



Specialist Education
Support Network

George Johnson Education Centre

Curriculum Policy
2020-2021

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Curriculum Policy

George Johnson Education Centre is an Independent School where every child really does matter. The Centre exists to provide all children with a high quality learning experience, within an educationally stimulating, nurturing and safe environment. We aim to provide the best for every child and to ensure that our students leave our provision well prepared for success in all aspects of their future lives.

Our Centre is committed to developing a learning community, which is safe, purposeful, challenging and fosters mutual respect between all.

We have sequentially planned our curriculum so pupils can achieve secured grades at GCSE; however, we recognise that pupils come to us at different times of the year and at different stages in their learning journey, sometimes having missed significant amounts of learning opportunities. Therefore, our intent is to help pupils engage with an aspirational curriculum.

SESN's curriculum policy is based on the following values, to:

- Have students at its heart, putting their interests above those of the school;
- Have a curriculum that is holistic, broad and balanced and aspirational for all pupils;
- Have a curriculum that is fit for purpose, offering differentiation;
- Prepare all students for a successful adult and working life in a 21st century global society;
- Promote a positive attitude towards learning and continuous improvement;
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Nurture the talents of all and celebrate success;
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Work with local secondary schools and FE colleges to ease transition to those moving onto the next phase of their education;

Curriculum Intent:

Our intent is that our curriculum helps pupils engage with more challenging learning as they move through their bespoke journey. Our intent is to help repair and restore those foundations of knowledge during Key Stage 3 to ensure they achieve the highest standards at the end of Key Stage 4.

The school's intent is to develop a coherent and sequential curriculum that builds on young people's life and educational experiences and to overcome the many obstacles they have faced so far to become successful learners, confident individuals and responsible citizens. In order to facilitate this, we will work in partnership with relevant agencies to ensure continuity of both their academic and personal progress.

Specifically, our curriculum will enable young people to:

- Achieve high standards and make at least good progress;
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers;
- Move towards enabling pupils to more easily progress based on ability, not age, and to be able to enter pupils for public examinations when they are ready rather than dictated by age;
- Have, and be able to use, high quality personal, learning and thinking skills and become independent learners;
- Have, and be able to use, high quality functional skills, including key literacy, numeracy and ICT skills;
- Be challenged and stretched to achieve their potential;
- Enjoy and be committed to learning, to 16 and beyond;
- Value their learning outside of the curriculum and relate to the taught curriculum.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

Curriculum Implementation

At SESN, the curriculum is designed around the needs and wishes of the students as well as being designed around the ways in which the students learn and focus best as well as developing career pathways and subjects they would like to learn. For this reason, we have created a timetable that consists of six shorter than standard lessons with a mixture of core and vocational subjects and regular but short breaks to support continuity and prevent burnout as the day progresses. We have ensured that core subjects of English and Maths are taught every day so there is a continuous drip feed of knowledge and skills that will support the learning in all other subjects. This will also demonstrate the importance and significance of core subjects in enabling students to transfer this knowledge into foundation and vocational subjects.

BTECs and NCFEs are taught at different points in the day to break up the teaching of more academic subjects and to therefore maintain interest in learning throughout the day. There are occasions of back-to-back BTEC/NCFE lessons prior to lunch to enable practical sessions in courses such as Health and Fitness, Food & Cookery and Art & Design or educational trips/visiting speakers. When these more practical sessions do not take place, the lessons will be planned and taught as two distinct lessons.

As well as English Literature and Language lessons there will be Literacy/Speaking & Listening built into all lessons in which spelling and grammar, oracy and communication/debating skills will be taught. It is essential that skills in this area improve to support learning in all other subjects and to enable them to achieve higher grades in other subject areas. Oracy skills are also often an area requiring development. Support in this area will enable students to express their emotions, thoughts and feelings in a more appropriate and eloquent manner which is a very important life skill.

PSHE and SMSC will be taught explicitly within timetabled lessons but will also be encouraged in the morning breakfast sessions and through specific intervention where needed. All lessons have an SMSC target so that SMSC is taught throughout all learning across the week. The distinct PSHE/Global Citizenship and Debate lessons will follow a bespoke curriculum map, which links with our settings ethos, aims and values.

