

THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

Mountdale Gardens, Leigh-on-Sea, Essex SS9 4AW

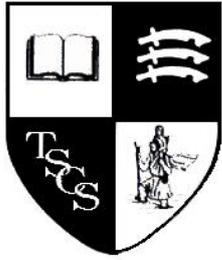
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Christopher's Cottage



A Residential Respite Care /
Sports Hall Facility

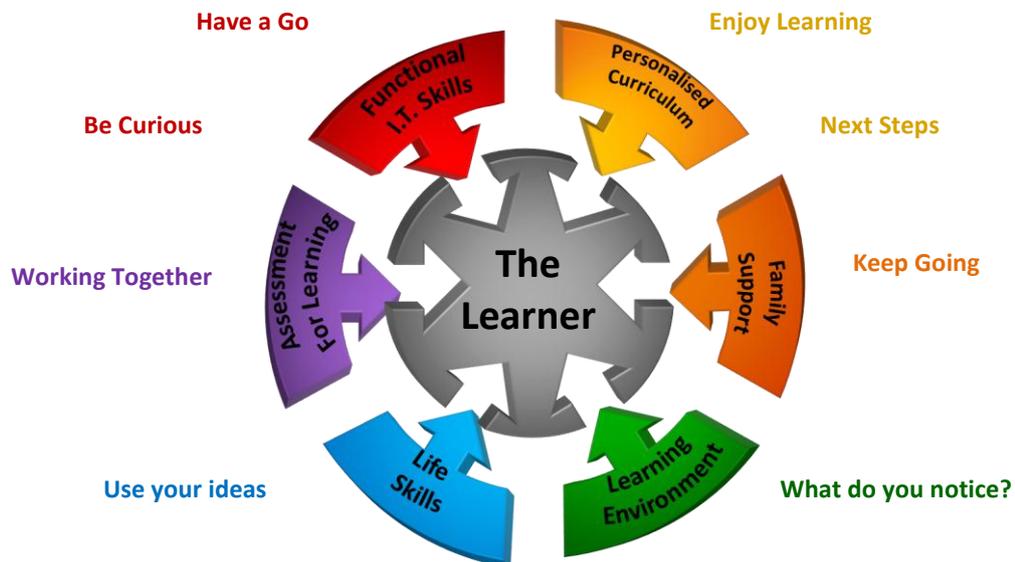
THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST CURRICULUM POLICY

First Written: March 2007

Revisions: April 2012, November 2014, September 2016

1. Introduction

New Curriculum Model – Focus on Areas of Learning and Learning Powers



The curriculum for pupils at The St. Christopher School Academy Trust puts the learner at the centre. We aim to individually fulfil the needs of the learner through appropriate differentiation and personalisation.

Our curriculum offers opportunities for learning in a wide variety of areas, at an appropriate level, depending on the pupils' age and ability. We also make use of 'Learning Powers' across the curriculum to develop an individual's ability to reflect on their learning and build a wider range of skills to enable and encourage them to succeed. All possible efforts are made to reduce the barriers to learning which are presented through varying levels of complex learning difficulty, autism, ADHD, challenging behaviour and an inability to communicate effectively.



The curriculum covers 6 areas:

- Personalised Curriculum
- Family Support
- Learning Environment
- Life Skills & preparation for transition
- Assessment for Learning
- Functional IT Skills

These areas include all aspects of learning. This includes in the wider sense of learning and involvement with the key adults in a young person's learning journey.

The 'Learning Powers' that all staff encourage the pupils to think about are:

- What do you notice?
- Keep going
- Next steps
- Have a go
- Be Curious
- Enjoy Learning
- Use your ideas
- Working Together

Staff use some specialist approaches to support pupils in achieving their curriculum targets and these include access to counselling, 1 to 1 support, alternative communication systems such as PECS (Picture Exchange Communication Systems), sensory processing input, Intensive Interaction, signing, Objects of Reference, Makaton, structured teaching approaches and Positive Handling Strategies, which allow pupils to manage their own behaviour where possible.

Our vision is for pupils in our school to become confident learners so that they can develop the attitude, knowledge and understanding which enable them to use the skills they gain effectively in all area of their lives.

