



# Curriculum Policy

## Centre Academy London

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Next review date: September 2022

Signed: 

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Date: 01/09/2020

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## 1. Context

Centre Academy London (CAL) is a unique educational setting; its status as an independent special international school means that it is the only one of its type in the UK. All students have learning difficulties, ranging from dyslexia and ADHD to ASD. Whilst some of the students have motor difficulties such as dyspraxia. The School does not utilise teaching assistants; therefore, admissions criteria assumes a level of independent learning enabled within a small learning environment with a high teacher-student ratio.

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### 1.3 Aims

The Centre Academy curriculum aims to enable all students to access learning which is appropriate to their individual learning style, and through which they may be supported to achieve their potential. Through multi-sensory and highly supported monitoring, assessment and progress-tracking, the curriculum will enable the development of valuable life and learning skills in order to access the wider community and, ultimately, the appropriate destination. All strands of the curriculum are embedded with values which promote the social, moral, cultural and spiritual values which underpin the student motto of *Care...Participate...Respect*

## 2. Learning structure

The school is structured in the following way:

Lower School Middle School (KS2/KS3)	Yr 6-9	This phase has groups that may be banded in chronological age groups, ability groups or social groups. The number of classes and the grouping will depend on the needs of the intake.
Upper School (KS4)	Yr 10-11	This phase is grouped into an academic stream (GCSE class) and a foundation stream (Entry Level/Functional Skills class). The needs of the intake will determine whether the year groups within these streams are amalgamated into one class or split into two classes.



Sixth Form (KS5)	Yr 12-13	This phase has two streams, the academic stream (High School Diploma class) and the Foundation Learning stream (High School Foundation class)
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### 3. Curricula

For a small school, the curriculum is as broad, wide-ranging and varied as it could be, considering factors such as lack of space and range of diagnoses. Documents which describe the High School Foundation and High School Diploma programmes should be read in conjunction with this document.

Key Stage:	Subject content:	Curriculum:
2/3	English, Maths, Science, ICT, Art, Drama, PSHE, Humanities, PE, Social Skills, Music and Swimming.	Modified National Curriculum schemes of work tailored to individual students.
4	<p><b>GCSE classes:</b> English, Maths, Science as well as other options dependent on cohort etc: History, Drama, Film, Art and ICT. Students also have PE and Social Skills sessions weekly</p> <p><b>Foundation Learning:</b> English, Maths, Science, ICT, Art, Music, Drama, PSHE &amp; Citizenship, PE, Social Skills and Touch Typing</p>	<p>Boards include: AQA, Edexcel, OCR</p> <p>Boards include: Edexcel, ASDAN, British Safety Council</p>
5	<p>English Language and Literature (one year American, one year World Literature), History (one year American, one year World History), Maths, Science, ICT, Art, PE, PSHE &amp; Citizenship, Social Skills, Current Affairs and Careers Guidance</p> <p><b>Foundation Learning:</b> English, Maths, Science, ICT, Art, Drama, PSHE &amp; Citizenship, PE, Social Skills, Music and ASDAN</p>	<p>High School Diploma, modified from a range of internationally recognised resources to fit the Centre Academy environment</p> <p>Boards include: Edexcel, ASDAN, British Safety Council</p>



#### 4. Meeting the needs of students

We acknowledge that all students are individuals present at differing stages of physical, intellectual, emotional, social and personal development. The broad curriculum therefore enables each student to access learning at a level which challenges them but which supports them to achieve and thereby develop a true sense of value and worth.

Key to the success of the relevant curriculum is the ability of the teacher to differentiate approaches which will take account of the student's learning style and his or her strengths and organisational weaknesses.

