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BOWER GROVE SCHOOL **CURRICULUM POLICY**

1. INTRODUCTION

At Bower Grove School all pupils have a right to access a stimulating curriculum that is of high quality, meaningful and appropriate to their individual needs whilst not compromising their entitlement. Learning at Bower Grove will motivate, engage and excite our pupils. Clear routes of progression and development within curriculum planning result in coherence and continuity throughout the school.

With the complex learning and behaviour needs of our pupils the school acknowledges that the needs of the individual are central and that the provision offered should be sufficiently flexible to enable pupils to be placed at an appropriately challenging point on the continuum at any time during their schooling.

This School works in partnership with parents/carers and the views of parents/carers and pupils are taken into account in achieving the appropriate balance between pupils' rights to curriculum access and the need for some to access other experiences such as alternative curriculum, mainstream inclusion, therapy or intensive tuition to enhance or consolidate core skills. Curriculum development in conjunction with the needs of the individual, strives to ensure maximum academic and social progress for all pupils.

2. AIMS

- To ensure that all pupils have access to a broad, balanced, challenging curriculum based on the National Curriculum
- To ensure quality curriculum content through systematic curriculum planning and monitoring procedures.
- To ensure that all pupils have access to an appropriately differentiated curriculum.
- To ensure that pupils cover the Programmes of Study and develop learning strategies needed to transfer between special school and mainstream provision as appropriate.
- To provide pupils with access to relevant accredited courses at Key Stage 4.
- To clearly identify progression pathways for children at 14, including access to Further Education, vocational courses and work related learning.
- To ensure that there is an equality of access to all courses.
- To promote pupils spiritual, moral, social, cultural and physical development and fundamental British values in order to assist pupils in becoming thoughtful and responsible citizens.
- To develop independence and life skills through experiences and programmes such as food, travel training, residential, active citizenship and work experience.
- To prepare pupils for the opportunities responsibilities and experiences of adult life.
- To monitor and assess pupil progress for the purpose of ensuring high standards of achievement.
- To engage pupils in understanding how they may make improved progress through Assessment for Learning.
- Strands of the Every Child Matters (ECM) and Fundamental British Values (FBV) are intrinsic to curriculum planning and delivery.

3. CURRICULUM FRAMEWORK

The curriculum structure at Bower Grove consists of a framework built around whole school policies and associated schemes of work written as long, medium and short term levels of planning. Within the schemes of work, accurate assessment will inform planning and target setting for pupils' curriculum assessment, completion of pupil summative records and assessment of personal development.

All pupils have an Education Health Care Plan (EHCP) which contains at least 3 targets (outcomes). All targets are intrinsically linked to the Statutory Review process and the pupil's EHCP. Intervention strategies are implemented depending on pupils needs and are monitored and reviewed on a 12 week basis. Objectives for these programmes are derived from school data and assessment procedures, discussions with pupils and parents, classroom observation and evaluation of performance in previous programmes.

4. CURRICULUM PLANNING & DELIVERY

Curriculum planning and delivery is effected as follows:

Long term planning – Deals with the major areas and strands of the National Curriculum to be covered in small steps across the Key Stages. It shows the decisions made about breadth and balance. It should also demonstrate the time being spent on different aspects of the curriculum. Long term planned topics are recorded on the whole school curriculum map.

Medium term planning – Deals with the activities within units of work set out termly. Medium term plans address issues of curriculum coherence and depth. Medium Term plans:

- Stipulate general learning objectives
- Indicate the relationship of objectives to National Curriculum programmes
- Describe learning activities and associated differentiation opportunities
- Show resource requirements and implications
- State assessment objectives
- Identify literacy, numeracy, information and communication technology, Fundamental British Value strands and possibilities for cross – curricular links
- Identify any risk assessment activities needing to be undertaken

Short term plans – are concerned with individual lessons or sessions on a daily or weekly basis and address issues of curriculum differentiation and access for individual pupils. Short Term plans:

- Stipulate specific learning objectives
- State how learning is to be resourced, organised, differentiated and assessed
- State outcomes and evaluation to inform future planning

Curriculum 3 year Development Plans – are written by subject leaders and identify how, what, and when future developments or curriculum enhancements will be managed and link to the school budget. These plans are shared with the Leadership Team and governors with curriculum responsibility for the subject.

