



Curriculum Policy

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School Accepted definition of Curriculum

The Curriculum is broadly defined as the totality of pupil's experiences that occur in the educational process.

In school different types of curriculum are often talked about. The Explicit Curriculum and the Hidden Curriculum.

The Explicit Curriculum describes what appears in documents and teachers' plans. The term refers specifically to the planned sequence of teaching, or the pupil's experiences in terms of the school's instructional goals.

The Hidden Curriculum refers to the unwritten rules, values and normative patterns of behaviour which students are expected to conform to and learn while in school. Examples of things taught through the 'hidden curriculum' include: understanding socially constructive communication, community, respect, adhering to rules and boundaries the interaction between pupils and between adults and pupils in school settings.

Overview of the Explicit Curriculum in school

For pupils in school years 1 to 9 or Key Stages 1, 2 and 3

The 'basic' school curriculum includes the 'national curriculum', as well as religious education and relationship, health and sex education RSHE.

The national curriculum is a set of subjects and standards used by primary and secondary schools, so children learn the same things. It covers which subjects are taught and the standards children should reach in each subject at different stages of their education.

For pupils in school years 10, 11 and in Post 16 provision

The curriculum for each pupil or student is based in carefully considered accreditation routes which best meet their aspiration, knowledge and skills.

Principles

The curriculum is guided by the following principles:

- A belief in the importance of a personalised, broad and balanced approach to the curriculum;
- A belief that a curriculum must allow equality of opportunity;
- A belief that the curriculum meets the needs of individual learners and the leaders will dis-apply portions of the National Curriculum only in agreement with the placing LEA, parents or carers, and only if leaders feel this to be in the best interests of the pupil.
- A belief that the curriculum should pursue excellence in all areas;
- A belief that the curriculum should provoke creativity, self-confidence and the ability to work collaboratively by learners of all backgrounds and abilities;
- A belief that learning takes place beyond the formal curriculum.

Aims:

More specifically we aim:

- To encourage intellectual curiosity, critical perception and a respect for learning;
- To encourage individual responsibility, self-esteem and confidence as well as care, concern and respect for others;
- To promote the development of personal values to help meet the challenges of a complex world and to encourage a commitment to contributing positively to the community and a wider society.
- To provide appropriate challenge and accreditation opportunities to develop the personal resources necessary to be happy and successful in a complex world;

All our students will learn:

- To respect and celebrate the differences between people;
- To question reasonably but to treat with compassion and understanding the positions of others;
- To be flexible thinkers;
- To become life-long learners.

Most of our pupils have Special Educational Needs detailed in an EHCP

They are supported appropriately by small class sizes (usually no more than 6 pupils per class), classroom support, mentoring, counselling, access to IT, and other specialist staff and resources.

Specialist provision such as our own company Therapeutic practitioners, 1:1 programmes built into their timetables which can cover a vast number of areas of the Social, emotional and mental health issues we come across including anger management and counselling are available when required and considered by the professionals involved with individual pupils.

- Each subject planned is underpinned by the clear objectives from the school curriculum objectives or the guidelines which govern individual accredited courses at a level which is most appropriate for the individual student. The planning is based on the development of knowledge and skills. Key cross-curricula areas such as Literacy, Numeracy and the use of ICT are embedded in all subject areas.
- The pupils arrive at school with varying amounts of information about their previous school life and progress. Over transition into school all pupils have comprehensive assessment around their presentation, prior knowledge and skills and placed in appropriate learning groups for their ability and their needs. Teachers mostly use highly personalised and carefully undertaken observations rather than a formal testing route. However, for some pupils more formal assessment is used - tests include maths, reading age, spelling age, multiple intelligence testing and learning style inventory. These tests are put together with

observations, communication with parents, carers, social workers and if possible previous schools and or tutors.

- After initial assessment, pupil's progress is monitored on a Half-Term basis using, amongst other assessment tools, teacher assessment (both formal and informal) and the accredited exam material. Reports on pupil progress are distributed each term, with a final end of year report provided.
- All teachers of pupils in years 1 – 9 use Key Performance Indicators to track the exact learning objectives that each pupil is working at in each subject area. This may be different for different subjects or even within different concepts within one subject. This very detailed understanding of exactly where the pupil has gained knowledge and understanding informs the teaching and learning in future lessons
- The KPI are analyses to gauge the level each individual is working. Pupils are tracked using KPI to measure progress across the curriculum. (**See Assessment Policy**)

Curriculum Evaluation and Development

Specified curriculum areas are allocated to leaders who attend weekly whole staff meetings. The leaders chair the meetings. The involvement of senior staff in the production of subject development plans allows the planned use of material and staffing resources. Leaders develop a cycle of self-evaluation which will culminate in a monthly 'single conversation' with the SLT to evaluate performance and progress. Proposed curriculum developments are discussed by the Governors who are kept informed by the Head Teacher.

