



Iffley Academy Curriculum Policy

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Signed: Head Teacher	_____
Chair of Trustees	_____



Curriculum Policy

This curriculum policy exists to ensure that pupils, parents and staff have a clear guide as to our aim for an outstanding curriculum offer for all our pupils at The Iffley Academy.

At The Iffley Academy we are proud of the broad and balanced curriculum offered to all our learners, which gives them the opportunities they require to learn new skills in targeted, structured and often innovative way.

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

The findings of the Rochford Review (2016) recognise that SEND pupils do not always make progress in a linear way but can make lateral progress by applying existing concepts and skills to a broader range of contexts. With this guiding principle in mind, we have created a curriculum which is fit for purpose by:

- meeting the needs of all learners, enhancing their social and academic development
- being engaging, relevant and motivating
- preparing our learners for the opportunities, responsibilities and experiences of later life
- allowing our learners to make connections across the curriculum whilst maintaining the integrity of the key element of each subject
- ensuring that 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 individual and group learning in English (Sound Reading System advance synthetic phonics programme), Mathematics and social communication (non-verbal communication, conversation skills, assertive behaviour) with students working towards outcomes of their Education, Health and Care Plan (EHCPs).

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

Organisation of the curriculum

Thematic Approach to Learning (TAL)



Tate Modern Gallery

Our curriculum compromises a thematic approach to curriculum coverage to provide a meaningful context for the development of the pupil'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 pupils.

Each term the gallery works around an agreed focus, question or theme, e.g. 'How are our oceans changing?' and meaningful skills and concepts are identified from four subject areas to encourage links with The National Curriculum and opportunities for deeper learning and connections to be made.

The class teachers teach Sound Reading, English, Communication and Mathematics as discrete subjects and specialist sport coaches teach PE twice a week.

The Tate TAL curriculum comprises the following subjects:

- Art
- Design Technology
- Humanities
- Religious Education
- Science
- PSHE, including Relationships and Sex Education
- Performing arts – music, dance and drama
- Computing

The Tate gallery offers a nurturing environment to younger pupils in the school, who require clear structure under the TAL approach the learning.

Louvre Gallery

Similarly, to the Tate gallery, Louvre gallery also compromises a thematic approach to curriculum coverage, continuing to build on skills covered in Tate in a more independent structure. Each term the gallery works around an agreed focus, question or theme, e.g. 'How are we building a sustainable world?' and meaningful skills and concepts are identified from four subject areas to encourage links with The National Curriculum and opportunities for deeper learning and connections to be made.

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- Design Technology
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- Science
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Skills for Life (SfL)

Guggenheim Gallery

The Skills for Life curriculum enhances pupils' understanding of their place in the world, whilst providing regular opportunities for the acquisition of independence and life skills and accreditation opportunities. The range of learning experiences are linked to:

- pupil aspirations and outcomes from their Education, Health and Care plans
- independent learning behaviours and skills
- out of school and work-based learning, where possible and appropriate
- the National Curriculum statutory requirements
- meaningful accreditation to support their next steps

Again, the class teachers teach Sound Reading, English, Mathematics and Science as discrete subjects and specialist sports coaches teach PE twice a week. The SfL curriculum

comprises the following subjects:

- Humanities, including RE
- Art & Design Technology
- Personal and Social development
- Communication
- Vocational Learning such as BTEC Home Cooking
- ICT
- PSHE, including Relationships and Sex Education

Other courses available within the Guggenheim Gallery include the Conservation and Heritage course, delivered by The Hill End Outdoor Education Centre.

The MCA Gallery

A preparing for adulthood Skills for Life curriculum is delivered with the acquisition of Independence Skills being paramount. English, Mathematics and ICT are core subjects in addition to a selection of the following BTEC and NOCN pathways (dependent on learner needs and interests):

- Enterprise
- PSHCE, including Relationships and Sex Education
- Public Services



- Sports and Leisure
- Hospitality
- Art
- Digital Media
- Retail, which is offered through college one day a week
- Work Experience
- Communication
- Independence

Arts Award

Students within the Tate/Louvre Galleries access the Art Award, Discovery level. They have opportunities to visit OUM's and work with a variety of local and national artists to produce artwork in a variety of mediums. Gaining a qualification.

