

St Andrew's School

A school with Quaker values

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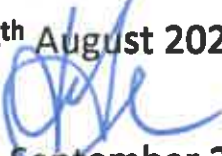
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The St Andrew's School Trust is a Registered Charity No. 1129232

Curriculum Policy

Last reviewed date:	1 st June 2020
Adopted by Trustees date:	24 th August 2020
Signed by Chair of Trustees:	
Next review date:	1 st September 2021

The St Andrew's School Trust is a Registered Charity No. 1129232

Registered Office as above. Registered In England and Wales Author: JC

Trustees: Mr J Garner, Mr R Wheeler, Mr D Bullard, Ms V Jones

Mr C Johnson, Mrs J Davis, Mrs R Robinson, Ms J Bird

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Curriculum Policy

St Andrew's School is a learning environment for students with communication difficulties. We promote care and respect and expect high standards in all aspects of school life.

Our aim is to meet the needs of young people with special needs and communication difficulties preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for St Andrew's School recognises that:

- the world of the adulthood of our students will be very different to the world of today
- the pace of change is increasing, hence the importance for flexibility
- students have, and will have increasingly, greater access to information and learning material independently of school
- adulthood entails economic participation and personal independence
- the current curriculum defined in subject terms is not always well suited to equipping every student with the knowledge, skills and understanding they will need for a fulfilling adult life
- curriculum delivery should involve a greater use of professionals other than Teachers. These could include support staff, graduates, artists and sports people

St Andrew's School's curriculum policy is based on the following aims, to:

- have students at its heart, putting their interests above those of the school
- help our students manage their Autistic Spectrum Disorder in ways that help them to be successful socially and take an active role in society
- help students to acquire the skills including social skills and life skills, they will need to progress through adolescence and into an independent adult life avoiding involvement with the justice system
- have a curriculum that is fit for purpose, offering differentiation and personalisation so that students learn to use initiative, to ask questions and seek answers, to be actively involved in their learning and to recognise and celebrate their achievements
- prepare all students for a fulfilling adult life in a 21st century global society
- support all students to achieve their best levels of attainment in all areas including academic, social, physical and emotional development
- value vocational and academic routes
- nurture the talents of all and celebrate success
- work with other schools and the Local Authority to ease transition
- involve parents/carers
- be in a learning environment that is both supportive and inspiring, enabling students to work both independently and co-operatively with success

Curriculum Aims

The curriculum should inspire and appropriately challenge all students and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on students previous experiences and that helps all students to become successful learners, independent, confident individuals and responsible citizens.

Specifically, the curriculum will:

- ensure students achieve their highest potential
- encourage students to enjoy learning and to celebrate progress by providing opportunities for students to learn and make progress
- ensure students acquire appropriate speaking, listening, literacy and numeracy skills
- make the programmes of study accessible and relevant to all students
- where appropriate, prepare students for external examinations as part of a broad and balanced curriculum with opportunities for learning beyond the classroom
- encourage students to make a positive contribution to the school community and the wider world based on a balanced view of different political systems
- identify and nurture the talents of each student, wherever those talents lie
- encourage trust and respect
- encourage initiative and independent thinking
- encourage students to be committed to, and responsible for, developing skills for lifelong learning
- foster self-esteem and consideration of others
- encourage students to lead safe, healthy and fulfilling lives
- provide appropriate and impartial guidance for students in making decisions about their future careers and further education which helps individuals fulfil potential
- provide appropriate personal, social and health education which reflects our aims and encourages respect for other people, paying regard to the protected characteristics set out in the Equality Act 2010
- help our students to acquire knowledge, skills and competencies and to develop a set of values which do not undermine the fundamental British values of democracy, the rule of law, individual liberty and which promote mutual respect and tolerance of those with other faiths and beliefs, through which these might flourish
- provide effective preparation to our students for the opportunities, responsibilities and experiences of life in British society and in a multi-cultural, diverse, rapidly changing and global community
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers
- make progress based on ability not age and to be able to enter for public examinations when they are ready rather than dictated by age
- encourage the use of high quality personal, learning and thinking skills
- develop high quality functional skills, including key literacy, numeracy, science and ICT skills
- learn to manage their autism so that the negative effects on their lives are diminished and the positive aspects enhanced
- be appropriately challenged and stretched to achieve their potential

