

CRESSEY COLLEGE

CURRICULUM POLICY

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Amendment Record

This Curriculum Policy is reviewed to ensure its continuing relevance to the direction and processes that it describes. A record of additions, admissions and amendments is given below:

Version	Amendments	Date
1	Annual update to Policy. Approved at Management meeting dated 31 Aug 16. Authorised by JH, approved by Headteacher - AB.	01 Sept 16
2	Annual update to Policy. Approved at Management meeting dated 30 Aug 17. Authorised by JH, approved by Head Teacher – AC.	01 Sept 17
3	Annual update to Policy. Approved at Management meeting dated 29 Aug 18. Authorised by JH, approved by Head Teacher – AC.	01 Sept 18

Aims and Principles of the Cressey College Curriculum

1. The Cressey College curriculum should offer all our students the opportunity to learn and to undertake experiences in a wide variety of activities and to do so with an assurance of success. Our curriculum is based on students having the confidence to achieve at a pace and level that meets their needs, which is suitably challenging, engages them in the learning process and is delivered with purposefulness and rigour by the staff.
2. The National Curriculum and a commitment to family and community partnership in the learning and teaching process underpin our curriculum.
 - a. The school's management and staff work to ensure that the right conditions, principles and resources are available and that they are used effectively to ensure a secure foundation for our students' education now and in the future.
 - b. The Whole School works in partnership with parents/carers to play an active role in the educational process.
3. Students will receive and develop:
 - a. A firm grasp of basic skills through the teaching of The National Curriculum.
 - b. The opportunity to undertake a variety of qualifications as appropriate to their goals and talents.
 - c. The stimulus of a broad and balanced curriculum that introduces new ideas and experience to all.
 - d. Respect and consideration for theirs and others individuality, particular backgrounds, cultures and religions.
 - e. The confidence that comes when achievement is recognised.
 - f. The benefits of learning and growing in a nurturing, calm, friendly, stable and structured environment.
 - g. An education which prepares them for successful, inclusive, enjoyable, rich and active lives.
 - h. An education that gives them high expectations for their future.
 - i. A curriculum that builds on a variety of approaches to learning and teaching.
 - j. An education that allows development and expression through developing a vibrant creative arts curriculum
 - k. An education that uses real experiences as a foundation for learning.
 - l. A curriculum that supports the physical, emotional, moral and spiritual development of each child.

Our Objectives

4. Each child will be encouraged to:
 - a. Listen attentively.

- b. Develop an enquiring mind with the confidence to explore through trial and error.
- c. Learn to communicate effectively in verbal and written form.
- d. Learn to acquire information from various sources and to record findings in various ways – including the use of ICT.
- e. Understand mathematical ideas.
- f. Learn to apply numerical skills.
- g. Understand basic scientific ideas.
- h. Acquire the control of tools, ICT equipment and technology.
- i. Learn about religions, cultures, faiths and beliefs.
- j. Appreciate the joys and benefits of physical education and experience a range of sporting activities.
- k. Use music, drama and art/craft forms as a means of creative expression and enjoyment.
- l. Learn how to play imaginatively, independently and co-operatively in formal and non-structured environments.
- m. Learn self help skills and be made aware of the rewards and dangers of society in preparation for adult life.

5. Each member of staff will use and develop their skills, knowledge and experiences, with professional rigour, to ensure that each child acquires a level of achievement, against these objectives, that best reflects their individual potential.

The Whole Curriculum

6. The whole curriculum is made up from different aspects of learning:
- a. Expressive and aesthetic.
 - b. Linguistic and literacy.
 - c. Mathematical.
 - d. Scientific.
 - e. Physical and recreational.
 - f. Social and environmental.
 - g. Spiritual and moral.
 - h. Technological.

7. We recognise and integrate these aspects so that the curriculum can be planned as a whole creating a dynamic broad and balanced curriculum comprising the National Curriculum themes, the cross curricular skills and cross curricular dimensions.

8. As teachers we believe that the successful delivery of our curriculum is based on relating these main precepts:
- a. Know the child – recognise their potential.
 - b. Know the subject – know what you are going to teach.
 - c. Know why you are teaching it.
 - d. Know how to plan what you are to teach and with appropriate challenge for all.
 - e. Know what makes a good teacher.
 - f. Know that quality resources and quality environment underpin quality teaching.
 - g. Have high expectations of ourselves as teachers and the students as learners.

