



Curriculum Aims Policy

ESNE26

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Policy Statement

Introduction

As an Independent School, King Edwin School upholds the Independent School Standards (ISS) (2018)

Our pupils are all referred to us by local authority SEN departments. All pupils have an Education, Health and Care Plan (EHCP). A number of our students are in care.

Our Vision

At King Edwin we recognize that every student in our school is an individual with their own needs and aspirations. We offer a curriculum that is flexible and adaptable to suit these individual needs, through a range of delivery models, including the use of external partners. We offer a full range of both academic and vocationally focused qualifications to provide the maximum number of opportunities for young people to be accredited for the learning and development they have participated in and achieved. The school reviews the curriculum qualifications annually.

Whilst academic and skills qualifications are important to us, we place equal value on our wider curriculum which includes Personal, social, health and economic (PSHE), outdoor education and life skills such as cooking. Through regular tutorial slots and collapsed timetable sessions SMSC, RSE/PSHE, ICT, humanities, MFL, careers, British values, PREVENT are all included in the curriculum. See tutorial policy for more detail.

Our curriculum offer is supported with targeted support and interventions for each student, based on their needs, which will change over time.

Our Values

Our 4 values are stated clearly through the school's mission statement: They are also embedded throughout school life and the curriculum.

Resilience, Growth Mindset, Kindness and Respect, and Personal Responsibility

Resilience –the ability to bounce back and to keep trying

Growth Mindset –the understanding (and application) that almost everything can be learned, no matter what the starting point is, that to do so takes effort and time, and that making mistakes are part of this process.

Kindness and Respect – to treat ourselves, property, animals, adults and peers kindly, and with consideration for their feelings, and the impact our actions or words can have on them.

Personal Responsibility – to own up to wrongdoing, to become self managing, to understand that we are responsible for our actions, our progress, our futures and therefore should take appropriate action to support this.

Curriculum intent

SLT will review the curriculum offer to ensure that it meets the ISS. For the core subjects, maths, English and science, the curriculum is set by SLT and subject leads to ensure that it is appropriate for the level and aptitudes of the students. A series of subject specific non-negotiables identify the skills/knowledge that we would generally expect a student transitioning to the next stage within school to have. This helps to promote smooth transitions to the next stage for the students.

For other subjects the curriculum is set by the subject lead, with SLT support as required. There is an expectation that the starting point for planning any curriculum would be the national curriculum. However, it is expected that any subject specific curriculum will be adapted to meet the needs of the students in terms of developing their local knowledge and cultural capital.

“..cultural capital in education could potentially be realised through all aspects of the curriculum – exposing students to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, and of course the more typical expectations of education, which is to provide young people with recognised and meaningful qualifications that will open up doors to paths in later life.” (Ofsted 2019)

This high-level curriculum planning is detailed in a series of one year subject route maps. Single year models offer us flexibility in what we teach and the opportunity to spiral and build upon previous learning. It also allows us to accept students at any point in their school journey, including year 11 and 12.

Once approved by SLT, delivery staff use the subject route maps and their subject knowledge to create medium term plans (each half term) which sequence the topics, build on previous knowledge and help to develop confidence and fluency. These plans are linked to other curriculum areas, especially literacy and numeracy, to demonstrate relevance and reinforce learning. These medium term plans also show possible differentiation by grades or levels. Non-specialist subject staff are provided with these medium term plans to support their delivery, but may still choose to adapt them to suit the needs of their group, after discussion with the subject lead.

Delivery staff will use these medium term plans to develop their short term planning of daily lessons. They will use the information contained in the students group profile and/or EHCP to choose strategies and methods of teaching and learning and behavior management that result in an effective learning environment and good progress.

There is no requirement to use any specific format for short term planning but it should also be clear what learning is expected to take place for every student, that

learning has been assessed and used to plan future lessons. Assessment should identify what has been completed with support and what has been worked on independently. (See marking and assessment policy for more detail)

Types of provision

At KES we have different types of provision; lower school, upper school and additional/ extended provision whose standard curriculum may be adjusted.

