



Crookhey Hall School

Curriculum Policy

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Owner- Job Title	Head Teacher



Crookhey Hall School

CURRICULUM POLICY

INTRODUCTION

The curriculum embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day. It includes not only the legal requirements of the National Curriculum, but also the wide range of activities that Crookhey Hall School provides in order to enrich the experience of our pupils. What our pupils learn from the way they are treated and expected to behave is also part of the curriculum. Crookhey Hall School has a clear focus on the personal development and wellbeing of each of our pupils, as well as on their academic progress.

At Crookhey Hall School, we aim to teach our pupils how to develop into positive, responsible people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential.

We are continually reviewing and improving the curriculum we offer to our pupils. The curriculum at Crookhey Hall School is continually evolving according to the needs of our pupils and to the aspirations of the staff and community.

Our Curriculum Policy Statement

Our School is a learning environment at the heart of its wider community. We promote the care of our pupils in setting, respecting and expecting high standards in all aspects of school life. Our primary aim is to meet the needs of our pupils, preparing them for adult and working life in the future. The vision for our School's curriculum is to provide a broad and balanced education, based on the realities of modern life. We recognise that:

- The pace of change is increasing and the need for flexibility is paramount.
- Pupils have, and will increasingly have, greater access to information and learning materials independently of school.
- Adulthood requires economic participation- pupils must be adequately prepared for this.
- A curriculum defined purely in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should be augmented by adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business.

Values

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the pupils in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We value parents and work in partnership with them to better inform us about their children.

Parents are informed about the curriculum through annual school reports and home liaison.

Aims and Objectives

The aims of our school curriculum are:

- To enable all our pupils to understand that they are all successful learners.
- To enable our pupils to understand the skills and attributes needed to be a successful learner.
- To enable our pupils to develop their own personal interests.
- To promote a positive attitude towards learning, so that our pupils can enjoy coming to school, and acquire a solid basis for lifelong learning.
- To teach our pupils the basic skills of literacy, numeracy and information technology (IT).
- To our pupils to be creative through art, design technology, catering and horticulture.
- To enable our pupils to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- To teach our pupils about their developing world, including how their environment and society have changed over time.
- To help our pupils understand Britain's cultural heritage.
- To encourage our pupils to be positive citizens in society and to feel that they can make a difference.
- To enable our pupils to understand and respect other cultures.
- To teach our pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- To help our pupils understand the importance of truth and fairness, so that they are committed to equal opportunities for all.
- To enable our pupils to have respect for themselves, to raise their self-esteem, and to be able to live and work co-operatively with others.
- To encourage our pupils to be active and take responsibility for their own health.
- To encourage our pupils to be passionate about what they believe in and to develop their own thinking.

- To enable our pupils to ask questions and take risks.
- To enable our pupils to develop their intellect including their emotional development.

Key Skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

We strive to develop these skills across the curriculum.

Curriculum Organisation

The school uses a range of teaching methods, each closely aligned to the project being used as a stimulus and the skills being developed by the lesson. A mix of whole-class, group and individual teaching is used, and teaching styles vary according to the needs of the pupils. In this way teachers ensure that the pupils perform according to their aptitudes and abilities.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use aspects of the AQA schemes of work to support medium term plans.

Short term planning is done on either a daily or weekly basis depending on the unit/topic being covered. These include learning objectives and outcomes, resources, teaching and learning strategies, curriculum links, differentiation and an evaluation of the lessons.

Curriculum outcomes

Our School's curriculum will:

- fulfil all statutory, framework and National Curriculum requirements .
- lead to qualifications that are useful for both employers and further education.
- enable our pupils to fulfil their potential.
- meet the needs of our pupils of all abilities.
- provide equal access for all our pupils to a full range of learning experiences beyond statutory guidelines.
- prepare our pupils to make informed and appropriate choices at points of transition.
- help our pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include a range of vital characteristics such as breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing our pupils' choice during their school career.

- foster teaching styles which offer and encourage a variety of relevant learning opportunities.
- help our pupils to use language and number effectively.
- help our pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help our pupils understand the world in which they live.
- meet the social, emotional and behavioural needs of our pupils
- offers a post-16 curriculum which is not constricted by the curriculum of the school alone but incorporates other schools/colleges which may be in partnership with the school.

Roles and responsibilities

The Head teacher will ensure that:

- the curriculum meets all legal and statutory requirements
- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual our pupils will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- where appropriate, the individual needs of some our pupils are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements and our pupils and their parents/carers receive information to show how much progress the our pupils are making and what is required to help them improve.
- the curriculum prepares our pupils for their chosen career pathway.

The Deputy Head will ensure that:

- they have an oversight of curriculum structure and delivery within the school.
- detailed and up-to-date schemes of learning are in place for the delivery of courses.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.
- there is consistency in assessments.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of our pupils.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.

- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their our pupils and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- actively support our pupils in their progress through the curriculum.

Monitoring, evaluation and review

Acorn Care and Education will receive an annual report from the Head Teacher on:

- the standards reached in each subject compared with appropriate benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of our pupils, subjects, courses and trends over time, compared with appropriate benchmarks.
- the number of our pupils for whom the curriculum was suspended and the arrangements which were made.

This policy will be reviewed at least once a year and an assessment made of its implementation and effectiveness. The policy will be promoted and implemented throughout the school.