

Swanwick School and Sports College

CURRICULUM PRINCIPLES

Our Mission Statement:- Enjoy, Achieve, Exceed:-

Enjoy:- Enjoyment through learning

We want the optimum teaching and learning experiences for all our students.

We expect our students to do their best and try hard to improve.

Achieve:- Success for all

We want the best start for all our students by giving them crucial opportunities.

We insist on pupils' entitlement to a broad range of knowledge and skills.

We are committed to equality of opportunity for everyone.

Exceed:- There are no limits

We encompass high standards and value all achievements.

Aim:

The aim of Swanwick School and Sports College is to meet the special educational, emotional and behavioural needs of its pupils, giving them the skills to return to mainstream school if and when appropriate as well as prepare them for life beyond school.

We provide all our pupils full access to the National Curriculum and enable them to achieve the highest academic and personal standards of which they are capable. This is done by providing them with challenges and the life skills that they need in order to take their place in society. We want all our students to enjoy, achieve and exceed.

We strive to provide a curriculum that all pupils will find enjoyable and relevant. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well ordered classroom environment.

We wish to work closely with the School Council and respond to their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Principles:

The curriculum at Swanwick School and Sports College:-

- Is underpinned by the commitment that all pupils, regardless of their age, gender, ethnicity or social conditions are entitled to a range of educational opportunities appropriate to their needs.
- Is broad, balanced and relevant to the pupil's present and future needs.
- Provides access to The National Curriculum along with a wider range of learning experiences that are relevant to individual needs.
- Is designed to provide continuity and progression.
- Promotes the spiritual, moral, cultural, mental and physical development of all pupils.
- Prepares pupils for the opportunities, responsibilities and experiences of later life.
- Teaches Religious Education and Personal, Social, Health and Economic Education (including Sex and Relationships Education) as required.
- Our Curriculum covers a wide range of skills and concepts, which will equip our students to achieve their full potential. We recognise that, as individuals, they will have their own areas of success and preference. We will reflect this by offering them an extensive range of learning experiences, which will include elements of guided choice options in Key Stage 4.
- Key Stage 3 Foundation Subjects follow a thematic approach that is structured from KS3 National Curriculum objectives.
- Comprehensive planning will ensure a coherent progression through the school linked with the individual acquisition of key skills and knowledge. Skills and concepts should build in logical and attainable steps, which are constantly reviewed and monitored. Each student should see their achievements progressing through their time at Swanwick School and Sports College.
- It is our intention that the curriculum should always remain relevant to our students needs and should fill their aspirations and ability.
- We will encourage our students to take responsibility for their own learning and wherever relevant or practical include life skills in all curriculum areas.
- The child must be given every encouragement to play a positive role in their present and future community.
- Differentiation is realised through task, outcome, support by adult or resources and streaming of academic ability.

Considerations:

When pupils start at Swanwick School and Sports College they are generally functioning well below the expectation for their age in Literacy and Numeracy. For this reason the Key Stage 2 timetable has a focus on literacy and numeracy at the start of each day.

At Key Stage 3 and 4 all students access English and Maths four times a week in streamed groupings. Pupils that require additional support in Literacy/Numeracy are withdrawn from other lessons for 'one to one' work.

Subject specialists deliver ICT, Science, French, Art, PSHE, RE, Humanities, PE, Technology and Music ensuring the students are given the best opportunities in all subject areas.

KS4 students receive a personalised curriculum ensuring they achieve their potential both academically and vocationally. All subjects delivered at KS4 will be accredited through external examination boards.

Practice:

- All classes start the day in their form room.
- All staff associated with a class, start the day with their class.

- The 15 minute registration period every morning gives time for ordering lunches, toast, late taxis and socialisation.
- Every Monday morning an additional 30 minutes is allocated to form time to guarantee SEAL activities and whole school assemblies are achieved.
- Swimming takes place (off-site) at 10.30am on Mondays mornings for Primary students and on a Friday afternoon for secondary pupils. A rotation basis is in place for the secondary students incorporating the topic of life skills.
- Every Friday afternoon is dedicated to a tailored Life Skills curriculum. This is where KS4 will also achieve the Princes Trust Award.
- Positive Play and Speech and Language are based on a two weekly cycle meaning students do not miss the same lessons.
- After school club takes place 5 Wednesdays of each term free of charge. 2.55pm-4.00pm.
- Whole school staff meeting take place every Tuesday 3.00pm.
- There is a morning briefing in the hall at 8.35am every day.

