



LPS CURRICULUM POLICY

To be read in conjunction with:

- Assessment Policy
- Teaching and Learning Policy
- Equality of Opportunity Policy
- Special Educational Needs and Inclusion Policy
- Educational Visits Policy
- Communication, Reading and Writing across the Curriculum Policy
- Monitoring and Evaluation Policy
- Therapy Statement

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Introduction

Longdon Park School is a Day School for boys and girls aged 7 to 18 who exhibit social, emotional and behavioural difficulties. Students are placed from a wide range of local authorities and they all have a statement of Special Educational Need. Before joining our school and as a result of their behavioural and emotional difficulties many have been unable to access an educational curriculum effectively.

Our School is a learning environment at the heart of its wider community. We promote the care of our students - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our students, preparing them for adult and working life in the 21st century. The vision for our School's curriculum is to provide a broad and balanced education, based on the realities of modern life and delivered in a therapeutic learning environment.

At the School we believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the students have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole School day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers, support staff and instructors structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all students.

1. Curriculum aims

The curriculum must inspire and challenge all learners and prepare them for the future. The school's aim is to continually develop a coherent curriculum that builds on students' experiences in earlier life and helps them to become **successful learners, confident individuals** and **responsible citizens**. The curriculum must help students to:

- reengage with learning through a flexible curriculum approach
- understand and respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- achieve high standards and make good or outstanding progress
- enable those not achieving expectations to narrow the gap and catch up with their peers
- enter public examinations when they are ready for them
- utilise high quality personal, learning and thinking skills and become independent learners
- utilise high quality functional skills, including key literacy, numeracy and computing skills
- be challenged and stretched to achieve their potential
- enjoy and be committed to learning, to the age of 19 and beyond
- value their learning outside of the curriculum
- relate to the taught curriculum

2. Curriculum outcomes

Our School's curriculum will:

- fulfil all statutory requirements
- be based on National Curriculum definitions of subject breadth and progression wherever possible
- lead to qualifications that are useful for both employers and higher education
- enable students to fulfil their potential
- meet the needs of students of all abilities
- be delivered in a supportive, therapeutic environment
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- prepare students to make informed and appropriate choices at points of transition.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an

- ability to apply themselves to tasks and physical skills.
- include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- foster teaching styles which offer and encourage a variety of relevant learning opportunities.
- help students to use language and number effectively.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help students understand the world in which they live.
- meet the social, emotional and behavioural needs of our students
- incorporate a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- incorporate a key stage 4 curriculum which meets the needs of students, parents and wider society.
- offers a post-16 curriculum which is not constricted by the curriculum of the school alone but incorporates other schools/colleges which may be in partnership with the school.
- benefits other secondary and primary schools in the area.

3. Curriculum Principles

Commitment to National Curriculum.

While independent school regulations do not require National Curriculum coverage, Longdon Park School is committed to covering the New National Curriculum (incorporating recent statutory changes) and its programmes of study wherever possible. This commitment must however be consistent with any statement of SEN or Education Health Care Plan for any young person which may well prioritise particular subjects or key areas of learning.

Pupil entitlement

As a Special Needs School providing for the needs of boys and girls with Social, Emotional and Behavioural Difficulties, we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; appropriate levels of expectation and genuine challenge and relevance; continuity and progression in learning.

Addressing Special Educational Needs

As part of the admissions process and after a place has been confirmed a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The statement of special educational needs or Education Health Care Plan will provide further information relating to current attainment as a minimum in core subjects.

On admission to the school each young person will complete a full baseline assessment. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the statement or Education Health Care Plan indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans, positive handling plans and individual risk assessments
(see also **Longdon Park Assessment Policy** and **Communication, Reading and Writing Across the Curriculum Policy**)

Post-16 learners

For some young people at Longdon Park a placement that continues into yr12 and possibly yr13 may be worth consideration. This will usually be because:

- they still require an intensive focus on personal skills and study skills before they can move successfully into full-time college provision usually as a result of significant gaps in learning due to long term absence from education.
- they need to complete a programme of level 1 learning so that they can move into a level 2 college provision.
- they need to complete a programme of level 2 learning so that they can move into a level 3 college provision.

Where such a placement is agreed with the Local Authority responsible, the student concerned will have their own personalised programme whose classes will, just like other learners in KS4/5, be based on the particular academic or vocational option and the level of study.

ASD Specific Curriculum

Longdon Park School offers a specifically adapted curriculum for students with Autism (ASD). The ASD curriculum is designed to capture the students learning needs as well as addressing the specific social, emotional and communication needs of the students with autism, it fosters their independence and well-being and creates an inclusive learning environment. Longdon Park uses a range of assessment criteria beyond those statutorily required in order to monitor progress in terms of educational attainments and also with respect to social and behavioural outcomes.

The ASD curriculum offers an educational pathway that allows students to explore their interests and to underpin and embed learning in core subjects as well using it as a vehicle to improve social, emotional well-being communication and interaction. Students learn to become more socially responsible for their actions, develop key life skills and explore ways of empathising and understanding their peers through delivery of the ASDAN Key Steps Programme. The ASD curriculum encourages and supports more flexible thought and challenges fixated patterned thinking and movement. Core subjects are delivered as stand-alone, timetabled lessons and also embedded across the curriculum in other life skills orientated subjects including Food Technology, Outdoor Education and Design and Technology.

