



SHAPWICK SCHOOL

'The same road by different steps'

CURRICULUM POLICY

Review: 31st August 2019

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CURRICULUM POLICY

This policy is in line with the Independent School Standards (Revised January 2015)

1. Statement and vision

The aims and values of Shapwick School are focussed on maximising every individual's potential to develop into a confident, secure, well-adjusted and skilled young person who will make a positive contribution to society and live as independent a life as possible.

We are therefore committed to the following principles:

- To respect and value all individual students and staff
- To provide the highest standards of care and education
- To ensure safety, security and opportunities for success
- To foster students' social, moral, spiritual and cultural development

Shapwick School delivers a differentiated 8 -19 years curriculum, which is closely aligned with our students' levels of ability, interests and aspirations.

This specialist curriculum is tailored to our students' individual needs and based on a person-centred planning framework.

There is an underlying focus on improving literacy and numeracy skills across the whole curriculum, alongside the development of personal and social skills and resilience in all subjects.

We provide a learning environment for young people with a primary diagnosis of SpLD.

In addition to their learning needs, many students may have missed large aspects of their educational entitlement prior to attending the school, and so begin their education here with levels of achievement significantly below average.

Each subject area meets individual needs by delivering the national curriculum programmes of study in a manner that makes them accessible to all students within the school. The curriculum design provides opportunities that are unique to each student, supported by high quality on site resources and the utilisation of the unique environment in which the school is located.

The school has four distinct phases relating to:

- Key stage 2
- Key stage 3
- Key stage 4
- Key stage 5

2. Entitlement

- All young people are given full access to the curriculum at an appropriate key stage level, based on individual needs and abilities. students will be provided with high quality impartial careers guidance to help them make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.

During the admission and initial assessment period the most appropriate class setting is identified. If students need to change classes after this period, a decision would be made through one or more of the following processes:

- Initial Assessment Review
- Statutory Annual Review
- Discussion at education team meetings and/or leadership team meetings
- Consultation with students, parents/carers and local authority representatives (where appropriate)

3. Key stage 2

Classes are generally organised on the basis of age. Students are provided with access to a full national curriculum alongside pastoral support and enrichment activities. There is a specific focus on developing skills in literacy and numeracy with therapeutic support and 1:1 teaching being delivered as part of an integrated programme.

4. Key stage 3

Classes are generally organised on the basis of age. Students are provided with access to a full national curriculum alongside pastoral support and enrichment activities. Options are taken in Year 9 for GCSE courses.

5. Key stage 4

Class groups, organised on the basis of age, offer a mandatory core curriculum and 3 optional subjects, which include both academic and vocational pathways. Pastoral support and enrichment activities are also provided for all students in key stage 4. Subjects offered include – Maths, English, Science, English Lit, RE, Citizenship, Life Skills, Sport, DT, Drama, Film Studies, Geography, History, RE, Art, Photography

6. Key stage 5

We believe it is vital that young people continue with their education post-16 and use their GCSEs or equivalences as a springboard to the next stage of their personal development.

Shapwick School will offer a range of formal qualifications to suit the needs of individual students looking to pursue a particular career path or, for those less sure of their ultimate goal, the choices will be wide enough to give them a broad programme of study to suit them, best meet their needs and aspirations for adulthood and the next stage of their lives. Shapwick School offers a wide range of courses through our linked colleges – Bridgwater and Strode. Students continue to be supported within the school setting when they are not attending college. This allows the school to continue to implement individualised programmes and integrate therapy and provide 1:1 tutor support.

7. Aim and objectives of the curriculum

The overall aim of Shapwick School's curriculum is to ensure young people have access to all subjects by having identified:

- Subject teachers with responsibility for ensuring high quality teaching, learning and achievement across the school in their designated area
- A comprehensive written subject policy document (handbook)
- A Subject Development Plan that links into whole school development

- An annual curriculum review (department self-evaluation)
- Schemes of work, that include long term, medium term and short term lesson plans
- Evidence of student assessment

Overall curriculum objectives are as follows:

- To ensure a cross curricular approach to ICT
- To provide students with a broad, balanced and relevant curriculum
- To provide access to a differentiated national curriculum and national guidelines.
- To offer accredited courses which are appropriate to ability levels and individual aspirations.
- To carry out baseline assessment from which future progress can be monitored, tracked and analysed
- To cater for students' individual learning styles.
- To equip students with the key skills required to appropriately interact within their community.
- To promote the acquisition and development of Core and Spin Off skills which will support students in their life long learning
- To develop a sense of personal achievement.
- To encourage self-motivated learning.
- To prepare students academically, vocationally and socially for adulthood.

