

KS3 CURRICULUM POLICY STATEMENT

RATIONALE

The 11 – 14 age group is an important transitional stage in the development of any young person. The change from being a confident primary school pupil to an equally confident secondary student, is brought about by each young person experiencing some similarities from the past, yet learning to take on new challenges of different routines and expectations.

There are six Key Stage 3 classes at St Nicholas School, three of these classes are educated off-site at Canterbury Academy, Spires and Community College Whitstable. The youngest age range in the secondary department is in Senior 1 (S1 and S1A). It is within these classes that the young people begin to accept more responsibility for their own learning, developing their independent skills. They are given strategies for making choices and are helped to become more aware of the consequences of those choices. They also become involved in team building within the class and begin to understand the meaning of a democratic system of organisation. This is built on in Year 8 and 9.

Students follow a National Curriculum subject timetable and have additional subjects pertinent to their needs.

AIMS

We aim for each student:

- To become familiar and confident in routines within the secondary department
- To understand his/her identity as a secondary aged student
- To increase ownership of his/her learning in all areas eg independence skills, basic and core literacy and numeracy skills, social and communication skills, physical mobility, thinking and problem solving, team work, discussion and negotiation
- To become aware that there is not always a right or wrong answer when solving problems
- To have the confidence and determination to succeed
- To increase his/her ability to cope with constructive criticism
- To be able to work and function as part of a whole class, a smaller group or alone as the occasion demands
- To become more aware of acceptable social standards of behaviour
- To become more confident as an individual

CURRICULUM STRUCTURE

The curriculum is arranged as discrete blocks of time following a five-a-day timetable which covers all subjects mandatory at KS3.

Pupils have a differentiated curriculum and some pupils will be taught Key Skills in English, Maths and Science.

The St Nicholas School KS3 curriculum also includes the following regular activities:

- An increasing number of sensory sessions for Profound and Multiple Learning Disability (PMLD) pupils in KS3
- Community based education eg swimming at Kingsmead Pool, road safety skills, shopping skills, etc
- Sensory based sessions eg use of multi-sensory room, reflexology, soft playroom and sensory garden
- Therapies for those with identified needs eg physiotherapy, hydrotherapy, speech, language and communication therapy, occupational therapy and the MOVE curriculum

Other activities that happen on a less frequent basis include:

- Many residential trips carried out providing progressively challenging and enriching experiences
- Cycling at Betteshanger.
- Day visits and links with other schools. We have links with Whitstable Community College, Spires , Canterbury Academy and a number of other schools and institutions

TEACHING STRATEGIES

- Pupils are taught in a range of situations eg as a whole class, in cross-class groups, smaller groups and as individuals
- Pupils are taught in specialist resource rooms as well as in classrooms ie Art room, Food Technology room, Music room, ICT suite, Physical and Sensory room, Sports Hall and Library/Social area
- Pupils are taught in classes with differentiated lessons provided. There is a separate curriculum for students with profound and multiple learning difficulties (literacy, numeracy, science, humanities and PE)
- In every situation there is an inclusive focus for the whole class. Within that structure differentiation for Individual Education Plans and special needs are identified and addressed eg the use of communication aids, switches, signing and symbols, individual literacy, numeracy and PSHE targets
- Pupils have lessons taught by specialist teachers for Art, PE and Music
- Pupils are taught in different locations eg within their own classrooms, in different rooms within the secondary department, in the hall and the multi-sensory room, sound

room, soft play room, playground, the multi-use games area, on the bus during travelling time, the swimming pool, out in shops, cafes and in the City community

BEHAVIOUR

The teaching and support staff follow the guidance and Positive Behaviour Support strategies recommended by PROACT-SCIPr®.

Each pupil, who requires it, has a Positive Behaviour Support Plan which is regularly reviewed and signed by staff and parents to ensure consistency. Regular meetings to address behaviour are held.

TARGET SETING

- Where they are able, pupils record views about their own learning for the Annual Meeting and take part in planning and reviewing their own work regularly
- The Annual Review targets are discussed with each student before the meeting, where appropriate
- Curriculum targets are built into the medium term planning. Pupils begin to take part in the planning process ie choosing working groups, making decisions about what to make in Food Technology and Design Technology. They make decisions about where to shop in Community based education and are made aware of their personal learning objectives within each module and each lesson. The pupils are also asked to make choices about P.E enrichment.
- Students who are part of the Shared Goals project have individualised long and short term targets, including a measure of attainment which are reviewed every 8 weeks on average

ASSESSMENT FOR LEARNING

Pupils work and achievements are assessed on an on-going basis through an evaluation of curriculum planning, shared goals and evaluation of individual programmes. Pupils are encouraged, where possible, to contribute to this process and incorporate work and achievements together in their Progress Files. Evaluation of the above process affects planning delivery for the following term with consideration to P Level and National Curriculum Level benchmarks and QCA documentation. Students who are part of the Shared Goals Project have their short term goals assessed every 8 weeks by the Shared Goals Team which includes class, staff, parents and therapists.

Each pupil in consultation with parents will have an annual review meeting of their child's Education, Health and Care Plan (EHCP) and targets will be set for the year. The Education, Health Care Provision Plan (EHCPP) within the EHCP will be reviewed three times per year and data collected.

Working with parents:

- Parents evening and Annual Reviews
- Workshops eg home/school partnership, sex, relationships and education

Curriculum

- Increase in choice of sports and leisure activities
- Development of ICT
- Development of Arts and Drama. (Continued involvement in the Shakespeare Schools Festival – KS4)
- Continue to promote the Key Skills in Literacy, Numeracy and Science.
- Enrichment activities; Forest school activities for school based students, Outdoor Adventurous Activities for Satellite students and residential trips

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Key Stage Manager in liaison with the Satellite Education Manager to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

LINKS TO OTHER POLICIES

Behaviour
Teaching and Learning
Curriculum policies
Safeguarding
Health and Safety
Monitoring and Evaluation
Planning and Assessment

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