

**Policy No 23 Curriculum**

**July 2023**

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# **Introduction**

St Anthony’s is a learning environment at the heart of a wide community with the belief that pupils’ self-esteem, confidence and emotional stability can be improved through academic achievement. Pupils are encouraged and supported to achieve in terms that they recognise as success.

As the school grows, the curriculum will continue to be an area for development. The underlying belief that governs developments is that learning should be useful, relevant and enjoyable. We seek to gain accreditation for the courses the pupils study so that they are prepared for the next phase in their life. We fundamentally believe that meeting pupils’ social and emotional needs combined with academic achievement will increase their chances of living a happy life as independent, responsible members of society.

St Anthony’s curriculum policy is based on the following aims, to:

* Have pupils at its heart, putting their interests above those of the institution.
* Have a curriculum that has intent and impact, offering differentiation and personalisation.
* Develop awareness within each individual that they are unique, special and have strengths and talents that can be developed and nurtured to prepare them for their future.
* Support our pupils to develop into lifelong learners who appreciate that furthering their education and increasing their level of qualification increases their chances of a happy, independent and secure future.
* Provide all pupils with a rich and relevant curriculum to meet their individual needs.
* Provide a curriculum that gives opportunities for pupils to apply skills and knowledge they learn in one area in other areas, thereby helping these to be fixed in long term memory.
* Assist pupils, through the curriculum, to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives.
* Equip all pupils with the skills, qualifications, emotional strength, and self-confidence required for the transition from the school to the next phase of their lives, be it re- integration to a mainstream school, college or work or another form of positive engagement in society.
* Be challenged and stretched to achieve their potential.
* Be a centre of excellence in teaching and learning of SEND (SEMH/ASD)
* Prepare all pupils for a successful adult and working life in a 21st century global society.
* Be committed to excellence and continuous improvement.
* Value vocational and academic routes equally.
* Nurture the talents of all and celebrate success.
* Be in a learning environment that is above all else inspiring.

# **Curriculum Intent**

The curriculum should inspire and challenge all learners and prepare them for the future. The School’s aim is to develop a coherent curriculum that builds on young people’s experiences and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

* + Achieve high standards and make good/excellent progress.
  + Have and be able to use high quality personal, learning and thinking skills and become independent learners.
  + Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
  + Be challenged and stretched to achieve their full potential.
  + Enjoy and be committed to learning.
  + Value their learning outside of the curriculum and relate it to the taught curriculum.
  + Be on a pathway to manage independently in the world as young adults.

# **Curriculum Impact**

St Anthony’s curriculum will:

* + Lead to qualifications that are of value for employers and for entry to further education.
  + Fulfil statutory requirements.
  + Enable pupils to fulfil their full potential.
  + Meet the needs of young people of all abilities at the school.
  + Provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines.
  + Prepare pupils to make informed and appropriate choices at the end of KS3 and KS4.
  + Help pupils develop lively, enquiring minds, an ability to question and debate rationally and an ability to apply themselves to tasks and physical skills.
  + Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
  + Ensure continuity and progression within the school and between phases of education, increasing pupils’ choice during their school career.
  + Foster teaching styles that will offer and encourage a variety of relevant learning opportunities.
  + Help pupils develop personal moral values, respect for religious values and tolerance of other races’ beliefs and ways of life and fundamental British values.
  + Help pupils understand the world in which they live.
  + Provide opportunities in KS4 for pupils gain a range of national qualifications.
  + Ensure all pupils have the opportunity to leave St Anthony’s with a functional ability in reading, writing and maths.

# **Curriculum Implementation**

The head teacher and deputy head teacher (Teaching & Learning) will ensure that:

* + All statutory 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. This will include how the subject will be taught and assessed.
  + The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors’ annually.
  + The procedures for assessment meet all legal requirements and pupils and their parents/carers receive information 3 times a year to show how much progress the pupils are making and what is required to help them improve.
  + The governing body is fully informed in decision making processes that relate to the breadth and balance of the curriculum. They have an oversight of curriculum structure and delivery within across the school.
  + Detailed and up-to-date planning is place for the delivery of subjects within the school.
  + Planning is monitored and reviewed on a regular basis.
  + Levels of attainment and rates of progression are discussed with subject leaders on a regular basis and that actions are taken where necessary to improve these.

The Governing Body will ensure that:

* + It contributes to decision making about the curriculum.

