

CURRICULUM POLICY

Rationale

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

We offer a full-time, supervised education for pupils of compulsory college age and both part-time and full-time education for those beyond this age. We also offer part-time education and home support to pupils whose needs have been identified and 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 pupils. It is based on the requirements of the National Curriculum and the principal language of instruction is English.

Aims

- To provide subject matter appropriate for the ages and aptitudes of pupils, including those with statements or Educational Health Care Plans (EHCP)
- To provide all pupils with a broad, balanced, and differentiated curriculum in line with the requirements of the National Curriculum and/or their individual needs
- To enable pupils to acquire speaking, listening, literacy and numeracy skills
- To provide, where a pupil has a statement or EHCP, an education that 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 pupils
- To ensure that all pupils have the opportunity to learn and make progress
- To ensure that all pupils 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 pupils
- To prepare pupils for the opportunities and responsibilities of adult life, by developing values, skills and behaviours they need to get on in life
- To encourage an atmosphere of mutual support where pupils are sympathetic to each other

Practices

These practices outline the ways in which Slindon College meets the above aims.

Teachers

- provide a challenging and stimulating programme of study designed to

enable all pupils to reach their highest standards of personal achievement

- recognise and are aware of the needs of each individual pupil
- ensuring that learning is progressing and continuous
- are good role models, punctual, well-prepared and knowledgeable.
- have a positive attitude to change and development of their own professional practice
- work collaboratively with a shared philosophy and commonality of practice
- ensure pupils are protected and safe from harm or abuse

Pupils

- 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 behaviour.
- accept that teachers choose how to teach a lesson and what is taught, is for good reason
- recognise 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 discussions concerning their son's progress and attainments.
- ensure early contact with the College to discuss matters which affect their son's happiness, health, progress and behaviour.

Number of hours in education per year

The Department for Education views the 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 College year for children aged 5 to 16 within a mainstream College setting to be 950 hours per year. Pupils at Slindon College receive 1034 hours per year.

Pupils with Special Educational Needs (SEN)

Nearly all pupils at Slindon College have a learning difficulty and many have an Educational Health Care Plan (EHCP). The College aims to provide a broad and balanced curriculum to every pupil, taking into account the requirements of their EHCP, if they have one. The SENCo ensures that all EHCPs are reviewed annually and that the pupil's Local Authority is invited to the annual review meeting.

Equal opportunities

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

Supervision of pupils

Pupils are supervised appropriately at all times. At least one adult will be present in lessons, no matter the class size. Key stage 4 pupils 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 pupils may be set work that is supervised indirectly, dependent upon the subject and the pupil/s.

During lunch, break times and home time the College is supervised by a team of five or more staff led by a Head of House. Duty staff are allocated places to be on-duty to ensure adequate supervision of pupils during communal times. Staff members ensure the adequate supervision of pupils 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 Evolve paperwork the online risk assessment portal for West Sussex). Prior to any off-site activity being offered, the Deputy Head will ensure there is adequate cover available.

Careers guidance

This is taught through the PSHE programme of study for all years. During Year 9, advice is provided to help pupils and parents choose GCSE or other courses to be studied from Year 10 onwards. During Years 10 and 11, advice is provided to help pupils and parents to choose suitable courses either for sixth form or college. The frequency and emphasis of careers education increases as pupils get older. Pupils have the opportunity to learn about different careers and to gather information about training, education and occupations beyond College. 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. Pupils and their parents are invited to meetings, so that information regarding progression from Slindon can be given and received. Pupils also have the opportunities to take part in work experience activities. Careers, work-related education and work activities are coordinated by the Head of PSHE, Miss Coffey, and the work experience coordinator Teresa Miles.

Awarding Bodies for external examinations

The College is registered as an examination centre with the following boards:

- ABC
- AQA
- ASDAN
- Cambridge
- Edexcel /Pearson
- BTEC
- Gateway
- OCR
- WJEC

Subject teachers may use any of the above examination 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 pupils. Therefore the examinations taken by the pupils will vary from year to year. The College works with the pupils on

the GCSE programme of study in KS4 but has the opportunity to offer variations up to a level 3 qualification.