##### 4.1 Principles

Within this framework, the following principles apply:

- 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.
- The curriculum should be as **broad** as possible; it should introduce the student to a wide range of areas of experience, knowledge and skills.
- The curriculum should be as **balanced** as possible; each area should be allocated sufficient time in order to promote learning but not so much that it denies access to other essential areas. Cross-curricular links, and considerations to SMSC should be factored into planning.
- The curriculum should be as **relevant** as possible. Whilst recognising the intrinsic value of the learning experience across a range of contexts, we believe that all subjects should be taught in such a way as to make transparent their link with the students' own experience of their life and the wider world.
- There should be **differentiation** and **flexibility** as much as possible. What is taught and how it is taught should be matched to the students' abilities and aptitudes.
- The curriculum should seek to ensure equality of **opportunity**, paying due regard to a student's physical, social, emotional and intellectual needs.
- The curriculum should be seen as a **continuum**, encompassing prior learning and a commitment to learning for life and as well as addressing specified needs of individual students.
- Lessons should seek to **engage** students, through utilising interaction processes which promote a two-way relationship
- Lessons will have a clear **objective**, although in some contexts, this may not always be outlined at the beginning of the lesson
- **Lessons** must offer consistent opportunities for teachers to acknowledge, reward and/or highlight student achievement, in order to promote a sense of positive self-image and **accomplishment**
- Teachers will **evaluate** and modify their own practice for the benefit of their students, and use opportunities to work with students to share strategies and assess efficacy of provision



## 4.2 Principles of Student-centred learning

Active provision will be made to promote the equality of opportunity for each student. Teachers will use information including testing data and progress reports to develop an understanding of the individuality and uniqueness of each young person in terms of their personality, culture, qualities, abilities and intended outcome

There will be regular opportunities for acknowledgement of and respect for learning already achieved and an understanding of the ways in which views, attitudes and beliefs are formed and changed.

There will be an appreciation for and acceptance of the differing rates of maturation and this will be accounted for by careful and thoughtful planning.

Regular meeting will allow cross-curricular issues to be highlighted which will contribute to evaluation and further development of the

All marking and assessment of work including testing, will aim to recognise progress and achievement and will therefore enhance the students' motivation and not diminish it. Learning targets, whether formally identified or student-driven will be reviewed and communicated to appropriate sources including the student, other teachers and parents

## 4.3 Planning for learning

It is the responsibility of teachers to undertake thoughtful and appropriate planning which makes good use of a range of multisensory and relevant resources to aid learning and stimulate interest and understanding.

Planning will generally be evidenced through one or more of the following methods:

- Brief outlines in the teacher planning diary
- A full lesson plan using a standard Lesson Plan format, generally used during inspection or observations
- Curriculum overviews
- Schemes of work
- Emergency lesson plans which all teachers are required to submit in preparation for cover required for unexpected absence

The schemes of work intend to provide a skeleton outline by which teachers can steer their classes towards longer-term objectives as outlined within the curriculum. *However, it is the policy of the school that the rate at which the teacher proceeds through the programme **must** be driven by the teacher being satisfied that the students are demonstrating learning and are ready to proceed to the next topic.*

The school recognises itself as a developing school which uses every opportunity to evaluate itself and the efficacy of its programme; this is to promote a child-centred



approach which recognises the need to constantly seek opportunities to modify, adjust and differentiate the programme to enable the best outcomes for its learners.

*It is the responsibility of the Head of School to provide opportunities through the academic year to discuss, evaluate and modify programmes in order to meet the changing needs of students. There will be allocated INSET time during the year for curriculum design and planning*

Curriculum aims should be translated into clear programmes of study and schemes of work with teachers recording the assessment of individual pupil progress and showing evidence that self-evaluation has a productive and positive influence on improvements with planning. Each subject should be promoted as being of intrinsic value to the wider curriculum and programme.

Wherever possible, planning should incorporate opportunities to develop SMSC aspects of student learning to ensure a holistic and meaningful sense of purpose is developed which promotes a sense of value and worth. Planning should incorporate considerations for safeguarding wherever relevant and appropriate

## **5. Management**

The Senior Leadership Team is responsible for ensuring the provision of opportunities for relevant teachers, teams and departments to meet in order to ensure continuity of provision between classes and Key Stages. The SLT will ensure that procedures are in place to facilitate the transfer of data and information as a student moves between classes and groups of learners.

The SENCO is responsible for advising teachers and specialists in terms of support strategies which promote meaningful and relevant levels of learning, based on knowledge of the student and expected outcomes.

## **6. Review**

Of necessity, the curriculum will be reviewed at least annually to ensure a continuity of focus on learning with successful outcomes. The curriculum policy will be reviewed every two years.