

CURRICULUM POLICY

Written by:	DQ - October 2017
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Approved by:	MB, BM, SV, MW, SM
Applicable to:	All Teaching Staff, learning support staff and parents
For review:	June 2019

Rationale

Slindon College is committed to providing an excellent all round education within a caring, happy environment. We believe that students' self-esteem and confidence can be improved through academic achievement and all students are supported to achieve in terms they recognise as successful.

We offer a full-time, supervised education for students of compulsory school age and both part-time and full-time education for those beyond this age. We also offer part-time education and home support to students whose specialist needs identify this as a suitable approach. We operate a full time teaching day from 8.30am - 4.30pm Monday to Wednesday and 8.30am - 3.30pm Thursday and Friday. All teaching and learning activities are supervised by an appropriately qualified or experienced member of staff.

The curriculum at Slindon College promotes the spiritual, intellectual, personal, social and physical development of our students. It is based on the requirements of the National Curriculum and the principal language of instruction is English. A range of extra-curricular enrichment activities form a compulsory part of our curriculum.

Aims

- To provide subject-matter appropriate for the ages and aptitudes of students, including those students with statements or Educational Health Care Plans (EHCP).
- To provide all students with a broad, balanced, and differentiated curriculum in line with the requirements of the National Curriculum and/or their individual needs.
- To enable students to acquire speaking, listening, literacy and numeracy skills.
- To provide, where a student has a statement or EHCP, an education which fulfils its requirements.
- To develop awareness within each individual that they are unique and have strengths and talents which can be nurtured to prepare them for the future.
- To provide appropriate careers guidance for students.
- To ensure that all students have the opportunity to learn and make progress.
- To ensure that all students have the opportunity to be successful and develop a positive view to learning.
- To provide a range of extra-curricular enrichment activities, which are of particular interest or relevance to our students
- To prepare students for the opportunities and responsibilities of adult life, by developing values, skills and behaviors the need to get on in life.
- To encourage an atmosphere of mutual support where students are sympathetic to themselves and each other.

Practices

These practices outline the ways in which the school meets the above aims.

Teachers;

- provide a challenging and stimulating programme of study designed to enable all students to reach their highest standards of personal achievement.
- programmes of study are agreed with the Heads of Faculty and are reviewed on an annual basis.
- recognise and are aware of the needs of each individual student.
- recognize and be aware of the social dynamics within each teaching group.
- ensuring that learning is progressing and continuous.
- ensure they keep up to date with changes in syllabus and different awarding bodies to give students the best chances at positive outcomes.
- are good role models, punctual, well prepared and knowledgeable.
- provide learning materials that are accessible to their students
- have a positive attitude to change and development of their own professional practice.
- work collaboratively with a shared philosophy and commonality of practice.
- ensure students are protected and safe from harm or abuse.
- offer a suitable enrichment programme that provides either an academic, cultural or physical activity that is suitable for the needs of our students.

Students;

- are punctual and ready to begin lessons on time.
- conduct themselves in an orderly manner in line with the classroom code of discipline.
- take responsibility for their learning and behavior.
- accept that teachers choose how to teach a lesson and what is taught for good reason.
- recognize that most classes are comprised of individuals with different needs and skills.

Parents;

- are realistic about their son's progress and offer encouragement and praise.
- participate in discussion concerning their son's progress and attainments.
- ensure early contact with school to discuss matters which affect a son's happiness, health, progress and behavior.

Number of hours in education per year - The Department for Education views provision of more than 20 hours per week to be full-time education. DCSF circular 7/90 (non-statutory guidance) suggests minimum amounts of time for a school year for children aged 5 to 16 within a mainstream school setting to be 912 hours per year. Students at Slindon College receive 1034 hours per year.

Curriculum Planning – The curriculum taught through discrete subjects. They are organised and taught within faculties, each of which is overseen by a Head of Faculty. It is the responsibility of each Head of Faculty and subject teachers to develop a handbook and long, medium and short-term curriculum plans for their subject and to oversee provision and standards in their delivery.

