

CURRICULUM POLICY

Review Date	September 2023
Reviewed By	Danielle Clowes & Diane Laing
Next Review	September 2024
Summary of Changes	First Edition

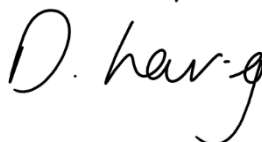
Approved by:

Head Teacher:



Date: 06/09/2023

Deputy Head Teacher:



Date: 06/09/23

DSL:



Date: 06/09/2023

CONTENTS

1. Key Principles and Learning Outcomes
2. Overview
3. Curriculum - Statement of Intent
4. Implementation
 - Breadth of Curriculum
 - Co-Ordination and Documentation
 - Interventions, Enrichment and Therapeutic Support
5. Impact
 - Assessment
 - Monitoring and Evaluating Practice
6. Legislation and Guidance

Emerge school is proud to offer...

- A broad, balanced, differentiated and relevant curriculum which promotes educational experiences that reach beyond the classroom and supports students to develop social, communication and life skills.
- A stable and caring environment combined with high staff to student ratios, which ensure that every student has the opportunity to develop their abilities, share new experiences and be supported in realising their future potential.
- A multi-disciplinary and person-centred approach to the delivery of education which enables students, who may have previously struggled within educational settings, to engage positively in school life.
- Small class sizes for all students.
- Extensive and individualised resources allowing for a bespoke approach to education which allows us to meet the needs of all our pupils.
- Our multi-agency team around the child approach includes Educational Psychologists, Speech and Language Therapists, Clinical Psychologists and Art Therapists who work together to form personalised plans for children who need extra support.

1. KEY PRINCIPLES AND LEARNING OUTCOMES

Emerge School implements an Education Curriculum Policy which details key principles and student outcomes. These can be summarised as:



We deliver a curriculum that offers some parallels with mainstream schooling and yet provides access to specialisms to re-engage disaffected children, emotionally stabilise angry and frightened children or support the re-inclusion of children who have found security and are ready to take the step back into mainstream education. By adapting a creative approach to learning and providing regular opportunities for success, we can support each child in developing confidence within their own abilities and build the resilience they need to continue improving, thus enabling them to achieve the outcomes necessary to transition into adulthood successfully.



2. OVERVIEW

Emerge School is an independent school for pupils aged between 5 and 13 years experiencing social, emotional and mental health difficulties. The school offers places for all children and young people within our local authority and beyond who may need a more tailored approach to learning to meet their specific needs. The majority of pupils arrive at the school having experienced difficulties within previous educational placements which have impacted on their learning and development and may have frequently led to multiple placement breakdowns, and as a result, pupils often arrive with significant gaps in their learning and attainment. This may also be attributed to a medical diagnosis of such conditions as ADHD, ASD, OCD, etc. Upon entry, many pupils are operating at lower levels than the national expectation for their key stage groups. The school places a high emphasis on pupils' personal development in addition to their academic progress.

The nature of children with SEN and mild/moderate needs creates an uneven academic profile both within the individual child and within the year groups. This presents particular demands to ensure each pupil has the opportunity to grow academically and socially, whilst less able pupils do not feel stigmatised within the class. Our task is further complicated by the poor educational experiences some pupils have experienced as a result of previous placements being unable to meet the challenging demands of the child. Heightened anxiety and school phobia are frequent traits within our cohort and the school seeks to counter this with empathy, understanding and structure, all within a small supportive class group, with a flexible timetable and reward system.

At Emerge, we aim for the development of the whole child encompassing all learning, including skill acquisition, building relationships with others, developing knowledge and making progress through a variety of activities. These learning activities can be held in the more formal setting of a classroom, but should also be promoted in the more informal settings outside of the classroom. Learning to socialise, co-operate, negotiate and collaborate are key skills that young people will need to adopt in order to become contributing citizens and take their place in society as young adults. Young people should be given the opportunities to promote their understanding of these issues and the teaching staff have a significant responsibility in supporting this through a nurturing approach. The school also seeks to actively promote good values such as tolerance, the rule of law and democracy.

