

## DOVE HOUSE SCHOOL ACADEMY TRUST

### Curriculum Policy

<b>Policy Title</b>		Curriculum Policy	
<b>Author / Reviewer</b>		Senior Leadership Team	
<b>Trustee Committee</b>		Board of Trustees	
<b>Signed by Debbie McLatch (Chair)</b>			
<b>Reviewed</b>	April 2020	<b>Approved</b>	May 2020
		<b>Next Review</b>	May 2022

#### 1. Curriculum aims

The school's Mission Statement is to '**Make a Difference**' to all of our 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 need, ability, ethnic origins or gender.
- Pupils spiritual, moral, social and cultural development preparing them to be responsible citizens growing into well rounded young adults, living as independently as possible and take the lead in living aspirational lives.

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

- Broad balanced and appropriate to the pupils ages and abilities yet remains challenging.
- Able to meet the individual needs of each pupil using a variety of teaching and learning styles
- Practical, where the pupils 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 range of needs of all pupils.

- Aspects of Hampshire Local Authority's Religious Education programme, which is non-denominational and multi-faith in character within World Studies lessons along with activities to promote British Values and tolerance to others.
- A Personal Challenge Programme which is designed to improve each pupil's self-esteem and independence which includes developing skills such as swimming and cycling.
- A specialist Life Skills programme, with an embedded programme of Personal Social and Health Education (PSHE), emotional literacy, Citizenship and Spiritual, moral, social and cultural development. It is regarded as a priority need for all of our pupils and as such has the status of a core subject. Its prime function is to teach the pupils to be independent citizens so they can access all that society has to offer.
- A work-related curriculum at Key Stage 4 for those pupils whom it is appropriate for, working alongside local employers, further education colleges and other Post-16 provisions
- Specialist individual literacy and numeracy programmes where appropriate.
- A post-16 provision for those pupils who at the end of secondary education are ready to be supported into the world of work.

## **2. Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010 and complies with our funding agreement and articles of association.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## **3. Roles and responsibilities**

### **3.1 The Board of Trustees**

The Board of Trustees will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Board of Trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state

- The school implements the relevant statutory assessment arrangements

### **3.2 Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by Board of Trustees
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Board of Trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Board of Trustees is advised on whole-school targets in order to make informed decisions

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. These staff may include Faculty Leaders and other middle leaders as well as external agencies.

## **4. Organisation and planning**

Each subject will provide:

- A programme based on the pupil's needs as specified in their EHCP
- The National Curriculum programmes of study, adapted where appropriate

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 have 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 Friday afternoons, pupils in Years 7-10 and some Year 11 attend a self-selected "MyTime" group, where they can pursue and develop their interests or experience new activities in a structured format designed to support well-being and mental health

### **Key Stage 3 (Years 7, 8 & 9)**

English, Maths. Science. Physical Education, Computing, Personal Challenge, World Studies, Drama, Art, Textiles, Resistant Materials, Digital Media, Life Skills, Food Technology 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' favoured curriculum subjects previously studied at KS3, for learners who achieve well in a structured classroom environment.
- Foundation Pathway, 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.

When appropriate the school may also offer a Vocational Pathway consisting of core subjects and a programme heavily geared towards employability, practical skills and work experience for hands-on learners. This pathway is only offered where a cohort of pupils has an appropriate need.

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

English, Maths, Science, Physical Education, Lifeskills and ICT

Subjects offered to enrich the curriculum at KS4 include:

Textiles, Food Technology, Resistant Materials, Digital Photography, Digital Media, Performing Arts and Art.

- All KS4 pupils access a series of specialist Lifeskills sessions covering relationships and sex education and drugs education. They also have a tutor time programme covering aspects of Personal Social and Health Education, Careers Education and Citizenship.
- In KS4 all foundation and vocational pupils complete a 'Personal Challenge' course.
- 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. Those found to be not participating and who would benefit from doing so are encouraged to try new activities through a programme of activities specially designed for those reluctant to generally participate

## **Individual Learning**

As a specialist school for pupils with learning difficulties, every pupil is considered on an individual basis. Each pupil has a Personal Development Tracker which sets and monitors targets sets to meet their difficulties as described in their Educational Health Care Plan (EHCP) referred to as the pupil's Access Target.

The subject leaders monitor progress and set targets for each pupil against these Key Skills. In this way it is possible to gain a clear picture of what each pupil 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 Pupil Additional Literacy Support (PALS) a form of Dyslexia intervention, Occupational Therapy, Speech and Language Therapy, and social/communication skills.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups regardless of gender, sexuality, learning need or ability ensuring that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN/D policy and information report.

## **6. Monitoring arrangements**

Trustees monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- School visits, termly Headteacher reports together with moderation reports from the School's external advisor.

Faculty Leaders monitor and improve the way their subject is taught throughout the school by:

- Learning walks, book scrutinies, sharing of good practice at meetings.
- Moderation visits with similar schools.

Faculty Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Senior Leadership Team and will be approved by the Board of Trustees

## **7. Links with other policies**

This policy has links to the following policies and procedures:

- Teaching and Learning policy
- Examinations policy
- SEN/D policy and information report
- Equality information and objectives