

Curriculum Policy

At Epinay School, we view the design of the curriculum as an evolving and fluid process which takes into consideration the needs and character of our learners, prior learning, experiences and the community in which school exists.

The curriculum has been written by using and extending the National Curriculum alongside relevant, evaluated educational research which is relevant to our school community. The curriculum provides a broad and balanced progressive, sequential, long term plan with consideration of the local area and resources. All aspects of the curriculum comply with legislation and national guidance, including the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school. We have designed an innovative curriculum, which teaches information and skills which matters to our learners, to enable them to know, remember and understand more, as well as ensuring that the skills and knowledge gained in phases 1-3 prepares learners for subject specific qualification based learning in phases 4 and 5.

Curriculum Definitions

When collating this policy we have agreed the following definitions:

- Intent – everything that happens in the curriculum up to the point of delivering it (before the teaching)
- Implementation – everything that happens in the classroom (the teaching)
- Impact – inspire happy, confident, independent learners who are prepared for adulthood.

1. CURRICULUM INTENT

The intent of our curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. This will be achieved by:

1. Building a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that we inspire happy, confident, independent learners who are prepared for adulthood.
2. Ensuring the growth of key skills of: collaboration, independence, resilience, communication, problem solving, creativity, leadership and enthusiasm so that children understand how they learn. It will nurture learners' learning behaviours and develop a curiosity towards the exploration of knowledge within a full range of appropriate subjects and prepare them for qualification-based learning pathways, or life skills learning pathways which inspire happy, confident, independent learners who are prepared for adulthood.
3. Building a curriculum, which ensures learners know right from wrong and develops crucial life-skills, and positive moral traits so that they understand their role within the community and wider world. To understand what it means to be a British Citizen or, someone from another country who lives in Britain and can celebrate

diversity. To be aware of the rule of law, tolerance and being mutually respectful whilst understanding what it means to live in a democracy and to have individual liberty. To experience cultural capital and to use this to make links across their learning; as a result we will inspire happy, confident, independent learners who are prepared for adulthood.

2. CURRICULUM CONTENT AND IMPLEMENTATION (Pedagogy)

In all subjects and enrichment programmes, we recognise the importance of using a wide range of different methods of teaching to ensure all learners are engaged and motivated (the pedagogy) to enable happy, confident, independent learners who are prepared for adulthood. The following approaches will be used across all subjects and personal development programmes throughout the school.

Pedagogical approaches and strategies	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Constructivism	Inquiry-based learning; outdoor learning
	Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Liberationism	Pupil-led learning; opportunities to showcase learning
	Vocabulary confident learners	Introducing learners to key vocabulary specific to the subjects, they are learning in order for them to use and apply it confidently and correctly.

At Epinay, we recognise the purpose of our school curriculum is for all learners to actively engage in learning so that they retain knowledge and maintain connections between what is taught and independently acquired. In order to do this, the effective implementation of the curriculum is essential. We recognise the sequence of teaching directly impacts on the success of the curriculum implementation. Detailed schemes of work and intent documentation based upon relevant research have been written for every subject area, Phase 1, SENSES and Lifeskills provision with a clear approach to the implementation. Teaching sequence commences with a 'Key Question' this formulates the chronology of planned learning objectives and activities that will take place. The sequence of learning will always connect to the prior learning that has recently taken place. The proceeding teaching sequence will be specific to each subject and are set out in the intent document, which are available upon request.

3. CURRICULUM IMPACT

What do we hope will be the impact of our curriculum and how do we measure it?

Intention	Intended Impact	How will it be measured?
1.To build a curriculum, with reading at its core, which develops learning and results in the acquisition of	All learners will make at least expected progress from on entry baseline data. Termly data drops will show at least expected progress in line with school assessment procedures. All learners	Termly teacher assessment against set curriculum learning objectives, recorded electronically on the assessment system

knowledge so that we inspire happy, confident, independent learners who are prepared for adulthood.	will leave Epinay school with a range of qualifications in their chosen pathway.	demonstrates at least expected progress.
2. Ensuring the growth of key skills of: collaboration, independence, resilience, communication, problem solving, creativity, leadership and enthusiasm so that children understand how they learn. It will nurture learners' learning behaviours and develop a curiosity towards the exploration of knowledge within a full range of appropriate subjects and prepare them for qualification-based learning pathways, or life skills learning pathways which inspire happy, confident, independent learners who are prepared for adulthood.	<p>Learners have positive attitudes towards their learning which continues as they move through each phase of school and adulthood.</p> <p>Learners know how they learn best and use this knowledge in their day to day work.</p> <p>Learners demonstrate resilience in their learning and don't give up when they find something difficult.</p> <p>Learners have high aspirations of themselves and as a result of this set themselves challenging next steps.</p>	<p>The learning behaviour displayed in the classroom and in the wider school environment.</p> <p>A caring attitude demonstrated to their learning through the presentation of their work.</p> <p>The completion and return of regular homework.</p> <p>Attendance at school – learners are rarely absent.</p> <p>Achieve appropriate and relevant qualifications in preparation for adulthood and future pathways</p>
3. Building a curriculum, which ensures learners know right from wrong and develops crucial life-skills, and positive moral traits so that they understand their role within the community and wider world. To	<p>Learners demonstrate a positive attitude towards all aspects of school life. They demonstrate respectful behaviour to all and this is transferable outside of school in the wider community and beyond.</p> <p>Learners are resilient to the beliefs of others and make the correct choices</p>	Throughout school positive attitudes prevail towards all learners and staff. There are very few incidents of disrespectful behaviour and when there is a disagreement this is resolved through respectful discussion.

