



Longdon Park
School

Longdon Park School Curriculum Policy

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1. Rationale

Students attending Longdon Park School all have identified difficulties within the context of Autism Spectrum Disorder and social communication. As such a typical school environment has not been suitable and our students require something different and more flexible.

We are constantly reviewing and developing our curriculum and recognise the importance of this in ensuring the best possible outcomes for our students. We are committed to ensuring high levels of quality in teaching and learning and robust challenge in assessment, giving our students the opportunity to be reflective learners is at the heart of our school ethos.

The need for our curriculum to be flexible, adaptable and robust enough to meet the ever changing demands of the modern world, and best prepare our students for a life within it, is the cornerstone of this policy.

2. Legislation

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

The Curriculum which should:

- Provide full-time supervised education for students of compulsory school age (constructed 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
- Ensure that students acquire speaking, listening, literacy and numeracy skills to the standard expected of students nationally.
- Fulfil the requirements of all students' Education Health Care Plans
- Provide personal, social, health and economic education which – reflects the school's aim and ethos - encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- Provide students receiving secondary education, access to accurate, up-to-date careers guidance that: - is presented in an impartial manner - enables them to make informed choices about a broad range of career options - helps to encourage them to fulfil their potential
- Be appropriate to student needs
- Ensure that all students learn and make progress at the rate expected of students nationally
- Provide effective preparation of students for the opportunities, responsibilities and experiences of life in British society

Teaching which should:

- enables students to acquire new knowledge and make good progress according to their abilities, so that they can increase their understanding and develop their skills in the subjects taught.
- foster in student's self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- deliver well planned lessons and effective teaching methods, activities and management of class time.
- show 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.
- demonstrate a good knowledge and understanding of the subject matter being taught
- effectively utilise classroom resources to a good quality, quantity and range.
- demonstrate that a framework is in place to assess students' work regularly and thoroughly and ensure that students make good progress because teaching is planned using information from those assessments.
- Utilise effective strategies for managing behaviour and encouraging students to act responsibly taking into account the additional needs of our learners.
- Support the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- 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:

- 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
- 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;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- 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

3. Curriculum intent

At Longdon Park school our curriculum intent is to ensure that that all students ‘**Learn, Progress and Succeed.**’

This will be achieved through the offer of a rich, vibrant and ambitious curriculum, which will draw upon meaningful real-life experiences. The curriculum is designed so that it is ambitious for all learners and enables them to make progress regardless of their varied starting points or academic history. It’s ultimate aim is to provide learners with the cultural capital, skills and qualifications that they need to succeed in later life whether this lies in further education or within employment.

The LPS curriculum intends to: -

- Provide students with an exciting, rigorous and interesting range of challenging learning experiences and opportunities.
- Recognise the individual needs and talents of all students and facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities.
- Reflect statutory requirements and guidance, and yet be flexible and relevant to the varying needs of the students
- Measure, assess and record the progress of each student in a systematic way, so that all students achieve their potential.
- Set achievable but challenging targets that promote an ethos of continual improvement
- Encourage students to become reflective learners, who focus on their successes and learn from their mistakes.
- Prepare students to live as independently as their abilities and disabilities allow, focusing on their abilities rather than their disability.
- Utilise individuals’ interests and the wider community in which they live and work as a learning context and resource.
- Ensure that ‘Every Child Matters’

The LPS curriculum will:

- Fulfil all statutory, framework and National Curriculum requirements
- Lead to qualifications that prepare students for work or further education
- Enable students to fulfil their potential
- Meet the needs of students of all abilities
- 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 including 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 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

4a. Curriculum implementation – KS2

Key Stage 2 students are taught for 7 x 30 minute lessons per day, 5 days per week, 1 lesson per week is for primary assembly. The curriculum for Key Stage 2 students draws on the National Curriculum programmes of study.

The daily timetable is balanced so that students have a range of learning experiences. Core and topic lessons are taught during the morning and personal development/PE sessions take place in the afternoon. Within core lessons, learners will have the opportunity to revisit content they have been taught throughout the week within Friday sessions and where appropriate these sessions can be used to integrate new knowledge into larger concepts

DEAR sessions take place at the start of each day to further develop our learners' confidence and enjoyment in reading. Depending on the ability of the learners, students may listen to a story during this time and answer questions on what is happening throughout.

Students also benefit from time within their form groups at the start and end of each school day and is designed to allow learners to be both contemplative and reflective of their days in school.

In addition, and where appropriate students will receive weekly input from a speech and language therapist, an occupational therapist and educational psychologist.

