



Curriculum Policy

Written	October 2019
Date of review	October 2021
SLT Lead	Charlotte Roberts
Signed: Head Teacher	_____
Chair of IEB	_____

Curriculum Statement

This curriculum policy exists to ensure that students, parents and staff have a clear guide about our aim for an outstanding curriculum offer for all our students at Northfield School.

We are working towards offering a curriculum with ambition and breadth; one which gives our students the opportunities they require to learn new skills and knowledge in a targeted and sequenced way. All of our students have an Education, Health and Care Plan (EHCP) which we use to ensure our curriculum also has an individualised approach.

The school's ethos and culture aim to target social and emotional learning and seeks to improve students' interactions with others in all aspects of their lives. When designing our curriculum, consideration is given to how we can best support our students with self-management of their emotions as well as focusing on their academic studies.

We recognise that equality is not always about inclusion and that sometimes equality is about changing the approach we take according to the specific needs of our students. A traditional model with discrete subjects taught across the week does not suit our learners with their complexity of individual needs. This model would not provide sufficient time and opportunity to rigorously tackle individual teaching programmes with sufficient frequency for our learners to embrace new skills and knowledge. Therefore, our learners benefit from a deeper learning model.

Using findings from educational research, including the Education Endowment Foundation's Teaching and Learning Toolkit (2018) and the Rochford Review (2016), we have created a curriculum which is suitable for our students by;

- meeting the needs of all our learners by giving students opportunities to work towards achieving their individual EHCP Outcomes;
- being engaging, relevant and motivating;
- offering opportunities for our students to work collaboratively with each other in order to establish teamworking and turn-taking principles;
- giving emphasis to the importance of spoken language and verbal interaction in the classroom;
- promoting the acquisition of reading comprehension for all students;
- preparing our students for the opportunities, responsibilities and experiences of later life via our new CEIAG programme;
- allowing our learners to make connections across the curriculum whilst maintaining the integrity of the key element in each subject;
- ensuring that the curriculum drives assessment and that the application of knowledge, understanding and skills should be recognised in a range of different contexts.

Our core curriculum provides daily opportunities for learning in English, mathematics, reading (with the introduction from January 2020 of the Sound Reading System to support the teaching of phonics) and social communication (non-verbal communication, conversation skills, assertive behaviour) with students working towards outcomes from their EHCPs.

The curriculum is planned and developed in line with the requirements from the primary and secondary National Curriculum.

Organisation of the Curriculum

Key Stage 2

Our KS2 curriculum is similar to KS3 (see below) with emphasis on reading and preparation for SATs (when relevant for a student to sit SATs at the end of Year 6).

Key Stage 3

Our KS3 curriculum consists of the core subjects of English and mathematics along with Information and Communication Technology (ICT), Physical Education (PE) and fitness plus Thematic Approaches to Learning. A breakdown of the subject time allocation is below:

Years 6-9	Number of lessons
English	5
Mathematics	5
ICT	1
PE	2
PSHE	1
Fitness	1
TAL	9
Restorative or Free Time Friday	1
Total:	25

Thematic Approaches to Learning

Our KS3 curriculum comprises a thematic, cyclical approach to the curriculum coverage to provide a meaningful context for the development of each student's basic skills, knowledge and understanding, whilst delivering the relevant National Curriculum requirements. This ensures a broad and varied curriculum that remains interesting and stimulating for all our students. Each term the class groups work around an agreed topic and cover four subject areas from the following list: science, geography, history, art, music, design and technology and religious education.

Key Stage 4

A Vocational and Life Skills curriculum is delivered in a similar thematic approach to KS3. The focus of the learning topics or themes aim to support students' preparation for life beyond the school and link to the following:

- pupil aspirations and outcomes from their EHCPs;
- independent learning behaviours and skills;
- out of school and work-based learning;
- the National Curriculum statutory requirements.

Alongside the Vocational and Life Skills curriculum, students also study English, mathematics, ICT, science, PSHE, PE and fitness. A breakdown of the subject time allocation is below:

Years 10-11	Number of lessons
English	4
Mathematics	4
Science	2
PSHE	1
ICT	2
PE	2
Fitness	1
Vocational and Life Skills	8
Restorative or Free Time Friday	1
Total:	25

Careers Education, Information, Advice and Guidance (CEIAG)

CEIAG is viewed as an essential part of the whole-school curriculum for our students and not just for Year 11 students: the school aims to establish a stable careers programme from Year 6 to Year 11. As the learners at the school have a range of complex learning needs, we understand that the provision needs to be delivered in a meaningful and appropriate way for each stage of learning. This involves providing a balance between different elements of their learning, such as class-based work, work experience, enrichment opportunities and enterprise activities; all at a time appropriate to their individual stage of learning. Please see our CEIAG policy for more information.

Spiritual, Moral, Social and Cultural Development (SMSC)

We aim to foster an ethos that promotes the personal development of our students. We therefore aim to provide all students with an education that offers them opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive and caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of different cultures. Our SMSC is promoted in assemblies, via our behaviour policy and our restorative practices, the modelling of behaviour from all adults and it is embedded into all areas of the formal curriculum. Please see our SMSC Policy for more information.

Personal, Social, Health and Economic Education (PSHE)

Our PSHE curriculum reflects the needs of our students. Our programme plans to equip students with a sound understanding of risk and to give students the knowledge and skills necessary to make safe and informed decisions. Topics included in our PSHE programme include drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle. Please see our PSHE policy for more information.

Assessment

Assessment is built explicitly into lesson planning, with a move towards fully incorporating assessment for learning strategies (such as self and peer assessment) into our assessment principles. Learning is reviewed regularly during lessons and across a sequence of lessons.

Curriculum planning will ensure that student progress evidences a deepening of understanding and a mastery of skills and knowledge.

Accreditation

Our students are able to access a wide range of accreditation, dependent on their specific learning needs as stated in their EHCPs. We aim for students to work towards accreditation from Year 9 with the main acquisition of accreditation taking place in Years 10&11. Students are able to work towards accreditation including BTEC, Entry Level and GCSEs where appropriate. Additionally, our Year 6 students work towards their SATs.

Monitoring of the Quality of Education

The Senior Leadership Team and members of the Interim Executive Board (IEB) monitor the implementation of the curriculum in the following ways:

- Whole school learning walks;
- Book monitoring;
- Deep Dives of subject areas;
- Weekly curriculum meetings;
- Formal lesson observations;
- Progress data analysis (3 times a year);
- External moderation where appropriate.

The findings of all monitoring will be shared with members of staff in staff meetings and with the IEB at monthly meetings.

Policies which support this Curriculum Policy

- Teaching and Learning Policy
- Assessment Policy
- Marking Policy
- SEND Policy
- Equalities Policy
- Home Learning Policy
- Vocational Learning Policy
- Careers Education, Information, Advice and Guidance (CEIAG) Policy