Across our school, we endeavour to provide opportunities for young person's growth and development in the above areas, both in and out of the classroom. Personal, Social and Health education alongside Social, Moral, Spiritual and Cultural opportunities provide the back bone of the curriculum and materials are used to empower young people and develop a local and global sense of identity and responsibility.

The Purpose of our curriculum:

- Raises aspirations for all pupils
- Is purposeful and relevant and ensures that learning is contextualised
- Inspires and immerses pupils in their learning
- Underpins our school core values of *respect, resilience, cooperation and empathy*
- Develops a growth mindset
- Celebrates the process of learning rather than just the product and ensures that failing is seen as an opportunity for new learning
- Ensures that pupils are independent and ready for adulthood by being heavily based on skills to prepare for the life in the world beyond.
- Is memorable and experiential – ensuring that all pupils have opportunities to access experiences that will enrich their life and learning – please see our curriculum maps.
- Develops strong relations with the community; the school, local and wider community

- Provides entrepreneurial experiences
- Promotes SMSC and British Values throughout their learning journeys.

3. CURRICULUM - STATEMENT OF INTENT

Through our curriculum, we aim to deliver a clear set of intentions:

- **Intention 1: Maximise behaviour and skills for learning**
- **Intention 2: Reach full academic potential**
- **Intention 3: Rebuild and nurture**
- **Intention 4: Prepare to make a positive contribution to the advancement of British society**

Our intention is to provide all pupils with access to a safe and nurturing learning environment, providing a supportive and structured curriculum and a diverse range of high quality learning experiences, relevant to the pupil and which prepares them for the next stage in their life. All pupils should have access to a bespoke blend of learning which aims to support both academic and personal progression.

It is our aim that pupils leave our school with the knowledge, skills, confidence, resilience and independence to care for themselves both mentally and physically: pupils who are able to perform confidently with their peers; pupils who become capable future citizens; who are able to take advantage of the opportunities, responsibilities and experiences that adult life will offer.

The school is committed to:-

- Providing a safe and nurturing school environment
- Providing a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Providing subject choices and support which enhances pupils' learning and personal development enabling them to work towards achieving their goals
- Develop pupils' independent skills and resilience to equip them for further/higher education, employment and life as an adult
- Supporting pupils' spiritual, moral, social and cultural development
- Supporting pupils' physical development; to take responsibility for their own health and enable them to be active
- Supporting pupils to understand about their own mental health and well-being in order to develop healthy and effective coping/ management strategies
- Promoting a positive attitude towards learning
- Ensuring equal access to learning for all pupils, with high expectations and academic ambitions for every pupil and appropriate levels of challenge and support
- Equipping pupils with the knowledge and cultural capital they need to succeed in life
- Enabling students to achieve formal qualifications in line with their academic abilities and experience success.

As a specialist provision we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- require a range of different teaching approaches and experiences.

4. IMPLEMENTATION

The Curriculum at Emerge supports the mission statement: *Learning Today for a Better Tomorrow* 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 and nurtured. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

The School is committed to providing a broad and balanced curriculum, based on the National Curriculum (2014). 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 topic-based curriculum approach.

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. We endeavour to provide opportunities for pupils who are identified as having a gift, talent or specific interest to develop their skills and abilities in that area, through hobby/interest development sessions.

Within Emerge School the pupils are taught in classes of usually no more than five children grouped according to age, social dynamics and ability. Each class has an assigned class teacher responsible for supporting the students, co-ordinating the Individual Education Plan, updating the Milestone Planners and collating academic reports which are sent home to parents/carers on a termly basis.