5. CURRICULUM ORGANISATION

Each curriculum area has a designated Primary and Secondary Subject Leader, to oversee its organisation. Long, medium and short term planning systems follow the common framework adopted for curriculum planning and delivery throughout the school. There are common principles throughout the school but as an all age school there are naturally some variations between the organisational needs of the Junior and Senior phases of the school.

Primary – at KS1, where relevant, the foundation curriculum informs the planning and the Early Years Foundation Stage Profile is used to monitor, record and report on achievement. The Pupil Asset stages are used to report at the end of KS1 and these levels are moderated alongside all Kent special schools. At KS2 the primary curriculum is based on a curriculum model in which the core national curriculum subjects, English, Mathematics and Science, are taught as separate subjects. Other National Curriculum foundation subjects are taught on a modular basis. The modular organisation allows for subject delivery separately or

thematically within integrated topics. Such flexibility enables curriculum breadth and balance to be maintained.

Secondary – the secondary curriculum is organised on a subject based model with pupils moving to specialist rooms and teachers. Interventions are implemented with identified groups and individuals. Setting according to ability occurs in English and Maths enabling all able pupils to be extended whilst allowing pupils needing enrichment activities to be supported through greater differentiation. Accredited courses are followed in English, Maths, Science, Computing, PE, Design and Technology, Food Technology and COPE (Certificate of Personal Effectiveness) is a vocational qualification.

Whole School - The Boxall Profile is a diagnostic tool used to monitor social and emotional development and engagement in learning for all our pupils and informs management of pupils. Throughout all phases class teachers oversee the delivery of the Educational Health Care (EHC) Plan outcomes.

In Year 11 CXK supports pupils in developing Action Plans which contribute to the multi-agency transitional review meetings. These meetings highlight areas of strength and need for each individual. The outcome is to ensure that the relevant support and opportunities are accessed by pupils in order to develop the confidence to participate fully in life as independent young adults and make appropriate choices at 16+. Links with Further Education Colleges, CXK and industry enhance the work related learning and enterprise aspects of the curriculum.

The school engages pupils in enrichment activities. Any integration or inclusion programme is explained fully to parents and pupils with regard to the curriculum impact and parental permission is sought before a programme is embarked upon. Disapplication from the National curriculum will only be sought in very exceptional circumstances.

6. CURRICULUM CONTENT

We aim to access all areas of the National Curriculum at the appropriate levels given pupils' baseline assessment on entry to the school. However, in a special school the whole curriculum is much wider than the National Curriculum and it is in this area that we believe we are adopting a 'value added' approach. Much of the 'value added' aspect of the curriculum is associated with small step and detailed programmes, giving each child access to support in areas in which the child needs development. Additionally time is given to Personal, Social and Health Education, not only in the classroom and through curriculum activities such as mobility travel training, but also throughout the course of the school day and planned whole school Focus Day activities.

Primary – At Key Stage 1 (Year R, 1, 2) the learning and behaviour needs of pupils admitted means that many self-management skills need to be learnt as well as social and academic skills. Play as a learning tool continues to be encouraged. National Foundation Stage Profile assessments are undertaken and reported. The Foundation Stage is further expanded in the Early Years Policy. At Key Stage 2 (Year 3, 4, 5, 6) there is more emphasis on National Curriculum content; although material is drawn from both Key Stage 1 and 2 Programmes of study. Pupils are assessed through Pupil Asset stages. PSHE/SEAL themes are delivered in conjunction with citizenship.

Secondary – All aspects of the National Curriculum are taught at Key Stage 3. Again, content may be drawn from earlier Key Stages as appropriate to pupils' needs.

At Key Stage 4 there are a broad range of opportunities for accreditation including Entry Level, BTEC and GCSE qualifications. All year 11 pupils create a Progress File as a record of personal achievement.

The curriculum at Key Stage 4 is enhanced by the following:

- Careers education
- Work shadowing and work experience placements

- College link courses
- Enterprise and business links
- Extended off site experiences e.g. Challenger Troop week
- Health Agency Links
- Community Police Links

Revisions of the KS4 curriculum are under constant review in line with Government advice on flexibility to develop a greater range of vocational courses.