Enrichment Activities - All students take part in Enrichment Activities programme which runs on a Monday, Tuesday and Wednesday afternoon. The list of available activities is offered at the start of each term. Activities include: Duke of Edinburgh's Award; Trinity College Arts Award; GreenPower; Astronomy and cookery to name but a few. Individual tuition is available in a range of musical

instruments. The activities are finalised a term in advance by the activities coordinator, Mike Dickinson. The available range is sent to parents so they may help their son to choose.

Students with Special Educational Needs (SEN) - Nearly all students at Slindon College have some sort of learning difficulty and many have a statement or an Educational health Care Plan (EHCP). The school aims to provide a broad and balanced curriculum to every student, taking into account the requirements of their EHCP if they have one. The school ensures that all EHCP's are reviewed annually and that the student's Local Authority is invited to the annual review meeting. Further detail of provision for students with SEN can be found in the school's Special Educational Needs Policy.

Equal opportunities - The school aims to make the curriculum accessible to all students, including those with SEN and/or disabilities. Entry to all programmes of study is based on appropriateness (and, with regard to subject choices for Year 10 onwards, each student's interest, ability and motivation) regardless of sexuality, race, disability, religion or belief.

Supervision of Students - Students are supervised appropriately at all times. At least one adult will be present in lessons, no matter of the class size. Key stage 4 students will generally have at least one adult present within lessons but they may, on occasion be allowed to work independently. In such cases an adult will be within close proximity and readily contactable. Key stage 5 students may be set work that is supervised indirectly, dependent upon the subject and the student/s.

During lunch, break times and home time the school is supervised by a team of five or more staff lead by a member of the SLT. Duty staff are allocated places to be on-duty to ensure adequate supervision of students during communal times.

Staff members ensure the adequate supervision of students during off-site activities. Details of supervision are contained within the planning for each offsite activity and its inherent risk assessment (for more information see Risk Assessment Policy). Prior to any off-site activity being offered, it is agreed by Deputy Head to ensure there is adequate cover available.

Personal Social and Health Education (PSHE) and Life skills – The Spiritual, Moral, Social and Cultural (SMSC) development of students forms a significant part of the school's PSHE/life skills programme.

Within the PSHE curriculum we aim to enable and encourage students to:

- develop their self-knowledge, self-esteem and self-confidence.
- distinguish right from wrong and to respect the civil and criminal law.
- accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working both in their local area and to society more widely.
- recognize their own responsibilities for their health and what is available to support their choices and decisions.
- feel more confident in understanding positive relationships and equipped to identify if a relationship has a negative impact on theirs or others wellbeing.
- become confident and positive contributors to their community and effective users of its services and facilities.
- develop a broad general knowledge of public institutions and services in England.

- acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony and gain insights into the origins and practices of their own cultures and those of the wider community
- respect the values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- recognize that individuality and diversity should be celebrated, so long as civil liberties and the law are followed.
- appreciate cultural diversity and avoid and resist racism, homophobia and other bigoted views.
- encourage respect for all other people particularly in relation to age, sex, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief.

PSHE is provided to all students in key stages 3 and 4 as a discrete subject and reflects the school's aims and ethos. In key stage 5 students are provided with Life Skills lessons. PSHE is coordinated and planned by Emily Coffey. The scheme of work covers British values, citizenship, sex education, economic wellbeing, prevention of radicalization and careers/work-related education.

These themes run throughout years 9, 10 and 11. Some aspects of PSHE are also addressed at other times, for example in assemblies or within another subject (further details can be found within departments/subjects schemes of work). Students in key stage 5 receive two lessons per week of Life Skills. These lessons are designed to help students when they enter the world of work or university. These topics range from opening a bank account to writing a CV. The life skills programme is designed to offer an effective preparation for the opportunities, responsibilities and experiences of life in British society.

