



Community Special School

Learning Together for Personal Success

Curriculum Policy

This policy has been reviewed on January 2015 and has been impact assessed in the light of all other school policies and the Equality Act 2010.

Review Date	Signed (Chair of Governors)

Introduction and Rationale

We are passionate that all our pupils receive their full entitlement to access a curriculum that is balanced and broadly based (Education Act, 2002) and which (a) promotes their spiritual, moral, cultural, mental and physical development and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

A curriculum can be defined as:

‘All the learning, which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school.’

Kelly (1983)

At Alfreton Park Community Special School this refers to the means and materials with which our pupils will interact for the purpose of achieving identified educational outcomes. In essence, it is all of the learning and other experiences offered to each and every one of our pupils. It covers all planned learning experiences whether they happen in lessons, in extra-curricular activities, through homework, within the community or on educational visits and residential ventures at home and abroad. It encompasses spiritual, moral, social and cultural development, all of which are delivered in a secure and caring environment in which pupils can experience success.

Guiding Principles

The principles that help shape our curriculum align with those of the Office for Standards in Education, Children's Services and Skills (Ofsted). We believe our curriculum should:

- Emanate from the four cornerstones of high quality teaching and learning: sound subject pedagogy, planned progression, accurate assessment and personalisation;
- Place pupils at its heart, putting their interests first to enable their specific talents to be nurtured and their full potential to be achieved;
- Be fit for purpose by being relevant, providing sufficient flexibility and upholding the principles of differentiation and personalisation;
- Provide breadth and balance, including a balanced approach to RE that is broadly Christian but that reflects Britain's religious diversity;
- Uphold and promote fundamental British values;
- Involve parents/carers, the community and other professionals to provide individualised learning plans that meet pupils social, behavioural, physical and academic needs;
- Set out what pupils are expected to know, understand, experience and do in order to help pupils achieve well compared with their peers;
- Support effective planning and delivery in order to promote inspiring learning environments, high levels of achievement and good behaviour and discipline;
- Prepare pupils for a successful adulthood in Modern Britain that includes meaningful engagement with society as independently as is appropriate to the individual;
- Include a rounded programme of assemblies that help to promote pupils' spiritual, moral, social and cultural development, providing clear guidance on right and wrong;
- Meet all statutory requirements to ensure that all pupils have access to their full entitlement.

Aims and Objectives

Providing a curriculum that is built on the principles above enables us to achieve our aims, which are:

- To promote high standards in communication, reading, writing and mathematics.
- To allow pupils to develop a knowledge of themselves in time and space.
- To enable pupils to acquire knowledge and skills in science.
- To enable pupils to be confident in the use of ICT.
- To promote spiritual development and moral sensibility.
- To promote physical and mental development and an awareness of healthy life styles
- To appreciate the importance of participating in arts and culture.
- To develop personal and social skills.
- To provide equality of access and opportunity for all pupils to make progress.
- To prepare pupils for the opportunities, responsibilities and challenges of adult life.

Curriculum Structure

Our curriculum comprises of two distinct components:

Statutory Curriculum: this ensures that our pupils receive their legal entitlement to follow the Early Years Foundation Stage Curriculum, the National Curriculum and Foundation Learning frameworks, as appropriate to their *chronological age*, which set out ‘Programmes of Study’ that detail the content that should be taught.

School Curriculum: this ensures that pupils receive additional, essential opportunities for learning and development that are based on their *cognitive abilities* and what we feel our pupils need to learn in order to lead fulfilled lives, both as children and eventually as adults.

The statutory curriculum and the school curriculum frameworks used at Alfreton Park are illustrated below:

Key Stage or Phase	Statutory Curriculum	School Curriculum	
Nursery and Reception (Year N, R and 1*)	Early Years Foundation Stage Curriculum	Alfreton Park Foundation Curriculum	Alfreton Park PMLD Pre-Formal Curriculum
Key Stages 1 to 4 (Years 2 to 11)	National Curriculum	Alfreton Park Semi-Formal Curriculum	
Key Stage 5 (Years 12, 13 and 14)	Foundation Learning	Alfreton Park Adult Curriculum	

**The EYFS curriculum is extended to the Y1 to accommodate smooth transition and maximise opportunities for early learning and development.*

Each statutory curriculum framework has its own specific areas for learning. These are supplemented by our own Programmes for Learning as illustrated in the relevant Alfreton Park curriculum documents.