- Across each Key Stage, pupils will be taught by a single class teacher and will remain in the same learning environment for the majority of their curriculum, supported by a consistent TSA.
- Classes are taught predominantly in age related groups and on the needs of each group, adjustments can be made to timetables to ensure suitability of the curriculum offer and to maximize engagement. Children seen to excel in specific subjects or who show a particular flair and interest in a given area will be provided with the opportunity and fully supported to integrate into a mainstream school in order to allow them to flourish further and achieve their full potential.

BREADTH OF CURRICULUM

Emerge School uses the National Curriculum (NC) as a basic foundation to building its own curriculum, providing access to the following national curriculum subjects; Maths, English, Science, History, Geography, PSHE, Design & Technology, Food Technology, ICT, RE, Art and PE and follows the published programmes of study.



MATHS
All key stages – White Rose
TT Rockstars



PE
KS1 & 2 – Power of PE
KS3 – Head, Heart, Hands approach



WRITING
KS1 & 2 – The Write Stuff
KS3 – Beyond English



MUSIC
All Key Stages - Charanga



READING
All Key Stages – Rising Stars
Phonics – Rocket Phonics



RE
KS1 & 2 – Discovery
KS3 – Local Authority Guidance



SCIENCE
KS1 & 2 – Focus/ Pzaz
KS3 – Beyond Science



MFL
KS2 – Salut!/ Language Angels
KS3 – Independent tutor in schools – French and German



COMPUTING
All Key Stages NCCE



GEOGRAPHY/ HISTORY
Key Stage 1 & 2 – Focus/
Grammarsaurus
KS3 – Beyond



PSHE
All Key Stages PSHE



ART/ D&T
Key Stage 1 & 2 – Focus/
Kapow
KS3 - TES

Please make reference to Curriculum Design document and Curriculum Delivery for further information.

Access to MFL and Music is done on an individual basis to ensure that there is enough scope within the timetable for pupils to narrow any attainment gaps and also to allow time for sessions dedicated to personal development. However, the specific needs of the pupils means that some may have or require disapplication from some subject areas due to their individual need being greater; equally they have stated needs beyond the NC which specifically focus on the following main areas; social skills, communication skills, sensory difference, cognition and learning and motor skills. These are all addressed differently for each pupil, dependent upon individual assessment and as outlined in pupils' Education Health & Care Plans (EHCP). Additionally, whilst pupils may be academically able within the context of psychometric assessments, e.g. average or above IQ, they may require a specialised teaching methodology to gain access to specific areas.

AS and ASD students can also perceive and think differently due to the nature of their diagnosis, thus taking questions literally when they are unable to relate the abstract map to the concrete reality.

Others have enormous difficulties with the concept of time and in-particular the past. This means that relatively recent past and distant past are meaningless terms and the context

proves to be difficult for them to understand. Teaching some subjects, particularly History, can become challenging so these types of subject access problems are confronted by teachers at Emerge School on a regular basis and need to be carefully considered when planning topics and integrating them into meaningful learning exercises.

We address fine and gross motor skills development and sensory difference through individual work with the Occupational Therapists and through daily physical activities for some pupils in our sensory therapy room. Additionally, activities such as Sensory Integration work and relaxation techniques are offered on a regular basis through various alternative therapy sessions.

We utilise the skills of a Speech and Language Therapist to meet the needs of the pupils where necessary. They co-ordinate the delivery of speech, communication and social use of language skills with teachers, delivered through individual withdrawal, group and class sessions. These are built into the daily curriculum timetable where appropriate. A variety of approaches and resources are utilised, including use of established programmes, e.g. The Social Use of Language, and will include individually constructed programmes to meet the specific needs of the pupils.

We recognise that there are times when a pupil may need a timetable created that provides a far greater degree of flexibility in terms of the percentage of academic and therapeutic input. Staff from across the school meet to work together in ensuring any timetable/ curriculum that is created has a positive impact, improving those areas that will increase the child's ability to reintegrate back into the classroom and access the curriculum alongside their peers.

