

1.4 Curriculum Policy

Contents

1. Introduction	Page 1
2. Factors Affecting the Curriculum	Page 2
3. Curriculum Aims	Page 2
4. Curriculum Content	Page 2
5. Curriculum Planning	Page 4
6. Planning for Individual Needs	Page 4
7. Curriculum Development	Page 5

1. Introduction

Our curriculum consists of all the activities and experiences designed and developed to promote the intellectual, physical, personal, emotional and social needs of the students and to prepare them for meaningful and satisfying adult lives.

Our curriculum is underpinned by the five outcomes and principles outlined in 'Every Child Matters' providing a framework for teaching and learning which has breadth, balance, relevance and coherence.

Individual subject areas provide the vehicles for learning. Assessments of individual needs, abilities and learning styles are the basis for building differentiation and progression into the curriculum.

The purpose of this document is to outline the nature of the curriculum at Bright Futures school in terms of the:

- Factors impacting on the curriculum
- Curriculum Aims
- Curriculum content
- Planning
- Curriculum management
- Curriculum developments

2. Factors Affecting the Curriculum

The curriculum at Bright Futures is eclectic in nature. The reason for this being that the curriculum has to meet a number of diverse requirements, which are affected by both internal and external factors. These factors include:-

- The changing role of the special school
- Age and needs of students
- Individual outcomes stated in a student's Education, Health and Care Plan (formerly Statement of Education Needs)
- The curriculum development and focus upon independent living skills
- The strengths, training and expertise of staff
- Wishes of parents and the needs of the wider community
- National Curriculum
- The teaching of key skills, functional skills, attitudes and attributes alongside knowledge and understanding
- DfE curriculum policy, legislation and guidance
- Accreditation routes

3. Curriculum Aims

The curriculum in all schools should be relevant, balanced, broadly based and should aim to:

- Provide opportunities for all students to learn and achieve.
- Promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

In addition to these generic aims, the school community at Bright Futures have identified the following curriculum goals and we aim to:

- Provide a curriculum framework in which students are happy, confident and secure.
- Promote high expectations and challenge students to achieve.
- Provide a personalised approach linked to the students' individual needs and the development of key skills.
- Provide students with the necessary skills for the best possible quality of life.
- Enrich the curriculum with a wide range and variety of school and community based learning experiences.
- Formally recognise achievement.

These aims inform the development of our curriculum plans, provide focus for the work of the school and establish an essential reference point when reviewing curriculum provision.

4. Curriculum Content

The curriculum and the subjects taught within Bright Futures include the National Curriculum and additional subjects designed to meet the needs of the school and its students.

National Curriculum provides the framework for our whole school curriculum. However, it is important to remember all the students within Bright Futures have learning difficulties, which results in restricted access and progression through the levels of National Curriculum. In addition, the special nature of their needs demands a much wider view of the curriculum content and approach.

The curriculum at Bright Futures school is derived from the following: -

- The general requirements of the National Curriculum.
- The full range of subjects of the National Curriculum at each key stage.
- Accredited courses such as 'Moving On', Entry Level and GCSE.
- A developmental and sensory curriculum which includes EQUALS Schemes of Work.
- Therapeutic Services and other professional input to meet personal priority needs, providing a sensory approach to the curriculum.
- 7-25 curriculum.
- Good practice guidance including NAS standards.
- Outside providers, e.g. Work experience, college placements and enrichment tutors involved in creative studies including Art/ Drama/Music/Dance.

The subject areas as identified on the timetable include:

Subjects taught at Key Stage 2	Subjects taught at Key Stages 2-5
English and communication Basic skills Maths Science Design Technology Information and Communication Technology Humanities (which combines History and Geography) Art and Design RE Music Physical Education PHSE (including Identified therapies) Sensory Integration	English and Communication Maths Science Design Technology Information and Communication Technology Humanities (which combines History and Geography) Art and Design RE Music Physical Education PHSE (including Identified therapies) Careers/Work Related Learning Independent Skills Community Skills Identify and Cultural Diversity Healthy Lifestyles Community Participation Technology and the Media Creativity and Critical Thinking

In addition, Bright Futures School will plan a Calendar of Culture to allow experience of school enrichment activities.