Key stages

The national curriculum is organised into blocks of years called 'key stages' (KS).

Age	Year	Key stage
3 to 4		Early years
4 to 5	Reception	Early years
5 to 6	Year 1	KS1
6 to 7	Year 2	KS1
7 to 8	Year 3	KS2
8 to 9	Year 4	KS2
9 to 10	Year 5	KS2
10 to 11	Year 6	KS2
11 to 12	Year 7	KS3
12 to 13	Year 8	KS3
13 to 14	Year 9	KS3
14 to 15	Year 10	KS4
15 to 16	Year 11	KS4
16 to 17	Year 12	KS5
17 to 18	Year 13	KS5

Key stage 1 and 2

Compulsory national curriculum subjects at primary school are:

- English
- Maths
- Science
- Design and Technology
- History
- Geography
- Art and Design
- Music
- Physical education (PE), including swimming
- Computing
- Ancient and modern foreign languages (at key stage 2)

Schools must provide religious education (RE) but parents can ask for their children to be taken out of the whole lesson or part of it.

Schools also teaches:

- personal, social and health education (PSHE) and Relationships education
- Citizenship
- Life skills including Independence Plus

Key stage 3

Compulsory national curriculum subjects are:

- English
- Maths
- Science
- History
- Geography
- Modern Foreign languages
- Design and Technology
- Art and Design
- Music
- Physical education
- Citizenship
- Computer Science

We also provide religious education (RE) and relationship, sex and health education RSHE at key stage 3. Parents can ask for their children to be taken out of the whole lesson or part of RSHE. Ormston School also teaches Life Skills including Independence Plus.

Key stage 4

During key stage 4 most pupils work towards national qualifications - usually GCSEs, Functional Skills, NCFE Level 1 and 2 Qualifications and/or alternative qualifications which best suit the needs of the individual pupils.

The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.

Core subjects are:

- English
- Maths
- Science

Foundation subjects are:

- Computing
- Physical education
- Citizenship (PSHCE)

Schools must also offer at least one subject from each of these areas:

- Arts – Arts Award
- Design and technology / Food Technology
- Humanities

We also provide religious education (RE) and relationship, sex and health education RSHE at key stage 4. Parents can ask for their children to be taken out of the whole lesson or part of RSHE. Ormston School also teaches Life Skills including Independence Plus.

As a small school we are able to guide and discuss the 'options' that are available to the pupils as they progress into Key Stage 4 in a particularly personalised way: there is a strong emphasis on preparing for a working/adult life whilst simultaneously encouraging the continuous development of Literacy and Numeracy skills. The Key Stage 4 curriculum builds on the Key Stage 3 curriculum to provide an important core of learning with the opportunity to begin to specialise. It is revised on an annual basis in response to the needs of the pupils in Year 9.

Key Stage 5

Once ready for the future college placement we can offer to those pupils who would benefit a robust college transition a college plan which can complement their learning in school. These can be for one morning per week through to 3 days per week. We wrap their timetable around their college time. Each individual requires varying levels of support with this and we offer full support from school to assist in the transition to college or throughout their college placement.

The core curriculum comprises:

English, Mathematics, Science and Computing.

We also offer non-core curriculum subjects to develop their understanding in the broadest way possible.

All pupils have the potential to achieve AQA Unit Awards, Functional Skills Entry Level – Level 2 Certification in the core subjects as well as the subjects listed above in the Year 9 curriculum. Where appropriate, pupils will be entered into AQA/GCSE or equivalent examinations in these subjects as well. *Please see the curriculum summary

We also offer:

- NCFE Qualifications in Food Technology / Hospitality & Catering
- NCFE Qualifications in Health and Social Care
- Functional Skills Qualifications in English, Maths and Digital Skills
- GCSE English Literature and Language, Science and Maths
- Duke of Edinburgh (Bronze and Silver)
- Arts Award (Bronze, Silver)
- AQA Unit Awards
- ASDAN Certificates

We are always looking at other courses depending on the needs of the students.

Ormston School has established a close working relationship with the Careers team in Bradford LA with independent access to careers guidance through Skills House and Bradford LA. Ormston School plans to offer extended Work Experience placements as well as accredited training at local colleges and institutions. Therefore, the pupils at can have specially tailored packages of options to allow this combination of accreditation and development. There is a commitment to creating personalised curriculum 'packages' for individual pupils. We endorse a 'multi agency' approach where the curriculum can include college placements, extended work experience (where possible), a reduced academic curriculum, independent learning and individual learning support. The Head teacher negotiates and oversees this process in close collaboration with all professionals involved with the Individual pupils.

