



CURRICULUM POLICY

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Next review: June 2027
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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

We aim to provide:

- **Tailored Learning:** Provide subject matter appropriate for the ages and aptitudes of all pupils, including those with Education, Health and Care Plans (EHCPs).
- **Broad Curriculum:** Offer a broad, balanced, and differentiated curriculum that meets both National Curriculum requirements and individual pupil needs.
- **Individual Growth:** Nurture each pupil's unique strengths and talents to prepare them for the future.
- **Safe Environment for Discovery:** Maintain a learning environment where questioning, experimentation, and making mistakes are embraced as core parts of learning.
- **Careers Guidance:** Provide pupils with appropriate career guidance and direction.
- **Opportunity to Progress:** Ensure every single pupil has the opportunity to learn and make measurable progress.
- **Core Standards (Ready, Respectful, Safe):** Ensure all pupils are Ready to learn, Respectful to each other and staff, and feel Safe to learn.
- **Positive Attitudes:** Give all pupils the chance to be successful and build a genuinely positive outlook toward education.
- **Enrichment:** Provide a diverse range of extra-curricular enrichment activities tailored to the interests and relevance of the pupils.
- **Preparation for Adult Life:** Prepare pupils for the opportunities and responsibilities of adulthood by developing essential values, skills, and behaviours.
- **Mutual Support:** Encourage an atmosphere built on mutual support and empathy among pupils.

Practices

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

Teachers

We expect our teachers to demonstrate in their practice:

- **High Expectations:** Provide challenging and stimulating schemes of work designed to enable all pupils to reach their personal bests.
- **Individual Awareness:** Recognise and remain actively aware of the unique strengths and specific needs of each individual pupil.
- **Plan for Continuous Progress:** Ensure that learning across all lessons is progressive, continuous, and well-structured.
- **High Professional Standards:** Act as good role models by being consistently punctual, well-prepared, and highly knowledgeable.
- **Growth Mindset:** Maintain a positive attitude toward change and the ongoing development of their own professional practice.
- **Collaboration:** Work collaboratively with colleagues, maintaining a shared educational philosophy and common practices.
- **Pupil Welfare:** Ensure all pupils are protected, safe, and actively thriving within the school environment.

Pupils

We expect our pupils to demonstrate in their learning:

- **Punctuality:** Arrive on time and remain fully ready to begin lessons promptly.
- **Positive Conduct:** Conduct themselves in an orderly manner, strictly in line with classroom behaviour expectations.
- **Personal Responsibility:** Take full responsibility for their learning, progress, and daily behaviour.
- **Respect for Teaching:** Accept that teachers structure lessons for good educational reasons.
- **Peer Awareness:** Recognise and respect that classes are made up of individuals with diverse strengths and varying needs.

Parents & Carers

We expect our parents/carers to work collaborative with the College by:

- **Encouraging learning:** Maintain realistic expectations about their child's progress while consistently offering encouragement and praise.
- **Active Engagement:** Participate meaningfully in school discussions concerning their child's ongoing progress and academic achievements.
- **Proactive Communication:** Make early contact with the College to discuss any matters affecting their child's happiness, health, progress, or 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.

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, Head of Prep or/and Head of Pastoral . 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 and 4, the curriculum works together for key cross curricular learning and 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 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
- Art
- Humanities
- 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. Drama, Music, DT and PE are taught in the main school. 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 (Geography, History and 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
- Art
- Photography
- Graphic Communication
- Sports
- Drama
- Music
- Home Cooking
- Animal Care

Depending on demand some subjects will not run every year.

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:

- AQA
- Edexcel /Pearson
- BTEC
- Trinity
- LAMDA

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.

Pupils will all received a qualification in each subject studied or a formal recognition of achievements through an AQA Unit Award.

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 within a structured, subject-based framework that incorporates class teaching, individual study, and targeted group work. At Key Stage 3, pupils are taught in year groups and are placed into bands based on the results of Year 7 CAT4 assessments. At Key Stage 4, pupils are grouped for English, Mathematics, and Science according to ability or qualification pathway, while option subjects consist of pupils who have selected those courses.

Teaching staff are encouraged to develop authentic and effective teaching styles that promote pupil achievement and reflect the ethos of the College. Ongoing professional development, including INSET and CPD opportunities, ensures that staff receive regular updates on teaching approaches, behaviour management strategies, and regulatory tools. The effectiveness of teaching and classroom practice is monitored and supported through lesson observations, staff supervision, and subject meetings as part of the College's quality assurance processes.

Strategies for Learning

Pupil progress is monitored and supported through continuous verbal feedback and the marking of work in accordance with the Marking and Assessment Policy. Formal reports are issued at the end of each term, and regular opportunities for communication with parents and carers are provided through scheduled parents' afternoons and the regular Friday Tea, ensuring that pupil progress is consistently shared and reviewed.

Pupils have access to a range of assistive technologies, including reader pens and

laptops, with allocations determined collaboratively by the SENCo and subject teachers to meet individual learning needs. Standard lessons are 50 minutes in duration, reflecting the needs of the pupil cohort, while double periods are used where appropriate for practical subjects such as Design Technology, Cookery, Science, Physical Education, and Key Stage 4 option courses.