



**SLINDON
COLLEGE**

CURRICULUM POLICY

Last review: June 2025
Next review: June 2026
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Approved by: Curriculum & Staffing Committee

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 school age and both part-time and full-time education for those beyond this age. 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.

We are also able to offer part-time education and remote learning to pupils whose needs have been identified and this as a suitable approach. Slindon College will only offer the above as part of a transition process to the full-time timetable which is expected to be followed within half-term after implementation of the extend transition process.

Aims

- To provide subject matter appropriate for the ages and aptitudes of pupils, including those with 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 provide, where a pupil has an 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 a learning environment where questioning, experimentation and making mistakes form part of the learning process;
- 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 challenging and stimulating schemes of work designed to enable all pupils to reach their personal bests;
- recognise and are aware of the strengths and needs of each individual pupil;
- ensure that learning is progressive 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, safe and thriving.

Pupils

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

Parents/Carers

- are realistic about their child's progress and offer encouragement and praise;
- participate in discussions concerning their child's progress and attainments;
- ensure early contact with the College to discuss matters which affect their child's happiness, health, progress and behaviour.

Pupils with Special Educational Needs and Disabilities (SEND)

Nearly all pupils at Slindon College have a learning difficulty and many have an 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 and other relevant agencies are invited to the annual review meeting.

Equal Opportunities

Slindon College aims to make the curriculum accessible to all pupils, including those with SEND 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 pupils are 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 unstructured times. Staff members ensure the adequate supervision of pupils during off-site activities. Details of supervision levels 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).

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.

- **Careers**

Slindon College has a statutory duty to secure independent careers guidance for all year 7 to 13 pupils (The Education Act 2011 and Careers guidance and access for education and training providers Jan 2018). A separate careers policy provides further information.

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)
- PE & Games
- Design Technology
- Information Technology
- Music
- Forest School

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
- Religious Education
- PSHE
- Design Technology
- Art
- Drama
- Music
- Cookery
- 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
- Geography
- Design Technology
- Motor Vehicle Studies
- Art
- Photography
- Graphic Communication
- Sports
- Drama
- Music
- Home Cooking
- Animal Care

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

Key Stage 5

The compulsory subjects in key stage 5 are:

- PSHE and Life Skills.
- Cookery –Life Skills
- 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
- Graphic Communication
- 3D Design
- Home Cooking
- Design Technology
- Engineering and/or Motor Mechanics
- Sports Leaders
- Drama

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

Subject Handbooks

Subject handbooks are updated annually. The handbooks include further information on SOW, timetables, examinations, etc.

English as an Additional Language (EAL)

Pupils may 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.

Alternatively if the pupil has a good understanding of the English Language then an immersive approach can be followed without the withdrawal from subject teaching. The most suitable approach will be discussed with the pupil and parents/cares prior to joining the College.

Awarding Bodies for External Examinations

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

- ABC
- AQA
- Cambridge
- Edexcel /Pearson
- BTEC
- Trinity
- OCR
- WJEC
- SEG

Subject teachers may use any of the above examination boards and specifications as they see fit, assisted in their selection by the Assistant 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 their GCSE programme of study in KS4 but has the opportunity to offer variations up to a level 3 qualification.

Key Skills

Each Head of House approach their key skills offer in the most appropriate way but as a minimum the following are include:

- Numeracy – Freckle, My Maths
- Literacy – Spelling Frame, MyOn
- ICT – Touch Typing Skills
- DEAR time – Daily 13.30- 13.50 pm

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 year groups, which are set into bands with reference to CAT4 testing in year 7. 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. Regular INSET and staff CPD training

provides information in a variety of teaching/learning styles, behaviour management strategies, regulation tools etc. The effectiveness of a teacher's individual style within the environment of the College usually forms part of the discussion during lesson observation feedback, staff supervisions and subject review meetings.

Strategies for Learning

Feedback to pupils about their own progress is achieved through verbal feedback and the marking of work (See Marking & Assessment 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.

This allows subject teachers to use the most appropriate teaching strategies for individual learning. Pupils have access to various assistive technology devices in class such as reader pens and laptops. These are allocated either by the SENCo in discussion with the subject teachers.

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