The table below shows a typical week for each of our learners at Key stage 2. (not taking into account therapy sessions)

	15 mins	20 mins	30 mins	30 mins	30 mins	30 mins	45 mins	45 mins	10 mins
Monday	Tutor/Reg	DEAR	English	Maths	Science	Topic	PD - Communication	PD- Communication	Tutor time
Tuesday	Tutor/Reg	DEAR	English	Maths	Science	Topic	PD - Community	PD – Community	Tutor time
Wednesday	Tutor/Reg	DEAR	English	Maths	Learning to learn	Topic	PE	PE	Tutor time
Thursday	Tutor/Reg	DEAR	English	Maths	Learning to learn	Topic	PD - Expressive	PD - Expressive	Tutor time
Friday	Tutor/Reg	DEAR	English	Maths	Learning to learn	Topic	Assembly	Golden time	Tutor time

4b. Curriculum implementation – KS3

Key Stage 3 students are taught for 6 x 45 minute lessons per day, 5 days per week, 1 lesson per week is for whole school assembly. The curriculum for Key Stage 3 students draws on the National Curriculum programmes of study.

The daily timetable is balanced so that students have a range of learning experiences. Core and topic lessons are taught during the morning and personal development/PE sessions take place in the afternoon. Within core lessons learners have the opportunity to revisit content they have been taught throughout the week within Friday session and where appropriate these sessions can be used to integrate new knowledge into larger concepts

DEAR sessions take place at the start of each day to further develop our learners' confidence and enjoyment in reading.

Students also benefit from time within their form groups at the start and end of each school day and is designed to allow learners to be both contemplative and reflective of their days in school.

In addition, and where appropriate, students will receive weekly input from a speech and language therapist, an occupational therapist and/ or educational psychologist.

The table below shows a typical week for each of our learners at Key stage 3 (not taking into account therapy sessions).

	15 mins	20 mins	45 mins	45 mins	45 mins	45 mins	45 mins	45 mins	10 mins
Monday	Tutor/Reg	DEAR	English	Maths	Science	Topic	PD - PSHE	PD- Citizenship	Tutor time
Tuesday	Tutor/Reg	DEAR	English	Maths	Science	Topic	PD - Community	PD - Community	Tutor time
Wednesday	Tutor/Reg	DEAR	English	Maths	Science	Topic	PE	PE	Tutor time
Thursday	Tutor/Reg	DEAR	English	Maths	Independent study	Expressive arts	PD - Employability	PD - Reflection	Tutor time
Friday	Tutor/Reg	DEAR	English	Maths	Independent study	Expressive arts	Assembly	Extra-curricular activity	Tutor time

4c. Curriculum implementation – KS4/5

Students between the ages of 14 and 18 follow an accreditation based curriculum. Qualifications are based on the level of ability of students and therefore range between GCSE qualifications, Entry Levels and AQA Award Certificates. Qualifications available within the school curriculum consist of Maths, English, Science (at GCSE), BTEC Hospitality, BTEC Media and BTEC Music.

The daily timetable is balanced so that students have a range of learning experiences. Core and topic lessons are taught during the morning and personal development/PE sessions take place in the afternoon. Within core lessons learners have the opportunity to revisit content they have been taught throughout the week within Friday sessions and where appropriate these sessions can be used to integrate new knowledge into larger concepts

DEAR sessions take place at the start of each day to further develop our learners' confidence and enjoyment in reading.

Students also benefit from time within their form groups at the start and end of each school day and is designed to allow learners to be both contemplative and reflective of their days in school.

In addition, and where appropriate students will receive weekly input from a speech and language therapist, an occupational therapist and educational psychologist.

The table below shows a typical week for each of our learners at Key stage 4/5. (not taking into account therapy sessions). This model reflects the basic model a key stage 4/5 student follows, however student timetables become more tailored towards student interests within KS4/5 with some students accessing external college courses and work experience placements.

	15 mins	20 mins	45 mins	45 mins	45 mins	45 mins	45 mins	45 mins	10 mins
Monday	Tutor/Reg	DEAR	English	Maths	PD - PSHE	PD- Citizenship	BTEC option	BTEC option	Tutor time
Tuesday	Tutor/Reg	DEAR	English	Maths	PE	PE	PD – Community	PD – Community	Tutor time
Wednesday	Tutor/Reg	DEAR	English	Maths	Learning to learn	Science	BTEC option	BTEC Option	Tutor time
Thursday	Tutor/Reg	DEAR	English	Maths	Learning to learn	Science	PD - Employability	PD - Reflection	Tutor time
Friday	Tutor/Reg	DEAR	English	Maths	Science	BTEC catch-up	Assembly	Extra-curricular activity	Tutor time

5. Spiritual, moral, social and cultural (SMSC) development within the curriculum

Longdon Park School caters for students who have autism and the associated social difficulties that arise from this condition. The curriculum is designed to promote the students' spiritual, moral, social and cultural development through planned activities and also through opportunities that arise incidentally throughout the day. SMSC development will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. The PSHE education programme supports the students' moral, social and cultural development and is used extensively as a basis for the promotion of these aspects. The curriculum aims to promote:-

- mutual respect and tolerance
- individual liberty & the rule of law
- understanding of British values and principles
- understanding of the core values and principles of school
- opportunity for students to consider their own spiritual, moral, social and cultural development
- opportunity for students to reflect upon and discuss their beliefs, feelings and responses to personal experience
- an understanding of the students' individual and group identity
- understanding of the diverse multi-cultural society in which the students live
- a strong sense of morality

As part of our curriculum we aim to provide a range of opportunities for students to experience the wider society in which they live including development of independent living skills, through the life skills curriculum. Students are encouraged to engage with the wider society through going out to restaurants and cafes, but staff need to ensure that the students' presence in these places does not impact adversely on others.

