

Curriculum Policy

This policy has been written for...	All staff and students at West Heath School
Copies of this policy may be obtained from...	<ul style="list-style-type: none"> • The School web site - http://www.westheathschool.com • It is available as a hard copy on request from the school office • Hard copies for reference are filed in the staff room
This policy links with the following policies	This policy is referenced in a number of other policies e.g. Differentiation and Marking.
Participants and consultees in the formulation of this policy were...	The Principal, Senior Leadership Team, Student Services Committee and the Trustees of the School.
Edition, Review frequency and dates	This is edition 4, released September 2016 This policy will be reviewed every two years It is due for review in September 2018
Relevant statutory guidance, circulars, legislation & other sources of information are...	The National Curriculum statement and pending information relevant to 2014 National Curriculum review
The Lead Member of staff is	Vice Principal, Teaching & Learning
Definitions and key terms used in this policy...	
The Rationale and Purpose of this policy	This policy seeks to clarify the school's position in relation to providing a response to matters of the curriculum
Appendices	This policy has no appendices
Copying	No school policy is ever written in isolation. Acknowledgement of sources of advice and significant influence in the development and recording of policies at West Heath School are noted on the front page. We request that any schools or organisations incorporating large sections of this policy without alteration should make similar appropriate acknowledgement.

Introduction

One of the principles underlying West Heath School's approach is the belief that students' self-esteem, confidence, and emotional stability can be greatly improved through academic achievement. Students are encouraged and supported to achieve in terms that **they** recognise as success. As the School grows, the Curriculum will continue to be a major area for development. The underlying belief that governs developments is that learning should be useful, relevant and enjoyable. We aim to deliver the curriculum in a way that has student credibility as well as satisfying the relevant requirements.

The Aim of this policy..

1) The Hidden Curriculum

- To develop an awareness within each individual that they are unique, special and have strengths and talents which should be developed and nurtured to prepare them for the future.
- To develop an awareness in our students of their difficulties and strategies to overcome problems which may occur in the future.
- To encourage an atmosphere of mutual support where students are sympathetic to each other and stronger through the unity of the group.
- To help our students develop an appetite for learning which will remain with them when they leave.

(2) The Visible Curriculum

- 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 assist students, through the curriculum, to explore their own abilities and to achieve success in their own eyes, raising their self-esteem, confidence, and motivation, and enabling them to cope better with difficulties in other areas of their lives.
- To equip all students with the skills, qualifications, emotional strength, and self-confidence required for the transition from the School to the next phase of their lives, be it re-integration to a mainstream school, college, or work or another form of engagement

The Objective of this policy..

- To provide a broad and balanced curriculum and within that the full National Curriculum
- To provide a range of additional subjects which are of particular interest or relevance to our students
- To develop independent learners who are able to move forward confidently and competently with their lives

Key areas of this policy are

- (1) Groups, Options & Curriculum**
- (2) Planning & Co-ordination**
- (3) Literacy and Numeracy Support**
- (4) Differentiation**
- (5) Teaching Styles & Techniques**
- (6) Assessment, Recording, and Reporting**

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Groups Options Curriculum

Key Stage 2

(1) Groups, Options & Curriculum

- Students are grouped within the School according to National Curriculum Key Stages and years. Occasionally and temporarily students may be placed in a year group above or below their chronological age. Students are grouped within their National Curriculum year according to a blend of academic and social considerations. In Key Stage 3 more weight is given to social considerations. In Key Stage 4 where students are preparing for GCSE and Functional skills examinations more weight is given to the academic.
- The Key Stage 2 (KS2) curriculum covers a variety of subjects including KS2 Maths, KS2 Numeracy, KS2 English and KS2 Science.
Also included are the foundation subjects of:
 - Geography
 - History
 - Music
 - Art,
 - Design Technology
 - ICT
 - Religious Education
 - Physical Education,
 - PSHE.

English: The KS2 section is split into important aspects of the English curriculum including speaking and listening, handwriting and drama. The main part of English is literacy, consisting of Word Level including phonics, word recognition, spelling, dictionary work, and various texts; Sentence Level including grammar and punctuation, looking at adjectives, adverbs, capital letters, nouns, prepositions, pronouns, sentences, syntax, and verbs. Text level including writing, fiction, non-fiction, poetry, plays, and different texts.