Organisation of the Curriculum

9. We believe in a holistic approach to the curriculum and its delivery, which is firmly bedded in the academic requirements of the National Curriculum but equally based around developing our students' physical, moral, spiritual, aesthetic and creative centres.

Core Curriculum

10. We recognise that many of our students need guidance and direction in the very important areas of decision making and managing themselves, using a well defined, sensible moral and ethical code. We aim to permeate every aspect of learning and every activity in our school with the values and codes we have democratically agreed, and which reflect the codes of a free, peaceful and tolerant society.

11. Whilst some of this may be intrinsic and taught in the way we interact with students, and the way in which we act and demonstrate ourselves as adults, many aspects of these values can be explicitly taught and we have established times to do this.

- a. Through daily registration time.
- b. Through cross-curricular themes and teaching.
- c. Through discreet subject teaching of PHSE themes.

Core Subjects

English & Literacy, Mathematics, Science, Computing/ICT, Art and PSHE.

12. These subjects are fundamental aspects of the curriculum at Cressey College and make up the tools and building blocks for our students' successful education.

13. All Core Curriculum subjects will have their own policy statement with centrally shared schemes of learning. These documents detail the ways in which these subjects are organised and delivered. We aim for the standard of subject leadership and delivery to be consistently high.

The Broader Curriculum – Foundation Subjects

14. This comprises of the recognised subject areas in the National Curriculum – Humanities, Physical Education, Creative Arts and Design & Technology.

15. Foundation subjects are an important curriculum focus in our school and we aim to provide a balance of opportunity for our students to learn in these subjects whilst maintaining an emphasis on delivering the Core Subject curriculum.

16. Each subject will have its own policy and details of curriculum delivery can be found in these documents.

14-19 Provision

17. The focus will be on Foundation Learning and Vocational programmes with literacy and numeracy and PSHE. There will also be a strong focus on careers education and developing employability skills. Students will be supported to access vocational programmes on site as well as attending other local colleges and training providers where appropriate. Students will be supported to undertake a work experience placement and will follow individual programmes where appropriate. The vocational programmes at Post 16 may lead directly on from courses undertaken during KS4 or be new courses. Through personalised learning programmes, Foundation Learning will increase learners' participation, achievement and progression. Emphasis will also be given to developing independence skills and on developing social skills.

18. Students may also be supported to access individual sessions/taster days at local mainstream schools.

Education Dimensions & Cross Curricular Themes

Meeting our Students Special Educational Needs in Delivering the Curriculum

19. Responding to the individual needs and diversity of each and every student is an integral part of the pedagogy and delivery of all teaching and learning.

20. The Primary sites delivers teaching and learning through a Creative Curriculum, using half termly themes spread across all subject areas. This encourages active learning to deepen knowledge and understanding through cross curricular activities.

Equal Opportunities

21. We actively promote, through our teaching, both discreetly, and in direct ways, the rights of all individuals to receive the optimum of opportunity in all facets of school life. This is an integral part of the school's ethos and practices. We aim to promote acceptable values and attitudes in this area for all our students.

Multi-Cultural Education

22. We believe in affirming and respecting the diverse cultures represented within our own school environment and in society as a whole. We aim for our students to become aware of differing cultures, tolerant of other viewpoints and heritages and be able to join and share the delights of our diverse population from an informed position.

Citizenship

23. We believe the school has a role to play in developing responsible attitudes by our students towards society. We actively promote the common tenets of good citizenship through assemblies, registration & tutor time and within class lessons. The ethos and practices of the school combine to establish this as a feature of daily interaction between students, staff and friends of the school.

24. We aim for our students to be motivated to join in with positive citizenship practices.

Careers Education / Environmental and Economic Understanding

25. These themes aim for our students to be prepared for life outside of the school environment. For instance, becoming self-aware, knowing your own strengths in order to make informed decisions, knowing how to look after the environment – paper saving – and dealing with money. The approach to these strands is essentially cross-curricular, they can be taught discreetly or explicitly, in a classroom setting. The aim of these themes is to give our students a rounded sense of life's opportunities and expectations at this early stage.

