

Curriculum Policy

Introduction:

This policy should be read in conjunction with the Aims of the School and the values discussed within the School Prospectus. Specifically, this policy seeks to support the school's academic aims, but its implementation will also promote the fulfilment of many of the Spiritual, Moral, Social and Cultural (SMSC) requirements. It outlines a clear correlation between academic needs and SMSC needs (which may appear to be less tangible).

The Curriculum Policy supports the framework of Eden Park Academy as being an Independent School that primarily enrolls (but not exclusively) Students with Social, Emotional & Mental Health issues (SEMH). It actively promotes the principles of 'inclusion, openness and respecting others'. This policy expresses a key way in which the school can fulfil its role as 'a child-centred school – where Every Pupil Achieves their fullest potential'.

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Curriculum aims:

The aims of the curriculum at Eden Park Academy are to enable students to develop and achieve academically and socially, including:

- self-esteem, self-worth and self-confidence;
- a willingness to apply themselves and an aptitude for learning;
- their creativity, critical awareness, empathy and sensitivity;
- a sense of enquiry, the ability to question, solve problems and argue rationally;
- knowledge and skills relevant to adult life and employment in a changing world;
- literacy, numeracy and competence in the use of information technology;

Curriculum principle:

As a DfE-registered Independent School, we are committed to the principle that all students, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, or pregnancy and maternity (Equality Act 2010) have a right to the highest quality of education we can provide. The curriculum also upholds fundamental British values to provide an understanding for students that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

The government has defined British values as being the following:

- democracy
- individual liberty
- the rule of law
- mutual respect
- tolerance of those with different faiths and belief

These values are central to our school ethos and are promoted not only through the curriculum and its content but through every aspect of school life including student experiences, displays, use of the buildings, assemblies, the behaviour policy, and the fundamentally courteous, respectful and sensitive learning community that we are.

This means that we work to ensure:

- Appropriate levels of expectation and genuine challenge
- High level support, supervision and inclusion
- Students access a diverse source of both historical and contemporary material
- Regular monitoring of progress and accreditation for work completed
- Academic, Social, emotional and behavioural progress is celebrated by providing a variety of courses of study and teaching methods which are tailored to the wide range of vulnerable pupils needs, also the interests and aspirations of our students.

All areas of the curriculum are accessible to all students. No student is denied access to any part of the curriculum on grounds of ability.

Curriculum structure

Pupils follow a common curriculum comprising:

Key Stage 3: Years 7, 8 and 9

- English and Literacy
- Mathematics and Numeracy
- Humanities
- Science
- Art & Design
- D+T
- Food Studies
- ASDAN
- P.E.
- I.T.
- M.F.L.

Key Stage 4: Years 10 and 11

- English (GCSE/Functional Skills 1 & 2 in Language);
- Mathematics (GCSE/Functional skills 1 & 2)
- Humanities
- Science
- Art & Design
- D+T
- Food Studies
- ASDAN
- P.E.
- I.T.
- M.F.L.

KS4 students will be entered for GCSE exams if teachers assess they are capable of gaining a grade. Should that not be the case, then alternative qualifications (such as Entry level or vocational) will be offered.

Curriculum matters:

Students are placed within mixed ability groups; teachers utilise a variety of differentiation strategies.

On entry to school, all students complete a series of baseline assessments to establish levels and gaps in academic knowledge. Links are made with previous schools and placements to determine what will support a successful transition to Eden Park Academy. Individual discussions take place with students to determine future aspirations and academic targets.

Throughout the school day there is a high level of support available to students. The groups are a maximum of 4 students in each academic group. In addition, individual pupils preferred learning styles are taken into consideration when planning:

- some work well in groups while others prefer to work individually;
- some perform best in long-term projects while others like defined short tasks;
- some respond well to oral work, while others prefer written work;
- some find written communication difficult but work effectively on a computer.

Subject teachers are responsible for differentiation when planning work. This involves a range of strategies including but not exclusively; adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals that are negotiated by student and staff, offering varying levels of support, and identifying a variety of ways for students to demonstrate knowledge and understanding. In educational jargon, this approach is known as differentiation.