In all aspects of school life, staff will avoid any activity which promotes a partisan political, religious or other view and will ensure that, where any such issues are brought to the attention of students, they are offered a balanced presentation of opposing views. Our statement on how we promote Fundamental British values is attached as an appendix 1 to this policy.

Spiritual, moral, social and cultural development (SMCS)- The College is wholly committed to the social, moral, spiritual and cultural dimensions of our boy's education. We recognize the importance of these dimensions of learning and understanding in our increasingly global environment. SMSC is therefore embedded in both our curriculum and our pastoral care, which offers our young men the tremendous opportunity of exploring values in a supported setting, whilst endorsing and insisting upon the active promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and belief systems. The curricula delivers SMSC in a variety of ways: it is embedded within PSHE, as well as being inherent within much of our classroom learning e.g. Geography - a discussion of the ethics poverty, Science - the ethics of research, RE – world religions. Tutor time (supported by a Speech and Language Therapist) gives opportunity for boys to learn, discuss and understand about British fundamental values in a more personal space. SMCS is also underpinned via our assembly programme: including Headmaster's assemblies, specialist assemblies' e.g. mock elections and Church assemblies.

Careers Guidance - During Year 9, advice is provided to help students and parents to choose GCSE or other courses to be studied from Year 10 onwards. During years 10 and 11, advice is provided to help

students and parents to choose suitable courses either for sixth form or college. The frequency and emphasis of careers education increases as students get older. Students have opportunity to learn about different careers and to gather information about training, education and occupations beyond school. They have access to impartial accurate, up-to-date careers guidance that enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential. Students and their parents are invited to meetings, so that information regarding progression from Slindon can be given and received. Students also have the opportunities to take part in work experience activities. Careers, work related education and work activities are coordinated by Teresa Miles. (For further information see Careers and Work Experience Policy)

Curriculum overview - For all students in key stages 2, 3, 4 and 5, the curriculum provides broad experiences in the following learning areas:

- **Linguistic**

Students develop communication skills and increase their command of language through listening, speaking, reading and writing. All students receive lessons in written and spoken English. Students also have the opportunity to study a Modern Foreign Language as an Enrichment Activity.

- **Mathematical**

Students make calculations and develop understanding and appreciation of relationships and patterns in number and space. They have opportunity to develop their capacity to think logically and to express themselves clearly. Knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

- **Scientific**

Students develop their knowledge and understanding of nature, materials and forces. They are encouraged to view science as a process of enquiry and to develop associated skills such as observing, forming hypotheses, conducting experiments and recording their findings.

- **Technological**

Students develop a range of technological skills, including the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

- **Human and Social**

Students develop understanding of society and people and how they interact with their environment; and how human action, both now and in the past, has influenced events and conditions.

- **Physical**

Students develop physical control and co-ordination as well as tactical skills and responses. They are encouraged to evaluate and improve on their performance across a range of individual and team sports and activities. They acquire knowledge and understanding of the basic principles of fitness and health.

- **Aesthetic and Creative**

Students have opportunity to make, compose, experience and invent across within a range of disciplines and through a variety of media and genres.

Key stage 2

In our Primary School, the academic curriculum is geared to Key Stage 2. We employ high quality teaching to constantly build each child's chance of success. As each pupil is looked upon as an individual, the curriculum is not set in stone but is planned around the needs and potential of each individual in Years 4 to 6.

Programmes of Study for Primary

- English & Literacy
- Mathematics & Numeracy
- Science
- History
- Geography
- Art
- Religious Education
- Personal, Social and Health Education (PSHE)
- Modern Foreign Languages
- PE & Games
- Design Technology
- Information Technology
- Forest School

The PSHE curriculum is broadly divided into 3 core areas, these cover:

Personal health – hygiene – diet – growth – changing needs

Living in the wider world – different communities – diversity – equality - making a difference - sustainability – introduction to politics – British values

Relationships - friendships – positive relationships – bullying – developing feelings

PSHE is taught in class but has a significant input from SEAL and is also supported through drama.