The content and context of the curriculum is developed from the National Curriculum programmes of study and the adapted EQUALS documentation.

Extra-Curricular Activities

School recognises the potential enhancement to the educational opportunities that extra curriculum activities offer. In line with extended schools the long-term goal is to provide a selection of activities during breaks, after school and during school holidays.

5. Curriculum Planning

Subject Planning

The Head teacher works with education colleagues to agree policy and to develop broad schemes of work and materials for each key stage. Thematic rolling programmes of work and long term plans ensure appropriate coverage of the subject content and provide guidance on resource and management issues.

The curriculum model is based on 5-25 curriculum and skills programme and follows a thematic structure.

Class and subject teachers draw up medium term plans which demonstrate how the schemes of work are differentiated and adapted to suit particular groups. They will include differentiated learning outcomes, describe the main teaching activities, suggest the equipment and resources to be used and identify assessment opportunities.

Short term plans set out the content of a single lesson or sequence of lessons and provide greater detail about the teaching activities, support strategies and the intended outcomes for students.

Timetables map the pattern of lessons or activities each week. They show the blocks of time allocated and give an overview of the breadth and balance of the curriculum. Many students follow individual timetables which incorporate: specific therapies; inclusion sessions; adaption to the balance of the group timetable; work related learning experiences and work with other professionals.

6. Planning for Individual Needs

At Bright Futures, the learning needs of the individual are paramount. In order to ensure that these are addressed within the whole curriculum plan we utilise the following approaches and systems to ensure that a personalised timetable:

Formal Assessment

Formal assessment occurs on a cyclical basis. All students receive a baseline assessment, end of key stage teacher assessment and, where appropriate, statutory assessments tests. Please refer to the Assessment, Reporting and Recording Policy for more detailed information.

Student's views and priorities

At Bright Futures School we recognise the valuable contribution that the students and their families make in the learning process. We aim, wherever possible, to include and inform them in our curriculum planning strategies, especially through the development of target setting at annual review.

Student Groupings

The students are grouped as far as possible according to age and need.

In addition to the age of a student, it is occasionally necessary to consider resourcing / staffing issues and the social dynamics of a class group, when placing a student into class groups.

Teaching and Learning

A range of teaching and learning styles are employed within each curriculum area. The purpose is to ensure the needs of each student are met. Within the teaching environment we aim to impart concepts, attitudes, skills and knowledge and, wherever possible, emphasis is placed on active learning through practical and real life mediums.

Teachers are supported in the delivery of the curriculum by teaching assistants. As a result, teaching can occur as a whole or small group, individual or independent situation. Please refer to the Teaching and Learning Policy for more detailed information.

7. Curriculum Development

School Development Plan

The School Development Plan guides events and activities in school, in order to secure the vision, a plan has been devised covering the areas of school life – curriculum is one of these key areas. From this plan, yearly operational plans are implemented alongside a system of monitoring and evaluation. A robust Appraisal system is in place where teaching staff have yearly targets set that are based upon curriculum areas of the School Development Plan.

Planning for Curriculum Development and the Raising of Standards

The curriculum is continually evolving and developing to improve its effectiveness in raising the achievements of our students. Curriculum developments are planned and chartered within the School Development Plan. The setting of standards and working to ensure progress is central to our philosophy in relation to desirable learning outcomes.

Bench Marking and Target Setting

Effective use of bench marking and target setting information, based on national standards, is limited because of the nature of our students. The recently revised P level indicators will improve this situation, and more detailed systems, such as PIVATS, are used to monitor progress in core subjects. This data is analysed at a National Level and whole school and individual targets are set from the data.

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