

Curriculum Policy



Sandwell Home and Hospital Tuition Service

Signed by Chair of Governors:	<i>Mary Banks</i>
Date ratified by Governing Body:	26.02.2019
Date of Review:	26.02.2022



Rationale:

The curriculum at Albright Education Centre supports the mission statement: *'creating opportunities together'*, by giving pupils the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy. The curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual physical and social emotional development.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life. Some subjects are taught discretely while others are covered via a creative curriculum approach.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education.

The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.

Aims:

- That pupils make outstanding progress against personal targets set from their baseline results
- That pupils acknowledge their achievements and have a sense of pride
- That pupils have opportunities to participate in a range of enrichment activities within and beyond the curriculum via working with professionals within the community for example: sports coaches, musicians, gardeners and so on and by visiting places of interest and promoting independent travel.
- That pupils develop transferable skills that will prepare them for transition either to a mainstream education setting or post 16
- That pupils develop a greater awareness of their local community and make a positive contribution

KS1/2 Curriculum – Home Tuition and Hospital:

Pupils` lessons on home tuition and in the hospital focus mainly on numeracy and literacy skills.

KS3/4 Curriculum – Home Tuition and Hospital:

Lessons offered in the hospital will focus on the core subjects of English and Maths in both key stages targeting key areas of an individual pupils academic need. Social emotional targets can take priority for some pupils where clear targets will be set given strict deadlines in order for pupils to then access and engage with academic lessons.

KS3 Curriculum - Centre:

Pupils are taught subjects broadly in line with the national curriculum to prepare them for studying the core subjects at KS4 and to give them a basis on which to choose option subjects; by following a curriculum similar to that studied in most mainstream schools, it also enables pupils to make a smooth transition and /or reintegration when they are ready to do so. Whilst the Core Subjects Maths, English and Science are assessed via either core skills or GCSE 9 -1 guidelines. Other subjects for example Humanities have been developed in order for pupil to gain the valuable skills of building resilience, communication and self-esteem through a thematic curriculum encompassing Geography, History, RE and Modern Foreign Languages.

KS4 Curriculum- Centre:

Pupils are taught a core curriculum that consists of: English, Maths, Science, ICT, PSHE and enrichment activities and are given a choice of 2 option subjects including GCSE Art and Design, Design and Technology, History and BTEC Home Cooking Skills. Time-tables are often personalised to meet the pupil`s needs.

Social, Moral, Spiritual and Cultural:

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons on important cultural and religious festivals and commemorative days.

The development of social and communication skills is also a key part of the PSHE/SMSC curriculum.

Religious Education and Collective Worship

Religious Education themes and topics are covered both in time-tabled lessons at KS3 through the Humanities Curriculum and as part of the PSHE curriculum in KS4 as well as through assemblies.

Children of any faith and those of no faith are encouraged to value everyone and their beliefs equally. Shared assembly times focus on celebration and the worth-ship of all of those within the school community and aim:

- To show interest in and concern for members of the school community

- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and wider world
- To share appreciation of worthwhile activities undertaken by groups within the school
- To reflect upon dimensions of human life
- Parents/carers have the right to withdraw their child from Religious Education and/or Collective Worship.

Sex and Relationships Education

Sex and Relationships Education is taught in PSHE lessons at a level appropriate to the age of the young people.

We liaise closely with partner organisations and School Nursing Team for specialist individual input and support.

Parents/carers may request that their child is excused from Sex Education.

Mentoring:

Within the Key Stage 3 curriculum group mentoring has been timetabled in order to address in a group setting issues regarding peer problems, social interaction, addressing emotional issues and discussing any concerns as a group. If a pupil has been identified as needing further one to one mentoring, then this can be arranged when the need arises.

Enrichment:

Enrichment is an active part of the Albright Curriculum whereby pupils have the opportunity to participate in various activities including social interactive games, drama, music, yoga and mindfulness. The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences for example: music workshops, visits to and from post -16 providers and visits to outdoor education centres.

Accreditation:

Learning outcomes are accredited with a range of certification including GCSE, entry level qualifications and BTEC.

Responsibilities:

Class teachers are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources
- directing the work of support staff
- attending and contributing to training and meetings are requested

Monitoring and Evaluation:

The Head teacher and Assistant Head with responsibility for Teaching and Learning will coordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- work scrutinies
- curriculum development and planning
- initiating training/workshop opportunities with specific focus.

Resources:

Resources are allocated in line with the priorities indicated in the School Development Plan.

CPD:

All staff are provided with opportunities for professional development and training in line with the School Development Plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

Equal Opportunities:

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.