Education, Health, Care Plan (EHCP):

Where a child who has an Education, Health and Care Plan (EHCP) joins our school, we will always consult with parents/carers and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the (EHCP), including the full National Curriculum if this is specified. This will ensure that planning and delivery of “*the child young person outcomes*” identified in Sections E, F of EHCP are met. This is reviewed and monitored through EHCP trackers.

We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an EHCP.

The learning environment:

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students’ work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All teachers are expected to provide good display in their areas and contribute to displays in public areas of the school.

The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers, it is expected that classrooms are orderly environments where pupils can work effectively and in comfort, that adequate resources are provided and are accessible, and that students treat classrooms, & workshops with respect. This enhances a community spirit and sense of belonging that transfers to the classroom learning environment.

Schemes of work and lesson planning:

Each subject teacher is required to have schemes of work for each of their courses/programmes, which are related, where appropriate, to examination board requirements. These schemes of work are followed by all staff and their delivery is monitored by the Head Teacher. Schemes of work set out how the content of the course is to be structured, so that students' skills, knowledge and understanding are developed progressively. They also show how the teaching is organised. These schemes of work are supported by assessment and differentiation strategies.

The school also has a marking policy which all staff follow. Teachers plan individual lessons, or sequences of lessons, in different ways. The school does not prescribe a single method for short-term or long-term planning. It simply expects that such planning takes place, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential.

Homework:

Eden Park Academy recognises the importance and value of homework as an extension of classwork, and a vehicle to practice skills, acquire new ones and develop good study habits. The school works in conjunction with the children's homes to promote a positive attitude towards homework and echo the standard set by the school. However, in reality it can be a major hurdle to begin to engage students in class sessions and the main focus needs to be on this. Therefore, homework is issued only after students are attending and engaging in sessions. This is in the main since homework then becomes a 'battle' rather than a positive learning activity.

Aspirationally students are issued with homework diaries that they are expected to be responsible for. Students are given homework weekly by each subject teacher. Emphasis is placed on the importance of homework by staff who ensure all homework is marked in a timely manner and students' achievements are celebrated by the school community.

Examinations:

It is expected that all students who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board's requirements in relation to coursework, attendance or other criteria. Teachers are expected to identify, at as early stage as possible, pupils who are in danger of failing to meet the requirements, so that they can

be supported, guided and encouraged. The school pays for all examination fees for students that have been entered for examinations by the school.

Information and communication technology:

We believe that the development of capability in the use of ICT is an essential requirement of pupils' education and that they have an entitlement to ICT resources and teaching of the highest possible quality. ICT is built into each subject and encouraged as part of homework/home based learning. The development of ICT at Eden Park Academy is guided by the following principles:

- All students have an entitlement to the supervised use of ICT, as detailed in the national curriculum, throughout key stages 3 and 4. They are expected to develop both understanding and practical expertise. Students develop their skills through specific teaching in ICT lessons, and as a result of the use of ICT in subject areas;
- Staff are strongly encouraged to make full use of opportunities for professional development in ICT.

Work related curriculum:

An effective work-related programme lies at the centre of the necessary experience of all students. The programme seeks to raise aspirations and support all students to achieve their potential. We are aware that the fluctuating nature of work requires special skills on the part of our students. As adults, they will need to be able to adapt to changing patterns of employment, operate in a climate of competition and be willing to develop new knowledge, skills and competences throughout their working lives.

Through a structured and progressive programme of learning, we expect students to develop;

- an understanding of the demands and challenges of the workplace,
- the rewards and satisfaction work can bring
- the rights and responsibilities of employers and employees,
- knowledge of the requirements of employers and educational institutions

- sources of information and guidance

We also expect students to develop relevant skills including but not exhaustively;

- research skills,
- problem-solving skills
- decision-making skills,
- presentational and communication skills,
- planning and self-management skills
- confidence needed to operate in the employment market place.

The programme operates in all years. Its principal features include

- awareness-raising
- personal strengths analysis
- job application and interview skills/body language
- research skills
- careers meetings with external provider Inspira
- information and guidance about post-16 and post-school education and career routes
- guest speakers
- workshops
- one-off events such as 'World of Work Day'

This work is done with all students in Tutorial, and also by career and training support agencies such as Inspira and Shades, who offer 1:1 sessions and group discussions using an individual setting based approach. Transition plans are then developed and tailored to each individual young person.