



CURRICULUM POLICY

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
22 June 2017	1.0		Emily Haddock
3 July 2018	1.1	To include the curriculum vision	Emily Haddock

This policy will be reviewed every 12 months in light of local and Government legislation.

At Mountwood
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Introduction

The curriculum at Mountwood Academy supports the values and ethos of the school that 'we nurture our young people through quality experiences to never stop learning and be the best they can be' by giving pupils an opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and happy. The curriculum is individualised, creative, innovative and flexible allowing the needs for each pupil to be met.

It aims to promote the spiritual, social, moral and cultural development of the pupils as well as giving pupils experience in English, mathematics, science, technology, human and social, physical and aesthetic and creative education.

We also ensure that pupils acquire, within their abilities, speaking, listening, literacy and numeracy skills.

The school is committed to providing a broad and balanced curriculum and blends the curriculum with opportunities for pupils to develop functional skills, independence skills and skills for working life. Some subjects are taught discreetly while others are covered via a thematic approach.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.

Our pupils have a range of needs. In addition to the academic curriculum, their individual timetables provide opportunities for pupils to withdraw from some lessons to participate in therapeutic sessions.

We know that pupils with autistic spectrum conditions are happiest and achieve most when their routine is clear and when their learning opportunities build on particular skills and talents. To this end, we tailor the curriculum to help pupils make progress in a way that best suits them.

Curriculum vision

We believe that an exciting and interesting curriculum will engage and inspire our young people to achieve their own personal goals.

All young people complete 'ambition balls' which identify what their interests and goals are. This is then used to contribute to a PATH plan, which identifies what each young person's long-term goals are. The curriculum is then built around this and is all tailored around what that child needs to achieve their goals.

All staff are trained in creative approaches and we have a strong belief that young people learn when they are being fun and silly. Games, laughter and daftness are key components of our curriculum. If our young people are having fun and engaged then they will make outstanding progress.

Aims

- That pupils have fun and develop a love of learning
- That pupils make outstanding progress against their personal targets
- That pupils acknowledge their achievements and have a sense of pride
- That pupils have opportunities to participate in a range of enrichment activities within and beyond the curriculum via working with professionals within the community for example, sports coaches, musicians, gardeners etc and by visiting places of interest
- The pupils develop communication skills including use of symbols, signing and objects of reference
- That pupils develop skills for independence
- That pupils use of ICT is encouraged
- That pupils develop a greater awareness of their local community and make a positive contribution
- That pupils learn a range of skills for life beyond school

English and Mathematics

English and Mathematics are taught discreetly and consciously reinforced through all aspects of the curriculum and the school environment.

English and Mathematics are taught each morning and form part of the pupils' daily routine.

Pupils reading schemes are developed by the use of a variety of methods, for example phonics and sight reading schemes, which provide a structured age appropriate and engaging scheme to support reading and comprehension skills.

Theme

The Theme approach provides pupils with the opportunities to cover a range of learning outcomes and develops Personal Learning and Thinking Skills within a topic based framework.

As far as is possible we aim that pupils will develop their skills as:

- Independent Enquirers
- Team Workers
- Effective Participants
- Self Managers
- Creative Thinkers
- Reflective Learners

Each topic covers aspects of the Humanities and Science and reinforces English and Mathematics skills.

14-19 curriculum

We see the development of independence skills and Skills for Working Life as vital to our pupils. To that end, there is a community inclusion focus in the timetable which gives pupils the opportunity to be supported in the community to learn new skills such as shopping and how to travel on public transport. In addition, skills such as basic cooking are taught and, where appropriate, experienced.

PHSE and SMSC

PSHE is a timetabled session each day with each day having a different focus all enabling pupils to develop their self-knowledge, self-esteem and self-confidence.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons on important cultural and religious festivals and commemorative days. Through PSHE we aim to ensure pupils

are effectively prepared for the opportunities, responsibilities and experiences of life in British society.

The PSHE and SMSC curriculum strongly encourages respect for other people, and promotes the fundamental British values– democracy, the rule of law, individual liberty and mutual respect and tolerance, particularly for those people with protected characteristics.

The development of social and communication skills is also a key part of the PSHE and SMSC curriculum.

Religious Education and Collective Worship

Religious Education themes and topics are covered via the Theme lessons as well as through assemblies and PSHE.

Children of any faith and those of no faith are encouraged to value everyone and their beliefs equally.

Shared assembly times focus on celebration and the worth-ship of all those within Mountwood's community and aims:

- To show interest in and concern for members of Mountwood's community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and the wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To reflect upon the dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful

Sex and Relationships Education

Sex and Relationships Education is taught in the PSHE lessons at a level appropriate to the level of understanding of the young people.

We liaise closely with partner organisations and the School Nurse for specialist individual input and support.

Parents may request that their child is excused from Sex Education.

Enrichment

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new activities.

Accreditations

Learning outcomes are accredited by AQA unit awards and where appropriate entry level qualifications e.g. Functional Skills, BTEC, ASDAN, and GCSEs.

Career guidance

We ensure that all career guidance that pupils receive:

- a) Is presented in an impartial manner;
- b) Enables them to make informed choices about a broad range of career options; and
- c) Helps to encourage them to fulfil their potential

Responsibilities

Class teachers are responsible for:

- Medium and short-term planning
- Differentiation to meet the individuals needs of pupils
- Summative and formative assessment
- Using a range of teaching and learning strategies, techniques and resources
- Directing the work of the Teaching Assistants
- Attending and contributing to training and meetings as requested

Monitoring and Evaluation

The Head Teacher will coordinate the monitoring cycle. This will include:

- Auditing planning
- Moderating assessment data

- Analysing progress data
- Observing lessons
- Learning walks
- Work scutinies
- Curriculum development and planning
- Initiating training/workshop opportunities with specific focuses.

Resources

Resources are allocated in line with the School Development Plan.

CPD

All staff are provided with opportunities for professional development and training in line with the School Development Plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

Monitoring and review

The implementation of this policy will be monitored by the Head Teacher, who will make an annual report to the Proprietor.

Approval by Mountwood Academy

Signed: _____
Date: _____
Review date: _____

This policy, signed by the Proprietor on behalf of Mountwood Academy, is held by the Head Teacher.

End of policy statement