Most subjects are taught by class teachers in the Primary area. SEN interventions and therapies are planned and co-ordinated by SENCo. Music is not offered as part of our Curriculum, but is open to any who wish to take additional lessons and can be integrated into the school day as necessary.

For Key stages 3 – 5 the learning experiences are delivered through the following subjects:

Key Stage 3 (Yr 7-9)

Compulsory subjects -

- English
- Mathematics
- Science
- ICT
- Humanities
- Land Based Studies
- Religious Education
- PSHE
- Design Technology
- Art
- Textiles
- Drama
- Food and Nutrition
- Physical Education

Key Stage 4 (Yr 10 & 11)

Compulsory subjects -

- English
- Mathematics
- Science
- ICT
- PSHE
- Physical Education

In addition, four options from:

- History
- Design Technology
- Art
- Textiles
- Graphics
- Photography
- Drama
- Food and Nutrition
- Horticulture

Key Stage 5 (Yr 12 & 13)

Compulsory subjects –

Life Skills

GCSE retakes

- English
- Mathematics
- Functional Skills English
- Functional skills Maths

Options from:

AS/A Levels

- Art
- Photography
- Graphics
- Textiles
- Design Technology

BTEC (Levels 1, 2 and 3)

- Science
- Horticulture

Animal Care

- Engineering
- Sport
- Motor Mechanics

ASDAN

Additional GCSE's - These are offered as enrichment activities. They are offered if the students show a strong interest or aptitude in either art or science. The subjects we currently offer are textiles and astronomy. These subjects may also be offered to members of the local community as part of our charity status. (For further information see department/subject handbooks).

Awarding Bodies- The school is registered as an examination centre with the following boards:

- ABC – motor mechanics and animal care
- AQA – English, Humanities, All art subjects, DT
- ASDAN – a range of areas are examined
- Cambridge - English
- Edexcel /Pearson – ICT, Science, Horticulture, Cookery, Maths, DT, Astronomy
- Gateway - Science
- OCR
- WJEC

Subject teachers may use any of the above exam boards and specifications as they see fit, assisted in their selection by the Deputy Head. Each subject head is responsible for ensuring that the final examination for their course meets the needs of the students. Therefore the examinations taken by the students will vary from year to year. We offer a variety of levels of qualifications from entry levels up to level 3.

Strategy for Literacy – All students have focused literacy, speaking and listening intervention tasks for 20 minutes twice weekly. This is coordinated by the SEN and English departments. Understanding and comprehension are tested annually and the tasks used are appropriate to the level of each student. Students are aware of their levels and their continuing improvement is a motivating factor. If a student fails to show improvement, then an appropriate intervention is sought and actioned by the coordinator.

Strategy for Numeracy – All students have focused numeracy intervention tasks for 20 minutes twice weekly. This is coordinated by the SEN and mathematics departments. Numerical understanding and maths levels are tested annually and the tasks used are appropriate to the level of each student. Students are aware of their levels and their continuing improvement is a motivating factor. If a student fails to show improvement, then an appropriate intervention is sought and actioned by the numeracy coordinator.

Strategies for Teaching - The curriculum is organised on a structured subject-based framework. The predominant mode of working is class teaching, individual work and a degree of group work where appropriate. In key stage 3 classes are taught in tutor groups. In key stage 4, Maths, English and Science are set depending on either ability or on qualification being taken. Classes for non-compulsory subjects are composed of the students taking those options.

Slindon College does not specify teaching styles; each member of staff is encouraged and supported to discover a style with which he/she is comfortable, which is effective in promoting students' learning and achievement, and which is in line with the aims and ethos of the School. INSET training is provided in a variety of Behaviour Management strategies, teaching/learning styles, etc. The effectiveness of a teacher's individual style within the environment of the School usually forms part of the discussion during performance management.

Strategies for Learning - Feedback to students about their own progress is achieved through verbal feedback and the marking of work (See Appendix 2 - feedback and marking). As well as this, formal reports are produced at the end of each term and interim reports are produced on a half termly basis (not summer half term). There is also a programme of parents afternoons throughout the year, along with Friday Tea which occurs on a weekly basis.

