

Policy No 9

Curriculum Policy Statement

**Note: This Policy will be reviewed at the
end of the Summer Term 2018**

PHOENIX ACADEMY
CURRICULUM POLICY
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PHOENIX ACADEMY

CURRICULUM POLICY

1. Statement and vision

The aim and values of Phoenix Academy are focused on maximising every individuals' potential to develop into a confident, secure, well-adjusted and skilled young person who will make a positive contribution to society and live as independent a life as possible.

We are therefore committed to the following principles:

- To respect and value all individual pupils and staff
- To provide the highest standards of education
- To ensure safety, security and opportunities for successful and relevant outcomes
- To foster pupils' social, moral, spiritual and cultural development through Embedded learning opportunities, Specific Themed approaches (covering all aspects of the Fundamental British Values) and applied non direct teaching/learning experiences – e.g. School Council, Lifeskills programmes, community visits and guest speakers)

Phoenix Academy delivers a differentiated 7 -16 years curriculum, which is closely aligned with our pupils' levels of ability, interests and aspirations. It is broad, balanced, relevant to needs and is designed to have integrated as well as individualised and/or focused therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives.

This specialist curriculum is tailored to our pupils' individual needs and based on a person-centred framework (involving wider professionals, parents and others where necessary).

There is an underlying focus on improving English and Mathematics skills alongside the development of personal and social skills and resilience within the curriculum model.

We provide a learning environment for young people, inclusive of those with Special Educational Needs (primarily for those with Social, Emotional and Mental Health and/or Communication and Interaction Needs). Our pupils have historically struggled to access a traditional formal curriculum (within mainstream and generic specialist school settings), many of whom have missed significant periods of formal education and learning, some of whom have experienced long periods of hospitalisation); therefore, significant attention is given to implementation of a more tailored approach (including information of prior learning, attendance and assessment involving a wide range of

professional input in planning delivery and regular monitoring of content for each and every learner). Curriculum themes are inclusive, but not exhaustive of Vocational Education, Outdoor learning and Enrichment Opportunities, however safe and suitable delivery allows). We put great value on pupils being the best they can be while acknowledging their limitations and knowing how they learn best, ensuring that preparation for adulthood objectives are reflected within our curriculum from the youngest of learners.

In addition to their learning needs, many students have missed large aspects of their educational statutory entitlement prior to attending Phoenix Academy, and so they often begin their education here with attainment levels and skills that are significantly below average (for their age and starting points).

The school has three distinct phases relating to:

- Key stage 2
- Key stage 3
- Key stage 4

2. Entitlement

All young people are offered full access to a broad and extensive curriculum based on their key stage, again, assessed based on individual needs and abilities.

During the admission and initial assessment period the most appropriate class and setting is identified. If pupils need to change classes/settings after this period, a decision would be made through one or more of the following processes:

- Initial Assessment
- Statutory Annual Review
- Discussion at education team meetings and/or leadership team meetings (PEP, Therapy, Care, LAC)
- Consultation with pupils, parents/carers and local authority representatives (where appropriate)

A structural overview of the whole school curriculum may be found within **Appendix 1**.

3. Key stage 2

Classes are of mixed age within key stage 2 (ages 7 to 11 years). Pupils have full access to current National Curriculum subjects, inclusive of, Statutory, Core and Foundation subject content (as per current National Curriculum and Programmes of Study).

Key stage two pupils access the following subjects: English, Mathematics, Science, Computing, Project Learning (incorporating, History, Geography, Art, Design and Technology, Languages, Music, and Religious Education), Physical Education and PSHE. All pupils will also take part in the school Enrichment programmes.

4. Key stage 3

Classes are mostly organised by age/key stage. Pupils are provided access to current National Curriculum subjects (including Statutory, Core, and Foundation Programmes of Study) as well as outdoor learning and Enrichment Programmes.

Key stage three pupils access Core and Foundation subjects: English, Mathematics, Science, Design and Technology, Computing, Project Learning (incorporating, History, Geography, Art, Design and Technology and Religious Education), International Cultures (incorporating Languages, Music, Religious Education, History, Geography and Art), Physical Education, and PSHE.

5. Key stage 4

Classes are mostly organised by age/key stage and ability. Pupils are provided access to current National Curriculum Core and Foundation subjects as well as Extended Entitlement (inclusive of off site vocational learning) and Enrichment Programmes that has high emphasis on transition and aspirations beyond school.

Key stage four pupils access the following subjects: English, Mathematics, Science, SRE, Religious Education, PE, Citizenship, Computing and at least one subject within each of the following non compulsory Entitlement subjects within the Four areas of, Design and Technology (e.g. Food Technology, RM) Humanities (e.g. Geography and History), The Arts (e.g. Art and Design, Media Arts, Music). Entitlement teaching programmes are determined by choice of each learner and where there are subjects selected beyond the range of the school's staff speciality area, the school has plans for purchasing additional and individualized teaching.

On a needs led basis, a small cohort of KS4 learners (1-4) may access Education co-ordinated by Phoenix Group and/or Academy School Leaders based at a site that is more secluded and Nurturing (within the Grounds of their Residential Children's Home). Should it be determined formally, that a resident (within the KS4 age range) attending the Castle House Children's Home (Phoenix Group) require a reintegration/re introduction to formal Education, a carefully planned curriculum (starting with Core subjects) will be made available. This will only be planned and implemented following formal meetings involving Key professionals within Therapy, Care, Local Authority, Education sectors. Due to previous experiences and safety challenges associated with each of the young

people who attend the Home, the main focus of their placement is of recovery and therapeutic input within the Home environment and wherever possible access, again from the Registered Home's grounds, formal teaching with support is offered and frequently monitored and reported.

6. Aim and objectives of the curriculum

The overall aim of Phoenix Academy School curriculum is to ensure young people have access to as wide a curriculum as possible, each area is described by having identified:

- A curriculum leader/s with responsibility for ensuring high quality teaching, learning and achievement across the school
- A comprehensive written subject policy document
- A Subject Development Plan that links into whole school development
- Schemes of work
- Evidence of pupil assessment and progress

Overall curriculum objectives are as follows:

- *To optimise use of computing in all curricular areas
- To provide pupils with a broad, balanced and relevant curriculum (inclusive of promoting Fundamental British Values) through embedded and directive learning opportunities
- To offer all pupils increased opportunities for Learning outside the Classroom (LoTC)
- To provide access to a differentiated national curriculum and national guidelines.
- To offer accredited courses which are appropriate to ability levels and individual aspirations.
- To carry out baseline assessment from which future progress can be monitored.
- To cater for pupils' individual learning styles.
- To equip pupils with the key skills required to appropriately interact within their community.
- To develop a sense of personal achievement.
- To encourage self-motivated learning.
- To prepare students academically, vocationally, emotionally and socially for adulthood.

**Access to internet and network related mediums maybe restricted for some learners due to their vulnerability and needs. This will be risk assessed by key teams and communicated amongst staff and learners.*

7. Recording pupil achievement: assessment, monitoring and evaluation

The school provides a curriculum framework within which arrangements for assessing and recording pupils achievements are integral to the learning, recording and reporting process.

Assessment will be used for a variety of purposes: diagnostic, formative and evaluative. It will be used as an aid to making judgements about progress and to record the achievements of a pupil and therefore contribute to future planning. These judgements will be based on evidence from more than one source, such as teacher observation, class work, tests, investigation, questioning, project work, and examinations (where appropriate). For Key stage 2 and 3 pupils, assessment data and progress will be captured through the use of a tailored assessment tool, which records pupil progress based on steps.

Assessment will also be conducted via end of key stage tests or tasks, formal examinations and/or external accreditation. (See individual subject description for examination/accreditation systems used). Pupils' individual success will be recognised and celebrated through the school systems for rewarding and celebrating achievement.

8. Intended outcomes

By implementing a differentiated and modified national curriculum it is intended that Phoenix Academy School will:

- Optimise the communication skills of all pupils.
- Cater for the specific needs and any learning difficulties of individual pupils as described in their Personal Plans or EHCPs, by providing teaching and learning opportunities at an appropriate level.
- Engage pupils' interests in personal development and encourage learning
- Create a positive learning environment where pupils can work safely.
- Allow pupils to interact and learn from each other.
- Allow all pupils to reach their full potential and achieve their own personal success.
- Give pupils opportunities to develop their key skills.

It is intended that through their programme of study, our pupils will:

- Improve their communication skills.
- Improve their literacy and numeracy skills.
- Develop greater levels of independence.
- Have gained the life skills required to function more appropriately in the community.
- Have gained accreditation to demonstrate the levels to which they have studied.
- Have gained relevant experiences to inform their decisions about future careers.
- Have a positive attitude towards their past, present and future learning.
- Develop confidence to move to the world of work, vocational or higher education.
- Have sufficient key skills and self-esteem to approach new situations confidently.

9. Leadership and management of the curriculum

The Deputy Headteacher has overall responsibility for the leadership and management of the curriculum, assessment and accreditation in conjunction with the Headteacher.

We are required to teach a broad and balanced curriculum, and although we do not have to teach the national curriculum, we offer most of the national curriculum, personalised according to need. We believe this to be a national curriculum offer which is enhanced by work-related learning, imaginative use of the local environment and college placements, as appropriate.

The teacher with responsibility for assessment along with the Deputy Headteacher and class teachers will undertake an termly evaluation of subjects including an evaluation of progress and achievement data. At Key stage 4 subject teachers are responsible for reviewing their subject relevance for all students at least termly and reporting to the Deputy and Headteacher. Subject planning and work scrutiny takes place as part of the overall school audit process. Subject teachers have the opportunity for peer evaluation through regular staff meetings focused on the curriculum. Teachers will also be formerly observed regularly to ensure the quality of teaching is monitored and continually improved.

10. Inclusion and Intervention

The needs of the pupils educated at Phoenix Academy School are varied and often complex, making some learners very vulnerable (given previous experiences and mental health challenges). Successful inclusion relies on a good understanding of, and absolute respect for, the needs of the individual. Wherever possible, the school gives all individuals the same access and opportunities as every other pupil.

Every teacher sets suitable learning challenges, responds to pupils' needs and seeks to overcome all potential barriers to learning. This is supported by:

- The nominated key staff members or person responsible
- Therapeutic, assessment and interventions support by a range of professionals (including Clinical Psychologist, Counselling team, OT, SLT, Educational Psychologist).
- Small group and individualised intervention programmes with key support team members.

11. Safeguarding children

All elements of the school curriculum are underpinned by the need to enable pupils to feel safe and adopt safe practices. The Designated Safeguarding Leads (DSL) support staff in delivering specific safeguarding issues within the curriculum, including how to keep safe, e-safety, anti-bullying, anti radicalisation, FGM and a wide range of awareness raising topics.

12. Non-partisan views

Throughout the curriculum we encourage pupils to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum is designed to be non-partisan and our staff handbook reminds those with an influence over our students to maintain a non-partisan approach at all times during curriculum delivery.