Strategy for Literacy

All pupils 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 pupil. Pupils are aware of their levels and their continuing improvement is a motivating factor. If a pupil fails to show improvement, then an appropriate intervention is sought and actioned by the coordinator.

Strategy for Numeracy

All pupils have focused numeracy intervention tasks for 20 minutes twice weekly. This is coordinated by the SEN and mathematics departments. Numerical understanding and mathematics levels are tested annually and the tasks used are appropriate to the level of each pupil. Pupils are aware of their levels and their continuing improvement is a motivating factor. If a pupil 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 mainly in year groups. In key stage 4, Mathematics, English and Science are set depending on either ability or on the qualification being taken. Classes for non-compulsory subjects are composed of the pupils 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 pupils' learning and achievement, and which is in line with the aims and ethos of the College. 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 College usually forms part of the discussion during performance management.

Strategies for learning

Feedback to pupils about their own progress is achieved through verbal feedback and the marking of work (See Marking Policy). As well as this, formal reports are produced at the end of each 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 the SENCo is used to inform teachers of individuals' levels and learning styles. This allows subject teachers to use the most appropriate teaching strategies for individual learning. Pupils have access to various assistive technology devices such as reader pens and laptops. These are

allocated either by the SENCo or by subject teachers. Pupils with special needs are given extra support as required by their statement/EHCP or as directed by the SENCo.

Lessons are all approximately 50 minutes long. This is appropriate for the needs of our pupils. Some subjects such as art, cookery and PE have double lessons.

Strategy for reading

All pupils read for 20 minutes four times per week. This is coordinated within the SEN department and the 'star reader' programme is used. Pupils have their reading levels assessed annually using formalised testing and after each book on the 'star reader' programme. Pupils are aware of their levels and their continuing improvement is a motivating factor. If a pupil fails to show improvement then an appropriate intervention is sought and actioned by the coordinator.

Different ASD (Autism Spectrum Disorder) approaches

No single ASD programme or approach is followed: we may use TEACCH, Picture Exchange Communication (PECS), Positive behaviour support strategies, Social Stories, SEAL, Social Safety training, life and independence skills training depending on the needs of each individual. Strategies that suit individual learning styles are shared by staff and coordinated by the 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 pupils can select materials suitable to the task at hand
- pupils 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. College 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 pupils to allow for continuity and progression. This is achieved through differing teaching and learning styles, tasks, pupil outcomes and responses. Schemes of work reflect the needs of our pupils/pupils. Learning objectives being made explicit to pupils and they are aware of the targets that have been set for them. The SENCo advises on using the most appropriate

teaching and learning style for the task and on adapting resources. This allows staff to challenge pupils sufficiently in order for them to reach their potential whilst maintaining their feelings of success.

Homework

Pupils can receive homework. It is not however compulsory, and pupils who do complete any homework task will not be punished but encouraged to attempt tasks in the future. Pupils who complete homework tasks are praised and, where appropriate, rewarded.

Appendix 1

Personal Social and Health Education (PSHE) and Life skills

Appendix 2

Fundamental British Values

Appendix 3

Curriculum overview

Appendix 1 - Personal Social and Health Education (PSHE) and Life skills

The Spiritual, Moral, Social and Cultural (SMSC) development of pupils forms a significant part of the College's PSHE/life skills programme.

Within the PSHE curriculum, we aim to enable and encourage pupils 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
- recognise 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 well-being.
- 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 pupils in key stages 2, 3 and 4 as a discrete subject and reflects the College's aims and ethos. In key stage 5 pupils are provided with Lifeskills lessons. PSHE is coordinated and planned by Emily Coffey. The scheme of work covers British values, citizenship, sex education, economic wellbeing, prevention of radicalisation and careers/work-related

education.

These themes run throughout years 7, 8,9,10 and 11. Some aspects of PSHE are also addressed at other times, for example in assemblies or within another subject. Pupils in key stage 5 receive two lessons per week of Life Skills. These lessons are designed to help pupils when they enter the world of work or university. These topics range from opening a bank account to writing a CV. The Lifeskills programme is designed to offer an effective preparation for the opportunities, responsibilities and experiences of life in British society.