Planning

26. Planning what to teach is essential to good classroom delivery and we have established the following procedures:

- a. **Individual Lesson Planning.** Detailed individual lesson planning is a regular feature of the planning process.
- b. **Schemes of Learning.** Outlines the subject planning on a half termly basis.
- c. **Medium Term Planning.** Provides a termly/yearly overview of what will be taught.
- d. **Curriculum Map.** Provides an overview over the Key Stages.
- e. **Resources Map.** Provides an overview over the main resources/programmes (mainly digital) used for each Key Stage. This also shows the resources for those who require differentiated work, still appropriate for their age, to catch up.
- f. **Invisible Planning.** This is the planning that teachers do in their own notebooks and files based on the evaluations and assessments they are continually making. We recognise that this forms a considerable area of teachers work and, as such, is often based on mental recollections or jottings and cannot be officially recorded.

IEP's – Individual Education Plans

27. These are a significant aspect of a student's development. IEP targets for Literacy, Numeracy, Behaviour and PSHE are written termly. At the end of an academic year, consultation between the outgoing and incoming teachers/tutors is undertaken to ensure workable targets for the new-year are made. Parents/carers are regularly informed by letter of their child's targets and progress is discussed at a student's Annual Review of their Education, Health and Care Plan, and during the termly target setting meetings. Core Subject teaching staff give guidance on suitable targets when necessary. The therapy team may also be involved in contributing to the IEP targets, in particular with regards to speaking and listening.

Adapting to the National Curriculum

28. A flexible approach to planning is required because of the needs and academic levels of our students. Teachers plan for their students using the appropriate Programmes of Study (PoS) and Levels as best suits student need. It is quite often the case that a year 10 student may be studying Year 8 or 9 PoS, as this level of curriculum offers suitable challenge and will access their learning potential more ably. Each student will determine the planning needs and the levels may differ from year to year, even showing an irregular path of progression throughout the students' time at Cressey College often due to factors outside the classroom and school. Whilst adapting the National Curriculum by choosing study levels other than ones that are age related is appropriate, our students succeed when the curriculum is suitably differentiated for them.

Differentiation

29. Cressey College students require a differentiated curriculum to access learning. Planning at an appropriate level is the first step. From this point on it requires the skill of individual teachers, senior staff and teaching assistants to deliver the curriculum successfully.

Methods used to differentiate the curriculum

30. These will necessarily accommodate individual and groups of students but they include:
- a. Visual, sensory and practical activities as a basis for explanation.
 - b. ICT resources, software and hardware resources – to provide access and working materials.
 - c. Specialist tools – Larger pencils, use of pencil grips, special scissors etc to aid fine motor skills.
 - d. Homemade games and props to provide stimulating learning materials.
 - e. Modification of teachers' spoken and verbal commands / instructions – use of simplified language.
 - f. Small group, paired or individual work – to provide intensive focus and support and an appropriate range of challenge.

Assessment, Reporting and Recording

31. See Assessment Policy

Monitoring, Planning / Teaching & Learning

32. In accordance with the guidelines laid down by QCA (Subject Leader Standards) the school believes that high quality education will be maintained by regular adherence to a policy that looks closely at the standards of teaching and its delivery, the quality of learning, the opportunities to learn and the quality of planning for students. The school is establishing a regular process of Monitoring and Evaluating, (M & E) in these areas.

Resources

33. The school recognises that quality education needs quality resources and there is a commitment to provide a breadth of exciting, suitable, up to date resources in all subjects, including new and digital media. Resources are shared amongst classes.

Role of Parents & Wider Community

34. Parents, carers and the wider community are welcomed into the school at every opportunity. We aim to involve the local community in the curriculum through using guest speakers and by visits to local areas, as a further, concrete aid to learning.

Visits

35. We recognise the very real value visits play in providing a tangible source of evidence and stimulus to aid students' learning. We encourage suitable planned visits where possible.

Therapists and Professional Support

36. Cressey College's therapy team and other professional colleagues have a significant role to play in the curriculum of our students.

37. We recognise the contribution these professionals make in providing key knowledge and expertise in helping paint a rounded picture of the students we educate and the way in which we can overcome challenges some students have in accessing their learning. The school works in collaboration, with open communication to professionals dedicated to achieving success for our students.

Health & Safety

38. See Health & Safety Policy.

39. A central aim of this policy is to ensure working, learning and play conditions are safe and secure at all times, including outside trip and school journeys. We realise that successful learning cannot take place unless all these conditions are met.