Children also study:

- Relationship, Health and Sex education (year 7 onwards)
- Relationships education (all pupils)
- religious education (RE)

They may not have to take exams in these subjects.

Relationship education

Relationship, Health and Sex education (RHSE) is compulsory from age 11 onwards (can be aged 10 depending on the mix of class). It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation.

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want. Please contact the school if you would like to discuss this area further.

Religious education

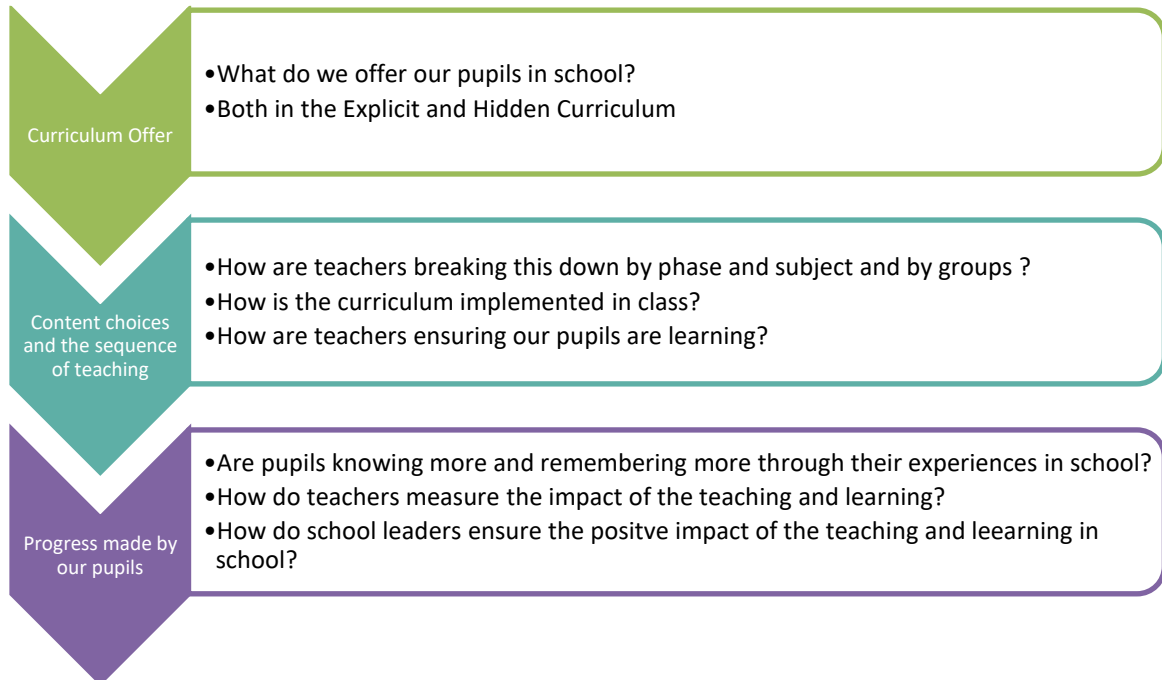
Schools have to teach RE but parents can withdraw their children for all or part of the lessons. Pupils can choose to withdraw themselves once they're 18. Local councils are

responsible for deciding the RE syllabus, but faith schools and academies can set their own. We have devised our own RE Curriculum taking guidance from different LA approaches

SEE ALSO CURRICULUM SUMMARY

Curriculum Offer

The School leaders have designed the Curriculum offer to ensure it best meets the needs of our pupils.



Our Curriculum is broken down into Phases of learning and then by Subject area.

The Curriculum is **what** is taught

The Pedagogy is **how** it is taught

The teachers then assess the high-level desired outcomes and measures of those outcomes in what the pupils have learned from the experiences provided in school.

