



Centre Academy London

Curriculum Policy

Equality Statement

Centre Academy London 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: November 2023

Displayed on Website

Signed:

A handwritten signature in black ink, appearing to read 'Kas Lee-Douglas'.

Head of School

Ms Kas Lee-Douglas

Date: 22/11/22

Centre Academy London 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. The curriculum should be seen as the whole learning experience offered by CAL. The policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

PRINCIPLES

As a school, we give equal care and show equal value to all students regardless of sex, sexual orientation, 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 CAL 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

The aim of our curriculum is that all our young people become:

1. Successful students who enjoy learning, make progress and achieve their individual potential.
2. Confident independent individuals who are able to live safe, healthy and fulfilling lives.

3. Active provision will be made for equality of opportunity for each student.
4. There will be an understanding of the individuality and uniqueness of each young person in terms of their personality, culture, qualities, abilities and needs.
5. There will be a respect for learning already achieved and encouragement of positive attitudes.
6. There will be an understanding of the ways in which views, attitudes and beliefs are formed and changed.
7. There will be an appreciation and acceptance of the differing rates of maturation.
8. 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.
9. Cross- curricular issues will inform all the structured learning experiences of students; each curriculum area will add a dimension of understanding and skills.
10. 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.
11. 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.
12. The curriculum will be dynamic, developmental, flexible and responsive to individual and collective initiatives.
13. 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 subject teacher understanding of ***Intent, Implementation and Impact***. The curriculum also consists of all the activities designed or encouraged within the school's organisational framework to promote the intellectual, personal, social and physical development of students. 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 students 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 students is central in both the formal and informal curriculum.

Health education should be seen as part of personal and social education (PSHE), with relationships and sex education, RSE, being provided in accordance with statutory requirements (See PSHE/RSE policy). In addition, the school counsellor supports students with individual SMEH programmes to support their social communication skills and establishing and maintaining appropriate friendships.

British values are embedded throughout the curriculum and will be touched upon in a wide range of subjects, notably, History, PSHE and Citizenship.

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, their EHCP and recent testing reports. Information is provided by analysis from the school SENDCo 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 – Humanities (History, Geography, Religious Studies), Art, Information & Communication Technology, Personal Social & Health Education, Physical Education, Music & Art (Relationships and health education is covered in PSHE).

Key Stage 3 (11-14)

Three core subjects – English, Maths and Science.

Foundation subjects – Humanities (History, Geography, Religious Studies), Art, Information & Communication Technology, Physical Education, Drama, Music, Citizenship and Personal Social & Health Education/RSE.

Key Stage 4 (14-16)

Many CAL students will study for the GCSEs, with the expectation that they may be able to achieve five GCSEs 9-4, including English, Maths and Science. 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, Computer Science, ICT (Functional Skills) and Science (Double Award), including other foundation subjects – Humanities (History or Geography) and Art. Students also study Film Studies. The following non-examination subjects are also studied - Citizenship, Personal Social & Health Education/RSE and PE.

At Key Stage 3 and Key Stage 4 relationships and sex education, and health education will be provided in context of PSHE/Citizenship/Science/RSE.

American High School Diploma (16 -19)

Five core subjects for two years: English, Maths, History (to include Geography and Social Studies) and Science. The core subjects include American Literature and United States History. Elective subjects may include Environmental Science, Current Affairs, ICT, Music, Art, Theatre / Film Studies / Media, Careers and Individual Study (by special arrangement).

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

CAL aims to have a broad and balanced 'whole curriculum' for all students, 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.

Responsibilities

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

- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, although all children and young people at CAL have SEND.

Senior Leadership Team (SLT) ensure that long term planning is in place for all courses. Curriculum design and planning are undertaken at a number of levels – whole school, curriculum area, subject department, group and individual teacher.

- Individual Provision Plans
- Termly Schemes of Work – subject and groups
- Policies – whole school

All curriculum documents are made available to staff after being monitored and reviewed by the SLT.

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 enable the school to identify and respond to individual needs. Summative assessment is carried out across the school by Hodder Assessment where the results are compared to all other students of the same age, thus providing a clear explanation of where our students are currently operating, but also providing guidance to inform the teachers planning for each individual student.

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects. This is supported by our Speech and Language therapist.

Teaching, Learning and Assessment

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

There are opportunities to teach and learn as a whole class, in small groups and individually, with students 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 considered 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 altered the process from that of National Curriculum levels to a 'Graduated Approach' namely, Assess, Plan, Do, Review, as guided by the SEND Code of Practice 2014.

However:

- Formative assessment should enhance the learner's motivation, with students being involved in evaluating their learning.
- An effective assessment system will give reliable information to parents about how their child is performing, termly.
- Schemes of work should be written termly, using formative assessment from students and internal assessment (CAL graduated Assessment) information to raise achievement.
- Assessment practice should be shared with and understood by students 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 and provide information to teaching staff for planning progression.
- Effective assessment will help drive improvement for both students and teachers, and enable teachers to establish areas of the curriculum that students may be experiencing difficulty with
- Ensure that the school is keeping abreast of best practice and innovation.

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.

However, it has been recognised by the school that it is difficult in some cases to 'adequately recognise the small steps of progress made by pupils with SEN' (DfE, Assessment Without Levels, 2018), with the result that social and emotional levels are now assessed as part of the curriculum.

Progress Tracking.

At CAL we support 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 resulting in a final Grade Point Average (GPA) score for each year.

The school provides full termly written reports to parents; there are also two teacher – parent conferences each year.

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

Monitoring

This policy will be reviewed annually by the Curriculum Co-ordinator, the Head of School and Governance.

Linked Policies

SEND Code of Practice 2014

Equality Act 2010

Information report

Equality opportunities policy

SMSC policy

PSHE/RSE policy