Maths: KS2 Maths is an important core subject in the National Curriculum and areas covered include numbers, calculations, problems and measures. Each subject area is designed to help children develop their knowledge, whether they are learning in a classroom or home schooling environment.

At Key Stage 2 children are encouraged to engage in mental and oral work for their mathematics. A key requirement of KS2 Maths is the understanding of the number and the number system which includes counting, estimating and rounding, fractions, decimals and percentages, number patterns and sequences and place value and ordering. Within the Number and the Number System section children are able to practice their calculations in addition, subtraction, multiplication and division. Students are encouraged to use written calculation methods, mental calculations and use a calculator.

Science: Within the KS2 Science the Life Processes and Living Things help children to learn about humans and animals. It includes information relating to the human body, keeping healthy

and micro organisms. Life Processes and Living Things includes a section on Green Plants and experiments relating to plant life cycles and growing plants. Children can also learn about variation and classification of mammals, reptiles, fish, birds, amphibians and food chains. KS2 Science helps children to enhance their understanding of grouping materials and changing materials. It encourages Key Stage 2 learners to carry out activities relating to topics such as soil, solids, gases, liquids and minerals and to test their knowledge through a series of fun quizzes. Within Physical Processes of the KS2 Science section children are able to study forces and motion by learning about magnets & springs, friction and forces in action. They can also help to develop their knowledge of electricity.

Key Stage 3

- Students in Key Stage 3 (Years 7-9) are taught: English (including Performing Arts), Maths, Science, Art, Careers, French, (Spanish and German dependant on demand) Food, Textiles, Humanities (History, Geography, RE), Information Technology, Physical Education, (including swimming) Personal, Social and Health Education (PSHE) including citizenship and parenting.

Key Stage 4

- Students in Key Stage 4 (Years 10-11) are taught: English Maths, Science Single GCSE, Careers & Citizenship, Personal, Social and Health Education (PSHE), Physical Education, and may select four from the following options: Art, Child Development, Catering, Humanities, IT, Media Studies, Music, Physical Education, Construction, Beauty, Textiles and Performing Arts which counts as two GCSEs.
- The timetable has 8 x 40 minute teaching periods each day (26.5 hours per week). An analysis of the allocations of time is as follows:

KEY STAGE 3	Periods		
Subject	Y7	Y8	Y9
English	5	5	5
Maths	5	5	5
Science	5	5	5
Self Science	2	2	2
Careers & Citizenship	1	1	1
PE	4	4	4
Design Technology	2	2	2
Modern Foreign Languages	1	1	1
ICT	1	1	1
Humanities	2	2	2
Art	2	2	2
Tutor group	2	2	2
Music	1	1	1
Food	2	2	2
Performing Arts	1	1	1
Textiles	1	1	1
<i>Assembly</i>	2	2	2
Total	39	39	39

KEY STAGE 4	
Subject	Periods
English	5
Maths	5
Science	5
PE	4
Self Science	2
Careers & Citizenship Preparation for working life (1/2 GCSE)	2
Tutor	1
<i>Assembly</i>	1
14 OPTIONS: Choice of 4	
Modern Foreign Languages	3
IT	3
Business communications	3
Music	3
Textiles	3
History	3
Art & Design	3
Catering	3
Performing Arts	6
Child Development	3
PE GCSE	3
Media Studies	3
COPE	3
Duke of Edinburgh	3
Science	3
Princes Trust	3
Beauty -Hair	3
Construction	

Boarding

Young people at West Heath are known and valued as individuals with unique talents, needs and aspirations. We take great care of their well-being and safety in every aspect of school and community life, with a positive emphasis on trust, dignity and mutual respect. Our pastoral care programme provides outstanding academic and personal support, allowing students to grow in confidence and to believe in their potential. A full and varied after school curriculum delivers a wide range of skills and experiences to our students. Academically, students can access the Learning Zone from 16.15-17.15 every evening. This is a fully resourced library where the emphasis on quiet individualised learning time is fully encouraged and supported.