Within the Guggenheim Gallery students gain an Explore Art Award. Working with OUM and local artists to produce and exhibit art.

Within the MCA Gallery students can work towards a Bronze level Art Award, independently producing work inspired by visits to OUM and researched knowledge of artists

Individualised Teaching Plans

Each gallery will work collaboratively to design a termly framework. The medium term plans are moderated each term to ensure:

- The plans make learning more motivating
- The plans deepen student understanding
- The integrity of each subject's key concepts and skills have been maintained (National Curriculum competencies)
- Students are making connections between the subject areas
- The plans guarantee appropriate coverage and progression in the subjects involved
- Medium term planning dovetails learning between the subjects effectively

This approach provides consistency throughout the school but also gives individual teachers the opportunity to design and implement highly structured teaching programmes to meet the very specific individual needs of each pupil in their class. It equally provides guidance for achieving a balanced selection of appropriate teaching objectives across the curriculum areas. This individualised approach not only considers the age of the child but also the nature and degree of their specific disabilities and barriers to learning.

Long term planning

Tate gallery has a 2 year planning cycle following a Thematic Approach to learning.



Each term a theme is identified and four subjects are selected from: History, geography, Art, RE, Music, Design and technology and PSHCE.

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The Guggenheim gallery plans for a 2 year cycle, encompassing Functional and Independent skills (Skills for Life) in addition to core subjects, delivered by highly individualized programmes personalized to learning goals.

The MCA gallery operates a 2 year cycle, identifying needs in the 6 key areas of: World of Work, Independent Living, Social Activities, Practical projects, Problem-solving and Exam skills. This is for non accreditation subjects to support SMSC learning.

Medium Term Planning

Each gallery is responsible for the majority of planning for their learners; led, designed and resourced by designated gallery teachers. English and mathematics are planned by designated Learning Managers and are differentiated by individual class teachers.

Plans are all standardised and by the use of a planning proforma and are available for review by the gallery leads, Curriculum Learning Managers and The Assistant Headteacher and Lead Practitioner for SEND. Written generalised feedback is offered to ensure the teaching staff have opportunities and time to differentiate generic plans for their groups of learners.

Short Term Planning

Short term planning should reflect the intended learning outcome, use of previous assessment, differentiated tasks and outcomes and consideration of TOP's (Termly Outcome Plans) and allocation of staff. Good short term planning will detail potential barriers to learning and consideration of individual learning styles and strategies.

Assessment

Assessment is built explicitly into lesson planning, with a strong focus on assessment for learning strategies that involve pupils in self and peer assessment. Assessment is in line with the National Assessment without Levels guidance. Learning will be reviewed regularly during lessons and across sequences of lessons. The curriculum planning will ensure that pupil progress evidences a deepening understanding and mastery of skills and knowledge, rather than moving on to work of a greater difficulty. *(Refer to Assessment Policy)*

Accreditation



The students access a wide range of accreditation, dependent on their specific learning needs and stage of learning.

Students can gain accreditation at any point, however the main acquisition of accreditation takes place in Guggenheim and MCA galleries, where students achieve Entry level, BTEC, NOCN, Arts Award and ASDN awards. (Refer to Appendix A: Accreditation map).

Monitoring

The Senior Leadership Team and where appropriate, the Curriculum Learning Managers, monitor the planning and delivery of the curriculum in the following ways:

- Whole school learning walks
- Subject specific learning walks
- Planning moderation meetings
- Subject specific moderation meetings
- Subject specific book scrutinies
- Governor learning walks
- Lesson observations
- Progress data analysis
- External moderation e.g. SEND review, Exam board verification visits
- Raising Achievement Plan interim reviews
- Pupil progress meetings
- Action Research, a model of teachers working together in light of educational studies and questioning best practice

The Iffley Academy governing body monitors the implementation of the curriculum and receives termly updates via the Teaching and Learning Committee.

Policies which support the Curriculum policy:

- Teaching and Learning policy
- Assessment policy
- SEN policy
- Equalities policy
- Vocational Learning policy
- Relationships and Sex Education policy