



Specialist Education

Support Network

George Johnson Education Centre

Curriculum Policy

2018-2019

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Curriculum Policy

SESN and its George Johnson Education Centre is an education and wellbeing provision 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.

The education vision and curriculum design for SESN recognises that:

- The pace of change is increasing, hence the importance for flexibility;
- Young people have, and will have increasingly, greater access to information and learning material independently of a school;
- The current curriculum defined 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 involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

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

- Have students at its heart, putting their interests above those of the school;
- Have a curriculum that is holistic, broad and balanced all pupils;
- Have a curriculum that is fit for purpose, offering differentiation;
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- 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;
- Involve parents/carers;
- Be a learning environment that is above all else, inspiring.

CURRICULUM

Curriculum Intent:

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent 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. This will mean liaising with students' mainstream educational establishments to ensure continuity of both their academic progress as well as support for their wider needs.

Specifically, the curriculum should enable young people to:

- Achieve high standards and make 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.

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.

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 best and are able to focus and want to learn. For this reason we have created a timetable that consists of 6 shorter than standard lessons with a mixture of core and vocational subjects and regular but short breaks to support continuity and prevent burn-out 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 will be two occasions of back-to-back BTEC/NCFE lessons prior to lunch to enable practical sessions in courses such as 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 a Literacy/Speaking & Listening lesson 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/encouraged in the morning breakfast sessions, through intervention and throughout all teaching and learning across the week. There will also be a distinct PSHE/SMSC lesson, which will follow a published scheme of work, which links with the provisions' ethos, aims and values.

The final session of each day will provide opportunities for sporting activities as well as more personalised learning opportunities such as learning a second language, having time to work on BTEC/NCFE qualifications independently, social, emotional and behaviour intervention. This will work on a rotation to provide individual support for each student.

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

All students will be given the option of studying a modern foreign language (French or German). This will be taught in the afternoons as part of their personalised learning sessions.

Physical Education is both a choice and a privilege. All students are given the opportunity of a gym membership at the fully resources gym next door. They will all be offered two afternoon 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 students to complete their academic work.

SMSC Education

SMSC will be incorporated into ALL teaching. Teaching and Support staff have been provided with training to use 'SMSC Gridmaker' on which they will log all SMSC topics and activities covered. They will use this programme to enable them to find opportunities to incorporate relevant topics into their lessons.

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.

Aspect	Definition	Curriculum Coverage
Spiritual	<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect on their experiences. 	<p>Lessons often focus on moral or social issues to incorporate real life scenarios</p> <p>This aspect of SMSC is covered extensively in RE, humanities, in PSHE and throughout their work with their Outreach Worker.</p> <p>Important religious dates are celebrated for events such as Christmas, Divali and Eid.</p>
Moral	<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. 	<p>This aspect of SMSC is covered extensively in RE and in our personal development sessions in units such as "Diversity", "Personal Development and Wellbeing", "Smoking/Alcohol/Drugs", "SRE", "Justice and Democracy" and "Media"</p> <p>Students regularly have one to one support from their Outreach Worker which includes debriefing from any incidences where a negative behaviour has been presented to allow the</p>

		<p>student to reflect on their decisions.</p> <p>Teachers seek opportunities to identify and include aspects of spiritual, moral, social and cultural education in their lesson planning as highlighted in the school's lesson planning pro-forma.</p> <p>Problems and disputes of all kinds handled sensitively and supportively eSafety is covered in IT lessons.</p>
Social	<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> • use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with 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 pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<p>First aid is a unit in PSHE, which prepares pupils for helping other people.</p> <p>Pupils engage in a variety of charity events.</p> <p>Relationships are covered extensively in the SRE unit for Personal Development and through one to one discussions with their Outreach Worker</p> <p>Team building activities are incorporated within practical lessons.</p> <p>Most KS4 students are offered a work experience placement to develop a range of skill sets and by working and socialising with different individuals outside of their usual social or family circle</p> <p>Staff are positive role models of the pupils and work hard to maintain positive and respectful relationships between pupils and adults.</p> <p>Visits to homeless shelters to gather a clearer understanding of homelessness and difficulties these individuals face.</p>

Cultural	<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures within education and further afield as an essential element of their preparation for life in modern Britain • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. 	<p>We cover many aspects of different cultures in our personal development sessions. This has enabled pupils to understand the changing nature of UK society and explore their own values in a diverse society and understand how values and priorities differ in other countries and cultures. It is covered in units such as "Diversity", "Justice and Democracy", "Current Affairs" and Humanities lessons.</p> <p>Respecting other faiths is covered in RE</p> <p>Democracy is covered extensively in Humanities and in the PSHE (e.g. Current Affairs unit, SRE unit, Diversity unit).</p>
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British Values

At SESN the curriculum provides many opportunities for our students to explore the concept of Britishness. This is achieved specifically within subject areas and PSHE as well as through our school ethos which celebrates every child and marks significant events.

Aspect	Coverage in the Curriculum
Democracy	<ul style="list-style-type: none"> • Democracy in Britain is explored from different viewpoints throughout the history curriculum. • Democracy and Parliament are studied in detail within PSHE with mock general elections
The rule of law	<ul style="list-style-type: none"> • Units of learning in humanities examine what it means to be British in the 21st century. • The important of abiding by the law is covered in PSHE such as "Substance Abuse" and "Justice and Democracy"
Individual liberty	<ul style="list-style-type: none"> • The Centre promotes significant events such as Remembrance Day
Mutual Respect	<ul style="list-style-type: none"> • As a education provider we encourage pupils to show mutual respect to each other constantly which staff model at all times.

Tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • This aspect of British values is covered extensively in our RE schemes of learning and is a fundamental value of the school. • The PSHE topic “Diversity” deals with many issues to do with tolerance and respect for peoples differences.
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Careers

Careers will be delivered as part of PSHE as well as being supported through the Outreach Workers who will facilitate attendance at various college open days following the published timetable.

Careers Education Information and Guidance (CEIG) has a central role and contributes to SESNs core values and ethos. We work with every young person based on their individual needs and interests and direct them towards a more open mindset with self-belief and an appetite to develop and progress. We engage students through vocational and enterprise learning and work experience; 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.

Teaching Staff, Curriculum Lead and Outreach Workers will:

- Provide career pathways support specific to each year group.
- Support the delivery of careers education through the Personal Development Programme; the curriculum; tutorial time and assemblies; careers activities and events.
- Refer students for careers guidance to the Careers Coordinators.
- Attend training to support the delivery of careers education and guidance.
- Provide career pathways support specific to each year group and subject.

Schemes of Work

Schemes of work for KS4 English, Maths, Science and Humanities subjects will be printed off and kept in folders so they are used and remain as working documents. As an alternative provision we must liaise with mainstream provision. We have chosen to follow the most common and well resource exam board and we will therefore be covering KS4 criteria for each subject. Teaching staff will be required to make notes, highlight and remove aspects of the Edexcel/AQA scheme of work as it is taught to show how it has been made appropriate for the age and aptitude of each of our students. They will also be required to add lesson plans and resources to the folder to aid future teaching.

KS4 BTEC and NCFE courses will follow the Pearson or NCFE specifications and schemes of work in the same way as the Edexcel ones for core and foundation subjects and will be used as working documents in which notes are made and lesson plans and resources are added.

Additional Needs and Supporting those on an EHCP

We aim to provide a broad, balanced and differentiated curriculum to ensure that every child receives 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

All 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.

Outreach workers will work with students to encourage them to express their emotions verbally and appropriately. They will also complete Social, Emotional and Behaviour (SEB) logs to document what students have managed to verbalise.

Teaching staff will always 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 form an important part of lessons in which students can teach each other what they know (verbalising knowledge) and also review each others' 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.

Baseline literacy and numeracy tests will be completed by 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 SENco 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 SENco 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 CEO 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;
- 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 governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum;
- The governing body is advised on statutory targets in order to make informed decisions;

The Teaching and Learning Development Manager will ensure that:

- They have oversight of curriculum structure and delivery;
- Detailed and up-to-date schemes of work are in place for the delivery of courses from Years 7 – 11;
- Schemes of work are 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 objectives, learning outcomes, learning activities, differentiation and resources;
- There is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course;
- 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.

Teaching staff will ensure that:

- They keep the Teaching and Learning Development Manager and the Head of Centre informed of proposed changes to curriculum delivery;
- All relevant information/data is shared with the Teaching and Learning Development Manager. This includes meeting deadlines related to feedback/data deadlines and exam entries etc.;
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion;
- They share best practice with other colleagues in terms of curriculum design and delivery;
- Ensure that the school's 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 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 if they start to fall behind in their learning, helping them get back on track quickly;
- 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 CEO/Director will receive an annual report from the Head of Centre and Teaching and Learning Development 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;
- The number of pupils for whom the curriculum was disapplied and the arrangements which were made.

Document Control

Publication date	
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CEO/Director signature	

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, Geography & Ethics and philosophy
- Technology - Art and design, including textiles, ICT/Computing & Food Technology
- Languages - French and German
- Physical education
- Citizenship/PSHE/SMSC

Key Stage 4

During key stage 4 most pupils work towards national qualifications - including GCSEs, Level 1 & 2 BTECs and Level 1 & 2 NCFEs

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

Core subjects are:

- English Literature and Language
- Maths
- Science Combined

These core subjects will follow the Edexcel specification and Schemes of Work.

Foundation subjects are:

- Humanities – History, Geography and Ethics
- Technology – ICT/Computing, Art & Design inc. Textiles & Food Technology
- Physical education
- citizenship/PSHE/SMSC

We will also offer students to work towards at least one BTEC or NCFE subject from one of these areas:

- Art and Design (BTEC or NCFE)
- Home Cooking Skills (BTEC)
- Food & Cooking (NCFE)
- Enterprise (BTEC)
- Health & Fitness (NCFE)

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 doesn't 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.

Careers

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

Effective and bespoke careers guidance is an integral part of the broad and balanced curriculum we provide.

Careers advice begins in year 9 where we offer a full programme of events to support the pupils as they make choices around their chosen qualifications. When we expand to year 10 and 11 we build on these foundations to ensure that pupils are very well prepared for the next phase of their life and have a full range of knowledge and skills sets gained through work placements, .

For more information, please refer to the 'Careers Guidance Policy'.

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 which includes students from years 9 to 11, years 9 & 10 are taught together and year 11 are taught as a discrete group.

The school day begins at 8:30am and ends at 3:00pm and consists of three 50 minute lessons and three 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.

Subject	Number of periods
English Language	2
English Literature	2
Literacy, Speaking & Listening/Debate	1
Maths	5
Science	3
Geography, History, Ethics	2
Art, Textiles, ICT, Cooking	3
BTEC/NCFE	7
Physical education	2

