

# CURRICULUM POLICY DOCUMENT

**DATE: SEPTEMBER 2017**

**REVIEW CYCLE: ANNUALLY**

**NEXT REVIEW DUE DATE: MARCH 2018**

## INTRODUCTION

We aim to provide a broad academic curriculum delivered using multi -sensory techniques. We place a weighting on Literacy and Numeracy in order to meet the specific learning needs of our young people and help prepare them for a literate and numerate world while also allowing access to as broad a range of National Curriculum subjects as is practically possible.

Our curriculum provides full-time education for all our young people giving them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. We tailor the curriculum and subject-matter within it to ensure they are appropriate for the ages and aptitudes of pupils. We have planned activities organized to promote learning and personal growth and development. Our curriculum includes the National Curriculum requirements and a range of extra-curricular activities designed to enrich the experience of our young people and develop them as individuals and future active and productive citizens.

We are a special school with very special children. As such, we look at the general policy intent that lies behind wider Government curriculum policy and look to interpret and adapt in a way that meets the needs of our children. This helps us identify just how our learners have performed, based on our own value-added measure where there is little or no information on Key Stage 2 English and maths (used as the Progress 8 baseline).

We recognise the value in offering breadth and challenge in the curriculum and understand the need to measure and track learners' progress as they move through our school.

## OUR CURRICULUM INTENT

### OUR CURRICULUM PLEDGE TO OUR YOUNG PEOPLE

AS WE CHALLENGE AND SUPPORT YOU TO FULFILL YOUR POTENTIAL, WE WILL CONTINUE TO HAVE HIGH EXPECTATIONS OF YOU AND WE WILL STRIVE TO MAKE OUR CURRICULUM AND TEACHING PRACTICE EVER MORE RESPONSIVE TO YOUR NEEDS.

#### We will do this by always:

- Keeping your welfare as our primary concern
- Placing you at the centre of our teaching practice
- Ensuring your voice is heard
- Striving for the best possible outcomes for you, irrespective of your background
- Creating and maintaining safe and stimulating learning environments that encourage learning, empower and enthuse you
- Ensuring your lessons are taught by committed teachers who provide experiences which cater for your individual needs so that you learn, make progress and reach your potential
- Finding innovative ways to capture your positive achievements by challenging and removing unnecessary barriers to achievement
- Monitoring and evaluate the impact of our teaching as we challenge and support our teaching staff to develop, innovate and improve

#### We will ensure that we provide a curriculum for you that:

- Involves full-time supervised education (in accordance with section 8 of the Education Act 1996) which gives you experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- Stimulates, motivates, challenges and excites, presented in an accessible and inclusive way and which involves a programme of activities appropriate to your needs
- Fulfils the requirements of your EHC Plan/Statement our young people may have
- Provides opportunities for your talents and interests and will help you prepare effectively for the opportunities, responsibilities and experiences for adult life.
- Encourages you to develop a range of personal qualities, such as independence and tenacity, which support success in education and work
- Encourages you to respect yourself and others and hold yourself in high self-esteem, and to work co-operatively with others
- Allows you to leave Nunnykirk as socially competent individual able to thrive in the wider world

## Staffing and resourcing the curriculum

1. All teaching personnel are first and foremost, teachers in a special school (as opposed to a discrete subject discipline teacher). This means teachers are prepared to pick up and lead on a number of curriculum areas, within reason and with the appropriate support.
2. We manage the staffing levels and teacher to pupil ratio through growth and by changing our recruitment practice. This means that where adjustments are needed they are made as we grow in pupil numbers.
3. As we look to grow in a sustainable and responsible way we will look to innovate in how we ensure viable and sustainable growth and curriculum development. We will do this by:
  - a. looking to introduce teaching assistants to work with the existing, experienced teaching staff. and
  - b. making greater use of variable contracts to help respond better to the challenges of growth and curriculum choice in a small school.

The commitments made above are enabled by the following Nunnykirk School for Dyslexia policy documents:

- Curriculum Policy document and timetable support documentation
- Year 10 Options and choices policy document
- Our Sixth Form guidance
- Homework Policy
- Equality, Diversity and Inclusion Policy
- Health and Safety Policy, and
- Safeguarding Children and Child Protection Policy