

The Serendipity School



every child deserves a chance

*The past is something that's gone forever
The future is something we will work on together*

CURRICULUM POLICY



June 2016

distribution

UNRESTRICTED

Applicable Documents

When reading this document, please be aware of the following related documents.

- [AD1] Policies and Plans
Serendipity (2009)
- [AD2] The National Curriculum in England DfE (2013)
- [AD3] Education Act 2002
HMSO (2002). TSO, London

References

- [RD1] General Principles
Serendipity (2015)
- [RD2] Principles into Practice
Serendipity (2015)

Abbreviations and Acronyms

| Abbreviation or Acronym | Description |
|-------------------------|--|
| AD | Applicable Document |
| DfE | Department for Education |
| HMSO | Her Majesty's Stationery Office |
| IEP | Individual Education Plan |
| KS | Key Stage |
| LA | Local (Education) Authority |
| NC | National Curriculum |
| PEP | Personal Education Plan |
| PSHCE | Personal, Social, Health and Citizenship Education |
| RD | Reference Document |
| SEN | Special Education Needs |
| SMT | Senior Management Team |
| TSO | The Stationery Office |

Curriculum Rationale

Aims

The Serendipity Centre Ltd (TSCL) provides fulltime supervised education at The Serendipity School for girls placed by a Local Authority. As described in *Principles into Practice* [RD2] the school sets out to

- ensure that students have the opportunity to develop the essential literacy and numeracy skills necessary for everyday life and lifelong learning
- provide students with a full and rounded learning experience
- foster students' creativity and develop essential interpersonal skills
- promote a healthy lifestyle
- develop the students' learning skills and inspire them to a commitment to lifelong learning
- promote high standards in all learning and teaching
- ensure that all students have the opportunity to learn, make progress and gain recognised qualifications at a level commensurate with their ability.
- prepare students for the next phase in their life, including transition to further education and work.

These aims are realised through the school's curriculum. This has been developed in line with the requirements of the National Curriculum and also follows TSCL's *General Principles* [RD1]. The curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of all our students preparing them for the opportunities, responsibilities and experiences of adult life.

The curriculum will provide opportunities for students to develop the essential key skills of literacy, numeracy and oracy. The curriculum will also allow students to develop knowledge, skills and understanding in scientific, technological, human, social, physical, creative and aesthetic aspects of learning.

In addition to the subjects and skills described above, the school will provide personal, social and health education in line with the school's aims and ethos. Religious education is also provided for all students as part of the programme of Humanities. In addition, PSHCE is considered as a core subject for our students.

Appropriate careers guidance will also be offered.

Rationale

As a starting point, it is The Serendipity School's intention to offer the National Curriculum to each and every student at the school. However, the school also recognises that due to the difficulties that many of our students will have faced in the past, the National Curriculum may not be best suited to their individual needs and therefore, some modification may be necessary.

It is expected that each student will have personal needs with regard to their academic, personal, social and emotional education that may be different from her peers. A key

principle is therefore that, as far as possible, each student can follow a personalised curriculum which meets these individual needs. However, the onus remains on The Serendipity School to ensure that each student's curriculum remains broad, balanced and relevant, leading, wherever possible, to nationally recognised qualifications. Development of positive attitudes to learning will lead to success and achievement. Education is a life-long process and developing the key skills for all our students will enable students to continue to access learning opportunities.

Upon admission, new students undertake assessment procedures to determine her intellectual, literacy and numeracy skills and potential for future achievement. An Educational Psychologist assessment is also carried out on admission, unless the she has recently undergone one as part of the Education Health Care Plan (EHCP) process, along with an assessment of the student's therapeutic needs. The results of these assessments are used to determine the student's curriculum, particularly the range of subjects included, provision for additional support in literacy and numeracy and the provision to meet therapeutic needs. These outcomes are discussed at an initial Personal Education Plan (PEP) meeting, held soon after admission to The Serendipity School and alongside information from the statement forms the IEP for a student.

The curriculum is kept under constant review and further amendments to its structure are made as necessary, to ensure the, needs of the student continue to be addressed.

Teaching Organisation

The curriculum is organised to ensure that students are taught by a variety of teachers. Emphasis will be placed on ensuring that students receive access to specialist teaching wherever possible. Where students are not taught by subject specialists, The Serendipity School will ensure that the class teachers have the appropriate level of subject knowledge to be able to deliver the curriculum to a high standard. If necessary, subject specialist support for the teacher will be arranged, either from within or externally to the school.

Equal Opportunities

The Serendipity School supports the rights of all students and staff to equal access and opportunities regardless of age, culture, religion, received gender, social lifestyles, ability, disability or sexuality. The achievement of all students is highly valued. In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents and carers on request.

Special Educational Needs or Disability (SEND)

The Serendipity School has a SEND policy for students with or without a Statement of Special Educational Need or Education Health Care Plan (EHCP). The Serendipity School will determine the appropriate curriculum in consultation with the parent/carer.