2. AIMS AND OBJECTIVES

In our school we aim:

- To help our children to be healthy, stay safe, enjoy learning, achieve stretching educational standards, make a positive contribution in school and the community and achieve economic wellbeing to the best of their capabilities and celebrate British values.
- To protect children and young people from harm and help them achieve what they want in life
- To develop the acquisition of basic literacy and numeracy skills leading individuals towards a more autonomous style of learning.
- To develop the ability to use IT appropriately and to choose software and or hardware suitable for a particular task.
- To provide continuity and progression at an appropriate level, using the National Curriculum, Skills 4 Life and other appropriate curriculum measures.

In order to fulfil the above aims it is necessary for us to ensure:

- a continuity of experience throughout the school both within and among year groups
- the systematic progression through key stages Foundation/Early Years , 1, 2, 3 & 4
- that the National Curriculum programmes of study and their associated strands, level descriptions and attainment target are given appropriate coverage
- that all children have access to a range of learning resources
- that their experiences are focused to enhance learning
- that cross curricular links are exploited where appropriate
- that children's attainment and progression are monitored and evaluated
- that resources are used to their full extent
- that resources and equipment are kept up to date as much as possible
- that staff skills and knowledge are kept up to date

3. TEACHING METHODS (TEACHING AND LEARNING)

The Curriculum will be delivered through a variety of teaching and learning methods (including whole class teaching, group and individual work) Differentiation and progression will be ensured by a variety of approaches such as:

- Same activity but different expectations of outcomes.
- Same theme but different levels of input and support.
- Allowing for different pace of working.
- Different groupings of children.
- Developing different modules of work at different times of the year for different abilities.

Extension and Extra Curricular Activities

Where pupils require extension activities / courses that cannot be offered within school, we will endeavour to find appropriate courses to meet their individual needs thus enabling pupils to fulfil their full potential.

Attitudes

We aim to foster group work, sharing and collaboration between peers. Caring and respect for equipment and resources will be an integral part of the curriculum.

Health and Safety

Health and safety in the classroom is the responsibility of all the adults present. In addition to regular risk assessments completed by the health and safety co-ordinator the teacher will assess the risks associated with any individual lesson or group of children and take the appropriate action to minimise these risks. The use of the internet is a safety issue in schools and we have our own e-safety policy to cover these particular issues and staff that are CEOP trained. All staff are trained in Prevent. All curriculum equipment will be checked regularly under the Electricity at Work regulation 1989.

4. CONTENT, ORGANISATION AND PLANNING

Roles & responsibilities:-

SLT

The overall responsibility for the curriculum rests with the senior leadership and governors of the school. The Head, in consultation with staff:

- decides the provision and allocation of resources
- decides ways in which developments can be assessed, and records maintained
- ensures that each subject is used in a way to achieve the aims and objectives of the school
- ensures that there is a policy for each subject, and identifies a co-ordinator

Subject Leader

There is a designated subject leader to oversee the planning and delivery of each subject within the school. The leader will be responsible for:-

- monitoring and/or raising standards in the subject
- facilitating the use of the subject across the curriculum in collaboration with all other subject coordinators
- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the subject curriculum and reporting to the headteacher on the current status of the subject

Subject Leaders will also be working together in smaller groups to develop cross curricular links further.

The Classroom Teacher

It is the responsibility of each teacher to plan and teach appropriate activities and assist the co-ordinator in the monitoring and recording of pupil progress in each subject.

Monitoring

Monitoring will enable the subject coordinator to gain an overview of teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development

In monitoring the quality of teaching and learning the subject coordinator may:

- Scrutinise plans to ensure full coverage of the subject
- Analyse children's work
- Observe teaching and learning in the classroom through formal observation and 'drop ins'
- Hold discussions with teachers and governors
- Analyse assessment data
- Lead moderation meeting with other special schools

Individual subject policies will detail the approach used for each subject

5. EQUAL OPPORTUNITIES

- Equality is a fundamental right that must be allowed to all children regardless of race, culture, gender, sexual orientation or special educational needs.
- Every effort will be made to ensure that all children will play a full and active part and that no child will be excluded from accessing the curriculum on the grounds of race, culture, gender or special needs.