Teaching and support staff at Longdon Park School that work within the ASD environment are trained in both delivery of the individualised curriculum as well as in understanding the specific emotional and social needs of the students in a therapeutic nurturing environment. Staff work closely and in joint collaboration with Multi-disciplinary teams including specialist health practitioners, in particular speech and language therapists, occupational movement therapists and mental-health professionals, to provide a unique package of support which offers the best possible outcomes for students with autism both educationally and therapeutically. Longdon Park School has high ambitions and aspirations for students with autism to reach their full potential and to be included in school and society. The school recognises the importance of helping students with autism to develop problem-solving skills to promote their independence both at school and into adult life.

We recognise the importance of providing appropriate learning areas within the school setting for ASD students in that they offer a higher teacher:pupil ratio and that the students also receive a level of trained support. Additionally, an ASD learning area provides the opportunity for students to follow the curriculum at pace and level appropriate to them and to participate in mainstream activities and classes where they are able. Providing an inclusive ASD learning area means that staff can best match student profiles as the frequently complex nature of ASD means that the pupil's individual needs have to be met by specialist staff on a daily/weekly basis. In such a setting we also recognise that although the emphasis is on educational attainment this is not at the expense of the attention to social skills development, including enhanced opportunities for meaningful peer interaction and independence skills as a preparation for adult

life.

Intervention and Catch Up

A priority at Key Stage 2 and 3 will be to catch up and fill any gaps in learning and to effectively meet the key additional needs of all students. Where required, a further priority will be placed on developing numeracy and literacy skills through intervention programmes.

Literacy Intervention will be addressed through a 3 Wave programme as follows:

Wave 1: Effective and well differentiated classroom teaching for all students

- ✓ Introduction of Ruth Miskin phonics reading scheme to be taught across KS2
- ✓ Daily 1-1 reading (in conjunction with Longdon's Reading Reward Scheme)
- ✓ List of weak readers to all subject teachers and 'Hints and Tips' for struggling readers on cloud.
- ✓ Writing frame templates on cloud (for use in all subject areas)
- ✓ Differentiated weekly spelling scheme
- ✓ Consistent 'Literacy' prompt boards in all classrooms
- ✓ Resources for struggling readers available in all classrooms (e.g colour overlays, transparent rulers)
- ✓ Library with appropriate range of reading age appropriate books.

Wave 2: For students who are still experiencing literacy difficulties, despite effective, differentiated teaching. These students should have the potential to 'catch-up' with their peers.

- ✓ 'Better Reading Support Partners' delivered by trained staff (supported by levelled reading schemes 'Read-on' and 'Rising Stars').
- ✓ Teaching Assistants will lead on developing students reading skills through planned 1:1 reading support sessions
- ✓ Personalised Writing support 'Booster' sessions.
- ✓ 'Units of Sound' personalised online spelling program – to be worked through with trained staff.

Wave 3: For students who are significantly under-achieving and require a tailored, specialised programme in relation to their specific needs.

- ✓ 1-1 personalized literacy programme delivered by a Literacy specialist
- ✓ Schemes including 'Alpha to Omega' and 'Toe by Toe'

Core subjects in Key Stage 3 will be supported by a focussed approach to develop emotional development through timetabled Social Communication programmes planned by specialist teachers. There will also be opportunities for students to work towards and achieve formal qualifications and accredited outcomes in Key Stage 3 including AQA Unit Awards and Entry Level qualifications. The curriculum at Key Stage 4 and 5 is specifically designed to match provision to individual learning needs and offers a wide range and level of subjects (academic and vocational) and accreditation.

Maths Intervention

As part of the intervention process to support Numeracy, pupil working levels are defined using targets from the Alfie assessments and also using teacher assessment continually assessing students throughout lessons and following end of unit assessment. This data is then used to identify individual areas of development for each pupil. Planning and teaching is based around individual pupil learning needs and where there are areas of development in order for students to reach the next attainment (sub) level intervention is put into place through pieces of work specifically produced for the young person. This pupil specific intervention takes place during lesson time once a week and the individualised work is produced by the class teacher.

The next step in terms of developing intervention and support in numeracy is to develop a programme based on a wave system in line with the 3 wave intervention system as used in Literacy. This will be developed with the support of a specialist external educational agency Entrust. When in place it will

reflect the general principles of the literacy intervention scheme with a clear focus on definitions of entry and exit criteria for each wave and also to be able to demonstrate pupil progress moving from wave three to wave one. This system will be in place by the beginning of Summer term 2015.

Therapeutic Support

Additional intervention is offered at all stages through planned group and one to one therapeutic support, according to specific individual needs, and also through a close working partnership between home and school. Therapy is delivered on a 3 tier basis (see Therapy Statement) and this ranges from timetables group therapy sessions to specific 1:1 support. We have access to a range of Therapeutic Support including Speech and Language Therapy, Occupational Therapy, Cognitive Behaviour Therapy, Movement Therapy, Art, Music and Play Therapy, Psychology, NLP, Mental Health Specialists and Counselling. To take account of the differences and range of cognitive ability, preferred learning styles and learning needs all staff at Longdon Park School will adapt tasks, provide a range of resources, develop extension work, provide for a variety of learning styles and environments, set individual goals, provide different levels of support and offer a variety of ways for learners to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's stated needs and IEP targets is also crucial. At Longdon Park we are committed to meeting the needs of each child as they are expressed in the Statement of Educational Need and Education Health Care Plan. (see **Longdon Park Teaching and Learning Policy** and **Therapy Statement**)

Access

It is the School's responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Many students arrive at the school with negative perceptions of the mainstream curriculum, our school attempts to overcome those negative perceptions through flexible and innovative approaches; we attempt across the curriculum to recognise the strengths and interests of each pupil based on a variety of baseline assessments and including dialogue with the pupil. All students are given an equal opportunity to participate. The school provides great flexibility and a readiness to adapt strategies for teaching, learning and participation. The School has developed a range of courses, programmes of study and teaching methods which are differentiated and tailored to the wide range of needs, abilities, interests and aspirations of our students. It also means that many features of the curriculum are common to all students. No student is denied access to any part of the curriculum on grounds of ability.