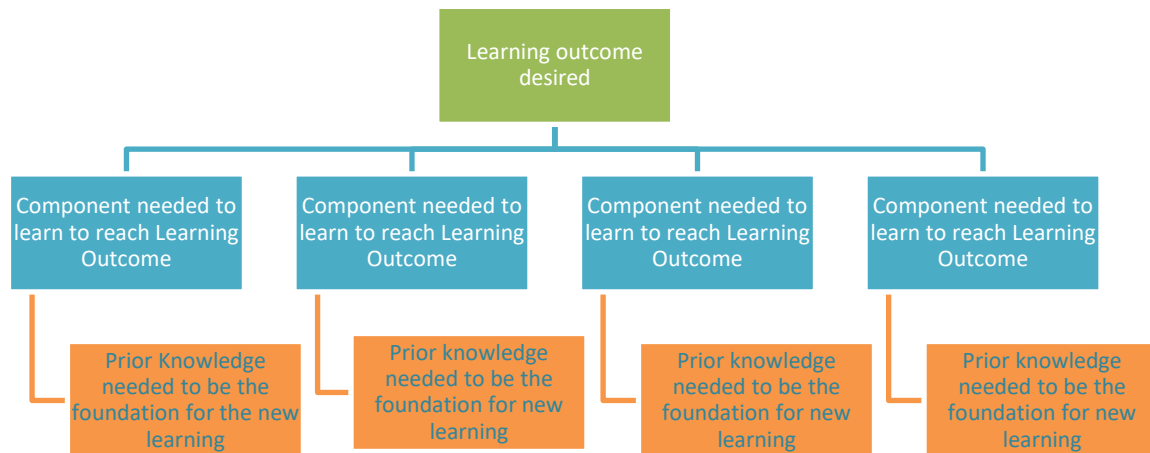
Substantive and Disciplinary Knowledge

It is important that teachers ensure the curriculum planning develops the pupils Substantive and Disciplinary knowledge for each subject area

Substantive Knowledge is, for example, knowing what Newton's Law is and how it is applied in Science

Disciplinary Knowledge is, for example, knowing how to set up experiments or how to control variables in Science experiments

Planning the Curriculum

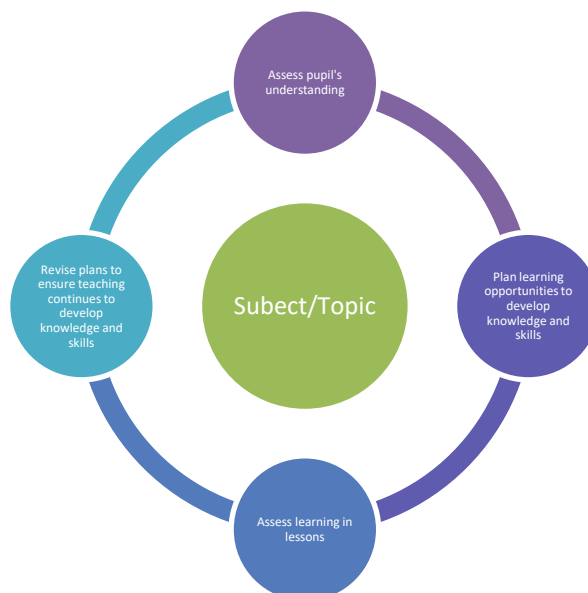


Teachers use an assessment/ planning cycle to ensure pupils are continually learning and developing skills through the teaching and learning experiences in school.

The teaching needs to be planned building on prior learning. Teachers need to ensure they have considered all of the prior knowledge the pupil would need to have to access the new learning

The teaching needs to be planned to ensure pupils are taught at a level which is accessible but promotes progress. We have aspirational targets for our pupils.

The teachers continually assess the pupils understanding and then plan to reinforce and develop new knowledge and skills



How the Curriculum is taught

Teachers know their pupils very well and therefore the way the curriculum is delivered is carefully designed to best meet the needs of the pupils.

Key Stage 1, 2 and Key Stage 3

The Learning outcomes are taken from the Subject descriptions in the National Curriculum. School leaders have broken down the National Curriculum broad descriptions into year group arranged statements – creating Key Performance Indicators (KPI). These outcomes are in the form of more specific statements or 'small steps' of learning.

The teachers use various methods of assessment to consider the level the individual pupil is at. For example, a pupil may be chronologically aged 13 but may be working at year group 3 or aged 7 to 8. The teacher then 'ticks off' the KPI the pupil can already do. The teacher then plans learning opportunities for the pupil to achieve the KPI they cannot as yet do.

Key Stage 4 and 5

The Learning Outcomes are taken from the specifications for the accreditation route the pupil is taking. These outcomes are broken down by teachers to specific statements or 'small steps' of learning.

Creative Curriculum

The **Creative Curriculum** is designed to meet the basic needs of the children. It offers strategies for building positive relationships, helping children develop self-regulation, and responding to challenging behaviours. It shows teachers how to guide children's learning during daily routines and everyday experiences.

This means incorporating the desired Learning Outcomes into planning exciting and varied learning experiences

The learning activities vary across the school as would be expected for a school who work with such varied pupils with so many different Special Educational Needs.

Sequential Learning

Learning must build on what is already known and understood and must develop further knowledge and skills which will then lead to future learning.

It is vital that there is hierarchical sequencing in the planning so that the activities planned have a base in skills the pupils already have rather than relying on skills which the pupils have yet to learn.