

Policies and Guidance – The Curriculum

Policy Title:	The Curriculum
Why we write policies:	<i>The Thriving Small Business</i> wrote <i>7 Reasons to Writing Business Policies and Procedures</i> , identifying these as, <i>Articulation of Required Steps, Performance Measures, Process Consistency, Serve as a Training Tool, Incorporates Worker Experience, Training Refresher, Foundation for Process Improvement</i> . Whilst we agree with the points they identify, we also see them as so much more. Our policies are the reflection of who we are as an organisation, what we are collectively striving for and how we aim to achieve those goals. None of our policies are written in isolation and should be read in conjunction with one another. If you see any areas where our policies could better represent who we are, or could be developed to support achieving our objectives please let us know.
Why we wrote this one:	We wrote this policy to help develop an understanding of how we approach academic and vocational studies at The View School. We believe in education that engages learners, that is tailored to the individual, helping students reach their goals and future aspirations.
Who wrote this? :	Julian Roberts, Director
Who reviewed this? :	Every policy is reviewed by the Senior Leadership Team and a professional from the advisory group.
How do we know this stuff? :	https://thethrivingsmallbusiness.com/7-advantages-to-writing-business-policies-and-procedures/ ,Children and Families Act 2014, SEND Code of Practice 2015, West Heath School, Five Acre Wood School, Heath Farm School, Rowhill School, KELSI, Tonbridge Grammar School.
When did we write this? :	September 2019 (Version 2)
When are we checking it? :	August 2020
Where else can I read this? :	theviewschool.org , The school office
Our approach:	<p>The structure of the school, our environment, our approach and our curriculum are all focused on supporting our learners on achieving their academic and personal goals.</p> <p>We challenge our students, supporting them in having positive educational and life experiences. Our aim is for our young people to have the aptitude and skills to enable successful</p>

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future outcomes, being effective contributors in all aspects of their lives.

Class sizes and staff ratios: Our class sizes are seldom larger than six students. With a minimum of one teacher and one teaching assistant to each class. Where an Education Health and Care plan (EHCP) identifies 1-2-1 support for a young person, then an additional member of staff will be appointed to work with that individual*.

* We aim for our students to become independent learners. 1-2-1 support is viewed as a strategy to enable this. 1-2-1 support is implemented in line with a specific need.

Key Stages: Students are taught by Key Stage with each class having mixed year groups. This means that there is the potential of students studying with other young people of different ages. Our curriculum plan has been developed with this in mind, with a focus upon tailoring education to the individual rather than the cohort as a whole. Our curriculum approach allows our students to learn at an appropriate pace in a way that is best suited to their individual needs.

Key Stage 3 (KS3): The Key Stage 3 (years 7-9) curriculum is implemented on a three year rolling programme of study. No matter what 'year group', all students will follow a common curriculum area, with teaching differentiated accordingly.

We use a 'creative' curriculum which embeds a range of subjects with a single topic area. Students will study English, Science, History, Geography, PSHE, Music, Art and DT within the creative curriculum, with Mathematics remaining a predominantly stand-alone subject **. Our Schemes of work (appendix 21), shows how subject areas are linked with curriculum topics.

Using Topics as primary learning provides students the opportunity to choose an element within a topic of personal interest. This approach provides the young person with the opportunity to guide elements of their own learning. Empowering students in this way often provides the area of interest, and desire to learn which allows our young people to engage fully with their learning.

The flexibility of choice is embedded within a subject structure, which ensures our students will cover all aspects of the National

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Curriculum other than a language based subject. Students will receive the appropriate taught hours in the identified subjects.