Annual testing by SENCo is used to inform teachers of individuals' levels and learning styles. This allows subjects to use the most appropriate teaching strategies for individual learning. Students have access to various assistive technology devices such as reader pens and lap tops. These are allocated either by SENCo or by subject teachers. Students with special needs are given extra support as required by their statement/EHCP or as directed by SENCo.

Lessons are all approximately 40 minutes long. This is appropriate for the needs of our students. Some subjects such as art, cookery and PE have double lessons.

Strategy for Reading – All students read for 20 minutes four times per week. This is coordinated within

the SEN department and the 'star reader' programme is used. Students have their reading levels are assessed both annually using formalized testing and after each book on the 'star reader' programme. Students are aware of their levels and their continuing improvement is a motivating factor. If a student fails to show improvement than an appropriate intervention is sought and actioned by the coordinator.

Different ASD Approaches - No one single ASD programme or approach is followed: we may use TEACCH, SCERTS, Picture Exchange Communication (PECS), Positive behaviour support strategies, Social Stories, SEAL, Social Safety training, life and independence skills training on the needs of each individual. Strategies that suit individual learning styles are shared by staff and coordinated by SENCo.

Teaching and Learning Resources - Classroom resources are the responsibility of the subject teachers who ensure that:

- there is a range of appropriate and accessible resources available from which students can select materials suitable to the task in hand
- students are encouraged to act independently in choosing, collecting and returning resources where appropriate

Each subject has a budget to ensure there are suitable resources available to deliver their area of the curriculum. School stationery is ordered by a member of staff and is stored centrally. The purchase of large or expensive items can be planned via annual budget requests or departmental improvement plans.

Differentiation – All teaching staff ensure that tasks are matched to the capabilities of the individual students to allow for continuity and progression. This is achieved through differing teaching and learning styles, tasks, student outcomes and responses. Schemes of work reflect the needs of our pupils/students. Learning objectives being made explicit to students and they are aware of the targets that have been set form them. SENCo advises on using the most appropriate teaching and learning style for the task and on adapting resources. This allows staff to challenge students sufficiently in order for them to reach their potential whilst maintaining their feelings of success.

Homework – Homework is known as prep. Pupils/Students can receive homework. it is not however compulsory, and students who do complete any homework task will not be punished but encouraged to attempt tasks in the future. Boys who complete homework tasks are praised and, where appropriate, rewarded.

Monitoring by:	Subject Teachers Heads of Faculty Head Teacher Deputy Head Teacher SENCO
Evidenced by:	Subjects/department handbooks Speaking to Pupils/Students, parents and staff Speaking to exams officer Examination results Pupils/Students work Reports

Policies are subject to continuous monitoring, refinement and audit by SLT. The Chairman of Governors (or his representative) undertakes an annual review of policies and of the efficiency with which the related duties have been discharged by the date stated or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

This policy has been reviewed by SLT to ensure it does not undermine British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and that it actively educates against any material or behaviours that could promote radicalisation or extremism.

Appendix1 – FUNDAMENTALS BRITISH VALUE STATEMENT

Appendix 2 - MARKING AND FEEDBACK

Appendix 1 - British Fundamental Values Statement

Slindon College is committed to serving its community. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom and the wider world. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Through our SMSC development we help our boys to develop their self-knowledge, self-esteem and self-confidence; distinguish right from wrong and to respect English law; encourage them to accept responsibility for their behaviour, show initiative and contribute positively to society; enable them to acquire a broad general knowledge of, and respect for, English public institutions and services and to appreciate and respect their own and other cultures. We follow our equal opportunities policy that enforces there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political, or any other protected status. We are dedicated to preparing boys for their adult life beyond exams and finishing school and we aim to ensure that we promote and reinforce British values to all our pupils and students.