Subjects Offered

The Serendipity School offers the following subjects at Key Stage 3 and 4.

| Subject | |
|--|---|
| English | |
| Maths | |
| Science | |
| Personal, Social, Health and Citizenship Education (PSHCE) | |
| Physical Education (PE) | |
| Art and Design | } Art } Food } Photography } Textiles |
| ICT/Computer programming | |
| Humanities | } Geography } History } Religious Education |
| Performing Arts | |
| ASDAN (Key Stage 4) / Key Steps (Key Stage 3) | |
| Life Skills (Key Stage 4) | |

Primary aged students will follow The New National Curriculum for Key Stage 2.

Key Stage 4 / 5 Pathways

Up to the end of Year 8 students will follow the National Curriculum programmes of study in English, maths and science and a range of Foundation subjects which allow students to experience a broad and balanced curriculum. Each student's attainment and progress will be assessed and monitored throughout Years 7 and 8 using The Serendipity Levels. In the summer term of Year 8 the attainment and progress of each student will be used to determine the appropriate Key Stage 4 pathway and the qualifications each student will work towards.

The intention is to provide each student with the opportunity to achieve nationally recognised qualifications at a level commensurate with their ability in as many subjects as possible, including English, maths and science. Through doing this students will be equipped to successfully move onto further learning and able to make choices about their future.

During the course of the three years, where possible, students will 'bank' milestone qualifications along the way in order to ensure any student who leaves the school before completion of the Key Stage 4 pathway will have gained some qualifications.

There is flexibility to allow movement between pathways where it is necessary to respond to changes in an individual student's rate of progress or particular strengths and abilities in a certain subject.

Students admitted to the school after Year 8 will undergo an initial assessment to determine the curriculum pathway they will follow.

Key Stage 4 Pathways - Core Subjects

| | Pathway A Entry Level | Pathway B Level 1 | Pathway C Level 2 |
|---|--|---|--|
| Indicative levels of achievement (End Year 8) | Up to Level 2b | Level 2a – 4a | Level 5c+ |
| Qualifications : English Maths Science | <p>Course of study over Years 9 – 11 leading to Entry Level 1, 2 or 3.</p> <p>Exams to be taken when ready over the three years. Normal expectation:</p> <p style="padding-left: 40px;">Year 9 – Entry Level 1</p> <p style="padding-left: 40px;">Year 10 – Entry Level 2</p> <p style="padding-left: 40px;">Year 11 – Entry Level 3</p> | <p>Year 9: Begin coverage of skills, knowledge and understanding to achieve GCSE at Foundation Tier. (Grades D-G or 5-1)</p> <p>Entry Level exam (1-3) taken when appropriate during Year 9 or 10.</p> <p>Year 10 and 11: Course of study leading to GCSE at Foundation Tier. (Individual target for each student according to potential, prior attainment and rate of progress.)</p> <p>Functional Skills examination in English or maths may also be taken when appropriate as a further milestone.</p> | <p>Year 9: Begin coverage of skills, knowledge and understanding to achieve GCSE at Higher Tier. (Grades A*-D or 9-4)</p> <p>Entry Level exam (1-3) taken when appropriate during Year 9.</p> <p>Year 10 and 11: Course of study leading to GCSE at Higher Tier. (Individual target for each student according to potential, prior attainment and rate of progress.)</p> <p>Functional Skills examination in English or maths may also be taken when appropriate as a further milestone.</p> |

Key Stage 4 Pathways - Foundation Subjects

| | Pathway A | Pathway B | Pathway C |
|-----------------------------|--|--|---|
| Art | Entry Level Certificate in Art —————▶ | | |
| Drama | BTEC - Entry Level Award in Performing Arts | BTEC - Entry Level Certificate in Performing Arts | —————▶ |
| ICT | Entry Level Certificate in ICT —————▶ | | |
| History | Entry Level Certificate in History —————▶ | | |
| Physical Education | Entry Level Certificate in PE —————▶ | | |
| Personal Development | Year 9 Bronze ASDAN Year 10 & 11 Silver ASDAN | Year 9 Bronze ASDAN Year 10 & 11 Silver ASDAN or Level 1 AOPE or COPE | Year 9 Bronze ASDAN Year 10 & 11 Level 1 or 2 AOPE or COPE |

Key Stage 5

Each student in Key Stage 5 will follow a personalised curriculum broadly based on one of the Key Stage 4 pathways. The exact nature of their curriculum will be dependent upon prior attainment, particularly in the core subjects, and the individual aptitudes of each student. English and maths will remain part of the programme of study for Key Stage 5 students, the intention being to raise each student's achievement in these subjects as close to Level 2 as possible.

In addition to the school based curriculum, Key Stage 5 students will usually spend some of their time at college following a course suited to their individual needs and possible destinations on leaving The Serendipity School. The exact content of this course and the time spent at college will be personalised according to the needs of each student. In order to facilitate this The Serendipity School maintains partnerships with a range of post 16 providers to ensure there is a range of the course of study available. The school takes responsibility for ensuring that there is coherence between the curriculum followed in school and at college and that courses of study support and complement one another.

Time Allocations

The school day and the curriculum is organised to provide students with an engaging, enjoyable and varied daily learning experience. Lessons lengths are designed to find the balance between the ability of students to remain focussed in one particular subject while ensuring teachers have sufficient time to complete worthwhile learning activities to ensure lesson objectives are achieved.