The nature of our pupils and the difficulties that they experience will from time to time require teaching approaches that can be seen as being different from other pupils in the group, on the basis of level of functioning, understanding or for reasons of safety.

6. SPECIAL EDUCATIONAL NEEDS

The school appreciates that each curriculum subject can have a role to play in the development of children with Special Educational Needs and will endeavour to provide resources appropriate to as wide a range of pupils as is possible.

In teaching any subject the school seeks to:

- Address children's individual needs.
- Increase access to the rest of the curriculum.
- Enhance language skills.
- Improve communication and interaction skills.
- Consider the application of the subject in a real life setting.

7. DIFFERENTIATION

Wherever possible each child will be given tasks appropriate to their individual needs. This must be viewed against the context of the school and the class as a social group, and that individuals should not feel isolated as a result of individualism. A wide variety of teaching strategies will be utilised as appropriate to the task. The need and extent of differentiation within each teaching group will be determined largely upon the ability level and age of the children in the group.

8. ASSESSMENT AND REPORTING

Formative assessment is a continuous process and teachers should use information gathered whilst working with, and observing pupils, to inform future planning of work.

Summative assessment takes place at the end of each school term where a teacher will identify areas of progress and any aspects that need to be developed throughout the year. Pupil progress is monitored through a tracking document which clearly shows pupils academic progress. This can also be used to inform future planning. The B squared and CASPA software is used as a summative assessment of skills achieved and associated cross curricular links as well as Life Skills checklist and Autism Progress. Teachers will report at the end of each key stage using a 'best fit' model.

Annual reports are sent to parents at the end of each academic year and each subject is detailed within this report.

We hold moderation meetings within school and across schools using the summative assessments to assign levels to pupils work.

We also make use of effective feedback with the pupils and next steps approach in their learning.

9. USE OF CLASSROOM BASED SUPPORT STAFF

Support staff are an essential and valuable resource. They are able to supervise groups of children enabling the teacher to continue teaching with rest of the class group as well as assisting the teachers in supporting the pupils learning experiences, the setting up of equipment and the safe carrying out of tasks.

All support staff are included in staff training and are encouraged to develop their own skills.

All new staff undertake a specific training program to help develop skills that will be valuable in supporting pupils.

10. USE OF IT

IT resources are deployed throughout the school to maximise access, to enhance teaching & learning and to raise attainment.

At least one computer or laptop is also located in each class. This is also a bank of laptops & iPads available for additional tasks which require the use of IT as well as presenting teaching materials for those classes with a digital projector and interactive whiteboard.

The school's digital projectors are located in classrooms. A consistent interface is provided on all machines to enable familiarity and continuity with generic 'toolkit' software licensed and available on all curriculum computers in school. Subject specific titles and any specialist equipment e.g. sensors, are kept in the IT stock cupboard and can be borrowed when needed. All equipment is 'collected in' at the end of term and checked on the equipment & software audit which each member of staff has a copy of. (See appendix b) A curriculum 'peer to peer' network enables internet access on all machines as well as storage and access to shared files.

11. CONTINUITY – (BETWEEN KEY STAGES)

In our school we aim to provide each pupil with a continuity of experience throughout the school both within and among year groups. Each pupil will be provided with a systematic progression through key stages foundation, 1, 2, 3 & 4 offering appropriate coverage of the National Curriculum programmes of study and their associated strands.

12. RESOURCES AND BUDGET

The overall curriculum budget is agreed by the Head and Senior Administrator taking into account previous expenditure, pupil numbers and any other financial constraints. This budget is then divided between subjects by the Senior Leadership Team (SLT) taking into consideration future curriculum developments. Each subject is allocated an annual budgets and it is the responsibility of the subject co-ordinator to ensure that sufficient resources are available to effectively deliver the curriculum.

13. REVIEW

Revision and updating of this policy will be completed by the senior management following discussion with the head teacher. Revisions will be presented to the governors for discussion and approval.

L. Brown

September 2016