



Excellence for All

## CURRICULUM POLICY

### Purpose of policy

Manor Green School recognises the importance of offering a broad, balanced and differentiated curriculum. This is underpinned by our shared school curriculum vision Choose to Nurture Enterprise, a multidisciplinary framework encompassing Choice Theory, Nurture and project based enterprise.

Our curriculum consists of activities designed to promote the academic, personal, social, physical and cultural development of students. It includes some discreet lessons and cross-curricular learning based on enterprise and the national curriculum, along with a programme of enrichment activities and vocational learning.

Through this policy, the school aims to:

- Put students at the centre of all curriculum decisions, making sure we meet their needs.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all students for the next stage of their life.
- Be committed to Excellence for All
- Be committed to continuous improvement.
- Provide learning which meet the needs of students.
- Nurture students and celebrate success.
- Involve the stakeholders in curriculum development.

Curriculum Intent



## Curriculum Intent

All students have access to a broad, balanced and relevant curriculum, based on the National Curriculum, underpinned by Choice Theory for personalisation, Nurture for wellbeing and Enterprise for preparation for adulthood. The curriculum is differentiated and modified for students with complex speech, language and communication, physical and learning needs. We have strong processes for assessment, planning, teaching and reviewing to help each student make the maximum progress in learning.

We teach using a wide range of practical and highly visual approaches, using learning from experience, signing, pictures and symbols to support understanding. We emphasise developing academic, personal and social skills to improve each child's independence, confidence, and resilience.

We have created a curriculum within Manor Green School that provides a balanced academic education, while increasingly helping students to develop independence and life-skills. We believe that promoting students' wellbeing is crucial, now and for their future lives.

### **What the curriculum is designed to do**

Our curriculum is designed with students' learning and preparation for adulthood at the centre. We recognise that a curriculum must be broad, balanced and offer students opportunities to grow as individuals as well as learners.

Our curriculum has been designed for a range of learners, providing equal opportunities for all.

Through our curriculum and its delivery, students will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Being celebrated for academic and personal achievements
- Being supported with their education and prepared for adulthood
- Becoming responsible individuals who are able to make choices however big or small
- Using their skills and knowledge
- Learning how to cooperate with others and respect one another
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

The overall aims of the curriculum are to enable students to:

- Achieve their full potential.
- Develop and use functional, transferable skills.
- Develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- Value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- Be creative and to develop their own thinking.
- Become as independent as possible.
- Learn about their diverse and ever-changing world.
- Understand fundamental British values.
- Have respect for themselves and others and to be able to live and work cooperatively.

## Curriculum Implementation

### **How we intend to deliver the curriculum**

Below, we have outlined how we intend to deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular.

- **Classroom-based learning:** we expect teachers to deliver lessons through cross-curricular project based links as well as teach discreet English and Maths' lessons supported closely by our interventions' team. All lessons are differentiated to an aspirational, but achievable level, supported by various learning resources to meet the individual needs of the students. The interventions' team provides one-to-one or small group sessions for students who require additional support.
- **Enrichment activities:** we provide a variety of enrichment activities for students that enhance and broaden their learning experience with a degree of personalisation and choice.

**The activities we offer are the following:**

**Music, art and drama; physical wellbeing, life skills, emotional wellbeing etc.**

- **Work related learning:** we provide opportunities of various informal work experiences based on the student's age and interest.

**List of roles we offer:**

- Day cleaner
- Facilities' Assistant
- Café workers
- Classroom Support Assistant

**How we involve stakeholders**

We work closely with our parents and the local community to enable our students to grow and practise their transferable skills while getting involved with projects in the local area.

## Organisation and planning

- The school's curriculum will be delivered over 190 days and equally throughout the school week.
- In collaboration with the Assistant Headteachers and Cluster Leaders for departments, teachers and other members of the Leadership Team (LT), the following plans will be devised:
  - ❖ *Long-term plans that include the major areas and strands of the curriculum to be covered across all areas of the school.*
  - ❖ *Medium-term plans that include the activities within units of work that are set out termly.*
  - ❖ *Short-term plans that detail individual lessons or sessions on a weekly basis and identify curriculum differentiation and access for individual students.*
- Where possible, teachers will look for links between areas of learning and transferable skills.
- Lessons will use a range of techniques to appeal to all students.
- Teachers will plan lessons that are challenging and accessible for all students.
- Students with EAL (English as an additional language) will be given the opportunity to develop their English ability throughout lessons in liaison with the EAL intervention team.
- Lesson planning and delivery will be used to identify any possible difficulties and misconceptions within the curriculum and common misconceptions will be reported to the interventions' team so advice on tackling them can be provided.

## Roles and responsibilities

**The governing board is responsible for:**

- Approving and monitoring the implementation of this policy.
- Reviewing reports from the Headteacher, Associate Headteacher and Assistant Headteachers for departments about student progress and attainment.