Progressive Curriculum

At Alfreton Park we passionately believe that progress cannot be left to chance and embrace a *Person-Centred Planning* model (**Appendix 1**). We are also guided by the principles of our *Progressive Curriculum* (**Appendix 2**) that supports the transition of all pupils from the acquisition to the application of knowledge, skills and understanding. In addition, progress is supported by *Individual Learning Plans*. This is compiled in collaboration with pupils, families and teachers, as well as other allied professionals where appropriate. It is a fluid plan that changes as the needs of the learners change. It is reviewed and amended on at least 3 occasions every year.

Teaching and Learning

We recognise that an acceptable standard of education is defined as a good standard of education. We place great emphasis on pursuing high standards of teaching and learning (see *Teaching and Learning policy*). Staff adhere to an agreed set of *Non-Negotiable Lesson Characteristics (Appendix 3)*, which provides us with a consistent framework to support high quality teaching and learning.

Assessment, Recording and Reporting

Our approach to assessment (see Assessment Policy) is multi-faceted such is the complexity of our pupils' progress. All pupils at Alfreton Park are achieving below age-related expectations. The nature of pupils' progress at Alfreton Park can be categorised into two:

Linear Progress: This is when a pupil progresses from one stage to another in measureable steps and where there is a clearer start point and end point. It is often likened to climbing a ladder, where pupils build on knowledge, skills and understanding. At Alfreton Park pupils' linear progress is assessed using the *B-Squared* assessment tool, which enables us to record and assess pupils' small steps across the curriculum. Pupils are set annual targets. Progress in relation to these targets is analysed on a termly basis to determine whether pupils are making below expected progress, expected progress or above expected progress.

Lateral Progress: This is when a pupil progresses in a sideways direction and relates to widening and consolidating knowledge, skills and understanding. We usually refer to this a generalisation and it is particularly important to ensure that pupils can apply what they have learned outside school, in different contexts and into adulthood.

Pupil Progress Review Meetings take place every half term to discuss the progress of pupils in relation to their annual targets. Where pupils appear to be making below expected progress (underperforming) contributory factors are identified and appropriate interventions put in place to support future progress.

Progress is regularly reported on to Governors through committee meetings, the Local Authority through annual data submissions and Quality Development Dialogues and to parents/carers through Annual Review meetings, Parents' Evenings and annual reports.

Roles and Responsibilities

The Head Teacher has the overall responsibility for the leadership of the curriculum and delegates responsibilities to key staff:

- The Deputy Head Teacher is responsible for designing and overseeing the curriculum, coordinating the work of the subject coordinators and ensuring the consistent implementation of the curriculum across the school;
- The Phase Leaders are responsible for ensuring that the School Curriculum relevant to their area(s) of responsibility are consistently applied within their phase;
- Subject Co-ordinators provide a strategic lead for their subject by writing subject policies and curriculum statements, identifying the content and coverage providing guidance on schemes of work, supporting colleagues on issues relating to their subject, monitoring pupil progress within their subject and providing efficient resource management.
- Class Teachers ensure the curriculum is taught and that the aims for the class are achieved. Planning may be done collaboratively to ensure parity across year groups and departments or key stages;
- All staff share a collective responsibility of the progress of each pupil, ensuring that there is appropriate support, challenge and intervention to enable all pupils to succeed.