Breadth

All students are given a wide range of learning experiences covering the different areas of skills and knowledge required by regulation. A variety of learning activities are offered to try to ensure that students of different aptitudes, attributes and skills have opportunities for success. These are regularly reviewed. Wherever possible and appropriate we work towards National Curriculum guidelines as long as these are consistent with the individuals particular learning needs.

Relevance

Our definition of relevance is based on our key aim of preparing our students to become **successful learners, confident individuals** and **responsible citizens**. All of our curriculum seeks to take account of the need to support transition into adult life. Planning takes into account the need for differentiation and students' varying experiences of family, community and culture. The school promotes a commitment to learning and personal development. The school aims to provide increasing opportunities to use new technologies when and where appropriate. The school takes advantage of the local area, particularly the rural environment. An awareness of its aesthetic qualities and the importance of preserving and caring for it are central values that we aim to promote. We look to offer a range of wider community opportunities including close working partnership with local schools and other appropriate resources. Its richness and variety are resources for the curriculum of which we make full use.

Continuity, Pace and Progression

Close attention is given to ensuring that a pupil's education builds on previous learning. The greatest steps in learning take place when students are able to recognise the connections between one area of knowledge and another so we actively look for opportunities for cross curricular learning whenever possible. Staff teams use high levels of communication to help plan progression through the school. The curriculum has been set up to reflect the 3 Key Stages based broadly on chronological age, but with an element of flexibility in order to address individual levels of attainment. However it is our view that teaching must match cognitive ability regardless of learning stage. It is therefore teacher's responsibility to ensure that all work is appropriately differentiated and that all allow appropriate time for consolidation of new skills learned.

Differentiation

Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in these class groups. In addition, it is well documented that students who display social, emotional and behavioural difficulties have a wide range of preferred learning styles: some work well in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer.

To take account of these differences and the range of ability in any class, all staff at Longdon Park School have a responsibility, when planning work, to meet the needs of all students. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's statemented/HCP needs, current NC level and sub level (or other chosen method of identifying stage of pupil learning and understanding), preferred learning styles and IEP targets is also crucial and these are recorded and communicated through the individual pupil profiles.

The Learning Environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behavior management. All departments, class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where students can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that students treat classrooms, workshops and any other learning environments with respect.

For learners who, in the past, have developed an antipathy to the standard classroom we constantly seek opportunities to find other learning environments for example outdoor education opportunities and the Forest School Programme.

Schemes of Work and Lesson Planning

Wherever possible curriculum policy and planning will be based on that of Longdon Hall School. Each subject leader is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. These schemes of work are followed by all teaching staff and their delivery monitored by subject leaders. Schemes of work set out how the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. (See additional **assessment policy**) It is accepted that teachers plan individual lessons, or sequences of lessons, in different ways and to this end the school does not prescribe a single

method for short-term or long-term planning. It simply expects that such planning takes place, in sufficient detail to ensure that students achieve high standards and can achieve their potential and that the key planning requirements including specific learning objectives, planned activities and tasks and effective use of resources are considered as the bare minimum.

Equality of Opportunity

All subject leaders are aware of and plan accordingly to the Whole School **Equality of Opportunity policy** and in line with the Equality Act 2010. They also should actively promote equality of opportunity in the curricular work of the subject. As a School we regularly explore the range of opportunities available to ensure that all curriculum areas engage students by showing respect for their cultural and personal identities. Teaching staff will also be expected to devise appropriate teaching programmes for any learner who requires additional support in order to successfully access the curriculum.

Gifted Students

A small number of students display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all staff to identify such students, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such students, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams and organisations and external visits. Opportunities to celebrate such success include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in pupil's records of achievement.

Information and Communication Technology

At Longdon Park School we believe that the development of capability in the safe use of ICT is an essential requirement of the students' education and that they have an entitlement to IT resources and teaching of the highest possible quality (**see E SAFETY policy**). The development of ICT at the School is guided by the following principles:

- All students have an entitlement to the use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Students develop their skills through specific teaching in ICT/Computing lessons, and as a result of the use of ICT in subject areas. All students will be taught how to use the internet safely and will be expected to follow the schools safety guidelines
- ICT resources are planned and deployed within the context of Longdon Park School as a therapeutic community. We seek to ensure that resources are of the highest quality, and of an appropriate type are provided to meet the needs of all users.
- Staff are encouraged to make full use of opportunities for professional development in ICT. Practical workshops are to be held on a regular basis as part of the school-based INSET programme, and there are also opportunities to attend external courses.

Phased Delivery

Implementing our New Curriculum

All of the principles articulated above will apply from the moment the school is opened. The approach and delivery method taken will initially be modified to cater for a small number of students but will evolve as the pupil number increases.

While some aspects of Longdon Park's curriculum will be delivered in partnership with Longdon Hall on a temporary basis other aspects of the curriculum will always be delivered and shared across the two Longdon sites. For example, aspects of the options programme and the vocational curriculum.

Below in section 9 'Planned Implementation of Curriculum in relation to Growth of School' we describe how in the early phases of the school's development we will deliver the curriculum and its principles for smaller numbers of students and fewer staff. We show how the challenges of those early phases will be managed through access to the leadership and management, the specialist teaching staff and the resources of Longdon Hall School.