Time is allocated to lessons according to the depth and range of ideas to be covered and the requirements of qualification which students are working towards. There is an emphasis on the core subjects, with all students receiving a daily input in both maths and English. In addition, 20 minutes at the start of each day when we Drop Everything and Read (DEAR); an initiative devoted to developing students' reading skills. This is supported with the 'Accelerated Reader' programme. Additional literacy support, if needed is provided by Lexia Core 5 programme which is supplemented by further literacy intervention programmes.

Religious Education

Religious Education is available to all students through the Humanities programme. A parent/carer has the right to withdraw their child from religious education by making a written request to the school.

Sex and Relationships Education (SRE)

The school provides SRE in the basic curriculum for all students. The curriculum is guided by moral principles and taught to recognise the value of family life. A full statement of the school's SRE is available to parents/carers.

In accordance with the law, the biological aspects of human reproduction remain compulsory for all students, but a parent or carer may withdraw their child from any other part of the sex education provided without giving reasons.

Physical Education (PE)

Physical aspects of the curriculum provide an important opportunity to develop self-esteem, encourage co-operation with others and develop an understanding of healthy lifestyles. All students have PE as part of their curriculum. A diverse range of activities is offered to the students, including outdoor education activities and a selection of more traditional PE activities alongside opportunities to participate in engaging off site activities, making use of the facilities of local providers.

Speech and Language Therapy

Speech and Language Therapy includes direct work from a Speech and Language Therapist once a week. The therapist assesses students referred for difficulties in their speech and/or language skills. The students receive intervention either via a 1:1 session, group work and/or advice to staff. In addition, the therapist targets social and communication skills.

Psychological Services to the School

The provision of an appropriate therapeutic service for our students is an integral part of the holistic approach adopted by TSCL. We consider it to be part of the curriculum that we offer. Therapy is delivered at a whole service level, and is based upon evidence based research and psychological theory which bests fits with the students. Attachment and trauma, child development, behavioural and systemic theories currently underpin the whole therapeutic service.

Staff work to provide the best possible environment for learning to take place whilst taking into account individual psychological needs. This involves consistency, predictability and routine which is achieved through team work. Team work and team issues are regularly addressed through reflective space and considered within the context of working with trauma and complex systems.

If it is deemed that a young person needs regular, individual therapy, as well as the whole team approach, then this will be considered at MDT or Network meetings and an in house referral can be made.

There are regular in house Multi-Disciplinary Team meetings (MDT) where the social, emotional, educational development is reviewed, alongside network meetings. The MDT work also involves the wider community, at a multi-agency level. The thinking behind a whole service approach, lies in 'systems' thinking; unless the environment is therapeutic, then isolated, individual, therapy will have little impact.

Health and Safety

Health and Safety issues are fully described in TSCL's Health and Safety Policy. All subject leaders have a responsibility to ensure that the curriculum and procedures pay due attention to Health and Safety issues.

Homework

The purpose of homework at The Serendipity School is:

1. To consolidate key learning from lessons during the week.
2. To provide an opportunity to practice and embed key skills and ideas.
3. To provide a means to assess students' understanding.
4. To extend and develop ideas around a topic.
5. To provide an opportunity for students to develop skills in researching, selecting and presenting information in a variety of forms.
6. To provide opportunities for students to think creatively to answer questions and solve problems working both independently and collaboratively with peers and parents/carers.

Homework set will take two forms:

1. Subject specific homework tasks set by each of the core subjects. One task will be set by English, maths and science each week. This task will be aimed at addressing points 1, 2, 3 and 4 above.
2. Extended half termly projects with contexts drawn from across the curriculum particularly aimed at providing opportunities to address points 4, 5 and 6 above.

Short –Term, Subject Specific, Homework

English, maths and science will set one of these tasks to each student each week. Tasks will be set according to an agreed timetable. Each task will be designed to take approximately 30 minutes. The purpose of these tasks will primarily be to:

- To consolidate key learning from lesson during the week.
- To provide an opportunity to practice and embed key skills and ideas.
- To provide a means to assess students' understanding.
- To extend and develop ideas around a topic.

Staff setting the homework will arrange for students to receive feedback on their homework as promptly as possible, and always within two school days of return. This may take the form of written or verbal feedback from the teacher or in the form of peer assessment.

Extended Project Homework

Other subject areas will collaborate to design and set an extended project homework which may draw upon a context which is relevant to a number of subjects. Tasks will be designed in a way which requires students to research, select and present information. The response may take a variety of forms and students will be allowed a degree of choice in the method which they select. Similarly, students will have the opportunity to work either independently or collaboratively. One extended project will be set each half-term.

Enrichment

We encourage enrichment for all throughout the schools' curriculum provision through a variety of resources and experiences. For example theatre visits, residential trips, team building activities, fundraising activities, sport participation and competition, visitors and outside speakers coming to the school and community visits.

Monitoring and Review

In order to ensure that it reflects current best practice, this policy will be reviewed every year by the Senior Management Team.

Signed:



Head Teacher

Date : June 2016