6. Personal, Social, Health and Economic (PSHE) education within the curriculum

PSHE education is an important part of the LPS curriculum. Planned activities are designed to support students in their understanding of some of the difficult personal, social, health and economic-related issues that arise in their lives and in the wider society in which they live. PSHE education 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 through following the 3Rs and 3Cs at all times.
- developing key concepts, language skills, strategies and understanding to enable students to make positive lifestyle choices now and in their future
- developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy

LPS provides opportunities for its 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.

The promotion of equality of opportunity is a strong element within the PSHE education curriculum. Students are treated equally irrespective of gender, culture, ability or aptitude. Teaching strategies take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE education provision. Students are expected to show respect and tolerance for others and to learn how to live harmoniously with those who do not necessarily share their ideas and views.

Some of the key principles underpinning PSHE education are that:-

- students bring with them prior learning and experiences
- each student has very individual needs
- Differentiated learning which takes into account that our students, all of whom have a diagnosis of ASC have difficulty reading social situations
- PSHE education takes place within a safe and secure learning environment where students are not afraid to offer their own opinions and take risks.
- PSHE education is embedded through both planned and incidental opportunities.
- Staff and students share responsibility to ensure that PSHE education is a positive experience for all students.

7. Therapy provision

At Longdon Park school we have a child centred approach. This begins with a team around a child (TAC) meeting. This meeting includes representation from all professionals who will interact with the students. These professionals are including but not limited to psychologists, occupational therapists and speech and language therapists. (SALT) and all educational staff including teachers and TAs. The TAC meeting enables a holistic review of the students' needs so that their time table and provision will enable them to progress in all aspects of their development. The aim is to collaborative work across professional teams to ensure that targets within a student's Educational and Health Care Plan EHCP are comprehensively met.

8. Curriculum Impact

At Longdon Park school curriculum is designed to have the following impact on all of our learners: -

- Pupils will develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations. Learners will achieve formal accreditation throughout the key stages which is inclusive of GCSEs, Functional skills, BTECs, Entry Level Certificates, AQA unit awards and ASDAN, Pupils will also contribute through their PD lessons to whole school awards and initiatives such as Healthy schools award and Eco schools
- Pupils will gain the cultural capital required to ensure that they are ready for the next stage of their education or employment. The curriculum offers regular opportunity for our students to become reflective learners, which in the long term will enable them to independently manage their needs, their learning and their behavior and emotions in order to function effectively in their community and as a member of society.
- Pupils will develop behaviours and habits to become effective learners and members of society. The impact we intend to achieve will be witnessed by how our students approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that students at LPS leave with resilience, a high motivation to succeed and achieve and are equipped with all the personal skills they require to do this.

9. Roles and responsibilities

The Head teacher 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
- 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
- The curriculum prepares students for their chosen career pathway
- Acorn Care and Education is fully involved in decision making processes relating to the breadth and balance of the curriculum
- Acorn Care and Education is advised on progress towards targets in order to make informed decisions

Acorn Care and Education will ensure that:-

It considers the advice of the Head teacher when approving this curriculum policy and when setting statutory and non-statutory targets

- Progress towards annual statutory targets is monitored
- It contributes to decision making about the curriculum

The Senior leadership team will ensure that: -

They have a good oversight of the curriculum structure and delivery within the school.

- Detailed and up-to-date schemes of learning are in place for the delivery of courses.
- The schemes of learning on offer are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with teachers on a regular basis and are also reflected upon within their performance management reviews and interim meetings.
- The short, medium and long term planning of the teaching staff is of a consistently high standard.
- Activities and resources are differentiated to meet the needs of individual students.

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 within the National Curriculum
- 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 group 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 and educational establishments 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 where appropriate.
- 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 and develops cultural capital.
- Be given additional support through intervention if they start to fall behind in their learning, helping them get back on track quickly.
- Receive coordinated support to enable them to make the appropriate curriculum choices.

Parents and carers will:-

- Be consulted about their children's learning and be involved in the planning of 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 intent, implementation and impact.

10. Monitoring, evaluation and review

Acorn Care and Education will receive termly reports from the Head teacher 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 was disapplied and the 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