



# Curriculum Policy

<b>Review Cycle</b>	<b>Fixed</b>	
<b>Owned By</b>	<b>Head Teacher</b>	
<b>Document History / Action</b>	<b>Who</b>	<b>Date</b>
Agreed by Governors	C.Chapman	Nov 2016


**Rationale:**

The Curriculum at Palmerston School supports our mission statement by giving pupils the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy. The curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

The school is committed to providing a broad and balanced curriculum that is needs led . This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the 14-19 Curriculum. Some subjects are taught discretely while others are covered via a creative curriculum approach.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.

Some of our pupils have complex needs. In addition to the academic curriculum, their individualised timetables provide opportunities for pupils to withdraw from some lessons to participate in therapy sessions such as intensive interaction, communication and physiotherapy.

We know that our pupils with autistic spectrum disorder are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents. To this end, we tailor the curriculum to help pupils make progress in a way that best suits them.

**Aims:**

- That pupils make outstanding progress against personal targets
- That pupils acknowledge their achievements and have a sense of pride
- That pupils have opportunities to participate in a range of enrichment activities within and beyond the curriculum via working with professionals within the community for example: sports coaches, musicians and so on and by visiting places of interest.
- That pupils develop communication skills including ipods/ipads, use of symbols, signing and objects of reference
- That pupils develop reading skills through phonics based reading scheme
- That pupils develop skills for independence
- That pupils use of ICT is encouraged
- That pupils develop a greater awareness of their local community and make a positive contribution
- That pupils learn a range of skills for life beyond school

**Literacy and Numeracy:**

Literacy and Numeracy are taught discretely and consciously reinforced throughout all aspects of the curriculum.

Literacy and Numeracy are taught in ability sets throughout the school.

Reading schemes, adapted to a secondary age range, provide a structured approach to phonics and letters & sounds.

Research/guidance shows that some pupils have specific and distinct needs that require alternative approaches to the teaching of reading and literacy such as “language through reading”, “match, select, name”. The method of teaching reading is closely matched to individual learning profiles.

**Creative Curriculum:**

The Creative Curriculum approach, provides pupils with the opportunities to cover a range of learning outcomes and develop Personal Learning and Thinking Skills within a topic based framework.

As far as is possible we aim that pupils will develop their skills as:

- Independent Enquirers
- Team Workers
- Effective Participants
- Self Managers
- Creative Thinkers
- Reflective Learners

The curriculum is split into 3 discreet areas:

1. Formal Curriculum - Pupils follow National Curriculum subjects through the Equals Schemes of work.
2. Semi-Formal Curriculum - Pupils follow some National Curriculum subjects but mostly themed areas such as ‘My Communication, My Creativity’ and access a range of therapy support. This also follows the Equals schemes of work.
3. Pre-formal Curriculum - Pupils follow a sensory curriculum taken from Quest targets and access a range of therapies such as Hydro, Physio etc.

**14-16 Curriculum**

We see the development of independence skills and Skills for Working Life as vital to our pupils. To that end, there is a Work Related Learning focus in the timetable which gives pupils the opportunity to be supported in Careers lessons and YPOP (Young Person Opportunities Project) where they experience Joinery, Construction, Horticulture and office. The pupils spend time in the local community practicing functional skills and preparing for adult life whilst continuing with the essential embedding of Literacy and Numeracy skills.

**16-19 Curriculum**

The curriculum in 16+ has been written to promote independence skills for all of the pupils, including choice making, work related learning and functional skills.

The pupils in Year 13/14 will have the opportunity to go on a work placement with past placements including The Womens Hosptial, Clarks shoe shop and the Liverpool shop in L1. The placements have seen an increase in both self-esteem and confidence for all of the pupils taking part and reports from the employers have been very positive.

Pupils will have the opportunity to take part in a number of projects such as YPOP, Peer Mentoring Scheme, Neet TV and mechanics. This will also increase the pupils awareness of

the local community but more importantly, promote the skills and qualities our pupils have with local providers.

Accreditation routes include ASDAN PSD, Functional skills Maths, English and ICT, ASDAN Short courses, Duke of Edinburgh, Entry Level Art, Spanish, PSHE and Travel training. This will ensure that all off the pupils will leave Palmerston with a range of qualifications that are relevant to their interests and ability.

### **PSHE and SMSC**

PSHE is a weekly timetabled session but also includes teaching time over lunch where the teachers are expected to sit with the pupils and encourage a range of skills such as table manners, eating etiquette, communication etc.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons on important cultural and religious festivals and commemorative days.

The development of social and communication skills is also a key part of the PSHE/SMSC curriculum which is taught on a daily basis.

### **Religious Education and Collective Worship**

Religious Education themes and topics are covered via Creative Curriculum Lessons as well as through assemblies and PSHE.

Children of any faith and those of no faith are encouraged to value everyone and their beliefs equally. Shared assembly times focus on celebration and the worship of all of those within the school community and aim

- To show interest in and concern for members of the school community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To reflect upon dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful, solemn

Parents have the right to withdraw their child from Religious Education and/or Collective Worship and need to inform the school if this is needed.

### **Sex and Relationships Education**

Sex and Relationships Education is taught in PSHE lessons at a level appropriate to the level of understanding of the young people.

We liaise closely with partner organisations and have outside agencies coming into school to support our teaching. These include So2Speak and Brooke who can deliver bespoke lessons tailored to the needs of the groups.

We have boys/girls groups on a weekly basis where issues are addressed such as personal hygiene, sexual health and puberty. These are also differentiated and can be used to address issues at home.

Parents may request that their child is excused from Sex Education.

### **Enrichment:**

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences for example: Horse Riding, music workshops, gardening, educational visits.

**Accreditations:**

There is a wide variety of accreditation throughout the school. Please see our accreditation routes on the website or ask for a copy from reception.

**Responsibilities:**

Class teachers are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources
- directing the work of Teaching Assistants
- attending and contributing to training and meetings are requested

**Monitoring and Evaluation:**

The Head of school and Assistant Heads will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- work scrutiny
- curriculum development and planning
- initiating training/workshop opportunities with specific focus.

**Resources:**

Resources are allocated in line with the priorities indicated in the School Development Plan.

**CPD:**

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

**Equal Opportunities:**

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.