Academic staff run a Learning Support Club every Tuesday and Thursday evening from this facility where students can gain access to 1-1 teaching or work through curriculum areas they may find

challenging. Other clubs including Catering, Beauty, OAA and PE also run on a regular basis after school and offer our boarding students a wide range of activities and clubs.

- COGS – ‘how to learn through cognitive learning’

Cognitive thinking skills therapy can teach you to be aware of and understand how you are thinking, acting, and communicating.

- The aims of COGS within KS4 are primarily based around developing a programme that allows individual students to problem solve themselves through a variety of different teaching (mediums and strategies) to be delivered on a 1-1 basis or in small groups.
- We use this as a method of support for less able students. To give them a lesson that does not have the stigma attached to it of extra literacy/numeracy etc. To give students the individual tools they may need to solve issues in their own way and therefore accessing the learning patterns of the individual.
- The COGS programme will be used with certain students throughout the year and will be delivered by nominated KS4 staff. It is designed as a support mechanism for all staff to facilitate.
- COGS is very much designed around the individual as different student's process in different ways. Examples of how COGS works and issued in KS4 are best seen in practice.
- The school believes it is important to offer students a curriculum which is broad and balanced. A decision to give a total of 40% time to the core subjects is deliberate and allows us to offer a greater number of options in Key Stage 4 as well as 2 lessons of PSHE per week throughout school. In order to optimise the options available in Key Stage 4, Years 10 and 11 are combined. Student preferences for option subjects are sought and they are offered as choices from groups of 3 each containing an academic, a practical and a creative subject. This enables us to give most students at least 3 out of their top 4 choices.
- Modern Foreign Languages is taught as an option in Year 10 and Year 11 because experience has shown that there is a great deal of resistance to this subject in Key Stage 4. This presents particular challenges for the language department to deliver both GCSE and Certificate courses to the same group. It is envisaged that in time a second option group will be possible. The possibility of returning MFL to the compulsory curriculum will be reviewed annually.
- Mathematics has recently changed from Modular, all students now study for linear maths at either foundation or higher. It is expected

that the new mathematics curriculum will be delivered from September 2015 in line with the new National Curriculum.

- All Year 9 pupils take O.C.R. entry level.
- All the courses offered at Key Stage 4 lead to GCSE or Certificate of Achievement examinations or certified by an awarding body such as Duke of Edinburgh including entry level and functional skills.

At least once every half term, sessions of non-examination practical's or team building activities are organised in order to provide an opportunity for other types of achievement. Typical examples are shown in the table below

Music	Drama
Gardening	Duke of Edinburgh Award
Golf	Archery
Biking	Judo
Film Making	Fencing
Construction	

Skills for Employment

Skills for Employment

Aims and Values: To deliver a bespoke onsite educational package to our students enhancing their knowledge and understanding within the building trade in a variety of disciplines including Carpentry, Metal work and Stonework.

- To deliver 2 days construction provision per week at West Heath. This provision is also available after school to all our residential students.

Objectives:

Initially we would look to open up some school maintenance work on our site to create project based learning opportunities for students. This also allows us to deliver a multi-skilled course covering a range of trades and assess the suitability of qualification for our students.

We have targeted the Gardens for development. This will require construction of:

- Benches
- Bird Boxes and Tables
- Chicken run
- Fencing
- Gates
- Stone walls
- Raised Beds
- Outdoor classroom

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1. The group would be a maximum of 4 learners and West Heath would select appropriate candidates to access the provision and a teaching assistant will be made available for student support.

We would work towards delivering a qualification as part of the course.

Qualification considerations would be:

Entry Certificate in Skills for Working Life (This course uses practical construction delivery as the framework to build confidence and self-esteem, promotes teamwork and planning and running enterprise projects)

2. Level 1 BTEC Introductory Certificate in Construction (This course introduces learners to the first steps towards working in construction through a practical led delivery. The course would include an aspect of theory work which will be delivered as relevant to the practical work. The Guided Learning Hours would mean that this course should ideally be offered over 2 years)
3. City & Guilds 6218 Basic Construction Skills course could be offered as an alternative to the BTEC provision. This course is part of the QCF and has a more practical base to the delivery. In our opinion, City & Guilds is more widely recognised as the preferred qualification by employers in Construction. NB This course is not listed in the Key Stage 4 Performance tables.

