



Centre Academy East Anglia

Curriculum Policy

Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

To be reviewed annually

Next review date: September 2018

Signed:

A handwritten signature in black ink, appearing to read 'D. Rollo'.

Date: 01/09/17

Principal and CEO

Dr Rollo

Signed:

A handwritten signature in black ink, appearing to read 'L. Salthouse'.

Date: 01/09/17

Head of School

Mrs Salthouse

Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The following principles are intended to provide the foundation for each student's entitlement in the curriculum, while also meeting the requirements of the National Curriculum.

PRINCIPLES

As a school, we give equal care and show equal value to all students regardless of sex, religion, ethnic origin, disability, social and economic status or level of attainment.

We acknowledge that all students are individuals at differing stages of physical, intellectual, emotional, social and personal development; at CAEA this means that **classes are set according to an individual's abilities and level of development and not according to age or year group**. The personal, social and academic development of students is seen as central to all the curriculum work undertaken.

The curriculum should be as individualised as possible, taking into account each student's learning challenges and learning style as well as his or her strengths and organisational weaknesses. Within this framework:

1. The curriculum plan for each student should emphasise a *structured* individualised approach, making use of all the specialist techniques, strategies and systems of the classroom.
2. The curriculum should be as *broad* as possible; it should introduce the student to a wide range of areas of experience, knowledge and skills.
3. The curriculum should be as *balanced* as possible; each area should have sufficient time to make its specific contribution but not so much that it denies access to other essential areas. Cross-curricular issues should inform the total learning environment of students whenever possible.
4. The curriculum should be as *relevant* as possible. Whilst recognising the intrinsic value of the learning experience, we believe that all areas should be taught in such a way as to make plain their link with the student's own experience.
5. There should be *differentiation* and *flexibility* as much as possible. What is taught and how it is taught should be matched to a student's abilities and aptitudes.
6. The curriculum should seek to ensure equality of *opportunity*, paying due regard to a student's physical, social, emotional and intellectual needs.
7. The curriculum should be seen as a *continuum*, encompassing prior learning and a commitment to learning for life, as well as addressing specified needs of individual students.

Principles of Student Entitlement

1. Active provision will be made for equality of opportunity for each student.
2. There will be an understanding of the individuality and uniqueness of each young person in terms of their personality, culture, qualities, abilities and needs.
3. There will be a respect for learning already achieved and encouragement of positive attitudes.
4. There will be an understanding of the ways in which views, attitudes and beliefs are formed and changed.
5. There will be an appreciation and acceptance of the differing rates of maturation.
6. The curriculum will provide quality-learning experiences, effectively meeting the needs of students. The total learning experience will encompass National Curriculum requirements wherever possible and applicable.

7. Cross- curricular issues will inform all the structured learning experiences of students; each curriculum area will add a dimension of understanding and skills.
8. Students will learn in a variety of ways, according to the task, being partners in their own learning and sharing responsibility for deciding the direction of their work.
9. Assessment of work and recognition of achievement will enhance the students' motivation and not diminish it. Learning targets will be communicated, enabling student evaluation and review.
10. The curriculum will be dynamic, developmental, flexible and responsive to individual and collective initiatives.
11. There will be guidance and counselling provision, with tutors or key workers who will support the student's individual needs.

The Nature of the Curriculum

The curriculum consists of all the activities designed or encouraged within the School's organisational framework to promote the intellectual, personal, social and physical development of pupils. Teaching and learning styles are also part of the curriculum.

It is the formal programme of lessons, the informal programme of extra-curricular activities and those other features that identify and extol values which produce the School's *ethos*.

All of these curriculum aspects should support the School's aims:

All pupils are entitled to a carefully planned curriculum, which includes the full range of learning experiences in each of the following eight 'aspects' –

<i>expressive and aesthetic</i>	<i>human and environmental</i>
<i>linguistic and literary</i>	<i>mathematical/economic</i>
<i>physical and recreational</i>	<i>scientific</i>
<i>personal, social, spiritual, moral and cultural</i>	<i>technological</i>

Curriculum aims should be translated into clear programmes of study and schemes of work with teachers recording the summative and formative assessment of individual pupil progress.

Effective teaching and learning result from the use of teaching strategies and techniques suited to purpose.

The contribution of each subject should be within the context of the whole curriculum.

The personal and social development of pupils is central in both the formal and informal curriculum.

Health education should be seen as part of personal and social education (PSHE), with sex education, SRE, being provided in accordance with statutory requirements (See SRE policy).

Child protection procedures are securely in place.

Curriculum Organisation and Management

Students joining the School will have an individualised programme of study devised in accordance with background history and recent testing reports. Information is provided by analysis from the school SENCo who will make recommendations for individualised programmes of study in English Skills and Maths:

Key Stage 2 (7-11)

Three core subjects-English, Maths and Science

Foundation subjects - History, Geography, Art, Information & Communication Technology, Religious Studies, Personal Social & Health Education, Physical Education, Drama, Music, Art & Design, Forest School

Key Stage 3 (11-14)

Three core subjects – English, Maths and Science.