8. Recording student achievement: assessment and evaluation

(See also Assessment, Reporting & Recording Policy)

Each department provides a curriculum framework within which arrangements for assessing and recording students achievements are integral to the learning process.

Assessment will be used for a variety of purposes: diagnostic, formative and evaluative. It will be used as an aid to making judgements about progress and to record the achievements of a student and therefore contribute to future planning. These judgements will be based on evidence from more than one source, such as teacher observation, class work, tests, investigation, questioning, project work, and examinations (where appropriate).

9. Assessment and recording

Assessment will take place at three student levels: short term, medium term, and long term. These assessments will be used to inform teaching in a cycle of planning, teaching and assessment.

- Short term assessments will be an ongoing part of every lesson to check students' understanding and gain information which assists in adjusting day to day lessons plans.
- Medium term assessments will focus on ideas linked to the key objectives which have been covered during each half term. Individual targets on students' Individual Education Plans (IEP) will be assessed on a daily basis and reviewed three times a year, and shared with parents as end of term reports
- Long term assessments will take place annually, prior to a young person's Annual Review. A variety of assessment tests may be used according to students' ability levels.

Assessment will also be conducted via end of key stage tests or tasks, formal examinations and external accreditation. (See individual subject description for examination/accreditation systems used). students' individual success will be recognised and celebrated through the school systems for rewarding and celebrating achievement.

10. Intended outcomes

By implementing a differentiated and modified national curriculum it is intended that Shapwick School will:

- Optimise the communication skills of all students.
- Cater for the specific needs and learning difficulties of individual students as described in their EHCPs and paperwork, by providing teaching and learning opportunities at an appropriate level.
- Engage students' interests in personal development and encourage a thirst for learning
- Create a positive learning environment where students can work safely.
- Allow students to interact and learn from each other.
- Allow all students to reach their full potential and achieve their own personal success.
- Give students opportunities to develop their key skills.
- It is intended that through their programme of study, our students will:
 - Improve their communication skills.
 - Improve their literacy and numeracy skills.
 - Develop greater levels of independence.
 - Have gained the life skills required to function more appropriately in the community.
 - Have gained accreditation to demonstrate the levels to which they have studied.
 - Have gained relevant experiences to inform their decisions about future careers.
 - Have a positive attitude towards their past, present and future learning.
 - Develop confidence to move to the world of work, vocational or higher education.
 - Have sufficient key skills and self-esteem to approach new situations confidently.

11. Leadership and management of the curriculum

The Deputy Principal has overall responsibility for the leadership and management of the curriculum in conjunction with the Education middle leader team which includes the SENCo. Ensuring appropriate breadth and depth of the curriculum across all subjects and four key stages, with a small numbers of students, remains both a challenge and a priority.

We are required to teach a broad and balanced curriculum, and although we do not have to teach the new national curriculum, we endorse offering the most up to date curricula. We believe this to be a national curriculum offer which is enhanced by work-related learning, imaginative use of the local environment and college placements, as appropriate.

Teachers undertake an annual evaluation of their subject area including an evaluation of progress and achievement data. They are responsible for reviewing their subject relevance for all students at least annually. Subject planning and work scrutiny takes place as part of the overall school audit process. Subject teachers have the opportunity for peer evaluation through regular staff meetings focussed on the curriculum. Teachers will also be formally observed twice a year, to ensure the quality of teaching is monitored and continually improved.

12. Inclusion and Intervention

The needs of the students educated at Shapwick School are varied and often complex. Successful inclusion relies on a good understanding of, and absolute respect for, the needs of the individual. Wherever possible, the school gives all individuals the same access and opportunities as every other student.

Each department sets suitable learning challenges, responds to students' needs and seeks to overcome all potential barriers to learning. This is supported by:

- The school SENCo/or person responsible
- Learner profiles
- Intervention programmes

- Therapeutic support and other professional assessments

13. Safeguarding children

All elements of the school curriculum are underpinned by the need to enable students to feel safe and adopt safe practices. The Designated Safeguarding Lead (DSL) and DDSLs support staff in delivering specific safeguarding issues within the curriculum, including how to keep safe, e-safety, anti-bullying and a wide range of awareness raising topics.

14. Non-partisan views

Throughout the curriculum we encourage students to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum is designed to be non-partisan and our staff handbook reminds those with an influence over our students to maintain a non-partisan approach at all times during curriculum delivery.

15. Curriculum overview

For more detail of the taught curriculum please refer to our curriculum statements for each subject.