



KISIMUL GROUP

Education Policy and Procedure

Curriculum Policy – Cruckton Hall School

Cruckton Hall is a learning environment which promotes care and respect, maintaining high expectations of standards in all aspects of life at Cruckton Hall.

Our aim is to meet the needs of young people with autistic Spectrum Disorders and/or other associated complex needs, thus preparing them for adult life.

The education vision and curriculum design for Cruckton Hall School recognises that:

- The world of 2020 will be very different to the world today
- The pace of change is increasing, hence the importance for flexibility
- Young people have, and will have increasingly, greater access to information and learning material independently of school
- Adulthood entails economic participation and financial awareness
- Learning is a lifelong task
- The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skill and understanding they will need for a fulfilling adult life
- Curriculum delivery should involve a greater use of adults and platforms other than teachers in traditional classrooms. These could include support staff, forest school and bushman skills to support curriculum delivery.

Cruckton Hall School's curriculum policy is based on the following aims, to

- Have pupils at its heart, putting their interests above those of the institution
- Have a curriculum that is fit for purpose, offering differentiation and personalisation
- Be a centre of excellence in learning and teaching
- Prepare all pupils for a successful adult and working life in a 21st century global society
- Be committed to excellence and continuous improvement
- Value vocational and academic routes equally
- Nurture the talents of all and celebrate success
- Involve parents and carers
- Be in a learning environment that is, above all else, inspiring
- Encourage a sense of ownership and choice in their learning journey.

Curriculum

1. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future.

The school's aim is to develop a coherent curriculum, building the boys' experiences and helping them to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress
- Enable those not achieving age-related expectation to narrow the gap and catch up with their peers
- Move towards enabling pupils to more easily progress, based on ability not age, and to be able to enter pupils for public examinations when they are ready rather than this being dictated by age
- Have and be able to use high quality personal, learning and thinking skills and aim to become independent learners
- Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills
- Be challenged and stretched to achieve their potential
- Enjoy and be committed to learning, to 19 and beyond
- Value their learning outside of the curriculum and relate to the taught curriculum.

2. The curriculum outcomes

Cruckton Hall School's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to further education
- Fulfil statutory requirements
- Enable pupils to fulfil their potential
- Meet the needs of young people of all abilities at the school
- Provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines
- Prepare pupils to make informed and appropriate choices at the end of KS 3, KS4 and beyond
- Help pupils 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 pupils' choice during their school career
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- Help pupils to use language and number effectively
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and way of life in line with Fundamental British Values and PREVENT strategy
- Help pupils understand the world in which they live
- Ensure that the curriculum incorporates, and is improved and extended by, making it personalised and relevant to boys' needs
- Help develop social cognition and social communication skills.

3. Roles and Responsibilities

The Head Teacher will ensure that:

- all statutory elements of the curriculum, and those subjects which the school may choose to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. They will include how the subject will be taught and assessed
- the amount of time provided for teaching the curriculum is adequate and is reviewed annually
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupil is making and what is required to help them to improve
- the Kisimul Director of Education is fully involved in decision making processes that relate to the breadth and balance of the curriculum
- the Director of Education is advised on statutory targets in order to make informed decisions.

The Director of Education and other Kisimul directors will ensure that:

- they consider the advice of the Head Teacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- they contribute to decision making about the curriculum

The Deputy Head Teachers will ensure that:

- they have an oversight of curriculum structure and delivery within each key stage
- detailed and up to date schemes of learning are in place for the delivery of courses within their key stage
- schemes of learning are monitored and reviewed on a regular basis
- levels of attainment and rates of progression are discussed with heads of departments on a regular basis and that actions are taken where necessary to improve these

Heads of Departments will ensure that:

- long term planning is in place for all courses. Such schemes of learning will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources
- schemes of learning encourage progression
- there is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment
- performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- they share best practice with other colleagues in terms of curriculum design and delivery

- they oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility

Teaching staff and Learning Support staff will:

- ensure that the school curriculum is implemented in accordance with this policy
- keep up to date with developments in their subjects
- have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, 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 their pupils and how to best address those needs and engage them
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities

Pupils will:

- be treated as partners in their learning, contributing to the design of their curriculum
- have their individual needs addressed, both with the school and extending beyond the classroom into their home, through a curriculum which offers breadth, support and challenge
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly
- receive co-ordinated support to enable them to make the appropriate curriculum choices at Key Stages 4 and 5
- be given an element of choice to help them develop friendships and access a range of enrichment activities.

Parents and Carers will:

- be consulted about their child'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 which will equip them with the skills they need to thrive throughout their lives
- be informed about the curriculum on offer and understand the rationale behind it

4. Monitoring, evaluation and review

The Kisimul board of directors will monitor and evaluate the impact and standards reached constantly through regular board meetings and will review this policy annually.

Teaching groups, class sizes and grouping by ability

All pupils are placed in tutor and teaching groups dependent on their age and ability. The maximum class size is 6 pupils.

The school day starts at 8:45am and ends at 3:30pm and consists of 6 x 50minute lessons split by a morning break from 10:50-11:00 and a lunch break from 12:40-13:40.

Key Stage 2

Typically all key stage 2 pupils have the following number of lessons per week

Subject	Lessons
English	6
Mathematics	6
Science	4
PE	2
Equine / Forest schools	3
Music	1
Drama	1
Art	1
Humanities	3
PSHE	1
Home Economics	2

Key Stage 3

Typically all key stage 3 pupils have the following number of lessons per week

Subject	Lessons
English	4
Mathematics	4
Science	4
ICT	1
PE	2
Equine / Forest schools	2
Music	1
Drama	1
French	1
Art	1
Design Technology	2
Humanities	2
PSHE / RE	2
Home Economics	2

Key Stage 4

Most pupils follow a set core of courses that lead to potential qualifications. This core is supported by a range of optional courses. With the combination of subjects available pupils will have the chance to complete work experience placements and some college and mainstream school provisions may be available.

Subject	Lessons
English	4
Mathematics	4
Science	4
ICT	1
PE	1
PSHE	1
Core total	15
Optional range include: History, Geography, RE PE French ICT Drama, Media, Music Art Design Technology Home Economics	15 lessons Each option is 3 lessons/week

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