Supported by SEND policy

CO-ORDINATION AND DOCUMENTATION

The Senior Leadership Team is responsible for the overall co-ordination of the curriculum, with individual teachers taking further responsibility for co-ordinating the specific subject areas. Communication is essential for effective co-ordination and continuity; this takes place formally through daily and weekly teachers meetings, academic reports and annual review reports, as well as through emails, informal meetings and discussion. Each subject is co-ordinated throughout the school by individual teachers who are responsible for reviewing subject resources and needs within the school.

Without effective planning, monitoring, reporting and assessment, the curriculum would be less effective. Planning is the method of ensuring lively, reflective delivery with appropriate pace and continuity, leading to a positive and rewarding learning experience for the pupil. The system of curriculum documentation at Emerge School is designed to streamline planning, assessment and recording, whilst acting in itself as the basis for communication of progress between departments, parents/carers and outside agencies.

Curriculum documentation at our school forms the physical backbone of the planning for continuity and effective progress in education through the various Key Stages. It is a set of interlinked working documents that serve as tools for planning and differentiation and to inform the annual educational review. This, in turn, ensures correct target setting for each child into the forthcoming academic year.

It is broadly split into the following main areas:

- Annual Review documentation
- Education Health and Care Plans (EHCP)

- Behaviour Support Plans (BSP) incorporating time-out procedures
- Milestone Planners
- Curriculum planning:
 - **Long-term plans** based on NC and subject specific schemes
 - **Medium-term plans** completed termly and detail objectives, activities, differentiation, outcomes, assessment opportunities, resources and evaluation.
 - **Short-term plans** are managed daily using medium term plans and within teacher planning.
- Assessment & recording
 - from work completed and annotated in exercise books, levelled by teachers to support teacher assessment
 - from curriculum planning
 - formal testing; mock examinations; assessment activities; skill specific testing relating to reading and spelling
- Reports
 - Academic end of term reports, including current attainment and comments on progress and next steps are sent to parents/carers three times a year at the end of each term. Progress is reviewed each half term and used to record and monitor achievement.

The progress tracking system, known as the Assessment Toolkit, enables teachers to plan and record pupil progress and assessment results together with evidence of teacher assessed levels. When possible, teachers will utilise each other's expertise to moderate levels given. These results are used, in conjunction with the teacher assessment to provide an 'expected level' that can be used by teachers to inform planning. Teachers and Senior Leaders will moderate as a whole staffing team to ensure a consistent approach across all age groups and subjects.

Most documentation pertaining to planning is kept on our school Dropbox file where it can be easily accessed, shared and developed and uploaded onto our own subject tracker system. Individual teachers have their own physical planning files, allowing them the flexibility to adapt medium and short term planning on a daily basis as a working document.

Pupil Profiles (IEPs) , produced in consultation with the pupil, are documents formulated termly by staff to review progress and set targets for the next period of time based on priority targets identified at Annual Review, PEP, LACs and in teachers' meetings. The class teacher is responsible for co-ordinating the monitoring and record keeping of IEP action plans for his or her own pupils. Our 'Steps for success' system, breaks down one IEP target into manageable progressive chunks, allowing pupils and staff to understand more clearly how progress can be made in achieving these targets.

INTERVENTIONS, ENRICHMENT AND THERAPEUTIC SUPPORT

Pupils have access to targeted interventions and programmes which are delivered by trained staff. Their role is to support children and young people in school to understand and regulate their own emotions whilst also respecting the feelings of those around them to allow a more focused approach to learning. They plan and deliver after assessment has identified a need for any additional emotional, numeracy or literacy interventions and target specific areas in which the individual student is experiencing difficulties. Pupils also have the opportunity to undertake weekly enrichment sessions which are pupil led and can be operated in small

groups or solo, including both onsite and off-site activities with their key adults to further support their learning journey.

