



The Village School curriculum policy

Context:

Our pupils here at the Village School have a wide range of complex needs and range from 4 to 19 years.

Rationale:

The Curriculum at The village School supports the vision of: **Progress Inclusion and Entitlement** by giving pupils the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy.

The curriculum is personalised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

The school is committed to a 'trans-disciplinary approach to teaching and class team's work closely with a range of therapists and specialist teachers and support staff to enable the best outcomes for the pupils.

The school is committed to providing a broad and balanced curriculum, based on the Early Years Foundation Curriculum and National Curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for work and leisure as appropriate in key stage 3, 4 and 5. Some subjects are taught discretely while others are covered via a creative curriculum approach.

The timetable and Curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education.

The curriculum is planned to provide continuity and progression. The organisation and delivery is based on a 3 pathway model which enables pupils to study at a level appropriate to their needs and abilities. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.

Curriculum Outcomes:

It is the aim of the curriculum to provide a wide range of learning experiences for pupils in each key stage suitable for their age to enable them to achieve the following outcomes when they leave us:

- to interact and communicate with a wide range of people
- to express preferences, communicate needs, make choices, make decisions and choose options that other people act on and respect
- To be prepared for an adult life in which they have the greatest possible degree of autonomy
- To have a rich range of relationships
- To have increased awareness and understanding of their environment and the world 6) To explore, to question and to challenge

Literacy and Numeracy:

Literacy and Numeracy are both taught discretely and also embedded into daily routines and through 'host curriculums' as the pupils' progress into young adulthood. They are also consciously reinforced throughout all aspects of the curriculum.

Pupils' reading skills are developed by the use of a variety of methods depending on their specific needs and abilities. These methods include:

- Phonics using Ruth Miskin
- Symbols using Grid 2
- Sight recognition methods

Creative Curriculum:

We use a creative and thematic method of curriculum planning which enables teachers to inject fun into learning. (See appendix 1)

This creative curriculum approach provides pupils with the opportunities to cover a range of learning outcomes and develop Personal Learning and Thinking Skills within a theme based framework.

As far as is possible we aim that pupils will develop their skills as:

- Independent Enquirers
- Team Workers
- Effective Participants
- Self-Managers
- Creative Thinkers
- Reflective Learners

14-19 Curriculum:

We see the development of independence skills and skills for work and leisure as vital to our pupils. To that end, there is a community inclusion focus in the timetable which gives pupils the opportunity to be supported in the community to learn skills such as shopping and how to travel on public transport. In addition, skills such as basic cooking are taught and where appropriate work experience. The focus on Living and Leisure enables us to teach those skills which are vital for life.

We operate Individual Learning Plans which enable us to organise personalised learning pathways keeping in mind the aspirations and trajectories into adult life. Person Centred Planning ensures that we begin the process at year 9 and take it through to transition into adult life.

Personal, Social and Emotional Development (PSED):

PSED is embedded into all areas of the curriculum, formal and extended and gives the pupils the opportunities to fulfil their maximum potential in all areas. There is a curriculum framework which demonstrates those elements which are taught discreetly and those which are embedded into other areas such as outcomes planning through Education, Health and Care Plans.

- This includes:
- Attention skills
- Independence and Organisational skills
- Interacting and Working with Others
- Keeping Safe and Healthy
- Sex and Relationship education

Social Moral and Emotional Development:

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and special events which focus on important cultural and religious festivals and commemorative days. For example one world music week is an annual event which celebrates the diversity of the village.

Regular audits demonstrate where and when SMSC is found.

British Values are closely linked to the values of the school and demonstrated throughout school life.

Religious Education and Collective Worship:

Religious Education themes and topics are covered via Creative Curriculum days held 5 times per year as well as through assemblies and special events. We follow the Brent SACRE and RE syllabus which is made accessible through the school curriculum pathways

Pupils of any faith and those of no faith are encouraged to value everyone and their beliefs equally.

Shared assembly times focus on celebration and the worth-ship of all of those within the school community and aim

- To show interest in and concern for members of the school community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To reflect upon dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful, solemn...

Parents have the right to withdraw their child from Religious Education and/or Collective Worship.

Sex and Relationships Education (see SRE policy):

Sex and Relationships Education is taught in PSED/SRE lessons at a level appropriate to the level of understanding of the young people. It begins to be taught as a separate subject in keystage 3.

Parents may request that their child is excused from Sex Education.

Enrichment:

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences for example:

- Projects in art galleries
- Participation in music and dance festivals
- Horticulture
- Inclusion activities with neighbouring schools
- One world music
- The Big Draw
- Visiting artists
- Jazz Jam
- Mini music

And many many more.....

Accreditations:

Learning outcomes are accredited via OCR and where appropriate GCSE's, entry level qualifications - Functional Skills and Arts Awards.

Responsibilities:

Class teachers are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources
- directing the work of Teaching Assistants
- attending and contributing to training and meetings as requested

Monitoring and Evaluation:

The Head teacher and Deputy Head teachers will co-ordinate the monitoring cycle in partnerships with the heads of keystages.

This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- work scrutinies
- curriculum development and planning
- Initiating training/workshop opportunities with specific focus.

Resources:

Resources are allocated in line with the priorities indicated in the School Improvement Plan.

CPLD:

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training is linked to the school's performance management process and the priority areas from the SIP and DIP's.

Equal Opportunities:

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

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| Name of policy: | TVS curriculum policy |
| Effective from: | September 2015 |
| Next review: | September 2017 |

Revision history

| Date | Details | Author |
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| Sept 2016 | Reviewed | SLT |
| Sept 2015 | | Sue Jones |