Lower school

In lower school the curriculum is planned in a purposeful yet flexible way with clearly defined aims to ensure all individual needs are met. It has been developed to engage students and encourage them to learn. The curriculum has literacy and holistic skills at the core to support students in overcoming barriers and to allow them to access other parts of the curriculum. The curriculum emphasizes the importance of growth mindset, resilience, social skills and communication skills throughout the curriculum, including PSHE/SMSH.

Upper school

In upper school the curriculum is designed to offer a range of academic and vocational qualifications which will allow the students to progress to college, training provider or employment. All students will undertake core subjects, maths, English and science with the aim of them achieving a formal qualification; either GCSE or functional skills. To complement this, they take part in lessons including, PE, food tech, Duke of Edinburgh, additional GCSEs, art, careers etc. which are designed to provide students with a wider and rich curriculum. The students contribute to their curriculum by requesting specific aspects, such as swimming for external PE or a specific recipe for food tech. They also have a choice of which additional GCSE(s) they are entered for.

Additional/Extended provision

In our additional/extended provision the curriculum is carefully targeted to provide the students with practical skills and knowledge, alongside the core subjects of maths and English. Students are supported in a range of ways to engage, and may have refused or been absent from education for an extended period. The additional/extended provision curriculum is intended to engage the most disengaged students and provide them with opportunities to succeed and build positive relationships and resilience to taking part in educational activities. Staff work flexibly to build students resilience and tolerance of school and support their access to appropriate next steps. As part of this the students may access high quality, fully vetted additional vocational placements

English & Mathematics

At King Edwin school we have adopted the government's commitment to ensure that all children, young people and adults, whatever their learning route, should be equipped with the functional English, mathematics and ICT skills needed for success in further learning, in employment and adult life in general.

English & mathematics skills will be developed during timetabled English and maths sessions. All students will be measured using GCSE scales, appropriate to their age and stage. Students can additionally be supported in developing functional maths and English, which can be formally accredited once they reach KS3. In KS4 students can be double entered into GCSE and functional maths and English to ensure that they achieve the most appropriate qualification for potential progression path.

Accurate initial assessment at the beginning of each pupil's programme is combined with diagnostic assessment to identify the starting point for each pupil in English and maths and highlight the areas they need to improve in order to make progress. Diagnostic and ongoing assessment is used to inform short term planning and identify any students who are falling behind or require interventions – see Teaching, learning and assessment policy for more details.

SMSC

King Edwin school have a sound understanding of the importance of SMSC for our students, and to this end, have an SMSC coordinator responsible for promoting, supporting and developing on an ongoing basis, our SMSC curriculum. We know that the most important learning students do is learning that they can apply to a range of situations, and that our students in particular need additional support to identify and apply skills in more than one context. We understand the importance of identifying and combatting discrimination SMSC is developed across the curriculum by embedding it in various subjects and learning activities.

Through the development of SMSC we aim to:

- support their progress towards meeting EHCP targets
- enable students to develop their self-knowledge, self-esteem and self-confidence
- encourage and develop confidence
- support the development of team working skills
- support the development of positive verbal interaction
- 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 to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

- promote understanding of, and 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; and
- 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.
- encourage and develop kindness

PSHE and RSE

The personalized, inclusive curriculum at KES provides every student with the PSHE and RSE curriculum matched to their needs and emerging needs. The PSHE and RSE curriculum is adapted by group tutors to meet the needs of and challenges experienced by the student cohort, overseen by the strategic lead and heads of each school. Please see the PSHE and RSE policies for more information.

Summary

The personalized, inclusive curriculum at KES provides every student with the opportunity to engage in a nurturing, yet academically challenging curriculum. We help and support them to develop them as confident, caring young citizens who are well prepared for their next steps whether that be in school, other education or training or in the wider world.