Through our SMSC development we help our boys to develop their self-knowledge, self-esteem and self-confidence; distinguish right from wrong and to respect English law; encourage them to accept responsibility for their behaviour, show initiative and contribute positively to society; enable them to acquire a broad general knowledge of, and respect for, English public institutions and services and to appreciate and respect their own and other cultures.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools. The government set out its definition of British values in the 2011 Prevent Strategy.

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

The examples that follow show some of the many ways we seek to embed British values.

Democracy

The principle of democracy is consistently being reinforced, with democracy processes being used for important decisions within the school community, for instance, elections being held of school council and whole school mock elections held. The principle of democracy is also explored in the History and RE curriculum as well as in tutor time and assemblies.

The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced. Boys are taught the school rules our expectations of them to abide. Students are taught the value and the reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police reinforce this message.

Individual liberty

Boys are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Staff aim to educate and provide opportunities for them to make informed choices, through a safe environment and an understanding of individual needs.

Boys are encouraged to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example through e-safety or through the debating club.

Mutual Respect

Respect is a strong part of our college community. Boys learn that their behaviours has an effect on their own rights and those of others. All members of the school community are encouraged and supported to treat each other with respect and this is reiterated through its teaching and learning environments.

Tolerance of those of different faiths and beliefs

We aim to equip boys with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Students benefit from a number of international visitors, including students from other continents and cultures. Additionally, students are actively encouraged to share their faith and beliefs within the school and celebrate festivities throughout the calendar year. The Religious Education curriculum, which is compulsory for all students up to the end of KS3, provides a broad and balanced education on a range of faiths, religions and cultures.

Rationale

The marking of boys' work is an important assessment tool which is essential for both progression of learning and effective teaching. Marking and feedback which recognises achievement, highlights both strengths and shortcomings and provides clear guidance for improvement is necessary to improve learning, raise self-esteem and provide opportunities for self-assessment.

Aims

- To ensure pupils and students progress by knowing their achievements and what they need to do next.
- To ensure planning is amended in order that the teaching and learning meet the needs of everyone.
- To have consistent approach that measures school progress against set standards.

Practice

- Whenever possible, teachers should provide individual, verbal feedback to pupils and record that they have done so.
- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and pupils that addresses errors and misconceptions at an early stage.
- Visual and pictorial feedback may need to be given to pupils or students that benefit from this approach. SENCo will give support and guidance as necessary.
- Marking and feedback should be linked to learning objectives and/or targets
- Work is marked as soon as possible after completion and, if possible, in the presence of the pupil or student.
- Teachers should look for strengths before identifying improvements when marking work.
- Pupils and students should be encouraged to read and respond to marking and feedback.
- The outcomes of marking should be used to inform teachers' judgements concerning individual progress and to inform teacher records and reports.
- Marking and feedback practices should be in line with any recommendations made by an awarding body for the quality assurance needs of the qualification or course being assessed.
- Marking and feedback should be positive, proactive and enhance learning.
- Each subject may establish a marking scheme which reflects the needs of the individual subject, but it should not conflict with the School's overall policy.
- Other than in English or for subject specific key words, teachers should not correct **all** spelling and grammar mistakes.

Types of Marking

Acknowledgement Marking – this may be a tick, the teacher's initials or a stamp and is used to show that work has been examined. Where considerable oral feedback/guidance has occurred in the lesson the acknowledgement should reflect that.

Self-Marking – pupils and students mark their own work. Spellings, mental mathematics are obvious examples but teachers find opportunities in other contexts. The emphasis is on pupils

addressing their misconceptions as well as providing opportunities for early teacher intervention. It is up to individual teachers to show how this is done.

Peer Marking – when appropriate and with staff guidance, pupils and students mark a partner's work. Here the focus is only on identifying strengths and good work.

Quality Marking – entails giving focused comments, relating to taught objectives and success criteria, in order to 'close the gap' between where pupils and students are and where they could be. This should be undertaken a minimum of once per half term. Professional judgement will be used to ascertain when this should take place.