

DOVE HOUSE SCHOOL ACADEMY TRUST

CURRICULUM POLICY

Policy issued: July 2016
Approved by Tom Pegler, Headteacher & Annie Benton Chair of Governors
Signed
Approved at Governing Body on 6 th October 2016 Next Review to be July 2017

Rationale

The school’s Mission Statement is to ‘Make a Difference’ to all of the pupils. The school’s curriculum is a direct application of this statement. The curriculum offered will include and promote the following:

- The highest standards of achievements by all pupils regardless of ability, ethnic origins or gender;
- Pupils spiritual, moral, social and cultural development preparing them to be responsible citizens.

To achieve these aims the school will provide a curriculum which is :-

- broad balanced and appropriate to the pupils ages and abilities.
- able to meet the individual needs of each child using a variety of teaching and learning styles
- practical, where the children learn by doing through practical experience

The school’s curriculum includes the National Curriculum and the following:

- Programmes of study for Key Stage 3 and 4 with modifications to meet the special needs of the pupils;

- Hampshire's R.E. programme, which is non-denominational and multi-faith in character
- A Personal Challenge Programme which is designed to improve each child's self-esteem and independence.
- A specialist Life Skills programme, with an embedded programme of PSHE (including sex, relationship and drugs education), emotional literacy and Citizenship. It is regarded as a priority need for all of our children and as such has the status of a core subject. Its prime function is to teach the children to be independent citizens so they can access all that society has to offer
- A work related curriculum at Key Stage 4 which includes a Vocational Pathway, with local employers, further education colleges and Post-16.
- Specialist individual literacy and numeracy programmes
- A specialist careers and transition programme

CURRICULUM ORGANISATION

Each subject will provide:

- A programme based on the child's needs as specified in their Statement or EHCP
- The National Curriculum programmes of study

For curriculum organisation see individual subject Handbooks and Policies.

A Learning Support Base (LSB) is also available as an alternative learning environment, for pupils who find difficulty with the normal classroom structure.

Timetable

The school operates a secondary timetable with tutor sessions at the beginning and end of each day, and three (1.5hr) subject lessons.

On a Friday afternoon pupils in Years 7-10 and some Year 11 attend a self-selected option group, where they get to pursue and develop their interests or experience new activities in a structured format.

Key Stage 3 (Years 7, 8 & 9)

English	Art
Maths	Textiles
Science	Resistant Materials
P.E	Digital Media
ICT or Computing	Life Skills
Personal Challenge	Food Technology

Computing
Humanities (Geography, History and Religious Education)
Performing Arts (Music and Drama)

Key Stage 4 (Years 10 &11)

The KS4 curriculum is modelled into 'Pathways' to accommodate the needs and strengths of individual learners, to ensure they get appropriate qualifications and best prepare them for post-16 opportunities .

The Pathways include:

- Academic Pathway, core subjects plus a continuation of the pupils' favourite curriculum subjects previously studied at KS3, for learners who achieve well in a structured classroom environment.
- Vocational Pathway, core subjects a programme heavily geared towards employability, practical skills and work experience for hands-on learners.
- Foundation, core subjects with an additional unit based programme for learners who may need further support to develop independence or personal and social skills in a practical way.

All pupils, regardless of pathway will receive lessons in the core subjects of;

English
Maths
Science
P.E.

Subjects offered to enrich the curriculum at KS4 include;

Textiles	Art	Performing Arts
Resistant Materials	Food Studies	ICT
Computing	Digital Media	History

*LifeSkills for the Foundation.

*Employability Skills & Vocational Skills for the Vocational Group.

- All KS4 pupils access a series of specialist sessions covering Sex, relationships and drugs education, as well as a tutor time programme covering aspects of PSHE and Citizenship.
- Pupils in Year 11 receive a specially designed programme of Careers and Transition (Next Steps Knowledge).
- In KS4 all pupils complete a 'Personal Challenge' course.
- Foundation and Vocational Year 11's also take part in Link courses with Post-16 providers (eg: Sparsholt).

- All pupils are provided with the opportunity to undertake a work experience placement in KS4.

The curriculum at Dove House is organised to promote equal opportunities.

Extending Our Curriculum

There is an extensive extra-curricular offer, open to all pupils at the school including after school and lunchtime clubs, social evenings and cultural trips. Attendance of extra-curricular clubs, events and visits are monitored and recorded to ensure equal opportunities and to identify and diversify participation trends.

Individual Learning

As a specialist school for children with learning difficulties, every child is considered on an individual basis. Each child has an Individual Education Plan (IEP) which meets their difficulties as described in their Educational Health Care Plan (EHCP) referred to as the child's Access Target.

The subject co-ordinators monitor progress and set targets for each child against these Key Skills. In this way it is possible to gain a clear picture of what each child has learnt and will learn next.

Identification and intervention strategies are put in place to support pupils with their key difficulties, this includes specialist withdrawal groups or 1:1 in areas such as PALS (Dyslexia intervention), Occupational Therapy, Speech and Language Therapy, The Asperger's programme or Emotional Literacy.

Evaluation

Each curriculum area reviews its work at the end of each academic year as part of the school's Strategic Plan. Each Governor has a responsibility for a subject area. Each subject is reviewed as part of the school's Performance Management Process. Statistical analysis of a child's performance is based on benchmark assessments on entry, RAISE on Line data annually, comparison data from national data, HCC and independent sources Forum of Five. CASPA where appropriate.

Connected documents:

Strategic Plan

Teaching and Learning Policy

Assessment, Reporting and Recording Policy

Entitlement Targets

Performance Management Process