Total taught hours p/w:	21
English/CC:	4
Mathematics:	4
Science/CC:	2
Physical Education:	2
PSHE/CC:	2
Creative Curriculum:	2
ICT:	1
Tutor time:	2.5
Reflection:	1

** where the opportunity exists cross curricular links and learning experiences will be explored

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KS3 timetable

KS3 Weekly Timetable Overview							
	9:30-10:00	10:00-11:00	11:00-11:15	11:15-12:15	12:15-13:00	13:00-14:00	14:00-15:00
Monday	Tutor time	English / CC	Break	Maths	Lunch	PSHE / CC	Science / CC
Tuesday	Tutor time	Maths		English / CC		PE	
Wednesday	Tutor time	English / CC		Maths		Creative Curriculum	ICT
Thursday	Tutor time	Maths		English / CC		PSHE / CC	Science / CC
Friday	Tutor time	Creative Curriculum		Individual Study/ Feedback/ Reflection		Students return home	

Lunchtime will be used for students to learn essential life skills. Eg. Cooking, washing.

Key Stage 4 (KS4):

The Key stage 4 (year 10 & 11) curriculum is designed to allow our students to have access to the level of qualification that will support them with onward education or career. Our approach provides life experiences to further embed their understanding of the knowledge and skills they are learning. These experiences also provide the opportunity for further understanding of how they fit in society as a whole, their role within their community and how they as individuals can effectively contribute toward their own future and outcomes.

Core Subjects:

All students will study toward accredited courses in English, Mathematics, Science, personal & Social development and ICT.

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<u>Subject</u>	<u>Level</u>
English	Entry Level 1 – GCSE
Mathematics	Entry Level 1 – GCSE
Science	Entry Level Certificate (GCSE available as an option)
PSD	Btec L1 & Btec L2
ICT	Functional Skills L1 & L2

Options:

Students are able to choose 2 options in Key Stage 4. We aim to provide the following options.

Combined Science

Art and Design

Geography

History

Applied Business

Food Tech

Health & Social Care

Modern Languages

Psychology

Religious studies

Statistics

Duke of Edinburgh

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KS4 Timetable

KS4 Weekly Timetable Overview							
	9:30-10:00	10:00-11:00	11:00-11:15	11:15-12:15	12:15-13:00	13:00-14:00	14:00-15:00
Monday	Tutor time	Maths	Break	English	Lunch	Science	Options
Tuesday	Tutor time	English		Maths		ICT	Btec PSD / PSHE
Wednesday	Tutor time	Maths		English		PE	
Thursday	Tutor time	English		Maths		Science	Options
Friday	Tutor time	Btec PSD / PSHE		Individual Study/ Feedback/ Reflection		Students return home	

Lunchtime will be used for students to learn essential life skills. Eg. Cooking, washing.

Post 16:

On site courses

Our Post 16 curriculum has been developed to support those young people for whom accessing a college environment provides such challenges that it will have a detrimental impact upon their personal development and life outcomes.

Core studies

All students in Post 16 will continue to work toward GCSE English and Mathematics as part of their ongoing studies. PSD will also be an intrinsic part of the Post 16 timetable. Those students whom do not hold a Science qualification will work

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toward their entry level certificate.

Students will also be supported in identifying the life-long challenges they face and develop the strategies to have the confidence and resilience to meet these challenges independently in their everyday lives.

Options

Post 16 students will have the opportunity to study the same options as available in KS4. As an alternative, students will be able to access distance learning courses with the support of The View School. Working with secondary providers, the View School supports accessing distance learning and on-line learning courses. There are a number of benefits of distance learning courses with the support of The View School:

- Courses chosen are of a particular area of interest
- Students can 'start a course' without missing topic areas no matter when they start
- Academic expectations of course assignments supported
- Research skills and independent study skills scaffolded
- Managed communication with course providers
- Additional learning support with course content
- Support in meeting learning criteria
- Course content available beyond the school day
- Courses can be continued beyond accessing The View School

College support (1 year only)

Some of our students will be ready for a supported transition between special education and mainstream college. For those young people we offer support in a mainstream college for a transition year. During this academic year, we support students both in lessons and during social times. This continues until the young person is able to utilise college tutorial support and meet the social demands of college life independently. Students will transition to independently accessing college SEN provision by the end of the academic year.

Students are able to choose any course from their local college subject to the college's entry criteria.

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Post 16 timetable

Post 16 Weekly Timetable Overview							
	9:30-10:00	10:00-11:00	11:00-11:15	11:15-12:15	12:15-13:00	13:00-14:00	14:00-15:00
Monday	Tutor time	Maths	Break	English	Lunch	Science	Options
Tuesday	Tutor time	English		Maths		ICT	Btec PSD / PSHE
Wednesday	Tutor time	Maths		English		PE	
Thursday	Tutor time	English		Maths		Science	Options
Friday	Tutor time	Btec PSD / PSHE		Individual Study/ Feedback/ Reflection		Students return home	

Lunchtime will be used for students to learn essential life skills. Eg. Cooking, washing.

Post 16 students whom have already met the GCSE Maths and/or English requirements will study towards further options in this time.

Physical Education:

Our physical Education timetable is broad, with students taking part in different activities each term. The fundamentals behind physical education will be explored with cross curricular links made to the science and creative curriculum.

Individual performance and team building is embedded throughout the PE timetable with teaching focused upon developing the tactical and creative skills associated with developing strategies to improve personal and team performance.

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Students will have the opportunity to take part in a variety of activities including team and individual sports. Working with local sports centre, we are able to provide excellent facilities for our students. Football, Basketball, Swimming, Badminton and squash are but a few of the activities available.

We are lucky to be located on the edge of town, with footpaths leading through areas of natural beauty. We are surrounded by historic buildings, castles and national parks. This provides excellent opportunities to take learning beyond our school walls.

Outdoor Adventurous Activities:

All students will have the opportunity to take part in our Outdoor Adventurous Activities Programme. Our curriculum embeds these activities into the school timetable, with one term being dedicated to these experiences. Students will be able to take part in High and Low rope challenges, climbing and abseiling, as well as archery and canoeing.

Post 16 students may choose to focus on a specific activity and extend this as part of their options for the academic year. Where possible courses will be accredited and will form part of their options choice. Mountain Training Association: Climbing Wall Award / climbing wall leaders award. British Canoeing Association: 1 Star award / 2 star award.

Beyond the classroom:

Where possible experiential learning is introduced into the curriculum. Topics are made meaningful and memorable, with educational visits and outdoor learning providing opportunities for students to further engage.

British Values:

The broader curriculum includes how we approach **British Values**, identified by the UK Government as:

- The value of democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance to those of different faiths and beliefs

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With this transferring as a knowledge of

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

This is an area of particular focus, as it is the understanding and processing of the world around us which forms opinions and actions. The possible lack of empathy or social understanding could be the factor which impacts upon a student having an understanding or acceptance of elements of our core British values. This can lead to social isolation, socially unacceptable behaviour or lawbreaking.

We promote British values throughout the curriculum and challenge our students into thinking more deeply about their place in society and the expectations placed upon them. Assemblies, Tutor Time and Reflection times all consider the respect and tolerance of other people, their faiths and beliefs and how to work respectfully with differences of opinion or view. Our students are further taught how to remain safe through an ever-changing world, where information is available at the touch of a button and opinions are thrust upon us through social media and sensationalized reporting. We monitor online activity and support learning outcomes to ensure our students are aware of the dangers of grooming and extremism.

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Social, Moral, Spiritual and Cultural learning (SMSC) is embedded into the PSHE and PSD curriculum and scaffolded development takes place during social times. We explore different aspects of society and how these form a rich and diverse global and local community. Students will have further opportunities to embed their knowledge and understanding through experiential learning, school trips and activities.

Learning Behaviour: Our student body will have had negative learning experiences in the past and / or have had traumatic life experiences which have an impact on their engagement with the curriculum.

We endeavor to provide our students with the support, the environment and balanced curriculum that enables them to learn. We build upon positive experiences, underpinning the self-confidence and resilience required to meet the challenges associated with academic learning and successful future life outcomes.

We provide a curriculum level that is tailored to the individual. Our approach is designed to provide an environment and culture of enquiry, where the whole cohort feel safe to challenge themselves academically, to enjoy their successes and to feel confident in meeting areas for development.

We are always learning: Our policies are ever evolving and are reviewed and developed accordingly. If you have any suggestions, complaints or complements please let us know.

Appendix: Appendices relating to this document:

Appendix 21 Curriculum plans & schemes of work

Appendices can be found online theviewschool.org and in the school office