**The Headteacher is responsible for:**

- Communicating the agreed curriculum policy.
- Ensuring a termly and annual report is provided for the governing board advising on the achievements made by students against their EHCP targets.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring the teachers' workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Updating and maintaining this policy.

**The Assistant Headteachers for departments are responsible for:**

- The strategic leadership of their department's curriculum design and implementation, including long term planning and assessment.
- Ensuring the curriculum develops in line with the school's policies, aims and objectives of the SDP
- Ensuring the curriculum provides students with a range of opportunities and the skills they need to prepare for later life.
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- Monitoring student progress within the department and reporting on this to the Headteacher.
- Providing efficient resource management for their department.

**Cluster Leaders are responsible for:**

- Development of the curriculum for their cluster in line with this policy
- Supporting and offering advice to colleagues on issues relating to their cluster's curriculum.
- Monitoring student progress within the cluster and reporting on this to their Head of Department.
- Providing efficient resource development and sharing for their cluster.
- Ensuring the curriculum is inclusive and accessible to all students in their cluster.
- Quality assurance of medium and short term planning of teachers in their cluster.
- Leading moderation to ensure consistency of delivery and assessment of the curriculum in their cluster

**Teachers are responsible for:**

- Implementing this policy consistently throughout their practices.
- Devising medium and short-term plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping students engaged in content.
- Collaborating with the teachers in their department to ensure workload and good practice is shared.
- Celebrating all students' achievements.
- Reporting progress of students and ensuring any difficulties identified are discussed and resolved and students referred to the interventions' team.
- Monitoring the progress of all students and reporting on this to the assistant Headteachers for departments

**Curriculum content**

We follow the National Curriculum at a level that is appropriate to the needs of our students, ensuring it is broad and balanced as well as individualised with preparations for adulthood in mind. This often means there is a greater focus on literacy and numeracy skills alongside life and employability skills.

Manor Green School is providing the following accreditations and certifications in Upper School based on their department:

- Entry Level / Functional Skills Maths and English
- ASDAN - Short Courses, Personal Development Programme, Towards Independence,
- New Horizons, Transition Challenge (Progression/Sensory), Realising Aspirations, Transforming Aspirations
- AQA Unit Awards
- Kitchen Craft
- ECDL
- Laser Awards

## **PSHE**

As part of the curriculum, the school will make provision for PSHE where everyday topics, such as raising awareness of different cultures or anti-bullying, can be addressed.

All provisions made regarding PSHE lessons will be made in line with school policies.

## **Careers' education**

The school will work to encompass careers' education and guidance into subjects across the curriculum, in line with the Careers' statement.

The school will ensure that every student is exposed to the world of work by the end of year 14 in a formal, informal, internal or external way.

The school will engage with local employers, businesses and professional networks to provide work experience to our students.

The school will host careers' days. These encounters will include:

- Careers' events such as careers' talks, and Pathway events.
- CV workshops and mock interviews.
- Career interviews.
- Business games and enterprise events in line with the Skills Builder hub.

## **Curriculum impact**

Curriculum impact is measured by progress against EHCP outcomes and for some students where appropriate exam outcomes. However these are not the only measures we consider to be important, as the long-term success measure is how well we have prepared our students for adulthood. We track students for 3 years after they leave Manor Green to see if the students are succeeding where we expected them to be after they left us, be this in college, employment or adult care.

## **Reporting and assessment**

The school's assessment processes are used to plan for differentiation within curriculum delivery, to ensure all students can access each lesson, and to inform individual teaching programmes.

Individual student performance and progress is regularly monitored and reviewed. Informal assessments will be recorded and reported back to the Leadership Team (LT), students and students' parents.

Individual students' progress is monitored termly on Earwig and annually through the EHCP process.

Evaluations and assessments feed back into future or modified curriculum plans. Assessment of students with EAL will take place with the Interventions' teams.

All reporting and assessments will be conducted in line with the school's Feedback and Assessment Policy.

## **Equal opportunities**

Care is taken within all schemes of work to ensure that all students have access to the curriculum content.

The school's curriculum will celebrate diversity and cultural capital and the LT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

When planning and implementing the curriculum, the school will have due regard to the Equal Opportunities' Policy at all times.

## **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

This policy operates in conjunction with the following school policies and statements:

- Feedback and Assessment Policy
- Careers' Statement
- Equal Opportunities' Policy
- Relationships and Sex Education (RSE) Policy

## **Monitoring and review**

The Headteacher and the Governing Board will review this policy annually.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The Governing Board approved this policy on date: 13<sup>th</sup> March 2024

Signed: Richard Pelly, Chair of Governors

Signed: Joolz Scarlett, Headteacher