Often, the final session of each day will provide opportunities for sporting activities as well as more personalised learning opportunities such as having time to work on BTEC/NCFE qualifications independently, social, emotional and behaviour intervention, guided reading opportunities and Global Citizenship and Debate.

One technology lesson is taught before lunch in order to provide an opportunity for pupils to have real life cooking activities, as they are able to plan and cook lunches for the other pupils. This promotes social skills as well as an understanding of life skills such as caring for themselves and others.

All pupils will be given the option to experience a variety of different languages and cultures within our designated RE/MFL days. These bespoke days are delivered termly and are planned to engage our young people in learning more about the different cultures and practices within both their own locality and that of the school.

Physical Education is both a choice and a privilege. All students are given the opportunity of a gym membership at the fully resourced gym next door. In Key Stage 3, our young people will engage in the NCFE Health and Fitness qualification. As soon as they turn 14 years of age, all of our young people are then offered two sessions at the gym should their attitude and academic progress have been positive throughout the day. Staff will promote this as a privilege and use it as encouragement and motivation for pupils to complete their academic work. All of our young people are also encouraged to engage with the gym outside school hours as we continue to promote healthy living and life choices.

Curriculum Impact:

SESN's curriculum will:

- Lead to qualifications that are of worth for employers and vocational courses such as BTECs, NCFEs and GCSEs;
- Fulfil statutory requirements;
- Enable pupils to fulfil their potential;
- Meet the needs of young people of all abilities in the school;
- Provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines;
- Prepare pupils to make informed and appropriate choices at the end of KS3, KS4 and beyond;
- Help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills;

- Include the following characteristics: breadth, depth, balance, relevance, differentiation, progression, continuity and coherence;
- Ensure continuity and progression with the school, between mainstream school and SESN as well as between phases of education, increasing pupils’ choice during their school career;
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities;
- Help pupils to use language and number effectively;
- Help pupils develop personal moral values, respect for religious values and tolerance of other races’ beliefs and ways of life;
- Help pupils understand the world in which they live;
- Ensure that the curriculum incorporates, and is improved and extended as far as possible;
- Develop a specific curriculum for Key Stage 3 (Years 7 – 9) which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils;
- Design a Key Stage 4 curriculum, which meets the needs of pupils, and expectations of parents and wider society.

Meeting the Independent School Standards

SESN provides its “pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education”

Standard	Experience	George Johnson Education Centre Delivery
2(a)	<i>Linguistics</i>	GCSE English Literature, GCSE English Language and English Functional Skills, Bespoke Literacy Intervention
	<i>Mathematical</i>	GCSE Mathematical and Maths Functional Skills
	<i>Scientific</i>	GCSE Biology and Entry Level Certificate in Combined Science
	<i>Technological</i>	Information Technology Art and Design Food Technology
	<i>Human and social</i>	PSHE Global Citizenship Careers Guidance Debate
	<i>Physical</i>	Health and Fitness Theory Health and Fitness Practical
	<i>Aesthetic and Creative</i>	Art and Design Global Citizenship Food Technology

2(d)	<i>personal, social, health and economic education</i>	PSHE Health and Fitness Science Curriculum Global Citizenship Debate RE/MFL Days
	<i>careers guidance</i>	Careers Lessons Impartial Careers Guidance BTEC Award in Work skills

SMSC Education

We provide a full and thorough curriculum for Spiritual, Moral, Social and Cultural education. The impact of this is a Centre that is inclusive and aware of others needs and feelings. Students are open to new ideas and other cultures. We endeavour to create an environment where spiritual, moral, social and cultural themes are part of all we do.

SMSC will be incorporated into all teaching across the timetable with each lesson having an SMSC target.

British Values

At SESN, the curriculum provides many opportunities for our students to explore the concept of Britishness and we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This is achieved specifically within subject areas and our Global Citizenship and PSHE lessons as well as through our school ethos, which celebrates diversity, inclusion and marks significant events throughout the calendar.

Careers

SESN and its George Johnson Education Centre has a critical role to play in preparing its learners for the next stage of their education or training and beyond, ensuring that they are well-informed when making subject and career decisions.