Some pupils require a highly individualised and bespoke programme and timetable. The school takes an innovative approach when devising such a programme. For example, education may take place mainly off-site and the curriculum might include a greater level of therapeutic input and personalised learning with the aims of more actively engaging pupils in learning and developing qualities and skills needed to achieve throughout life.

We aim to give all our children the opportunity to succeed and reach the highest level of both academic and personal achievement. When planning work/interactions, staff take into account the abilities of all of their children.

Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress.
- providing a nurturing and encouraging environment for children to feel comfortable and relaxed

The school is also supported by a multi-agency clinical team which includes; SALT, OT, clinical and educational psychologists who work closely with the school staff to devise suitable pathways to best support the learning needs of the child.

See Positive Mental Health & Well-Being Policy

5. IMPACT

At Emerge School, children are assessed regularly which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group level they are working at and provide live feedback which enables each pupil to make progress within the lesson and over time. Children are expected to make good or better progress from their starting point in all subjects and this individual progress is tracked and reported to parents and carers at least three times a year.

Through continued assessment, monitoring and evaluation of our provision and practice, we will ensure:

- All required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Senior Leadership Team
- The school's procedures for assessment meet all legal requirements
- The school staffing team is involved in decision-making processes that relate to the breadth and balance of the curriculum

- Appropriate provision is in place for pupils with different abilities and needs, including children with SEN and is differentiated and delivered accordingly to enable pupils to access meaningful learning and quality first teaching
- There are adequate and robust procedures in place to ensure the accurate evaluation of the quality of teaching, learning and assessment.

ASSESSMENT

Our school uses rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed half termly and progress is measured against end of year outcomes for individual pupils.

We use a variety of tests and tools to measure curriculum impact and establish accurate assessment results in order to drive learning forward whilst meeting the specific needs of the individual child. These include:

- Teacher Assessment Tool Sheets
- Emerge Assessment Trackers (curriculum and SEN)
- Boxall Profiles – to measure behaviours
- YARC/ SALFORD
- PIRA/ PUMA
- My Year Of Learning Termly Reports
- Attendance
- Progress against challenging targets based on the knowledge, application and understanding of the matters, skills and processes specified in the National Curriculum
- Milestone Planners - Progress against Education, Health and Care Plan and Pupil Profile targets
- Year 1 Phonics Screening Test and Year 4 Multiplication Tables Test.
- Reduction in challenging behaviours through CPOMS reporting
- GL testing
- Speech and Language therapy progress reviews/ BPVS
- Pathways

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

MONITORING AND EVALUATING PRACTICE

The Head Teacher, Deputy Head Teacher and Lead Teacher monitor the quality of teaching, learning and assessment and ensure action is taken to develop and progress each area of the curriculum. Individual curriculum area plans should feed into the whole school development plan and be in line with the schools ethos and intent.

The following will be monitored by the Senior Leadership Team:

- SMART Pupil Profile targets are in place and reviewed each term
- Subject teachers set individual targets for the subject area
- Long term, medium term and lesson planning is in place and fits the Scheme of Work
- Marking gives constructive feedback and guidance to attain at the next level
- Practice and provision is consistent throughout the school
- Review of Milestone Planners linked to an individual's EHCP

Monitoring will be implemented through a cycle of quality assurance activities which include:-

- Learning Walks/environment checks
- Lesson Observations
- Scrutiny of planning, marking and work
- Pupil Interviews/ Voice
- Pupil Progress data collection

6. LEGISLATION AND GUIDANCE

This policy reflects the requirements for Independent Schools to provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education as per The Education (Independent Schools Standards) Regulations 2014 and the National Curriculum where the school delivers those programmes of study.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in:-

- The Education (Independent School Standards) Regulations (2014)
- Education Inspection Handbook – Ofsted November 2019 (updated July 2022)
- Non-association independent school inspection handbook - Ofsted October 2019 (updated July 2022)
- A Competency Framework for Governance – DfE October 2020