The BTEC and C&G courses are both multi-skilled, offered to develop learner progression and sustainable pathways. There are three levels of achievement available in both and allows good differentiation and suitability for all learners.

Skills For Employment provide:

- Multi-skilled delivery. West Heath will benefit from accessing our team of skilled trade based tutors which means trades will be taught by tutors with expert trade specific knowledge.
- A 'Work related' learning experience. Skills For Employment Ltd has excellent links with industry and we have working partnerships with some of the leading names in Construction.

Partnerships include the likes of Travis Perkins, Persimmon Homes, Makita, Crown, Floplast, Genco Construction Services & Dickies

These partners have signed up to providing (where possible and deemed appropriate):

- Work experience placements including application and interview process with references being included on completion

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- Work release placements where learners will benefit from real work related learning provision
 - Discounted materials
 - Our delivery is closely linked to industry and learning outcomes are based around offering successful progression routes, linking education to employment through apprenticeships and employment opportunities.
 - The qualifications we offer in Construction are carefully considered and focussed on developing both the practical skills and practical knowledge required to work in the sector.
 - Internal Verification: IV services can be provided by Skills for Employment and will include lesson observations and drop-in sessions, portfolio liaison with assessors, product assessment and liaison.
 - Tool Provision: We will assess the current tool provision. Additional tools may be required or need replacing from time to time. Tools can be provided at an additional cost and you would be able to access our discounts on both tools and materials through our trade partners.
 - Additional Provision
 - Skills For Employment also provide:
 - Additional teaching provision for other learners
 - Taster days and trade days
 - Maintenance delivery (as part of our KCC approved scheme)

White Rocks Farm

In addition pupils are offered the opportunity to attend White Rocks Farm Centre where they can study BTEC Level 2 Certificates , BTEC level 2 extended Certificates and BTEC Level 2 diplomas in Horse Care and Animal Care, additional courses are coming on line in September 2011

White Rocks Farm

Hadlow College

Hadlow College offers a large range of courses that suit the needs of a variety of pupils. Hadlow offers land-based education for pupils aged 14+.

Hadlow College works with a variety of schools throughout the South-

Hadlow College

East either delivering a broad and exciting land-based curriculum our pupils at the College site, or visiting them and talking to them about the career opportunities which exist and additional courses they could study.

Hadlow College is an 'outstanding' land-based college and reported to be one of the top colleges in the United Kingdom. Its primary aim is to offer high quality education across all levels and curriculum areas.

The College has three campuses across Kent, the main site being at Hadlow near Tonbridge with two satellite sites at Mottingham in South East London and Canterbury which serve North West Kent and East Kent respectively. In addition it also offers part-time courses at a site in Medway

Horizon

The Horizon Project, overseen by the West Kent YMCA.

Skills Training:

The Horizon Project, Tonbridge and Cranbrook, provide training in carpentry and joinery. The Horizon Project TN2 provides training in plumbing, electrical and tiling work and The Horizon Project, Edenbridge, provides training in painting and decorating, plastering or cookery. Once accepted on the project, a trainee completes an induction period followed by a training period – to achieve their City and Guilds qualification in Basic Construction – with units in Woodworking, Plumbing and Electricals, Painting and Decorating, Tiling and Plastering. Some trainees work toward City and Guilds and some NPTC awards. As well as vocational skills teaching, trainees receive basic skills tuition and qualifications in functional literacy, numeracy and ICT as appropriate.

Horizon

Training is mainly skills-based and those who successfully complete the course are able to demonstrate a sound practical knowledge and ability in their chosen area. For some, this foundation enables further progression onto more in depth courses, either within the Horizon Project or with other training providers.

West Kent College

The College has recently merged, enhancing its offer of Further Education and Higher Education courses, allowing it to provide a range of programmes, from five campuses in Ashford, Dover, Folkestone, Tonbridge and Tunbridge Wells.

