local benchmarks
- The standards achieved at the end of each key stage
- The number of pupils for the curriculum was disapplied and the arrangements which were made