

Curriculum policy

September 2013

Reviewed: April 2018

AIMS AND VALUES

- To provide a curriculum which is broad, balanced, relevant and purposeful
- To ensure that every learner, parent/carer and member of staff can make a positive contribution in an environment in which they are kept and feel safe and valued through the promotion of health, achievement and enjoyment
- To build on students' prior experiences, skills knowledge and understanding
- To strive for our students to experience and demonstrate continuous progress and achievement, with opportunities for assessment to inform planning for their learning needs
- To provide a curriculum which is dynamic and flexible enough to incorporate changing needs
- To make explicit what is taught and how the intended teaching and learning takes place. Planning will show clear objectives and strategies to inform everyone
- To ensure equality of opportunity, the celebration of cultural diversity and Religious Education
- To make provision for the individual learning needs of each student as identified initially by the Statement of Educational Need, and then the Individual Education Plan
- To provide a stimulating learning environment
- To create effective partnerships with carers, parents and other professionals
- To provide opportunities for students to celebrate success in achievement and attainment

RATIONALE

The students at White Trees are all children in full-time supported care at SureCare Residential and similar young people referred to SureCare and White Trees from other care providers, and thus vary greatly in educational and needs (including SEN). Therefore the curriculum at White Trees aims to take into account each individual's needs. Most importantly the students will thrive in a supportive atmosphere where the focus will be a positive approach to learning with reward and praise developing a culture of success and achievement.

An Individual Education Plan will be developed with each student on a yearly and also termly basis. This will enable staff and students to plan the best and most appropriate provision for each individual student. These will be based on baseline assessments, but ensure that future needs as well as current educational needs are

being addressed. In this way the curriculum will be catering for all experience, levels and abilities. This student centred approach will inevitably require high levels of differentiation, but will ensure that students are able to achieve their own individualised goals; rather than a 'one fits all' curriculum. The curriculum will cater for traditional KS4 and functional skills, but will include access to Entry Level Awards such as ASDAN, BTEC, QCF and alternative vocational awards.

A robust PSHE and Citizenship based approach will be taken at all times, with the focus on developing each individual into confident and well-rounded citizens, as much as positive and successful students. Extra-curricular activity such as sport, the Arts and social experiences will play a major part in developing the skills required to be such individuals.

National Curriculum

'All pupils, irrespective of their ability or stage of development, share the right to a broad and balanced curriculum including the National Curriculum.'

All students at White trees Independent school are taught aspects of the national curriculum; English, Mathematics, Science, Geography, Religious Education, ICT, technology, History, Modern Foreign Languages, PSHEE and Careers Education and Guidance.

Due to the nature of our students' learning difficulties and challenging behaviours, the students at White Trees Independent School also need to access areas of learning which are not covered in the National Curriculum, if they are to experience a curriculum which is balanced for their individual needs. This learning may also take place outside of the school during their '24 hour education' at home.

Access

For all aspects of the curriculum staff will seek to maintain the conditions most likely to facilitate learning for our students through:

- Provision of appropriate information and communication technology
- Consistent and sensitive application of programmes designed to moderate challenging behaviours and teach skills for self-management
- A commitment to interdisciplinary collaboration and partnerships with parents/carers, fellow professionals, students and our local, national and global communities

Key Stage 3

It is envisaged that at KS3 students will have access to all national Curriculum subject areas. Due to a wide range of academic and behavioural needs, the

classroom setting will be highly structured with some students on individual programmes. Students will have the opportunity to start the functional skills syllabus in preparation for Key Stage 4.

Key Stage 4

At Key stage 4 students will have access to all National Curriculum subjects. Students will have the opportunity to take a number of accredited courses at entry level (or whichever is deemed to be most appropriate), to develop vocational education and to take part in work experience placements and college taster courses. During the academic year, students will complete a range of different topics.

Settings

Planning will ensure that our students experience a wide range of learning environments, in order to stimulate interest and encourage generalisation of skills. Indoor and outdoor settings are included as well as, quiet areas. This will have the added effect of encouraging confidence in a variety of settings.

Roles and Responsibilities

Areas of responsibility for specific curriculum areas will be defined according to identified strengths. But planning is a collective responsibility but will take into account the individual expertise, subject knowledge and experience of each member of the staff. In consultation with the whole staff the School Manager is responsible for:

- Leading the subject policy statement which is regularly reviewed and amended as necessary.
- Make best use of the variety of skills and expertise to provide the richest possible experience for the students
- Include all staff in developing lessons and experiences of the highest standard
- Providing advice, support and training for staff.
- Supporting curricular implementation with specific reference to the areas of learning and programmes of study.
- Prioritise and manage a curriculum budget
- Monitoring the quality of teaching and learning throughout the school and reporting outcome to the stake holders and SureCare.

Curriculum development

Each year plans will be reviewed by the staff and will take account of issues raised during monitoring and evaluation, school self –evaluation, external requirements and new initiatives. This development plan will outline future areas for development which are prioritised, implications this may have on training needs, resources and costings.