West Kent College

West Kent College now has over 20,000 full, higher and part-time students on courses from Foundation Level to Level 6 in a wide range of subject areas including A-Levels, Apprenticeships and Honours Degrees. West Kent College has nearly 1,000 full and part-time Higher Education students, making West Kent College one of

the largest FE colleges offering HE programmes in the UK. The growing reputation of West Kent College has allowed it to expand the range of courses it offers and, alongside the traditional Higher National Diplomas and Honours Degree programmes, it now offers a wide range of Foundation Degrees, the vocational route to a Degree, in many subject areas.

West Kent College offers many courses including the following:

A Levels	Hair Design
Access to HE	Health & Social Care
Administration & Secretarial	IT & Electronics
Art & Design	Media, Photography & Broadcasting
Beauty Therapy	Motor Engineering
Business & Marketing	Music
Catering & Hospitality	Performing Arts
Construction	Public Services
Early Years	Science
Education & Teacher Training	Sport & Leisure
Employers	Springboard
Engineering	Supported Learning
ESOL	Travel & Tourism
Furniture Crafts	

Many of our students starting KS5 have not reached the necessary level of emotional, social and academic maturity necessary to manage an independent transition to college education or employment. They come to us significantly behind in these areas and, whilst they have caught up a considerable amount and made huge progress, many are not ready for independence. In particular the pupils lack the necessary skills for independent learning, personal organisation and a more independent lifestyle. **Post 16 education** demands both willingness and ability to take a good deal of personal responsibility. The same applies to transfer to the world of work. Some students are ready for this, but others are not. KS5 provides a bridge between the world of school and the world of further education.

The aim of KS5 is to support the pupils by combining social support, supporting in accessing the academic environment; leading our students toward more independent study and living. The ultimate aim is to have students based off-site, accessing college directly with our support and intervention gradually being reduced.

The curriculum has three components - college, community/work experience and school. The distinctive feature of this model is the fact that the West Heath School takes responsibility for co-ordinating and supervising the other two by providing support both in and beyond school. The staff continually supports and encourages students towards their goal of independence.

**The Curriculum
KS5**

The three components are individually planned in relation to both content and the proportion of time involved. This allows considerable flexibility and variety. Students aiming for full time college placements will have a different experience from those aiming for work with occupational based training.

In the first year of KS5, students participate in level 1, 2 or 3 courses depending on their previous attainment. The majority will take level 2 vocational courses which will encompass a minimum of 540 hours of directed learning. Some students who have 5 or more GCSE's at A to C will be ready to move to a level 3 vocational qualification or AS levels. Most students will spend three days in college and two working independently, preferably supported at college with independent study or where necessary, back in school accessing provision on site. The days in school will be spent working on college assignments and KS5 curriculum programme of study, centred around 'life skills'. Students will study English and Maths at the appropriate level and will follow a timetable of Catering, Art, PE and ICT. Personal development is also supported via a range of therapies designed to enable students to meet the challenges they face in accessing mainstream FE and HE environments and to help prepare students in becoming active members of society. In addition, functional skills in mathematics level 1 and 2 and GCSE maths. Alternatively, Entry Level 1, 2 and 3 may be studied as an appropriate qualification depending on ability. Exams may either be taken at school or college.

(2) Planning & Co-ordination

- Planning is the responsibility of a member of the teaching staff directed. Some additional constraints are involved in working with part-time staff. Occasionally this results in the same subject twice on the same day. In this case staff are encouraged to offer 2 contrasting lessons with different activities and styles of teaching if possible.
- Most lessons are singles because it is felt that 40/45 minutes is a reasonable length of time to sustain concentration. At the request of some practical subjects (Food and Art), some double lessons have been included. All GCSE courses are double and one single lesson.
- Staff are encouraged to identify opportunities for cross-curricular themes. This is an area for on-going development. The school's recommended pro forma for Schemes of Work has a section entitled "Opportunities for Cross-Curricular Themes".
- Staff can use whatever lesson planning format which suits them so long as it contains consistent elements found in the handbook
- At the end of the summer term some cross-curricular activities are planned during which the normal timetable and student groups will

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2) Planning & Co-ordination

be suspended.