4. Curriculum Structure

Structure of the School Day

The school operates a 30 period week. There are 6 periods per day, 4 in the morning, 2 in the afternoon, each of which lasts for 45 minutes. Two additional 15 minute tutor periods, on Tuesday and Thursday morning, are devoted to planned tutor support and personalized target setting. The final 2 periods on a Friday are used to support the School's extended curriculum by offering a range of activities both on and off site. Additional student learning and support is incorporated through the delivery of four periods of whole group circle time per week.

Key Stage 2 Curriculum

The curriculum at Key Stage 2 will enable re-engagement a key focus on core subjects and on developing core skills. Discrete intervention to support learning in numeracy and literacy will focus on students being able to catch up and fill in gaps in learning. There will be a prioritisation on personal development through delivery of aspects of Social and Emotional Aspects of Learning (SEAL) both through delivery of daily timetabled lessons and routines and also through timetable circle time lessons. Pupil's social needs are also taken into consideration along with any other aspects that are deemed important and these are addressed through delivery of weekly timetabled Social Communication lessons. SMSC requirements are met through the delivery of weekly timetabled RE lessons. Learning outside of the classroom is a key element of the Key Stage 2 curriculum. Students have weekly opportunities to engage in outdoor learning lessons and these follow the 'Forest Schools' curriculum and learning principles. **(see Forest Schools Overview)**

All subjects are based thematically on the National Curriculum programmes of study and topic areas which are created and planned around the term's topic. Modern Foreign Language is delivered to cover new statutory curriculum requirements. All short term plans are differentiated for each class and within each class so that every student's needs are catered for. These are being created so that plans will be available on a 4-year cycle (4 Year, Long Term Plan) to ensure that no student repeats any area of the curriculum during Key Stage 2. Short term lesson plans are produced by each teacher from these medium term plans.

*The move into the Key Stage 3 curriculum at either y7 or y8 will be based on a judgement about cognitive and emotional development.

Key Stage 3 Curriculum

At the beginning of yr7 or yr8 (see * above) students enter the Key Stage 3 Curriculum Phase. Students at this Key Stage are encouraged to develop and consolidate their key skills in core subjects and are also offered opportunities to prepare for examination courses. In addition accreditation at Entry Level is offered in core subjects. National Curriculum programmes of study are the basis for discrete teaching of English, Maths, ICT, Science, Art and Design, Music, SRE, PE, RE, MFL, Humanities and PSHEE. Citizenship is delivered through timetabled lessons. A stand-alone Social Communication programme is also delivered in this Key Stage. Enterprise is encouraged in all areas of the curriculum and is introduced at this Key Stage.

The final term of Year 9 is organised so as to focus on transition into Key Stage 4: transition reviews in which the Local Authority Careers Service is involved offer students the opportunity to plan an education pathway based on their interests and strengths for KS4 and beyond and at the end of Year 9 the students make their vocational and academic option choices for Year 10 and 11.

Key Stage 3 Options Programme

As part of our commitment to personalise the learning experiences for students we plan to introduce an options programme at Key Stage 3. All of the options will support the curriculum, and offer additional planned learning experiences. The option choices will include: FA Football Coaching, Horticulture, Food Technology, Dance Leaders, Music, Peer Mentoring, GCSE Art, Enterprise, Archery, Climbing and Golf.

Key Stage 4/5 Curriculum

The curriculum from Key Stage 4 onwards provides the flexibility to be able to offer our young people a learning experience that will meet their individual needs. The learning pathways available for the young people at Longdon Park School comprise of Personal Development, Core Subjects and Options (a combination of Academic and Vocational) and supported by college courses and potential work experience placements. The personalised pathways are designed to meet the desired requests of the pupil, statutory requirements of each pupil's statement/Education Health Care Plan, and views taken from significant stake holders in young people. The aim of this phase at Longdon Park is to personalise the curriculum, to meet individual personal needs, engage the learners and provide maximum opportunity to achieve. All learners are challenged to make progress and achieve in their functional skills, particularly in English, Mathematics and ICT. The options provide opportunities to broaden and increase individual experience towards independence in preparation for the next life stage. Classes in KS4/5 will not be age-related; instead groups will be based on the academic or vocational strands chosen and on the level of study (eg Entry Level, Foundation GCSE, Higher GCSE, Level1 and Level 2).

Core subjects English, Maths, and ICT are all taught from Entry to GCSE level along with Science (through BTEC Applied Science Award and GCSE), Personal and Social Development (through WJEC PSD qualification), humanities and RE (through Religious Education AQA GCSE Short course or ASDAN Beliefs and Values programme). Opportunities to work with others and to develop key citizenship skills are provided through a range of opportunities including ASDAN Wider Key Skills, Sports Leaders programme and Peer Mentoring opportunities. This is combined with regular opportunities for the KS4 students to work with younger students at Longdon Park School and also in PE lessons and other planned sporting events at local primary schools. In order to offer breadth of experience, vocational opportunities are provided through college experiences, motor vehicle maintenance delivered on site, music technology delivered through the ASDAN performing arts qualification at a local music recording studio, construction delivered at a local college and vocational centre, motor vehicle maintenance delivered at a local college and motor vehicle maintenance pre apprenticeship delivered via a vocational centre. The students will also keep an ongoing portfolio of evidence to earn ASDAN Wider Key Skill awards in up to 3 different areas – working with others, improving own learning and performance and problem solving.

Functional Skills

Vocational topic based Maths, English and ICT support a functional skills approach delivered through the BKSBB programme. This programme supports functional skills development and prepares students for the functional skills assessment leading to full accreditation. The qualification is offered from Entry Level 1 – Level 2. Final Functional Skills assessments are currently taken through AQA, offering 4 points of entry throughout the year and on-screen access at Level 1 and 2.