We are committed to providing an inclusive careers programme for all young people and our careers programme is designed to increase the possibility and probability of young people with social and emotional health needs of making positive post 16 progress into further education and moving onto meaningful employment.

Careers Education Information and Guidance (CEIG) has a central role and contributes to SESNs core values and ethos. We engage students through vocational and enterprise learning, work experience and college visit in order to expose our students to ideas and

opportunities, which will ultimately develop a structured transition plan for our students to create continuation into FE education.

SESN is committed to providing students with an individually planned programme of activities that will help them choose 14-19 pathways that are right for them; enable students to manage their careers; sustain employability and achieve personal and economic wellbeing throughout their lives.

At George Johnson Education Centre, we are working towards the Gatsby Benchmarks.

The school contributes to the Gatsby Benchmarks which are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

SESN are registered with Complete Careers and are currently working towards obtaining the Careers Mark which 'Recognise Excellence in Careers, Employability and Enterprise'.

Relationships (and sex) education and health education

Relationships (and sex) education and health education is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation.

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they choose.

Additional Needs and Supporting those on an EHCP

We aim to provide a broad, balanced and differentiated curriculum to ensure that children receive their full educational entitlement. We recognise that for this to happen, some pupils will need additional support from time to time. With this in mind, we have a well staffed and fully resourced additional needs team.

This team includes a number of learning support assistants and outreach workers who offer support across all areas of the curriculum. They facilitate learning and give personalised mentoring opportunities alongside close liaison with the pupil's teacher.

In addition, extra support for Literacy and Numeracy is available throughout the week as 1-1 tuition or in small intensive groups. We also liaise with a number of outside agencies to offer specialist support and counselling when required.

Every effort and opportunity is taken to provide the most appropriate and challenging education for every pupil, whatever their disability, which is monitored and assessed with sensitivity.

Promotion of Speaking and Listening

Many staff have undertaken training with The Communication Trust to support the promotion of speaking and listening and, as a provision; we will be using the Communications Programme Toolkit to identify speaking and listening issues and provide support. This training will be provided for new staff and updated for current staff when appropriate.

Teaching staff will often begin lessons with a verbal starter activity. During lessons, they will provide students with opportunities to express their opinions answer questions and take part in debates. They will also guide students to verbalise what they know and how they will go about making the next step in their learning, such as how and what they will research etc. Peer teaching and peer assessment will for an important part of lessons in which students can teach each other what they know (verbalising knowledge) and review each other's work, with given criteria, which will then support them in providing their peers with appropriate and detailed feedback.

Promotion of Literacy and Numeracy

At SESN, we recognise that literacy is key to pupils accessing the curriculum and making progress in all subjects. It is also essential for their future lives and careers.

WRAT 5 tests will be completed with all students to identify gaps in knowledge. Literacy, speaking and listening will be taught as a stand-alone subject as well as being encouraged in all lessons. This will also develop oracy and debating skills. Literacy and numeracy will also be supported through marking (see marking policy).

Our SEN&DCo ensures that literacy is promoted and reinforced throughout the whole Centre.

Literacy setting arrangements allow for students who would benefit from focussed literacy work to be taught together with extra support available in class. The work in this context supports that done during intensive sessions as well as addressing handwriting issues and the broader demands of the English curriculum.

The SEN&DCo and the Teaching & Learning Development Manager will address literacy issues both in terms of targets for pupils as part of their PEPs and on a lesson-by-lesson basis by supporting pupils in lessons.

Roles and Responsibilities:

The Board and SLT will ensure that 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 pupils will be met.