- The Vice Principal Teaching & Learning supervises planning. Guidance is provided as to what must be contained within the planning documents. There is a recommended format for Schemes of Work which is used by most teachers. Where a published scheme is adopted (as in Maths or Science) which provides documentation it is sufficient that the teacher demonstrates that the school's planning requirements are satisfied by those published and additional elements are provided for it to do so. Documentation is reviewed annually.

(3) Literacy and Numeracy Intervention

- Some of the students referred to the school have literacy needs that seriously affect their ability to access the curriculum. Invariably their difficulties and frustrations with language have contributed to their emotional problems. Characteristically they have low self-esteem, feel frustrated and are often tired through having to concentrate more than their peers. Some have a negative attitude towards the curriculum.
- All students entering the school are given a WRAT test to identify any needs. Those who have a reading age of more than 3 years below their chronological age receive a tailored programme to improve their literacy. Typically this involves a regular one-to-one lesson with a trained literacy support assistant, under the supervision of the Head of English. The department is equipped with computers and with specialist software and implements a multi-sensory phonic approach. Integral to delivery of literacy teaching is the personal encouragement and support available during these sessions. Students' progress is tracked and independence encouraged. Literacy support teachers also provide information for other teachers about the literacy needs of various students advising on appropriate methods in staff meetings and staff training days. There is an ongoing programme of INSET and awareness raising of the particular needs of these students and the Literacy support department provide guidance and support to staff.
- Similarly to Literacy support, numeracy is also provided at West Heath in the form of a Numeracy Intervention Programme. Key students with levels below their peers (on a sliding scale according to year) are provided with 1:1 sessions with a trained maths specialist in a dedicated Numeracy Room for 1 intervention session per week. **This is currently an area of development at West Heath.** This is now in progress (July 14)

(4) Differentiation:

There is a separate policy on differentiation

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(3) Literacy Support

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(4) Differentiation:

The department also screens students for Irlen Syndrome (a condition which affects visual perception) as many students present with reading difficulties.

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(5) Teaching Styles & Techniques:

(5) Teaching Styles & Techniques:

- Although we hold academic achievement very highly, it should always be remembered that the students would not be here if this was the primary focus of concern. Teachers should remember to teach children not subjects. Academic achievement is one of the tools we use to repair damaged lives.
- West Heath School 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 Appraisal.
- In line with West Heath School's Behaviour Management Policy, focus on "Prevention", there are certain expected standards for lessons:
 - 1) All staff are expected to be ready on time and in the classroom to receive each class with a lesson prepared which achieves balance, pace, and differentiation.
 - 2) Staff are aware of the individual personalities, learning styles, and problems of the students as well as the social dynamics within each teaching group (from baseline assessments and group reviews at staff meetings) and are expected to take them into account in the planning and delivery of lessons.
 - 3) Each lesson has an introduction and conclusion and starts and finishes on time.
- Teachers are also expected to foster self-esteem and motivation through recognising and rewarding all achievement using discretionary rewards and to provide opportunities for all students to achieve in every lesson.

(6) Assessment, Recording, and Reporting:

There is a separate policy on Assessment, Recording, and Reporting

Staffing & Resources

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(6) Assessment, Recording and Reporting:

- Many members of the teaching staff at West Heath School are specialist subject teachers, some with great experience of teaching their subjects in mainstream schools. They are expected to keep up-to-date with all developments in their subjects through seminars and conferences offered and the GCSE examination boards as well as monitoring and absorbing developments in the teaching of children with SEN.
- Teaching Assistants are used to assist the subject teachers whenever possible in delivering a broad, balanced curriculum, differentiated for each individual teaching group and student. In addition to supporting individual students with specific learning or behavioural needs, Teaching Assistants support the work of teachers in practical lessons, project work, and on outings.

External Links

Parents are involved in the choices of options when students move to KS4. The Kent Education Business Partnership is involved in the work placement programme. The school has occasional visits from our local Community Police Officer, the School Nurse, Citizens Advice Bureau and various visiting speakers.

External facilities are used for Golf.

Most subjects incorporate educational visits into their schemes of work.

Persons with particular responsibilities

Staff team

Other Participants & Stakeholders

Monitoring & Evaluation

SLT
Student Services Committee
Trustees