Options Programme

As the school develops the Key Stage 4/5 Curriculum will offer a comprehensive vocational based options programme covering a range of accredited activities including: Catering (Get Cooking Awards, Jamie

Oliver Home Cooking Skills L1/ L2), Geography (GCSE and Entry Level), Environmental Science (GCSE/Entry Level), Design (GCSE and Entry Level), GCSE PE and BTEC first in sport award L1 and L2, Music, Art (GCSE and Entry Level), History (GCSE and Entry Level), Youth Award Scheme, ICT (NCFE Interactive Media and Entry Level from September 2015), Horticulture (C&G Cert in Horticulture Skills Entry Level and L1) and Hair and Beauty (Entry Level). PE Options further support to the personalised curriculum at Key Stage and include Bikeability and Sports Leaders L1 and L2/Dance Leaders L1 /Young Leaders Award. Yr 11 Skills for Life Award includes the elements of Team Building, Outdoor Pursuits, Expedition, Enterprise, Young Enterprise, Community Volunteering, Environment and Climbing.

College Placements

The rationale for college placements is to provide extended learning opportunities and personal development, to prepare for eventual full time college placements, to encourage new relationships and friendships, to experience new learning environments, to gain appropriate learning for individual needs and to encourage lifelong learning. All KS4/5 students have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathway. College placements are offered at Yr 10 and 11 and will be a compulsory element for any yr12 or yr13 students.

Vocational and Careers Guidance

Longdon Park School endeavours to provide all students with a range of opportunities to participate in a vocational environment. A clear vocational philosophy exists at Key Stage 4 as careers and guidance is encouraged as part of a whole school approach. Emphasis on vocational opportunities is being developed in KS4/5 with the planned inclusion of horticulture, cycle maintenance, hospitality and catering. Enterprise is encouraged in all areas of the curriculum and is taught discretely as an option in Young Enterprise in Years 10/11. Enterprise is further encouraged through whole school charity events and charity activities planned and led by KS4 students. Careers education and guidance are taught through timetabled Careers Lessons, ICT based careers information programme ('fast tomato'), Citizenship and Preparation for working life (AQA level 1 certificate). Personal and social development Entry Level 3 award will be obtained via completed units from Citizenship lessons.

In Key stage 4/5 the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. All 14+ students are interviewed by Local Authority support services to give guidance and encourage participation in College programmes. This process also provides the specific information required to create individual transition plans. Students who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

Personalised learning is supported by Individual Personal Profiles to encourage students to pursue areas of interest and gain experience. Teachers, instructors and learning support staff provide valuable support and guidance as they support the individual pupil needs. Further extensive careers support and guidance are available through: 'Preparation for Work' unit of PSD programme, planned visits and discussions and advice from Local Authority support services (school and personal), Outside Agencies and Parents / Carer involvement as opportunities are provided for students' individual needs and future transitions.

It is the aim of the school that all students should leave the school with a suitable placement matching the individual's ability and aspirations. The aim is for all Year 11 students to actively apply for college placements, training schemes or jobs whilst in their final year; for some students however it may be agreed for particular reasons that they remain at Longdon Park to complete another year (see Curriculum Principles 'Post 16 learners' above)

(see Careers Guidance and Education Policy)

5. Personal, Social, Health, Economic Education (PSHEE)

PSHEE is central to the development of the students in our school. Our planned programme is designed to help students deal with the difficult moral, social, health and economic-related issues that arise in their

lives and in society. It also helps students to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHEE programme is central to achieving our school's own aims, objectives and mission statement. PSHEE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports students in reaching their full potential
- Developing key concepts, language skills, strategies and understanding to enable students to make positive lifestyle choices now and in their future
- Developing the personal skills and knowledge that underpin independence and include health related matters and sex and relationships education
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy

The values and ethos of the school will not only be made explicit in PSHEE, they will at times be shaped by what happens in PSHEE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our students. The PSHEE programme is embedded within other efforts to ensure children and students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The school provides opportunities for children and students to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions

Key principles that underpin our PSHEE provision:

We recognize that our students bring with them prior learning and real life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our students.

Our PSHEE programme is taught within a safe and supportive learning environment where our students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHEE programme is just one part of what the school does to help students develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHEE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of students is the responsibility of all staff supported in partnership with families and the wider community.

The primary aim of the curriculum that is offered at Longdon Park is to maximise the development of each individual, to become **Successful Learners, Confident Individuals and Responsible Citizens**. Personal development therefore is identified as the key in all areas of the school. The 2 areas of **Education** and **Therapy** work together in supporting the individual needs of each pupil. Personal and social development is at the centre of a therapeutic community in all settings. In all that the school offers the key is to provide for the support and challenge that meet individual interests and aspirations.

In terms of delivery, the key features of personal and social development are covered in the Key Stage 2 curriculum through elements of the SEAL programme and through the Social Communication lessons. In the Key Stage 3 curriculum through both timetabled Citizenship, PSHE, Sex and Relationships Educations and Social Communication lessons and in the Key Stage 4 curriculum through the ASDAN Wider Key Skills programmes, timetabled Citizenship lessons and timetabled Sex and Relationship Education lessons to reflect statutory requirements of the new National Curriculum with a clear focus on the development of Life Skills. The School strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world. In particular to establish positive relationships, meet the demands of employers and to be able to live safe and healthy lifestyles. Delivery of the Core 14 – 19 Curriculum provides for student personal development through, ASDAN Wider Key Skills, an accredited PSD programme (WJEC), Careers Education and Guidance and a Tutor support programme. These planned tutorials take place on a Tuesday and Thursday morning and include input from all staff who work alongside the students.

