



# Curriculum Policy

Date: January 2019

Review date: January 2020

Linked with other policies: Assessment and Outcomes

SEN

SEN Information Report

Personal, Social, Health and Economic

Education including Sex and Relationships

Inclusion

Teaching and Learning

English as an Additional Language

Signed:

A handwritten signature in blue ink, which appears to be 'S. Day'. The signature is written in a cursive style and is positioned to the right of the word 'Signed:'.

Registered address: All Saints School (Lessingham) Limited. Company no: 10323174

White House Farm, Limes Road, Catfield, Great Yarmouth, Norfolk, NR29 5DG

## School Context

All Saints School is a small independent school in an idyllic rural setting in North Norfolk, with a Junior and Senior department welcoming children from the ages 7 to 16. The school provides a stimulating and supportive learning environment in which all pupils, whatever their ability, have the opportunity to excel and develop their talents.

Our school offers a rich, broad and balanced curriculum, with well-planned lessons and focused teaching to enable all our students to achieve success. The class sizes are small enabling teachers to work individually with students. We have a happy and caring family ethos, where everyone is respected and staff and pupils have high expectations of themselves and others.

We are committed to ensuring that all students have access to the whole curriculum and are given equal opportunities to develop their full potential in a safe and secure environment **It is our Intention that** all students at All Saints School will be offered access to the National Curriculum, which may be appropriately adjusted in keeping with the educational and holistic needs of our students. We will make every effort to ensure that all areas of the National Curriculum are covered in keeping with the needs of our learners, which may well mean that the full extent of the National Curriculum is adjusted accordingly. In addition, our curriculum is consistent with the overall expectations of the Spiritual, Moral, Social and Cultural (SMSC) regulations set out in the Education (Independent School Standards) (England) Regulations 2019. The Headteacher works closely with the Directors, advisory board and senior leadership team to ensure that the highest possible standards are consistently developed and maintained.

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils*
- *Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant everyday situations*
- *Support pupils' spiritual, moral, social and cultural development*
- *Support pupils' physical development and responsibility for their own health, and enable them to be as active as possible*
- *Promote a positive attitude towards learning*
- *Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support for all*
- *Ensure all pupils with additional needs have the support they require to enable them to progress alongside their peers*
- *Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals for the future*
- *Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment*

## **Implementation:**

We are proud of our unique context and the variety this allows us to bring to our curriculum offer. We want our students to learn a broad selection of subjects in order to allow them to open doors and grasp opportunities in the future. Our curriculum is well planned and seeks to build on the prior knowledge of students, make links and develop their understanding in all areas of their learning whilst addressing the knowledge gaps students may join us with, given the wide range of different starting points our students have.

In Key stage 2 and 3, we look to offer a wide range of subjects to develop basic skills and knowledge on which to base future choices. This base includes core Numeracy and Literacy, Arts, Languages, PE, Humanities, Philosophy and Ethics, Computing Studies, but also looks to build cultural capital, and develop resilience in our learners. Students are encouraged throughout the school to become independent readers, and these opportunities begin in KS2, where all learners are get the support they require to allow them to get the most from our curriculum. Where needed we use Read, Write, Ink which teaches children to read accurately and fluently with good comprehension. With this programme, students learn to form each letter, spell correctly, and compose their ideas step-by-step. We promote the love of reading and all students spend lessons in our library. We aim to mathematically educate our students to be able to: use numeracy in everyday adult life, reason mathematically, solve problems, become fluent and confident using the fundamentals of mathematics, become curious and appreciative about the power and beauty of mathematics in the world around us.

We aim for a consistent pedagogical approach throughout Key Stages 2, 3 and 4, using a variety of calculation and other mathematical strategies such as bar modelling and multiplicative reasoning. We use a mastery approach to teaching mathematics. We use calculators when it is sensible to do so and not as a substitute for those crucial mental and written methods that help our students deepen their understanding of mathematical processes.

We feel strongly that it is our moral responsibility to offer our students opportunities beyond the traditional classroom curriculum and see that it is of equal importance to build individuals students for their individual futures. The well-being of our students is at the core of all we do and because of this our curriculum offer allows the flexibility required to deliver everything our students need to succeed in the classroom and in life.

It is our intention that students are empowered through our rich, broad and balanced curriculum to make ambitious choices at Post-16 and to unlock a successful future regardless of their starting point or background and support is in place for all students in this process.

## **Impact**

The impact of our curriculum is measured through the external examination results of all of our students, but also our own data and through the in depth knowledge that we have of our students. On arriving in the school we will organise for our students to sit CATs tests. The results of which provide a rounded profile of student ability enabling us to target support, provide the right level of challenge and make informed decisions about students' progress. It provides a unique profile of strengths and weaknesses across four areas: Verbal Reasoning, Non-verbal Reasoning, Spatial Reasoning and Quantitative Reasoning.

We believe that it is important to look at how the curriculum has had an impact on everyone we teach, regardless of their starting point. We track the progress and attainment of our students throughout their time at the school, in order to not only ensure they are making the progress of which they are capable, but they are also able to make informed choices moving forward. It is key for us that our students leave All Saints Lessingham with the emotional and intellectual literacy to be effective and active global citizens. We aim to give them the tools they need to succeed in life.

Advice and guidance will be sought by the school from appropriate professionals as appropriate. There will be significant regard to meeting needs, as detailed in any Education Health and Care plans together with formative and on-going assessment information. The Individual Education Plan (IEP) will be used to inform progress and review targets as appropriate to the identified needs, interests and aspirations, in line with statutory expectation.

All Saints will aim to provide range of targeted courses that will result in formal qualifications and accreditation. These will be delivered in accordance with a solid understanding of the students individual needs, whilst maintaining the importance of reasonable challenge. Qualifications and accreditation may include GCSE's, Functional Skills and ASDAN for example, as well as courses with a vocational element or foundation courses. All students will be actively encouraged to take GCSEs.

This policy reflects that our school will meet the requirements to provide a broad and balanced curriculum as per the National Curriculum Programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of our Directors set out in the Independent School Standards.

**The Directors and Headteacher will also ensure that:**

- *A robust framework is in place for setting curriculum priorities and aspirational targets.*
- *Enough teaching time is provided for pupils to cover the National Curriculum and all other aspects of the curriculum laid down by the Directors and the Head Teacher so a broad and balanced curriculum is offered to all pupils.*
- *Provision is made for pupils with all different abilities and needs, including children with special educational needs (SEN).*
- *All courses provided for pupils below the age of 16 that lead to qualifications, such as GCSEs are approved by the secretary of state.*
- *The school implements the relevant statutory assessment arrangements, where applicable.*
- *It participates actively in decision-making about the breadth and balance of the curriculum.*
- *The school fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.*
- *Students from year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.*
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**The Headteacher will ensure that:**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- *All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.*
- *The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Directors.*
- *Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.*
- *They manage requests to withdraw children from curriculum subjects, where appropriate.*
- *The school's procedures for assessment meet all legal requirements.*
- *The Directors are involved in decision-making processes that relate to the breadth and balance of the curriculum.*
- *The Directors are advised on whole-school targets in order to make informed decisions.*
- *Proper provision is in place for students with different abilities and needs, including children with SEN.*
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**Other staff**

- *All other staff will ensure that the school curriculum is implemented in accordance with this policy.*
- *The SLT work with all staff to ensure curriculum delivery meets the needs of all pupils including those with any additional needs.*