In all aspects of College life, staff will avoid any activity which promotes partisan political, religious or other views and will ensure that, where any such issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

Spiritual, moral, social and cultural development (SMSC)

The College is wholly committed to the social, moral, spiritual and cultural dimensions of our pupils' education. We recognise 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 of poverty, Science - the ethics of research, RE – world religions. House time gives an opportunity for pupils to learn, discuss and understand British Fundamental Values in a more personal space. SMSC is also underpinned via our assembly programme: including Headmaster's assemblies, specialist assemblies e.g. mock elections and Church assemblies.

Appendix 2 - British Fundamental Values

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 College are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Through our SMSC development we help our pupils to develop their self-knowledge, self-esteem and self-confidence; distinguish right from wrong and 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 that 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 pupils for their adult life beyond exams and finishing College and we aim to ensure that we promote and reinforce British Values to all our pupils.

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 College community, for instance, elections being held of College council and whole College 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 College, or the country, are consistently reinforced. Pupils are taught the College rules our expectations of them to abide by. Pupils 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

Pupils 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.

Pupils 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. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the College 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 pupils with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the College community. Pupils benefit from a number of international visitors including pupils from other continents and cultures. Additionally, pupils are actively encouraged to share their faith and beliefs within the College and celebrate festivities throughout the calendar year. The Religious Education curriculum, which is compulsory for all pupils up to the end of KS3, provides a broad and balanced education on a range of faiths, religions and cultures.

Appendix 3 – Curriculum overview

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

- Linguistic

Pupils develop communication skills and increase their command of the language through listening, speaking, reading and writing. All pupils receive lessons in written and spoken English.

- Mathematical

Pupils make calculations and develop an understanding and appreciation of relationships and patterns in number and space. They have the 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

Pupils 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

Pupils develop a range of technological skills, including the use of Information and Communications Technology (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

Pupils develop an 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

Pupils develop physical control and coordination 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

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

Key Stage 2

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.

Areas of Study for KS2

- 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
- Music
- Forest College

The PSHE KS2 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 significant input from Social and Emotional Aspects of Learning (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 coordinated by the SENCo.

Key Stage 3

The curriculum is made up of the following subjects:

- English
- Mathematics
- Science
- ICT
- Humanities
- Land Based Studies

- Religious Education
- PSHE
- Design Technology
- Art
- Cultural studies
- Drama and music
- Home Cooking
- Physical Education

Key Stage 4

The curriculum is made up of Compulsory core subjects for 60% of the curriculum and options for the remaining 40%. The compulsory subjects are:

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

In addition, four options are chosen from:

- History and/or Geography
- Design Technology and/or Motor Mechanics
- Art
- Photography
- Graphic Communication
- Physical Education (examinable)
- Drama
- Home Cooking
- Horticulture

Depending on demand some subjects will not run in a certain year

Key Stage 5

The compulsory subjects in key stage 5 are:

- Life Skills and university and university and employability link

GCSE retakes or functional skills are offered depending on previous examination performance in:

- English
- Mathematics

In addition, pupils select options for a range of subjects such as:

- Art
 - Photography and/or Graphic Communication
 - ICT
 - Home Cooking
 - Design Technology
 - Science
 - Land Based Studies and/or Animal Management
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- Engineering and/or Motor Mechanics
 - Sport
 - Drama

These subjects can be offered at a range of levels from level 1 to level 3.

EAL Statement

Pupils arrive at Slindon College from a very diverse linguistic and cultural background. For many this is the first experience of living away from home and also the first time they have studied English. The role of EAL is to help them adjust to a new environment while improving their competency in English so they can access their other academic subjects more easily.

They will be tested on entry to give the pathway for their progression, they will follow a course designed to increase their level of skill in four main areas; Listening, reading, speaking and writing. The lessons will take place in their timetable while their peers study another subject.

Each half term the EAL teachers will set targets for and to monitor progress made by the pupils.