Foundation subjects – History, Geography, Art & Design, Information & Communication Technology, Physical Education, Drama, Modern Foreign Language, Music, Citizenship, Religious Studies and Personal Social & Health Education.

Key Stage 4 (14-16)

Many CAEA students will study for the GCSEs, with the expectation that they may be able to achieve five GCSEs 9-4, including English and Maths. As a special needs school, however, our hope is that the majority of our students will be able to achieve some GCSEs, and this will be essential if they are to gain admission to college or to another aspect of higher education.

At Key Stage 4, our course offerings include four core subjects – English (Literature and Language), Maths, ICT (Functional Skills) and Science. Other foundation subjects – History, Geography, Art & Design, Music, Media (Cambridge Technicals), Religious Studies and Drama. The following non-examination subjects are also studied - Citizenship, Careers Education Personal Social & Health Education and Physical Education.

At Key Stage 3 and Key Stage 4 sex education will be provided in context of PSHE/Science/SRE.

American Diploma (16 -19)

Five core subjects for two years: English, Maths, History (to include Geography and Social Studies), Science and Foreign Language (for students profoundly dyslexic or suffering from certain other learning challenges, the FL requirement may be substituted by an Elective.) The core subjects include American Literature and United States History. Elective subjects include Environmental Science, Current Affairs, ICT, Music, Art and Design, Media and Individual Study (by special arrangement).

Students also have to opportunity to work towards their Duke of Edinburgh Award and complete work experience.

All students receive different therapies, according to their needs, as part of the curriculum.

The School aims to have a broad and balanced 'whole curriculum' for all pupils, providing quality learning experiences.

The school curriculum does not prescribe teaching and learning styles – it is rightly left to the teaching staff to decide on these, using research and guidance to inform their decisions in consultation with the Head of School.

Management

The Head of School and the Principal exercise their responsibilities to ensure that agreed policies in curriculum organisation and management are in place, using staff expertise to best effect.

Curriculum design and planning are undertaken at a number of levels – whole school, curriculum area, subject department, group and individual teacher.

- Individual Provision Maps- students (transferred from Individual Education Plans to Provision Plans since January 2015)
- Termly Schemes of Work – subject and groups
- Policies – whole school

All curriculum documents are made available to staff after being checked by the SMT.

Cross curriculum links are encouraged across the curriculum.

The need for progression, continuity and coherence applies between years and key stages. Attainment targets and programmes of study within the key stages help ensure progression, continuity and coherence.

Formative and Summative Assessment enables the School to identify and respond to individual needs.

Teaching, Learning and Assessment. (See Assessment and Records Policy)

The curriculum for both teacher and pupil is made up of experiences organised to promote and foster progressive development. A variety and range of teaching approaches should be employed to achieve the objectives.

There should be opportunities to teach and learn as a whole class, in small groups and individually, with pupils taking degrees of responsibility for their own learning.

It is important that teaching consistently develops knowledge, concepts, skills and attitudes. All factors influencing learning should be taken into account and an appropriate learning environment established.

The organisation of learning includes considering the appropriateness of pupil-centred approaches, differentiated work, experiential learning, problem-solving approaches and cross-curricular, modular or subject specific teaching.

Assessment

Assessment is central to effective teaching and learning, and the school has changed the process from that of National Curriculum levels to a 'Graduated Approach'. (See Assessment Policy and Records.)

However:

- Formative assessment should enhance the learner's motivation, with pupils being involved in evaluating their learning.
- An effective assessment system will give reliable information to parents about how their child is performing.
- Schemes of work should be written termly, using formative assessment from students and Key Stage information to raise achievement.
- Assessment practice should be shared with and understood by pupils and parents.
- Assessments should always acknowledge and praise what a student has done well and then offer a suggestion regarding how the next piece of work can be made even better.
- Annual summative assessment will compare the student's progress with others of the same age.
- Effective assessment will help drive improvement for both students and teachers, and enable teachers to establish areas of the curriculum that students are experiencing difficulty with
- Ensure that the school is keeping abreast of best practice and innovation.

Assessment Principles DfE April 2014

Formative assessment enables the school to report to other teachers within the school during transition periods, but also when a student moves to another school, concerning their aptitude and level of working. It provides clear information about a pupil, their strengths and weaknesses and their overall progress.

The data provided from assessment, both formative and summative, will enable the school to use attainment and progress data to monitor teacher performance and to offer additional support where necessary.

Records of Achievement show individual pupils' skills.

The need to emphasise learning outcomes as well as learning opportunities and content is paramount if relevant further learning is to be ensured.

There should be sound internal record-keeping arrangements, which support the monitoring of individual pupil progress. This progress is shown through 'whole school tracking' – which includes termly grades and assessment results.

The School provides half and full term written assessments; there are also three teacher – parent conferences each year.

Teachers are also happy to discuss pupil performance/assessment at other times when requested by parents. Both the Head of School and the Principal operate an 'Open door' policy, for both students and parents alike.