(see Careers Education and Guidance Policy and PSHEE Policy)

Promoting British Values and Citizenship

Citizenship will figure prominently in both Key Stages 3 and 4. In Key Stage 3 it will be planned and delivered alongside PSHEE. In KS4/5 it will be based on specifications for external accreditation including the ASDAN Citizenship award. In both key stages study will enable young people to meet the requirements of independent school regulations and will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Staff will challenge opinions or behaviours that are contrary to fundamental British values. Through delivery of Citizenship (see also SMSC section below) staff should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures and
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- encourage students to respect for democracy and support for participation in democratic process, including the respect for the basis on which the law is made and applied in England

The Education (Independent School Standards) regulations 2014, as in force from January 2015

Students will develop:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination.

While it is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.

While coherent, planned and progressive programmes are in operation within the taught curriculum throughout Years 7 – 11 and address these aims, we recognise that successful personal and social development depends not only on a planned series of lessons but also upon a wider curriculum, which includes:

- Constructive relationships with staff
- Appropriate daily routines in the school
- Assemblies and tutorials
- Visitors to the school and educational visits
- Cross-curricular learning in other subjects of the curriculum
- The provision of RE and careers education (see separate policies)
- Constructive approaches to behaviour management which enable the learner to interact constructively with peers and staff.

6. Spiritual, Moral, Social and Cultural development

As a school for students with challenging social, emotional and behavioural needs, we believe that provision for the social, moral, spiritual and cultural development of our students is integral to curriculum planning and actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum will:

- Promote mutual respect and tolerance.
- Promote individual liberty.
- Promote the rule of law.
- Ensure that everyone connected with the school is aware of British values and principles.
- Ensure that everyone connected with the school is aware of our own values and principles.
- Ensure a consistent approach to the delivery of SMSC issues.
- Ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Ensure that students know what is expected of them and why.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable students to develop an understanding of their individual and group identity.
- Enable students to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development is promoted in a variety of ways. As a school we will provide learning opportunities that will enable students to:

- Develop and sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships

- Reflect on, consider and celebrate the wonders and mysteries of life.

Whole School assembly delivery regularly includes religious content and themes. Timetabled Religious Education content in the KS2, KS3 and KS4 Curriculum actively encourages students to examine the nature of religion, its beliefs and practices. Visits to local areas and places of worship including local churches, Lichfield Cathedral and the local Buddhist temple support spiritual development and understanding further. The 'Beliefs and Values' programme offered in the KS4 curriculum focuses on studying moral based themes and ethics and requires students to consider and evaluate religious perspectives on a range of contemporary issues (e.g. war and peace, crime and punishment, medical ethics).

Students are encouraged to discuss and reflect on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth. Students consider important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.

Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain. Positive dialogue is encouraged for students to share their own ideas and views on religious and spiritual issues. Students are encouraged to reflect upon their own attitudes and values, in both Religious Education and other lessons. Students are also encouraged to reflect upon their own attitudes and values in a range of lessons. In some subjects, notably Art, Music, English, History, Geography and Outdoor Learning students explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences allow students to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral Development

As a school we will provide learning opportunities that will enable students to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Moral development is promoted through the close support work from class tutors (including praise, credits and rewards and target setting); in certain subject areas such as RE, History, English and Citizenship, through consistent application of the School's code of conduct and classroom expectations and by positive reinforcement of good behaviour. The ethos and practices of the school encourage students to learn to distinguish between right and wrong. We seek to promote positive relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues.

Students are encouraged to value themselves and others and to explore the influence of family, friends and other sources on moral choices. A key priority relating to student moral development is based on all students being provided with regular opportunities to reflect on the importance of rights and responsibilities and to develop a sense of conscience, a key element to reinforce this has been the part played by the majority of students in working towards and achieving 'Eco School' status and also through the school PSHE programme.

Social Development

As a school we will promote opportunities that will enable students to:

- Develop an understanding of their individual and group identity.

- Learn about service in the school and wider community and social education is an integral part of the philosophy and ethos of the school.

Across the whole curriculum, we aim to develop students' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of the school and its work contribute to personal and social education, the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many extracurricular activities such as sport, music and a wide range of trips and activities out of school. Social Development is promoted through many opportunities for students to work together, in a variety of situations, both within and beyond lessons. Students have extensive opportunities to take responsibility through activities such as School Council, Peer Mentoring Programme, participation in the whole school Outdoor Learning Programme, work in support of charities, and assisting at School functions and charity events. The Social and Emotional Aspects of Learning and Social Communication Programmes provide a range of opportunities for planned and structured peer group work and social development. Further opportunities for social development are provided through the Youth Award Scheme, Forest School, Sports and Young Leaders, Team Building activities, Life Skills and Community Enterprise Programmes and participation in regular sports fixtures. Students are also regularly reminded of the need to develop positive peers and adult relationships.

Cultural Development

As a school we will promote opportunities that will enable students to:

- Actively promote the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Cultural Development is encouraged both within lessons and through a very wide variety of extra-curricular activities such as music, regular library and theatre visits, topic work at and around Derby and Lichfield Cathedrals, events such as Book Week and visits from theatre companies to support and compliment the educational curriculum and visits from well-known authors to increase pupil's interest in reading. Planned visits from authors, people from different religious backgrounds and faith groups also help to reinforce students cultural awareness and understanding. Different European cultures and lifestyles are explored in the MFL and Travel and Tourism units in the KS2 and KS3 phases. Students also take part in a wide range of Education visits and trips (see Out of School Experiences). The range of cultures represented in the school is valued and celebrated and national and international religious festivals are recognized. Cultural diversity from a national and international perspective is explored through a range of cross-curricular opportunities including planned in-depth geography based studies of other countries and their cultures, study of poetry and fictional literature from different cultures, the PSHE programme and links with other schools - national and international.