Monitoring and Evaluating

Monitoring and evaluating the quality and effectiveness of the curriculum will be achieved through:

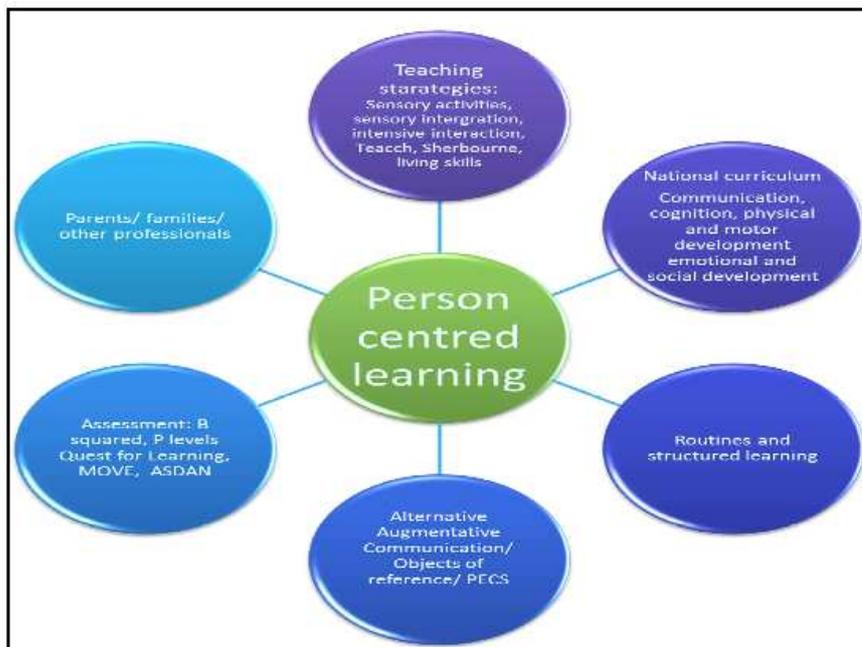
- Ofsted inspection;
- School self-evaluation (see School Evaluation Summary);
- Local Authority review (see Quality Development Dialogue);
- External benchmarking where appropriate;
- Governor committee meetings;
- Data analysis and termly pupil progress review meetings;
- Performance management and staff appraisal;
- Monitoring of teacher planning files;
- Assemblies;
- Presentations;
- Achievement of external qualifications and accreditations;
- Progress files and work scrutiny;
- Lesson study and learning walks;
- Leavers' destinations;
- Parents' and carers' views (see Annual Review questionnaires);
- Pupil views being given through the School Council.

Review

The governing body will review this policy annually, or following significant policy change, to assess its implementation and effectiveness.

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Person Centred Learning

Our Person-Centred Learning approach to curriculum planning and delivery enables us to *put pupils first*. It encompasses the following elements:



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Progressive Curriculum

Overall Aim: To be prepared for life after school

Key Stage	Context for Learning Overview	Approach and Curriculum Content
5	Students apply and transfer functional skills in increasingly more unfamiliar contexts that individuals are likely to encounter in their adult life.	Adults act as role models in a less formal structure encouraging the generalisation of knowledge, skills and understanding. Teaching of life skills to meet the challenges of adulthood is a central focus. A student centred curriculum which is flexible, encourages choice and provides opportunities for increased age appropriate responsibility. Supported transition of functional skills to relevant post 19 environments.
4	Students consolidate and apply skills to develop functionality within familiar contexts in the local community.	Pupils are provided support for growing maturity through a teacher led curriculum. There are increased opportunities to learn within the community. There is an introduction to life skills to support the transition into post 16 environment(s). Learning independence and responsibility in a familiar setting is key to this transition period as pupils develop an awareness of an application of socially acceptable behaviours.
3	Students practice skills and develop knowledge and understanding of local environments.	Collaborative and local community based learning takes place both in and out of the classroom. There is an emphasis on the mastery of skills. Problem solving opportunities are presented to enable students to practice and develop knowledge, skills and understanding, including those associated with conflict resolution. Pupils are given opportunities to practice and link skills in different contexts.
2	Students learn and develop skills in familiar contexts.	Pupils access an increasingly a more structured education within which to develop a strong sense of self. They are presented with opportunities for exploration and investigation through more formal teaching methods. Pupils develop a deeper awareness of rules and expectations of good behaviour and are challenged to make positive choices. Activities are more practical with increased independence encouraged in a familiar setting. Pupils develop more thirst for learning.
1	Students are introduced to the variety of different skills needed.	Pupils have access to a more formalised curriculum through a phased transition between the Early Years Foundation Stage Curriculum and the National Curriculum. Pupils are introduced to skills associated with specific subjects and curriculum areas. Learning opportunities are scaffolded leading to independent exploration. There is less prompting in a familiar play based setting. Ideas are developing leading to increased creative thinking.
Foundation	Children develop focus and establish themselves within the school community.	Pupils establish a sense of self and a familiarity with the routines and structures associated with school. There is a strong emphasis on adult guidance, supervision and prompting as well as child led exploration. Prime areas of learning (physical development, personal social and emotional development, communication and language development). Children are actively involved in and motivated to learn. Problem solving opportunities are presented through choosing activities.

