

Park School Teaching Service Curriculum Policy

Reviewed By	Kiran Peart Gareth Webb
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Curriculum Intent

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop self-confidence and self-esteem
- Develop social skills
- Develop skills to manage difficult situations healthily
- Develop creative and practical skills and interests

Curriculum Implementation

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Organisation and planning

Children are taught in small groups, usually according to year groups. They are taught core subjects by specialist subject teachers. Planning is responsive to the needs of pupils and is continuously evaluated. Formative assessment takes account of medical, social and emotional factors which can impact on progress.

- Every child has a Personal Learning Plan (PLP)

Lesson structures:

- Lessons are delivered in a way that ensures that pupils understand what they are learning and why.
- Lessons are appropriately differentiated and personalised to best meet their individual needs.
- Lessons are linked to and build upon prior learning.
- Teachers plan activities to engage, involve and motivate pupils and allow them to make progress.
- Teachers' evaluation of progress made informs next steps and forward planning.

Experiences and Activities

- Lessons include activities which appeal to a variety of learning styles.
- A culture of celebration of achievement and diversity is fostered in lessons and pupils are encouraged to offer their own views and opinions, where appropriate.
- All activities are well differentiated and age/ ability appropriate.
- Pupils are given the opportunity to reflect on their learning and respond to feedback.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Further information can be found in our SEN policy and information report.

Curriculum Impact

- PLPs are updated weekly to evaluate learning and inform next steps.
- KPIs are produced termly to monitor progress and inform next steps.

Some students may start transition back to mainstream school whilst others may increase the number of academic subjects they wish to receive accreditation in. Others may need to reduce their academic offer in favour of more therapeutic activities according to their physical or mental health status.

- Pupils are entered for external exams according to their individual needs. Some are able to sit several GCSEs whilst others are aiming towards achievement at entry level.
- All are encouraged to achieve external accreditation and progress to the next stage of their learning.
- Asdan accreditation is also used to engage reluctant learners to develop their knowledge and skills.
- Quality Assurance takes place throughout the year and involves the Vice Principal of Bolton Impact Trust as well as the senior leadership team.
- The Local Governing Board is also made up of governors who meet termly with the senior leadership team to analyse curriculum effectiveness and discuss further developments.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).