

## **KS4 CURRICULUM FRAMEWORK**

### **RATIONALE**

The 14 – 16 age group is an important stage in the development of any young person. This is a time when the emerging young adult, no longer considered a child, has to cope with different and increased responsibilities for his or herself. Following on from a solid grounding in independence skills and attitudes in Key Stage 3, life in Key Stage 4 consolidates, challenges and prepares the young people to look forward to life after school with a sense of positive realism by building on strengths and providing strategies to minimise weaknesses. Our policy is one of mutual respect and democracy within the class group. The real world is brought into the classroom eg. Input from the careers service, Community Nurses and the police and Fire Service. The students have opportunities for inclusion within the wider community eg. Community based education including use of public sports facilities, other local amenities and school-based Work Experience. Students follow accredited courses that are continued and extended in the post-16 group based at Canterbury College and are recognised nationally as part of the wider academic field.

### **AIMS**

We aim for each student

- To maximise his/her learning in all areas eg. Independence skills, basic and core skills, social and communication skills, physical mobility, thinking and problem solving, team work, discussion and negotiation.
- To begin to have a realistic understanding of strengths and to work on acceptable strategies to minimise difficulties.
- To be able to work as part of a team, and to be able to work alone as the occasion demands.
- To be confident in his/her own abilities and to develop the use of initiative.
- To be aware of, and to conform to, acceptable social standards of behaviour.
- To value his/her own views and have them valued by others.
- To recognise that everyone makes mistakes – it is how we handle those mistakes that are important.

## **CURRICULUM STRUCTURE**

The curriculum is arranged as discrete blocks of time following a 5-day timetable, which covers all subjects mandatory at KS4. We also offer satellite mainstream experiences at The Canterbury Academy for students (currently year 11) and at The Spires Academy (currently year 10) at higher levels of achievement who will be looking to gain level 1 qualifications in ICT and media, some GCSE? Entry level OCR Cambridge Progression Eng and Maths.

The St Nicholas School KS4 curriculum also includes the following regular activities:

- Accreditation at OCR or ASDAN Entry Levels 1-3; Functional skills in Maths, English ICT, PSD, Life and living skills, employability, art and science
- Work Experience eg. Horticulture, improving the school environment, recycling, Library skills, assisting with the M.O.V.E. physiotherapy group, Active Education group supporting in younger class groups including MSU.
- Community based education eg. swimming at Kingsmead Pool, road safety skills, shopping skills etc
- Travel training, including the use of public bus services
- Participation in the Duke of Edinburgh Award scheme

- Land based studies in cooperation with The North School working towards COPE level 1
- Sensory-based sessions and therapies for those with identified needs
- Satellite provisions to mainstream campuses including the Canterbury Academy and / or The Spires Academy appropriate to students needs
- PE Enrichment offers a variety of on-site and off-site activities on a weekly basis available through student choices

#### **OTHER ACTIVITIES THAT HAPPEN ON A LESS-FREQUENT BASIS INCLUDE:**

- Residential trips eg. Trips to Swattenden, Centre Parcs, Hind leap Warren have been carried out on an annual basis providing progressively challenging situations of organisation and planning as well as developing self help skills and home management skills
- Day visits and links with other schools. We have links with Whitstable Community College, Canterbury Academy, The North School and a number of other schools and institutions
- Visits to St Nicholas @ Canterbury College as part of the KS 4 Transition Programme
- Duke of Edinburgh trips

#### **TEACHING STRATEGIES**

- Pupils are taught in a range of situations. eg. As a whole class, in cross-class groups, smaller groups and as individuals.
- In every situation there is an inclusive focus for the whole class. Within that structure differentiation, for Individual Learning 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 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, in the sound room, in the soft play room, in the playground, on the bus during travelling time, at the swimming pool, out in shops, in cafes and in the City streets.

#### **BEHAVIOUR**

The teaching and support staff follow the guidance and Behaviour Management strategies recommended by PROACT-SCIPr'UK. ®. See Behaviour management Policy.

Each pupil who requires it has a Behaviour Programme, which is regularly reviewed and signed by staff to ensure consistency. In addition, pupils may be referred for additional support to the secondary behavior team.

#### **TARGET SETTING**

- Pupils record views about their own learning for the Annual Review meeting and take part in planning and reviewing their own work regularly
- The Annual Review targets are discussed with each student before the meeting
- 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

- Pupils in Key Stage 4 are aware of their senior position in the school and take on responsibility with enthusiasm. They are keen to help others achieve their targets eg. keeping teaching areas clean and tidy, maintaining a good standard of hygiene
- Some students have individualised targets both long and short term including a measure of attainment which is reviewed every 8 weeks on average. These students are part of the school's Shared Goals Project

### **ASSESSMENT FOR LEARNING**

Pupils work and achievements are assessed on an on-going basis through an evaluation of, curriculum planning, evaluation of individual programmes and assessment of ILP's. 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 and delivery for the following term with consideration to P Level and National Curriculum Level benchmarks and, OCR / ASDAN / AQA criteria and QCDA documentation. Students who are part of the Shared Goals Project have short term goals assessed every 8 weeks by the Shared Goals team, class, staff and parents.

### **ACCREDITATION**

There are six areas of accreditation in place at present.

1. OCR Functional skills in Maths, English, and ICT at Entry Level
2. OCR Cambridge progression in English and maths at Entry Level
3. Life and Living skills at Entry Level
4. Personal, Social Development (PSD) at Entry Level
5. Employability at Entry Level
6. Art and Design OCR Entry Level
7. Science OCR Entry Level

We also offer awards of specific areas using AQA programmes. The satellite classes are also working to gain level 1 accreditation in specific subject areas suitable to the needs of the students.

### **FUTURE DEVELOPMENTS**

#### **INCLUSION**

- Developing links with a variety of other special schools across Kent to participate in a variety of sporting activities.
- Development of the Secondary Student Council leading to the setting up of a Federation or Association of School councils in this country and abroad, with our students organising link-ups on the Internet and conferences, visits and meetings.
- Community Links. Further liaison with local shops and cafes to develop a greater understanding of the philosophy of St Nicholas and the potential for the independence skills of our pupils.

#### **WORKING WITH PARENTS**

- Workshops eg. Home/school partnership. Sex, Relationships Education.
- Regular parents evening's
- Person centred planning reviews
- Open door policy, liaison through home-school book and telephone contact

### **CURRICULUM**

- Increase in choice of sports and leisure activities.
- Development of ICT
- Development of Arts and Drama. Continue involvement in the Shakespeare Schools Festival.
- Our curriculum and accreditation offers are constantly reviewed and amended in accordance with national, local and qualification requirements

### **MONITORING AND REVIEW**

This policy will be monitored on a yearly basis by the Phase Manager/Key Stage 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**

Curriculum policies Safeguarding Teaching and Learning Policy for career, work related learning and enterprise. Planning and Assessment Monitoring and Evaluation
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Louise Huddleston KS4 Manager REVIEWED TERM 1 2014
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