Vocational, social and communication skills are a strong influence and priority in Key Stage 4 with both Citizenship and Work experience Accredited through the COPE Award. Pupils have increasing opportunities to develop independent travel skills through a carefully graded programme of mobility. Work Experience opportunities enable pupils to explore skills for working life. Strong links are in place with both local colleges and other sixth form providers which creates opportunity for pupils to experience 16+ provision and options. There is a seamless transition from Key Stage 3 to 4 with subject specialist staff delivering throughout the secondary phase and also taking a pastoral role with pupils. Staff meet regularly as a Key Stage team to review curriculum development, assessment, marking and homework. Opportunities for cross-curricular links are actively identified and encouraged with successful outcomes.

Maths and English – Maths and English form an important basis of all pupil work in Key Stage 4 with an emphasis being placed on the development of literacy and numeracy as the foundation of all other learning. Pupils access accreditation via Entry Level, Step up to English or GCSE. In addition to the delivery of numeracy and literacy skills, National Curriculum topics are covered through a modular approach providing students access to a broad and balanced programme.

Technology and Food - Students learn Technology and Food through a practical approach. To maximise student contact time within these practical subjects, pupils are taught in small groups within specialist teaching areas.

Citizenship - Citizenship is approached through both discrete and cross-curricular delivery. We have an active school council which encourages pupils to form opinions and make suggestions regarding many aspects of the school's curriculum and to other aspects of school life. All pupils are encouraged to use the school council to express their views and ideas.

Careers Education and Guidance - Pupils' participation in Careers lessons starts in Year 7. In Key Stage 4, pupils develop their skills and understanding in preparation for the transition. An emphasis is placed on personal development and self-review. Pupils develop skills to present themselves to employers and an understanding of Health and Safety issues. Pupils are encouraged to form and express their opinions through formal Annual Review meetings in year 9 and in year 11. The school has a strong programme of College Link courses and a Work Experience programme; these provide an extension to the curriculum and an opportunity for pupils to gain independence skills in new environments in preparation for post 16 transition.

The CXC Advisor has an active role within the school, working with pupils from Year 9. The advisor supports careers delivery by interviewing students, assisting with pupil action planning, attending review meetings and the year 9 careers evening. The Service Level Agreement between the school and Kent Connexions Service is renegotiated on an annual basis.

Work Experience and Active Citizenship - Work Experience and Active Citizenship programmes form an important and integral part of the Key Stage 4 curriculum. Careful planning takes place to ensure that each pupil accesses a suitable placement that progressively extends their abilities and independence. Preparation for Active Citizenship starts at the beginning of year 10. Pupils undertake a one week work placement in year 10 and another in year 11.

Travel training - and extending independence skills in the wider community is a crucial element of the Key Stage 4 programme. Many pupils achieve independent travel status and are able to use public transport by the end of Key Stage 4, however for some pupils Travel training is ongoing and continues to form an important feature of the pupils post 16 individual action plan.

Personalised Learning Pathway - The personal and individual progress of each pupil is carefully monitored and supported through a range of school systems. School Progress Data is carefully monitored to track and celebrate progress that is greater than expected and to identify and support, through targeted intervention progress, which is less than expected.

Personalised support for academic and career planning is targeted in year 9 with a Careers Evening, followed by an individual Action Plan meeting with the Connexions Advisor leading to the year 9 Transitional Review meeting which begins to identify post 16 pathways. Specific targets from these meetings are circulated to all staff, pupils and parents responsible for ensuring actions are followed through.

These plans are revisited at the year 10 Educational Health Care Plan Meeting. Pupils have a second Action Plan meeting early in year 11 to ensure impartial advice and guidance. The year 11 Multi Agency Review Meeting takes place during term 2 giving sufficient time to complete effective transition planning into a Key Stage 5 learning pathway. Key Stage 5 providers attend the Multi Agency Review Meeting to ensure a sound understanding of each individual and his/her current and predicted needs. A programme of induction days is planned between the school, Key Stage 5 provider and the pupil. Induction days usually take place in term 6 of year 11.