This will include:

- How the subject will be taught and assessed;
- The time allocated for teaching the curriculum is adequate and is reviewed annually;
- Taking into account the ages, aptitudes and needs of all pupils, including those pupils with an Education, Health and Care Plan.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum;
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve;
- The Board is fully involved in decision making processes that relate to the breadth and balance of the curriculum;
- The Board is advised on statutory targets in order to make informed decisions;
- Not undermining the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

The Teaching Staff will ensure that:

- They have oversight of curriculum structure and its delivery;
- Detailed and up-to-date curriculum maps and associated schemes of work are in place for the delivery of courses from Years 9 – 11;
- Ensure that the school's curriculum is implemented in accordance with this policy and the Independent School standards;
- Curriculum maps and schemes of work are in place, used by all staff and monitored and reviewed on a regular basis;
- Levels of attainment and rates of progression are discussed with teaching staff and form tutors on a regular basis and that actions are taken where necessary to improve these;
- Long term planning is in place for all courses. Such schemes of work will contain curriculum detail on: context, expectations, key skills, learning points, learning outcomes, learning activities, hinge questioning, differentiation and resources;
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils;

- Where necessary and appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners;
- Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment;
- Oversee CPD needs with regard to curriculum planning and delivery with their area of responsibility.
- They share best practice with other colleagues in terms of curriculum design and delivery;
- Keep up to date with developments in their subjects;
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of 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 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.

Pupils will:

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge;
- Be given additional support and tailored intervention to close learning and attainment gaps;
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stage 4 and when they transition beyond that.

Parents and carers will:

- Be consulted about their children's learning and in planning their future education;
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives;
- Be informed about the curriculum on offer and understand the rationale behind it.

Monitoring, Evaluation and Review

The Board will receive an annual report from the Centre Manager on:

- The standards reached in each subject compared with national and local benchmarks;
- The standards achieved at the end of each key stage taking into account any important variations between groups of pupils, subjects, courses and trends over time, compared with national and local benchmarks;

APPENDIX 1

Subject we will cover:

During KS3, most pupils will cover a variety of subjects including:

Key Stage 3

- English Literature and Language
- Maths
- Science
- Humanities – History and Geography
- Technology - Art and design, Design and Technology, ICT/Computing & Food Technology
- Modern Foreign Languages – Offered through our Cultural Days.
- Physical education
- Global Citizenship, Debate, PSHE and Careers

At Key Stage 3, our curriculum intent is to help repair and restore the foundations of learning as our pupils move through their bespoke journey in preparation for the demands of the Key Stage 4 curriculum. As such all Key Stage 3, pupils will study a variety of appropriate entry level/functional skills accreditation pathways in the following subject areas:

- English
- Mathematics
- Science
- Health and Fitness

Key Stage 4

During key stage 4, most pupils work towards nationally recognised qualifications - including GCSEs, iGCSEs, Level 1 & 2 BTECs and Level 1 & 2 NCFEs and Functional Skills.

The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.

Core subjects are:

- English Literature and Language
- Maths
- Science - Biology – Year 10
- Entry Level Combined Science – Year 11

Foundation subjects include:

- Humanities –
 - Year 10 - AQA GCSE History and AQA GCSE Geography
 - Year 11 – OCR Entry Level History
- Technology – BTEC Level 1 ICT, BTEC Level 1&2 Art & Design, BTEC Basic Cooking Skills Level 1
- Physical Education Practical and NCFE Health and Fitness
- Global Citizenship, Debate, PSHE and Career
- BTEC Tech Award in Child Development

APPENDIX 2

Teaching groups, class sizes and teaching by ability:

Teaching groups and class sizes are dependent on the cohort of students that we have at any one time.

With our current cohort, classes are taught in discreet year groups.

The school day begins at 9:00am, ends at 2:45pm, and consists of six 45-minute lesson. There is a break between most lessons to allow for movement between lessons.

The table below shows the subjects offered with period allocations.

Year 9

Subject	Number of periods
English	
Functional Skills English	
Maths	
Science	
Geography	
History	
Art, Textiles, ICT, Cooking	
ICT	
Physical education	
Careers	
PSHE	
Global Citizenship	
Guided Reading	

Year 10

Subject	Number of periods
English	
Functional Skills English	
Maths	
Science	
Geography	
History	
Art, Textiles, ICT, Cooking	
ICT	
Physical education	
Careers	
PSHE	
Global Citizenship	

Guided Reading	
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Year 11

Subject	Number of periods
English	
Functional Skills English	
Maths	
Science	
Geography	
History	
Art, Textiles, ICT, Cooking	
ICT	
Physical education	
Careers	
PSHE	
Global Citizenship	
Guided Reading	