- enjoy and be committed to learning, enabling them to continue in Higher Education on leaving St Andrew's
- value their learning outside of the curriculum and relate it to the taught curriculum.
- foster independent learning

The Curriculum Outcomes

The St Andrew's School curriculum will:

- lead to qualifications that are of worth for employers and for entry to Higher Education where appropriate
- fulfil statutory requirements
- meet the needs of students of all abilities at the school
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines
- prepare students to make informed and appropriate choices at the end of Key Stage 4 and beyond
- help students 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, balance, relevance, differentiation, progression, continuity and coherence
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career
- foster teaching styles which will offer and encourage a variety of learning opportunities relevant to our autistic students
- help students to use language and number effectively
- help students develop personal moral values, respect for religious values and tolerance of other cultures' beliefs and ways of life
- help students understand and be independent
- ensure that the curriculum incorporates, and is underpinned by the school's specialist knowledge of autism

Roles and Responsibilities

The Headteacher will oversee the Assistant Head in charge of Curriculum who 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 students will be met
- the amount of time provided for teaching the curriculum is adequate and is reviewed regularly

- where appropriate, the individual needs of some students are met by modification of the national curriculum
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information at least annually, to show how much progress the students are making
- students' progress is monitored
- there is oversight of curriculum structure and delivery
- detailed and up-to-date schemes of learning are in place
- schemes of learning are monitored and reviewed on a regular basis
- levels of attainment and rates of progression are discussed with senior managers and that actions are taken where necessary
- long term planning is in place for all learning. Such schemes of learning will contain curriculum detail on; context, expectations, autism specific targets, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources
- schemes of learning encourage progression
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our autistic students
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of students
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery for individuals or groups are planned and carried out in a timely fashion
- staff share best practice with other colleagues in terms of curriculum design and delivery for autistic students
- continued professional development needs are met

Teaching Staff and Learning Support Staff will:

- ensure that the curriculum is implemented in accordance with this policy
- 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 student
- share and exchange information about best practice amongst their colleagues in different schools and through external networks especially those related to the education of able students with autism, 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 our autistic students and how best to address those needs and engage them
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities

Students will:

- be partners in their learning
- have their individual needs addressed in terms of their autism and their education, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge
- receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5

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 their social and emotional development needs and which will equip them with the skills they need to be independent and thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

Monitoring, Evaluation and Review

The Headteacher will receive an annual report from the staff on:

- the standards reached in each subject for individual students
- the number of students for whom the curriculum was dis-applied and the arrangements that were made

Teaching Groups, Class Sizes and Grouping by Ability

- Maximum class sizes in year groups should be 6 students but this can be adapted only where it does not impede on student's learning.
- These may include mixed age classes where this results in a larger teaching group.
- In Key Stage 2 English and Mathematics work is set individually for each student with a weekly shared lesson studying various aspects of literacy that lend themselves to group work.
- Other subjects are taught using a mixture of individual work and group work most suited to the particular cohort of students.
- In Key Stage 3 and Key Stage 4 students are taught as groups with individual work set as part of most lessons to help students cope with the learning situation. If a student is the only one accessing a particular subject at Key Stage 4 and above, the 'group' will consist of that one student.
- Students arrive at school between 9.00am and 9.15am and leave at either 3.00pm or 4.00pm (3.00pm on Fridays).
- There are six 45 minute lessons split by three breaks one at 10.20am (25 mins), one at 12.20pm (50 mins) and one at 2.45pm (10 mins).
- All student groups have their own 'classroom' in which many lessons take place, but all groups also have access to specialist rooms for specific subjects.
- All students will have Individual Learning Plans written and administered by the Key Stage Leader, Subject Teachers and Support Staff.