Assessment and Reporting:-

At Swanwick School and Sports College we understand the importance of accurate evidenced assessment. A wide assortment of methods and tools are in place ensuring precise and accurate grading.

Staff evaluate students progress using APP systems, summative and formative assessment as well as externally nationally accredited courses, through Aim Awards and OCR. To ensure parity of assessment these evaluations will internally moderated and assessed. Student's progress will also be monitored against their own previous achievements. Targets are then set which reflect past achievements and will provide targets to achieve realistic but challenging targets. The National Progression Materials set these goals in core subjects.

Multicultural Education:-

Within the curriculum of the school, account is to be taken of the multicultural nature of our society. Part of the educational philosophy of the school is to enable children to eventually take up useful roles in society. We must therefore ensure that positive steps are taken to familiarise them with the multicultural, multiracial and multi faith society into which they will grow.

The educational visit approach, which has been adopted within the school lends itself ideally to investigations of other cultures. Educational visits such as the Holocaust centre, Yorkshire Sculpture Park, residential to foreign countries and many on site workshops including Diwali day and Music from around the world all lend themselves to a positive multicultural environment for our pupils.

Assemblies whenever possible must try to encompass positive attitudes, mutual respect and understanding.

- The curriculum in general should reflect that:- No Culture has status over another
- Stereotyping is wrong. People should be valued as individual.
- Cultural diversity is a thing to be valued.

In our positive approach to multicultural education it is essential that information on other cultures is correct and constantly updated. General uninformed judgements must be avoided and appropriate, up to date resources used. It is only by pursuing a positive attitude to multicultural education that prejudice and discrimination, whether it be racial or otherwise can be dispelled.

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring curriculum policies are made available to parents;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the coordinator;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of the Teaching and Learning Leads

The Teaching and Learning Leads will:

- lead the development of teaching and learning and of key skills throughout the school;
- provide guidance and support to all staff;
- keep up to date with new developments and resources;
- monitor and review both skill delivery and development through the curriculum to ensure that consistency, continuity and progression are evident for all learners in all skills areas;
- annually report to the Governing Body

Role of the Subject Leader

There will be a subject leader for each curriculum subject and they will:

- lead the development of this policy throughout the school;
- review progress of their curriculum subject and report this to the Headteacher and other members of staff;
- ensure that their subject(s) will have an action plan in place and will form part of Single Integrated Development Plan;
- ensure that their subject(s) has a specific time allocation with class timetables providing details of time allocations to each subject;
- ensure that long, medium and short term planning is in place for their subject(s);
- ensure planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress;
- ensure a policy is in place and is updated at least every three years;
- will encourage educational visits to link in with topic work;
- will invite outside speakers who will enhance the experiences of the pupils;
- will look for ways to encourage both boys and girls in all subject areas;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor standards by:

- looking at pupils work
 - subject observations
 - pupil discussions
 - audit of subjects
 - scrutiny of planning
 - general curriculum discussions
- annually report to the Governing Body on the success and development of this policy

Role of Teaching and Support Staff

Teaching and Support Staff will:

- comply with all aspects of this policy;
- undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop children's experiences;
- be encouraged to develop the curriculum by using the range of cultures that we have within the school;
- maximize learning opportunities by encouraging and developing parental involvement;
- use a range of teaching and learning styles to address the needs of all children

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of the Senior Leadership Team (SLT)

The SLT will:

- consider subject area priorities for the school development plan;
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy

Role of Pupils

Pupils will be:

- aware of and comply with this policy;
- encouraged to bring in their own items and information in order to enhance and to take ownership of a topic

Role of Parents/Carers

Parents/carers will be:

- aware of and comply with this policy;
- encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks and by maximising learning opportunities between home and school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition and parent-teacher consultations.
- school events
- meetings with school personnel
- communications with home such as the school website and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

Headteacher:		Date:	
Chair of Governing Body:		Date:	