Close liaison is maintained with Key Stage 5 providers through the school's Transition Co-ordinator ensuring a high level of pupils succeed in KS5.

College Link Programme - A strong link exists between the school and Kent further education colleges, which are our main transition route for pupils at 16. Pupils are assisted in this transition through a weekly link programme of vocational modules delivered at and by Hadlow and Mid Kent College. These courses have dual foci. Firstly to give pupils an insight into potential courses to be accessed in the future and secondly to provide familiarity with an environment and expectations of College. Both of these enable our students to make informed choices for their future and assist the students in making successful transition into a college environment. At Hadlow, the pupils study for a recognised Level 1 qualification in Land Based Studies.

Partnership with Parents - Parents and carers have a vital role in helping the pupils through the challenges presented to them in Key Stage 4 and in ensuring that careful and considered choices are made in respect of 16+ progression. In addition to the established communication channels, specific opportunities for partnership exist via:

- Annual Education Health and Care Plan review meetings
- Careers evening
- Transitional review meetings
- Multi-agency Education Health and Care Plan review meetings involving further education and careers services
- Consultation on all aspects of the Active Citizenship and Work Experience programmes.

7. **CURRICULUM ASSESSMENT, EVALUATION, ACCREDITATION AND MONITORING**

Assessment procedures are in accordance with subject policy and included in schemes of work. They are used to plan for differentiation within curriculum delivery to ensure all pupils can access each lesson or module. Subsequently, they are used to inform individual teaching programmes. Individual pupil performance and progress is recorded summatively using Pupil Asset. This information forms the basis for whole school target setting,

Teachers' evaluation and assessments feed back into future or modified plans. Feedback from lesson observations contributes to this cycle of evaluation. Achievement and progress at all levels of the curriculum and for all ages, is regularly monitored and reviewed. Externally accredited courses are offered in Year KS4. School awards and personal accreditation are used to enhance self-esteem and recognise personal performance, developmental awards are presented in most subjects.

To continually improve the quality of teaching and learning, curriculum monitoring is carried out by the Leadership Team, Governors with subject responsibility, Governors Learning and Development Team and Subject Leaders. This is undertaken by scrutinising and moderation of pupils work, records, schemes of work, planning documentation as well as through observation of lessons and other aspects of school life. External advice is actively encouraged and subject leaders can request the support of external advisers. School moderation activities are planned and evaluated regularly. All Subject Leaders areas attend moderation meetings between Kent special schools. KS1&2 teachers attend moderation meetings with local mainstream schools through the Primary Consortium.

8. CURRICULUM ISSUES

Equal opportunities - care is taken within all schemes of work to ensure that all pupils have access to the content. Balanced viewpoints are planned into schemes to ensure that a fair and equal amount of information is given to key issues such as religion, race, culture, gender and disability.

Learning across the curriculum - the planning stages of every subject should seek information regarding content overlap and where possible, ensure that content is not duplicated and that a collaborative approach is reached. Certain subjects or curriculum areas lend themselves to identification of cross-curricular links. Opportunities to advance Literacy, Numeracy and computing skills are identified in subject planning.

Transition - two phases of transition occur at Bower Grove.

Primary/Secondary transfer follows a gradual induction programme over Year 6 when pupils are team taught or jointly taught by secondary specialists in most foundation subject areas. The English and Maths subject leaders work in partnership with the Primary Subject Leader and therefore ensure continuity and progression and this facilitates effective transfer. The whole school approach to curriculum planning across the phases allows for continuity and progression. The use of Pupil Asset throughout the school ensures consistency of assessment and progress tracking.

Secondary/Post 16 transfer is more complex. A formal transitional and annual review meeting is held in Year 9. Possible progression routes open to each pupil are discussed and a plan is formulated. Several choices exist at present for those pupils reaching 16 years of age: Options identified

- Further Education College to continue education
- 16-19 Unit within an appropriate special school to continue education
- Enrol to a specific vocational training programme e.g. pre-apprenticeship/traineeship

A careers guidance programme and multi agency review meetings with parents and pupils explores the best options open to them.

The SEN Code of Practice - all pupils have an Education Health Care (EHC) Plan the outcomes of which are reviewed three times a year.