Out of School/Off Site Experiences

Planned, structured experiences for learners outside of the classroom (Forest Schools) and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips and also Curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported by English, History, Science and Geography departments and also through the delivery of Life Skills and the vocational programme.

7. Outdoor Learning

It is our belief at Longdon Park School that, when learning outside the classroom, our students attain higher levels of knowledge and skills, improve their physical health and increase their motor abilities, socialise and interact in new and different ways with their peers and adults, show improved attention and

enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes. The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All students have the right to experience the unique and special nature of being outdoors. At Longdon Park School we feel it is important to enable children to use the outside environment as a context for learning and to this end an outdoor learning scheme of work (based on the **Forest Schools programme**) has been developed and this is delivered at KS2 and KS3. Horticulture and Environmental science is also offered at Key Stage 4. Further opportunities for learning outdoors are presented at KS4/5 through the Duke of Edinburgh programme and options programme including Outdoor Education, Horticulture and Bikeability.

Forest Schools Curriculum

The Forest School curriculum is an innovative and inspiring approach to learning and development which offers our students opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences during regular visits to a specialist woodland area based at our Longdon Hall Site. Forest School provides opportunities for our students to grow in confidence, self-esteem and independence in special woodland setting, where they are supported in their development by qualified FS Practitioners. What makes Forest School distinct from other education approaches is its focus on repeat visits to the same woodland site, and focus on small achievable tasks to ensure that the experience is enabling. Sessions are flexible and user-led, and with a high leader-to-participant ratio individual learning styles can be fully supported. Students build up relationships with staff and with peers, exploration and play are encouraged, and teamwork and co-operation are nurtured. Students develop and nurture respect and responsibility for themselves, other people and the environment in a truly empowering experience, which is also exciting, healthy and fun.

The ethos of Forest School is based on a fundamental respect for young people and for their capacity to instigate, test and maintain curiosity in the world around them. It believes in pupil's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world; and the right to experience a healthy range of emotions, through all the challenges of social interaction, to build a resilience that will enable continued and creative engagement with their peers and their potential. It is an approach to education that makes use of the outdoor environment to create a unique learning vehicle. In the sessions students are given appropriately challenging and achievable tasks that build their confidence, skills and independence, and are given the time to thoroughly explore their thoughts, feelings and relationships. This time and reflective practice develops inter and intrapersonal skills, which are well documented as being directly linked to learning skills.

8. Monitoring, Evaluation and Review

Acorn Care and Education will receive an annual report from the Principal on:

- the standards reached in each subject compared with appropriate benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with appropriate benchmarks.
- the number of students for whom the curriculum has been significantly modified and the subsequent arrangements which were made.

Acorn Care and Education will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

9. Phased development of Longdon Park School Curriculum

The table below shows how, over time Longdon Park School will move over 5 years towards its full complement of 55 students. At that point it will be equipped to deliver and manage most of its curriculum autonomously, although even then it will work in partnership with Longdon Hall to deliver its options programme, and to plan and moderate its academic subjects through the school. In the years before then, as numbers of students, groups and staff grow, it will look to Longdon Hall to support its curriculum through:

- The provision of policy, planning and resources for core and foundation subjects of the curriculum, and for PSHEE, Citizenship and RE.
- Guidance in delivering the above and monitoring of outcomes especially where staff appointed are not specialists in particular areas.
- Providing regular weekly access to specialist provision on the Longdon Hall site, including Science laboratory, food technology room; fitness suite; forest school area and music
- Shared access to options in KS4/5 either through visiting teachers or to combined groups.
- Shared access to specialist support including Therapy, Careers Guidance.

The early years of the 5 year plan will also require careful approaches to admissions to ensure that groups in place are of the right size and the right age and ability range.

Depending therefore on admissions the curriculum structure might be as in the table below:

Year	Pupil numbers	Curriculum delivery
Year 1 May 2015 - Aug 2015	2-5/8	<ul style="list-style-type: none"> - 2 groups from KS1/2; KS3; ASC - Curriculum support for specialists in all areas; shared planning and moderation - Delivery of PE, Music, Science, Forest Schools, Food technology at Longdon Hall
Year 2 Sept 2015 – Aug 2016	8-16/19	<ul style="list-style-type: none"> - 3 groups from KS1/2; KS3; KS4; ASC - Specialist on site in at least 1 core subject or KS1/2, curriculum support in other areas. Shared planning and moderation. Introduce leadership of pastoral family support - Delivery of PE, Music, Science, Forest Schools, Food technology at Longdon Hall - Some KS4 options at Longdon Hall or using LH staff, but English, Maths, other academic subjects Music and horticulture and mechanics at Longdon Park