The Progressive Curriculum is flexible to accommodate chronological age, statutory curricular requirements and pupils' readiness to progress to the next stage.

Alfreton Park Community Special School

Learning Together for Personal Success

Non-Negotiable Lesson Characteristics

The ten elements listed below should be present in all lessons at Alfreton Park. They form the structure that facilitates good and outstanding learning. Although individual teachers may approach a lesson in a variety of different ways, these ten features should always be reflected within planning and delivery because everyone deserves to achieve and progress should never be left to chance.

1 Careful planning and preparation

Detailed knowledge of the pupils, including assessment data, should be used when planning to ensure that all pupils access learning but that they are also challenged and stretched according to their ability. Planning takes account of any individual specific learning needs and accompanying documentation e.g. IEPs.

2 Clear learning objectives and outcomes

Set objectives that engage students in their learning. Describe simply and exactly what you want students to be able to do by the end of the lesson and how they will know whether they have been successful. Students must be made aware of the criteria for success through Learning Outcomes.

3. Appropriate differentiation

Task, support, pace and outcome should be differentiated to meet the needs of the individuals and take into account all learning styles and preferences. Activities should cater for different types of learners and enable the learning objective(s) to be met. Adjustments should be made to support the individual.

4 High levels of pupil engagement

If students are not engaged, they cannot be learning! Tasks should be challenging but appropriate to ensure that pupils do not become disinterested. Lesson time should be used to maximum effect to benefit learning. This is achieved when students are 'ready to learn' and the pace of the lesson is appropriate.

5 Purposeful use of other adults

Other adults within the classroom should have a clear and measurable impact upon learning. The role of the TA within a classroom must be planned for so that they contribute towards pupil progress. They should be included in identifying progress and next steps to learning. Their strengths should be capitalised on.

6 Assessment used effectively during the lesson

Assessment of pupil progress should take place regularly within each lesson using a range of strategies. Regular assessment should inform timely interventions so that tasks are modified to make them more accessible or more challenging. Pupils' work will be annotated to support feedback and identify next steps.

7 Alternative Augmentative Communication

A range of different methods should be used to help students communicate. This does not mean that the same strategy will be evident in all lessons for all learners. The methods utilised will be appropriate to the individual specific needs of the pupils and may include PECS, signs, symbols and objects of reference.

8 Behaviour management strategies will be consistently implemented

A non-confrontational approach to discipline based on positive relationships, respect for the dignity and rights of individuals, choices about consequences should be adopted. Pupils should be clear on the rules, routines and expectations of the classroom. Rewards and motivators should be used where appropriate.

9 Pupils achievements will be acknowledged and celebrated

Pupils' achievements should be acknowledged in relation to the learning objectives and other personal achievements. Opportunities for praise should be sought. Pupils should be rewarded for their success and a clear reward structure should be in place to motivate pupils and support behaviour management.

10 The moment of truth!

A final plenary should capture what has been learned and judge how far the learning objectives set at the start of the lesson have been achieved. If not all students have achieved the objectives, this should still be acknowledged and used to adapt planning for future lessons. Next steps should always be articulated.

Non-Negotiable Lesson Characteristics RH 2014