<p>understand what it means to be a British Citizen or, someone from another country who lives in Britain and can celebrate diversity. To be aware of the rule of law, tolerance and being mutually respectful whilst understanding what it means to live in a democracy and to have individual liberty. To experience cultural capital and to use this to make links across their learning; as a result we will inspire happy, confident, independent learners who are prepared for adulthood.</p>	<p>independently based on their understanding of right and wrong</p>	<p>Learners are ambassadors whenever they learn outside of the school environment.</p> <p>Learners very rarely become involved in problems outside of the school day.</p> <p>Learners stand up for what is right and positively speak out against bullying and inequalities such as racism.</p> <p>Learners know their role in society.</p>
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4. ROLES AND RESPONSIBILITIES

Head Teacher and Governing Body

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Ensure that the school buildings and premises are best used to support successful teaching and learning.
- Monitor how effective teaching and learning strategies are in terms of raising pupil attainment.

Key staff developed detailed schemes of work, the implementation of which is monitored by the Senior Deputy Head Teacher and Deputy Head Teacher. Subject teams are responsible for:

- Raising standards in subjects via CPD and support
- Providing or organising training to keep staff skills and knowledge up to date through regular meetings.
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Moderation exercises where appropriate.
- Deep dives – knowledge and understanding of the subject.

5. MONITORING

The Leadership team and the Governing Body are responsible for monitoring the impact of the school curriculum in terms of social outcomes and academic progress. The Senior Deputy head teacher is responsible for the day-

to-day organisation of the curriculum and monitoring its impact via academic assessment scrutiny. Monitoring the implementation of all subject areas and personal development programmes will be carried out by the Deputy Head Teacher, this enables SLT to gain an overview of teaching and learning throughout the school. This will assist the school in the self-evaluation process identifying areas of strength as well as those for development.

In monitoring the quality of teaching and learning the lead will:

- Ensure full coverage of the curriculum requirements through the implementation of schemes of work
- Analyse learners work
- Facilitate moderation of learner's work within school and across schools
- Observe teaching and learning throughout the school.
- Hold 1:1 or phase meetings with teachers.

6. ASSESSMENT AND RECORD KEEPING

Attainment and learner progress is monitored using systems developed by the school. In core subjects (mathematics, reading and writing) we have adapted the National Curriculum yearly objectives and renamed them "Stages". Progress is monitored through steps identified as emerging, developing, secure and next stage ready. It is aimed at ensuring, the needs of all learners can be met with small steps identified to effectively measure progress. "I can" statements are used throughout to enable pupils to understand their own progress and develop the language to participate in the assessment process. For further information please read the school documents "Life After Levels" and the school's "curriculum handbook."

The progress in each phase is assessed is as follows:

- Phase 1: Pupils work through objectives directly linked and adapted from EYFS goals. The use of an electronic tracking system named "Evidence for learning" provides a platform to record assessment of the objectives.
- Phase 2 and 3: Pupils work on objectives from the stages documents to ensure skills and knowledge are gained in at a rate suitable for the pupil in preparation for an accreditation pathway in phase 4
- Phase 4 and 5: Pupils work towards outcomes from a relevant qualification pathway.

In foundation subjects objectives taken from each scheme of work have been transferred onto electronic documentation and set out as phase 2 and 3 expectation. Objectives will be marked off as and when achieved and progress will be analysed termly. A numerical value of progress will be used but there is not a termly expectation attached. This data will be used to determine academic strength when choosing phase 4/5 pathways.

SENSES and Life skills groups follow a combination of both systems adapted to the specific schemes of work written for these areas. SENSES are also assessed against SCERTS targets specifically linked to ASD diagnosis.

7. MARKING

Is in line with the school's marking policy.

8. HOMEWORK

Homework is set where appropriate and matches the needs and abilities of the learners. Work can take various forms including the use of the online resources where appropriate.

Phase 1 - Weekly reading book sent home.

Phase 2 and 3 - Weekly spellings, Read Write Inc reading book, 1 piece of maths work (appropriate level to consolidate) sent home.

Phase 4 and 5 - Weekly - One piece of maths (appropriate level to consolidate), one piece of level appropriate English based on reading comprehension.

Home reading records, spelling test scores and maths (English in Phase 4 and 5) records to be kept.

9. EQUAL OPPORTUNITIES

All learners have equal access and inclusive rights to the curriculum, regardless of their age, gender, race, religion, belief, disability, sexual orientation or ability. We plan work that is differentiated for the performance of all groups and individuals. Epinay School is committed to creating a positive climate that will enable everyone to work, free from any intimidation or harassment, and to achieve their full potential

Monitoring and review

The policy will be reviewed annually.

Policy approved by Governors:	May 2023
Date of next review by Governors:	June 2024