Review and Evaluation

Our planning process will be subject to on-going scrutiny. The following questions will help to focus our review and evaluation:

1. Are individual students needs being met?
2. Does planning ensure continuity for individual students over time and across the whole curriculum?
3. Is there progression across the key stages?
4. Are there adequate opportunities for practical work and problem solving?

Assessment, Recording and Reporting

White Trees Independent School will:

- Provide a Baseline assessment of students' strengths and areas for development as a starting point in planning for individual target setting
- Maintain a record of achievement and experience, showing the learning opportunities with which students have been presented by the student log.
- Note significant new responses, wherever they occur so that progress and achievement can be assessed
- Generate information to staff, team and other staff directly involved with students to ensure a consistent approach to students' learning and a generalisation of skills
- Update learning objectives as needed and report achievement

THE CURRICULUM

(as required by the Education Regulations 2014 for Independent Schools)

Note: The content of the Curriculum will be individualised and will therefore for each learner contain only aspects of the curriculum detailed below, but will include learning from each of the required areas. The balance between academic and functional skills will be determined through the developing of the IEP. Pedagogy employed by the teaching staff will be that which is most appropriate to the individual student.

Please see Learning and teaching policy

KS3 and KS4

Linguistic

KS3 learning will be *based* on the KS3 English National Curriculum though this may be heavily tailored to the individual and could include aspects of KS1 and KS2 curriculum and might include a combination of Entry Level Awards for those who have had limited previous access to language, listening, speaking, reading and writing. As per the requirements of the Education Regulations there will be lessons in spoken and written English delivered through whichever medium is most appropriate

to the Learner's needs. It is likely that English will be the only language delivered, but specific students will be catered for on request or requirement.

For KS4 Students Entry Level awards and qualifications will be sourced and resourced as per the individual learner's requirements.

Speaking and listening as the 'social' aspects of the English curriculum will be a particular focus for students at White Trees, developing improved communication skills.

Mathematical

KS3 learning will be *based* on the KS3 Mathematics National Curriculum though this may be heavily tailored to the individual and could include aspects of KS1 and KS2 curriculum. This might also include a combination of Entry Level Awards for those who have had limited previous access to Maths in any format; ensuring a basic level of Mathematics is achieved by all.

KS4 students will have access to a tailored vocational qualification applying Maths to a 'life' situation. For example Functional Skills at all levels and Foundation Learning.

Scientific

KS3 learning will be *based* on the KS3 Science National Curriculum though this may be heavily tailored to the individual and could include aspects of KS1 and KS2 curriculum and may include Entry Level Awards for those who have had limited previous access to Science in any format; ensuring a basic level of Science if achieved by all.

KS4 students will have access to a tailored vocational qualification applying Maths to a 'life' situation. For example Functional Skills at all levels and Foundation Learning.

Technological

KS3 learning will be *based* on the KS3 ICT National Curriculum however students will have vocational access to outside resources offering other opportunities to fulfil the requirements of 'developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products'.

KS4 learning will have a vocational focus tailored around BTEC Qualifications at Level 1, 2 and 3.

Learning at all Key Stages will include access to multiple resources including, for example, a Forest School, outside Garden Space, Vehicle Maintenance, Catering (both at home and at school) and numerous vocational opportunities whether through placement or work experience. All vocational opportunities will have a strong focus on planning, communication and evaluation.

Human and Social

KS3 and KS4 learning will be *based* on the National Curriculum for History and Geography taught through various topic based activities.

Physical

Physical Education (P.E) will form an essential part of the curriculum for all students at White Trees, establishing team work, communication and an understanding of fitness and health.

KS3 learning will be *based* on the National Curriculum for Physical Education though will be tailored depending on the curriculum requirements for a small school, and will possibly involve KS4 level students in leadership / teamwork roles.

KS4 learning will offer a choice based around BTEC and QCF (Levels 1-4), and for those not taking a qualification or seeking accreditation will still be compulsory as a source of regular fitness and exercise.

Outside of curriculum time all students will be encouraged to seek and participate in positive physical activity and exercise.

Aesthetic and Creative

KS3 Learning will be based around a combined curriculum of 'The Arts' including where appropriate Art, Dance, Drama and Music dependent on each students confidence and previous experience.

KS4 Learning will be based around BTEC options to include Performing Arts, Music Technology.

PSHE

It is expected that the whole curriculum will cover aspects of PSHE, but students will also have access to aspects of the National Curriculum.

PSHEE KS3 Learning will be based around the National Curriculum (non-statutory) for PSHEE (Personal Social Health and Economic Education) though will be tailored to suit the needs of each learner and may also include aspects of the non-statutory KS1 and KS2 PSHE curriculums.

PSHEE KS4 Learning will be based around the non-statutory National Curriculum for PSHEE though will be tailored to suit the needs of each learner and will be accompanied by suitable entry level awards or foundation learning.

KS5

All students of KS5 age will have the option to apply to local Further Education providers, or if appropriate will be able to access a selection of Level 2 academic and vocational qualifications at White Trees.

This provision will be based on the needs of the learner, and the requirements of the qualification, as with the KS3 and KS4 curriculum,