<p>Year 3 Sept 2016 – Aug 2017</p>	<p>19-30/32</p>	<ul style="list-style-type: none"> - 4 groups then 5 from KS1/2; KS3; KS4; ASC - Specialist on site in at least 2 core subjects and/or KS1/2 and or voc; curriculum support in other areas. Shared planning and moderation. - Delivery of Forest Schools, Food technology at Longdon Hall - Limited KS4 options at Longdon Hall or using LH staff, but English, Maths, other academic subjects and horticulture, hair and beauty, wider key skills, sports leaders, bikeability, mechanics and Music at Longdon Park
<p>Year 4 Sept 2017 – Aug 2018</p>	<p>32-46</p>	<ul style="list-style-type: none"> - 5 groups then 7 from KS1/2; KS3; KS4/5; ASC - Specialist on site in all core subjects or KS1/2 or voc; - Shared planning and moderation. - Delivery of all curriculum areas at Longdon Park - Offer of placements where appropriate, to KS5 learners. Limited KS4/5 options at Longdon Hall or using LH staff, but English, Maths, other academic subjects and horticulture, hair and beauty, wider key skills, sports leaders, bikeability, mechanics and Music at LP
<p>Year 5 Sept 2018 – Aug 2019</p>	<p>44-51</p>	<ul style="list-style-type: none"> - 7 groups then 8 from KS1/2; KS3; KS4/5; ASC - Specialist on site in all core subjects or KS1/2, 2 core subjects and/or KS1/2 and or voc; - Shared planning and moderation. - Delivery of all subjects at Longdon Park, apart from negotiated KS4/5 partnership

KS4 Rationale Academic Year 2014 – 2015 & 2015 - 2016

Our challenge in our first full academic year at Longdon Park School will be to provide a curriculum model for our KS4 students that offers a breadth of experience and both the flexibility and choice to cope with the diversity of students' interests and ability levels. In addition, with start dates throughout the academic year our KS4 students may, potentially, have very limited time to complete accredited courses and qualifications. A focus will therefore be on offering a 'best fit' combination of Functional Skills, Basic Skills, Life Skills, Wider Key Skills, Entry Level, Vocational qualifications and more formal Academic qualifications. In order to offer breadth of experience vocational opportunities are provided through college experiences, motor vehicle maintenance delivered on site and music technology delivered through the ASDAN performing arts qualification at a local music recording studio. The students will also keep an ongoing portfolio of evidence to earn ASDAN Wider Key Skill awards in up to 3 different areas – working with others, improving own learning and performance and problem solving. We do not envisage that places will be available at this point to pupils in yr12 and yr13. This is most likely (dependent up on profile of referrals/admissions) to begin in academic year 2017/18.

10. Roles and Responsibilities

Expectations of all staff

Staff at Longdon Park School are expected actively to promote and seek to secure the curriculum aims named above and, in particular to:

- ensure that the school's policy on Curriculum delivery including SMSC is implemented and particularly the awareness of the school's responsibility to actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- to promote further tolerance and harmony between different cultural traditions by enabling students to acquire the appreciation of and respect for their own and other cultures
- ensure that all staff have clear regard for the Acorn wide statement about partisan political views - *"The promotion of partisan political views in the teaching of any subject in the school is strictly prohibited. All staff have a responsibility to take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students they are offered a balanced presentation of opposing views. Acorn Care and Education, in partnership with the school's leaders, will monitor school policies and schemes of work across the curriculum. Rigorous monitoring of lessons will ensure balance in the presentation of all subject matter."*
- have high expectations of students;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, students are provided with a range of opportunities to access to the curriculum and given every opportunity to succeed;
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the requirements of the New National

Curriculum;

- provide work which meets students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback
- through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements;
- develop students' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of the students

The Executive Principal will ensure that:

- the curriculum meets all legal and statutory requirements
- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This 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 students are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- Acorn Care and Education are fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- Acorn Care and Education is advised on progress towards targets in order to make informed decision.
- the curriculum prepares students for their chosen career pathway.

Acorn Care and Education will ensure that:

- it considers the advice of the Principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

The Head of School will ensure that:

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

Assistant Head, Key Stage coordinators and Core Subject Leaders will ensure that:

- long term planning is in place for all courses. Schemes of learning are designed using the school pro-forma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- schemes of learning encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of learning are in place and 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 students.
- where necessary an appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of learners.
- assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- they keep the appropriate key stage assistant principal informed of proposed changes to curriculum delivery.
- student 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 student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- 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 students and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- actively support students in their progress through the new curriculum.

Students will:

- be treated as partners in their learning, contributing to the design of the curriculum.
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community 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

Parents and Carers will:

- be consulted about their children'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.

11. Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2014 and Equality Act 2010 with regards to:

Curriculum:

- (a) full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (b) that students acquire speaking, listening, literacy and numeracy skills to the standard expected of students nationally;
- (c) where the principal language of instruction is a language other than English, lessons in written and spoken English so that students achieve the fluency of students nationally in speaking, reading and writing English;
- (d) where a pupil has a statement of special educational needs or an Education, Health and Care Plan, education which fulfils its requirements;
- (e) personal, social, health and economic education which –
 - i) reflects the school's aim and ethos
 - ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- (f) for students receiving secondary education, access to accurate, up-to-date careers guidance that:
 - i) is presented in an impartial manner;
 - ii) enables them to make informed choices about a broad range of career options;
 - iii) helps to encourage them to fulfil their potential;
- (g) where the school has students below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- (h) where the school has students above compulsory school age, a programme of activities which is appropriate to their needs;
- (i) that all students learn and make progress at the rate expected of students nationally;
- (j) effective preparation of students for the opportunities, responsibilities and experiences of life in British society

Teaching:

- (a) enables students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in students self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- (c) involves well planned lessons and effective teaching methods, activities and management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the students, and ensures that these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess students' work regularly and thoroughly and that students make good progress because teaching is planned using information from those assessments;

- (h) utilises effective strategies for managing behaviour and encouraging students to act responsibly;
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- (j) does not discriminate against students contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the **Spiritual, Moral, Social and Cultural** development of our students. We will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- (a) enable students to develop their self-knowledge, self-esteem and self-confidence;
- (b) enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- (c) encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- (d) enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- (e) lead to further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- (f) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- (g) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students are offered a balanced presentation of opposing views —

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere