



This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SMT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

PARK SCHOOL

CURRICULUM POLICY

ACADEMIC YEAR 2020 – 2021



PARK SCHOOL

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1. **Introduction**

The education provided at Park School currently caters for students aged between 7 and 18 with Social, Emotional and Mental Health difficulties. (SEMH) The students may also have other learning difficulties. Education is provided in a structured and supportive environment and is planned to meet both the academic and pastoral needs of the students at each stage of their schooling.

The students have usually had a fractured experience of education, often having been excluded from mainstream and special educational provision and having differing experiences of education at home, (where this has been provided). There are often significant gaps in their acquisition and understanding of basic skills.

The main focus of Park School's updated curriculum is to ensure that it uses Intent, Implementation and Impact to support the needs of all students. It supports them to build and develop their social and cultural capacity so that they can be successful in whatever they choose to pursue.

Park School's approach is the belief that students' self-esteem, confidence, and emotional stability can be greatly improved through academic achievement as well as social and personal experiences.

As the school grows, the curriculum will continue to be a major area for development. The underlying belief that governs developments is that learning should be useful, relevant and enjoyable. We fundamentally believe that academic



achievements will increase our students' chances of living a happy and fulfilled life using skills gained through a range of vocational and educationally stimulating trips and experiences.

At Park School we believe that the word 'curriculum' should be interpreted in its widest meaning. Every learning experience the students have as a member of the school, both learnt formally within a lesson or informally outside the classroom is planned with a holistic approach. Planned activities will be organised in order to promote learning, personal growth and development. Education staff structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all students.

2. Intent

The curriculum policy is based on the following aims;

- To develop opportunities across the curriculum for individuals so that they practice and refine a range of skills in order to prepare them for the next steps in their education and life.
- To encourage an atmosphere of mutual support where students are sympathetic to each other and stronger through shared experiences.
- To help our students develop into lifelong learners who appreciate that furthering their education and increasing their level of qualification increases their chances of a happy, independent and secure future.
- To provide all students with a broad, balanced, and differentiated curriculum in line with their individual needs.
- To personalise the curriculum so that students, have the opportunity to explore their own abilities and to achieve success; raising their self-esteem, confidence, and motivation, and enabling them to cope better in other areas of their lives.
- To equip all students with the skills, emotional strength, and self-confidence to be successful in their next steps.
- To be challenged and stretched to achieve their potential.
- To provide opportunities for students to engage in accredited qualifications which support academic, personal and vocational pathways.

3. Implementation

- 3.1. **Implementation of this policy:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.



- 3.2. **Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

4. Implementation across the Key Stages

4.1. Key Stage 1/ 2

We enrich the students' curriculum experiences by organising appropriate visits connected to the curriculum. The subjects taught are in line with the National Curriculum: English, Mathematics, Science, Art, Physical Education, Geography, History, Computing, Music, MFL, PSHE and Religious Education.

4.2. Key Stage 3

Years 7, 8 & 9 make up Key Stage 3 of the National Curriculum. Some of the subjects studied in Key Stage 2 will be continued into Key Stage 3. Some students in KS3 will study certificated courses. All students in KS3 will follow the ECDL Level 1 E-Safety course.

4.3. Key Stage 4

Students will take externally accredited courses where possible. Some students may be entered for these tests outside of the end of Key Stage year depending on their individual levels of attainment. Students in KS4 and some in KS3 will follow a range of certificated courses including GCSE's in English, Maths, Science, Design & Technology, Art. Others will take Entry Level Qualifications in some subjects, ASDAN Bronze & CoPE (Certificate of Personal Effectiveness) Levels 1 & 2, Functional Skills in Literacy & Numeracy at Levels 1 & 2 and the Computing program ECDL at Levels 1 & 2.

Some students will access College courses on a part-time basis.

4.4. Key Stage 5

Students will take externally accredited courses and develop and expand on certificated subjects studied in KS4.



5. Curriculum Subjects

5.1. English

Most of the students come to the school with standards of literacy well below those of similar aged students in maintained schools. Considerable emphasis is placed on improving the students' reading and writing. Great care is taken to provide materials that are appropriate for their age and ability. Their powers of concentration are often limited so there is emphasis on improving their speaking and listening skills and improving their ability to listen to and respect the views of others.

Quiet reading sessions occur every day for all students in school. As well as being a transition from morning lessons and lunch to the afternoon teaching sessions (13.15 to 13.30) this initiative encourages a love of reading for all students. Specific Intervention programmes to improve reading are also delivered during these sessions.

Students will benefit from the use of Computing. In part there will be the use of programs which will develop and reinforce their basic skills e.g. in areas like spelling. Opportunities will be found to use Computing to develop their writing skills e.g. drafting and re-drafting. Students' self-esteem can be improved by their ability to produce written work which looks well-produced and which may mask their individual problems with handwriting.

In KS4 & KS5 (and for some in KS3) students follow certificated courses in GCSE's, BTEC's, ELQ's, & Functional Skills Levels 1 & 2.

All students will have an English lesson five days of the week in all Key Stages.

5.2. Mathematics

Many of the students come to the school with standards of numeracy well below those of similar aged students in maintained schools. Not only is their mathematical experience generally narrow but their knowledge, understanding and confidence in applying the basic skills is well below that expected. Great emphasis is placed on developing the students' skills in numeracy, improving their confidence to practise and apply them in a variety of situations and their checking on their own learning as they go along.



Students will benefit from the use of Computing. In part there will be the use of programs which will develop and reinforce their basic skills e.g. in areas like multiplication and division. Opportunities will be found to use computing to develop their numeracy skills- e.g. awareness of shape and space. Students' self-esteem should be improved by their ability to produce numeracy work which looks well produced and may mask their individual problems with presentation.

In KS4 & KS5 (and for some in KS3) students follow certificated courses in GCSE, ELQ, Level 1 Numeracy and Measure & Functional Skills Levels 1 & 2.

All students will have a mathematics lesson five days per week in all Key stages.

5.3. **Science**

As a practical activity, science offers the students great opportunities to explore the subject through first hand experiences but this will be tempered by the fact that the safety of the students and staff is paramount. Risks are reduced by nurturing an atmosphere of sensible behaviour and planning carefully appropriate activities. Suitable opportunities will be found to use Computing programs to extend and consolidate the students' knowledge and understanding.

The students will carry out activities which develop appropriately their knowledge and understanding of scientific concepts and "understanding" of "the scientific process". The students will be encouraged to develop other personal skills such as being able to work collaboratively and to carry through and complete a task. This subject will also support the students in their acquisition of literacy and numeracy skills.

In KS4 (and for some in KS3) students follow certificated courses in GCSE & ELQ & BTEC.

As recognition of the importance of Science as one of the core subjects all students will have at least two lessons of Science per week.



5.4. Computing

With the acquisition of new resources skills in the requirements of Computing the subject will be both formally taught as direct lessons and re-enforced by the use of appropriate programmes through other areas of the curriculum. The students are similar to students in maintained schools in that many are highly motivated in using Computing and this is an important medium in which to deliver other aspects of the curriculum. Some students have high levels of skills in this subject and full use should be made of this to develop self-esteem.

While some of the programs may be targeted at levels below those expected nationally for the age group, they can be very important in developing and consolidating basic skills, especially as the students are unlikely to have come across the programs previously.

In KS4 & KS5 (and for some in KS3) students follow certificated courses in ECDL Levels 1 & 2 and Functional Skills. All students in KS3, KS4 and KS5 will follow the ECDL Level 1 E-safety course.

All students will have direct lessons of Computing each week and may use the resources more frequently in other curriculum areas to consolidate the skills learnt and develop Computing across the curriculum.

5.5. Physical Education

This contributes to the personal development of the students and is often one of the main vehicles for the students to go outside. Activities in school will be promoted to develop endurance, muscular strength, flexibility and cardiovascular health where possible. Individual and small games will be offered. Opportunities will be explored to provide gymnastic and dance options to the appropriate Key Stages.

PE will be used to promote healthy lifestyles and physical activity - students will be taught to adopt safe practices thereby improving their willing response to instructions and they will develop positive attitudes.

All students will follow a PE curriculum where they will access a range of team and individual sports to develop their individual and team skills as well as their sport specific knowledge and expertise.



In KS3 and KS4 (and for some students in KS5) some students may also access Sports Leadership courses and tailor made PE programmes

5.6. Personal, Social and Health Education (PSHE)

A structured program of PSHE (that also includes ASDAN, 'Lift off' & CoPE in KS3, 4 & 5) will be offered to all students and will be an essential element in securing positive and appropriate attitudes to a wide range of issues that face contemporary students. Much of the work will be tackled through discussion following an initial input. This will provide the students with opportunities to express their own views and to develop respect for the views of others. At appropriate times careers education and work experience will form part of this programme. The students' emotional development will also be considered in this subject. All students will have at least one lesson a week "Tutor time" which will focus on a variety of PSHE topics appropriate to each group

5.7. Religious Education

Students will be taught about different religions and visit appropriate religious buildings. This will also support the personal development of students by encouraging tolerance and respect for other people's beliefs.

5.8. Art and Crafts

Art plays an important role as both an academic subject and as a therapeutic intervention for the students. Students will be provided with both group sessions and individual projects and these will provide opportunities for experiencing both the practical and intellectual basis of the subject. Many students can achieve high standards in art and this can play an important role in raising their self-esteem. The students will have regular weekly art and craft lessons. Some students in KS4 and KS5 will then follow the GCSE Art course. The practical activities will use a wide range of media and support projects.

5.9. History and Geography

In KS1, 2 and KS3 topics will be found to develop knowledge, understanding and skills relating to History and Geography. Opportunities will be found to take the students off-site to extend both their specific subject skills but also their social and cultural awareness. The locality will be studied as well as the history and geography of more



distant places. In addition to the subject skills the work will support and consolidate the students' literacy and numeracy skills and opportunities will be found to enable them to use ICT e.g. for research purposes or for presenting their material.

5.10. Music

Students will be offered at least one Music lesson a week. A music activity will be offered in after school clubs.

5.11. Design & Technology

Design & Technology - students in KS4 & KS5 (and some in KS3) will follow ELQ and GCSE courses. Key Stage 2 and 3 will access Design lessons differentiated at an age appropriate level.

6. Careers

Park School sees appropriate careers advice to be central to the present and the future career options of our students. The wide range of subjects offered give students a chance to experience a range of potential future career opportunities. This is reinforced through ASDAN where employability skills and research into a range of college and job options/requirements is undertaken. Some students attend college on a part time basis in Years 10, 11 and KS5 to broaden their experiences and develop particular skills. Work Experience placements also give students an opportunity to experience the world of work.

7. Creative Curriculum

The creative curriculum has been introduced to give all students access to a wider and broader curriculum that will give them experiences that they would not necessarily have. This will allow them to develop into citizens who have a better understanding of the British society and these activities will help develop their self-confidence and self-esteem.

We offer a range of experiences that include

- Cultural Food
- Rock Climbing
- Visit to National Trust Properties
- Animal Encounters
- Fishing



- Circus Skills
- Ipad Animation
- Horse Riding
- British Sign Language (BSL)

8. Equal Opportunities

We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities. We look for ways to encourage all students in all subject areas. By careful monitoring we encourage those underachieving in certain areas.

9. Special needs

Teachers' planning caters for the wide range of abilities by including differentiated opportunities in order for all children to make progress.

LINKED POLICIES

▪ Assessment, Recording and Reporting Policy	▪ Subject Policies
▪ SEN and Disability (SEND) Policy	▪ Educational Visits Policy
▪ Feedback Policy	▪ Schemes of Work
▪ Independent Study Policy	▪

This policy will be reviewed annually