Curriculum Leaders will ensure that:

* + Long term planning is in place for all courses. Such planning will be designed using the school pro-forma
  + Planning aims to develop progression towards end of key stage targets and qualifications.
  + There is consistency in terms of curriculum delivery. Planning should be in place and be used by all staff delivering a particular course.
  + Appropriate awarding bodies and courses are selected so that they best meet the learning needs of St. Anthony’s pupils.
  + Where necessary, an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
  + Assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment.
  + All data and information is recorded according to the requirements of the assessment policy.
  + Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
  + They share best practice with other colleagues in terms of curriculum design and delivery.
  + Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.
  + The curriculum has a full range of cross-curricula learning opportunities that support the develop and embedding of core skills.

Teaching staff and learning support staff will:

* + Ensure that the school curriculum is implemented in accordance with this policy.
  + Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils.
  + Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
  + Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs.
  + Where appropriate, work in partnership with other agencies/partners to provide an appropriate range of curriculum opportunities.

Pupils will:

* + Be treated as partners in their learning, contributing to the design of the curriculum.
  + Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
  + Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
  + Receive co-ordinated support to enable them to make the appropriate curriculum choices at all Key Stages.

Parents and carers will:

* + Be consulted about their children’s learning and in planning their future education.
  + Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
  + Be informed about the curriculum on offer and understand the rationale behind it.

# **Teaching groups, class sizes and grouping by ability**

Pupils are grouped within the school according to National Curriculum Key Stages and according to their needs, with consideration given to their emotional development, prior academic achievement, potential, social, emotional, well-being and special educational needs.

Pupils are taught in central based classeswith a main teacher and at two Teaching Assistant. Specialist teachers teach specialist subjects.

The school day starts at 8.50am and ends at 2.36pm, and consists of six 45-minute lessons split by two breaks, one at 10.40 am (15 minutes) and one at 12.25 pm (30 minutes). This equates to pupils having 30 lessons per week.

**Reception Class**

St Anthony’s reception class may include pupils from KS1 and 2. The primary focus for pupils in reception is engaging in learning and developing confidence with those skills that pupils find challenging such as numeracy, reading and writing. Great emphasis is placed on the PSHE curriculum and preparation for life to help address many of the pupils SEMH/ASC needs and to also develop their resilience. Learning through social interaction and play forms an important part of every pupil’s social and cognitive development with staff using a variety of creative and innovative pedagogical approaches to meet all learners’ needs.

Structured nurture provision is provided throughout the year for all pupils through lesson activities and teaching however by Term 3 the expectation is that reception students are able to engage with a wider range of subjects from the National Curriculum.

Therefore, by Term 3 the curriculum each week could contain:

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| **Subject** |
| English – Reading, Writing & Spoken Language |
| Maths |
| Science |
| Computing |
| Physical Education |
| Design |
| Art |
| Food Tech. |
| Global Studies |
| Outdoor Learning |
| PSHE |
| Nurture |
| Enrichment |

**Key Stage 2 and 3**

Pupils learn a variety of subjects in a variety of ways that aims to best suit the needs of all learners. This helps staff to develop the pupils’ skills at an appropriate pace and level. A dedicated team of teachers and support staff continue the best practice of the primary phase of education in a “familiar” environment whilst introducing pupils to the breadth of the secondary curriculum.

The idea behind the KS2 and KS3 curriculum is to develop the fundamental skills of numeracy and communication, including literacy and computing skills, through a project based approach around key themes. Pupil’s social and emotional needs are further met through PSHE lessons.

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| **Subject** |
| English |
| Maths |
| Science (Forest School) |
| Computing |
| Physical Education |
| Design Technology |
| Food Tech. |
| Art |
| PSHE\* |
| ~~Preparation for Life\*~~ |
| Princes Trust |
| Global Studies |
| MFL/RE\*\* |

\*During ~~‘Preparation for Life’~~ PSHE periods, teachers have the opportunity to use 2 of these lessons per week to take pupils off-site for outdoor learning. 1 lesson is allocated for reward on Friday.

\*\*MFL will be delivered on specific focus days throughout the year. Religious Education will also have planned focus days.

**Key Stage 4**

Pupils will follow a set of core subject courses leading to qualifications. A range of optional subjects that are taught by specialist teachers supports the core subjects.

**Options**

Art Craft and design GCSE

BTEC Award Construction

Drama Award in Performing Arts

BTEC Award in Sport

BTEC Award Hospitality

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| **Subject** |
| English |
| Maths |
| Science |
| Computing |
| Physical Education |
| PSHE\* |
| ~~Preparation for Life\*~~ |
| MFL/RE\*\* |

\*During ~~‘Preparation for Life’~~ periods, teachers have the opportunity to use 2 of these lessons per week to take pupils off-site for outdoor learning. 1 lesson is allocated for reward on Friday.

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