



HIGHSHORE SCHOOL

Curriculum Policy

At Highshore School each pupil's entitlement to a balance, broad based and relevant curriculum is recognised. The school's curriculum is geared specifically to the needs of pupils with complex mixed needs, with particular emphasis on communication, independence and self-help skills. The curriculum takes full account of equality of opportunity and helps prepare pupils fully for the opportunities in adult life. Emphasis is placed on learning in real life situations and time in the community is valued as an opportunity to practice social skills. This enables pupils to be ready for the overall challenges of life beyond full-time statutory education.

Aims

Highshore School provides a curriculum that:

- Allows every pupil to achieve the maximum that they are capable of.
- Encourages and fosters creativity and self-expression.
- Provides broadly based education of high quality, with equality of opportunity.
- Gives access to all aspects of the National Curriculum (with the exception of MFL in KS3).
- Provides a wide range of extra-curricular activities.
- Develops a pupils' skills, knowledge and independence thought.
- Supports pupils in gaining self help and social skills that will enable them to achieve as much independence as possible in their adult lives.
- Seeks to develop the ability to make moral, cultural and social judgements and use opportunities for reflection positively.
- Encourages pupils to develop an active and healthy lifestyle.
- Reflects the multi-cultural nature of society.
- Develops a partnership between Parents, Governors, Staff and the local community to ensure that all pupils benefit from the highest educational provision possible.
- Works with parents/carers to contribute fully to pupil progress.
- Celebrates the achievements of all pupils.
- Achieves a successful transition for every pupil to the next stage of learning or employment.
- Gives pupils a voice.
- Creates a caring, purposeful and calm educational environment.

Curriculum Structure

The curriculum in its fullest sense comprises all the learning opportunities arising within the school, whether timetabled lessons, cross-curricular themes or other activities within the daily life of the school. It comprises:

- The National Curriculum in Key Stages 3 and 4 (with the exception of MFL in KS3).
- A life-skills based curriculum in Key Stage 5 which includes a College link, enterprise education and work experience opportunities
- Religious education (through the Humanities curriculum)
- Personal, Social and Health education
- Citizenship
- Extra-curricular opportunities and activities

In all curriculum areas we seek to provide pupils with differentiated opportunities to develop the core skills of:

- Communication, independence and self-help skills
- Literacy
- Numeracy
- Computing
- Problem solving
- Personal and social skills

The curriculum is delivered through subject based schemes of work differentiated to meet the needs of all pupils based on National Curriculum programmes of study or syllabus requirements of external courses. Schemes of work take into account the needs of pupils with mixed complex needs.

An Individual Educational Plan is prepared annually for every pupil and targets are reviewed regularly, with new targets new targets set. These targets provide a focus for differentiation within subject teaching. A range of teaching and learning styles are used including whole class teaching, group work, individual work and the use of ICT. Teachers, in collation with teaching assistants, select approaches in the light of curriculum content as well as taking into account the age, ability and communication needs of pupils. For more details please see out Teaching and Learning Policy.

The National Curriculum is supplemented by an additional emphasis on communication, social interaction, independence and PHSE. In Key Stage 3 there are discreet Social Communication lessons and Lego therapy lessons.

Equality of Opportunity

We acknowledge and welcome the experience that all pupils bring to the school and we seek to ensure equal opportunity of access for all pupils to all aspects of the curriculum and life of the school regardless of disability, gender, race or culture.

Accredited Courses

In Key Stage 4 pupils access Entry Level courses in English and Science, Functional Skills in English, Maths and ICT and WJEC Entry pathways qualifications.

In Key Stage 5 pupils continue to access WJEC Entry Pathways qualifications and higher level Functional Skills in Maths and ICT if appropriate. We regularly review our provision of accredited courses and source courses which meet the needs of our pupils.

Arrangements for Planning

Responsibility for curriculum planning across the school lies with individual subject co-ordinators. Overall responsibility for the curriculum lies with the Senior Leadership Team which has responsibility for ensuring that the curriculum policy works in practice and that appropriate documentation is circulated. Regular feedback is maintained through scheduled teacher meetings to ensure that delivery of and access to the curriculum is successful.

Subject co-ordinators are responsible for producing their own subject policy and maintaining their subject file. These documents are reviewed on a regular basis. Subject co-ordinators are responsible for reviewing long-term planning on a yearly basis and for producing medium term plans each term for all teachers who teach their subject area.

Class teachers are responsible for taking medium term plans for their classes and developing these into appropriate weekly and lesson plans. Planning will ensure maximum participation by all pupils. Class teachers are responsible for the effective classroom management. Class teachers are responsible for providing a stimulating and appropriate learning environment for each pupil taking into account their individual needs and levels of functioning. Regular feedback including marking is given to help pupil's make progress. Challenges are set to stretch pupils but within a clear framework of attainable goals.

Assessment and Recording

Assessment is essential to an effective learning process; it enables the progress of pupils to be understood and identifies area for future learning in response to individual need. Assessment is both formative, in providing a cumulative and diagnostic view of progress, and summative in measuring achievement at the end of a course or a stage in a pupil's career. Highshore uses progression steps to assess progress in literacy and numeracy and is developing SS Tracker to assess other EHCp areas.

Monitoring and Evaluation

Monitoring and evaluation of the curriculum at Highshore is achieved by:

- Use of pupil data
- Headteacher and Deputy Head's analysis of learning walks
- Subject co-ordinator meetings
- Curriculum audits
- Work sampling/ book looks
- Lesson observations
- Moderation meetings
- Analysis of lesson planning
- Staff training

School arrangements for Staff Development

The Headteacher and Deputy Head in consultation with Performance Management Team Leaders identify school staff's training and development needs necessary to ensure effective delivery of the curriculum.

Sensory Components

A number of our pupils are identified as having complex needs and need stimulation of all their senses in order to help them understand the outside world and begin to learn. Sensory awareness and development is linked to all areas of the National Curriculum. This allows flexibility in teaching and learning therefore strengthening breadth and balance.

Community Links

Subject co-ordinators and individual class teachers are responsible for promoting links with the community and establishing suitable contacts to allow off-site visits to take place and visitors to come into school.

All arrangements must be discussed with the Deputy Head to ensure that appropriate documentation and checks have been completed and that arrangements are noted on the school calendar. A risk assessment needs to be completed in good time before any off-site visit takes place.

Link Across Departments

Whilst the curriculum is divided into subject areas Highshore School encourages cross curricular links, joint activities, and shared experiences where appropriate to facilitate learning.

Links with other schools are similarly encouraged as appropriate and practicable.

Highshore has four cross curricular theme days exploring different aspects of the curriculum for example citizenship and careers education.

Policy Review

This policy will be reviewed every three years by the Headteacher and Deputy Head. Where appropriate, review will include consultation with staff and Governors.

Senior Leadership Team
May 2017
Review January 2021

Governors' signature: Julia G. Teel

Date ratified: February 4th 2021