



**Meadowcroft  
School**

# Curriculum Policy

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# CURRICULUM POLICY

## INTRODUCTION

At Meadowcroft school our aim is to provide an excellent education for all our students; our vision is for everyone is to be a 'STAR' (Self-belief, Trust, Aspiration, Respect) which is rooted in a desire to bring out the best in all students and prepare them for success in life. Our curriculum is designed to provide all our students with the core knowledge that is the foundation to STAR success. We aim to develop each young person holistically, so that all Meadowcroft students become active and economically self-sufficient citizens.

At the heart of our curriculum lies a respect for the subjects we teach and for an insight that each provides into the world around us. We teach students how to think, how to evaluate, how to be active beneficiaries of information. We hope that our curriculum enables students to appreciate and participate in the full richness of the human experience.

Our curriculum has been developed to meet the needs of every individual student and has been designed with them specifically in mind. It represents the highest standards in educational practice because it uses the 'STAR' as its basis, which was developed with the support of staff at the school. The 'STAR' is based on four key principles, and they are also the principles that guide us at all times within Meadowcroft School:

- **Self-Belief:** We believe all students have the right to learn what is in our full curriculum offer; we have a duty to ensure all students are not provided with a narrowed or marginalised version and to develop their self-belief to comprehend and complete tasks to a good standard.
- **Trust:** We want all students to achieve a full understanding of the knowledge specified in the curriculum for each year. We use rigorous examinations and assessments on demand and constant in-class assessment to judge the progress of our students. Meadowcroft school will only put students through this when we trust the learners are ready, these relations with the learners have to be built on trust.
- **Aspiration:** We won't constantly amend the curriculum offer. Whilst we will make occasional adjustments in the light of feedback and experience, we will aim for stability for all our young people. This will allow teachers to develop expertise and teaching materials to support the curriculum. This in turn will support our students to have the ambition to achieve their learning goals.
- **Respect:** Our curriculum specifies the knowledge that should be taught, provides resources to assist with this and exemplifies successful learning. It leaves the job of bringing knowledge to life, of providing context, humour and memorable classroom moments to our teachers. This is because each of them is individually skilled and learning is, at its best, a personal experience and respect is founded on relationships between teachers and students.

The curriculum embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day. It includes not only the legal requirements of the National Curriculum, but also the wide range of activities that Meadowcroft School provides in order to enrich the experience of our pupils. What our pupils learn from the way they are treated and expected to behave is also part of the curriculum. Meadowcroft School has a clear focus on the personal development and wellbeing of each of our pupils, as well as on their academic progress.

At Meadowcroft School, we aim to teach our pupils how to develop into positive, responsible people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential.

We are continually reviewing and improving the curriculum we offer to our pupils. The curriculum at Meadowcroft School is continually evolving according to the needs of our pupils and to the aspirations of the staff and community.

## **Our Curriculum Policy Statement**

Our School is a learning environment at the heart of its wider community. We promote the care of our pupils in setting, respecting and expecting high standards in all aspects of school life. Our primary aim is to meet the needs of our pupils, preparing them for adult and working life in the future. The vision for our School's curriculum is to provide a broad and balanced education, based on the realities of modern life. We recognise that:

- The pace of change is increasing and the need for flexibility is paramount.
- Pupils have, and will increasingly have, greater access to information and learning materials independently of school.
- Adulthood requires economic participation- pupils must be adequately prepared for this.
- A curriculum defined purely in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- Curriculum delivery should be augmented by adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business.

## **Values**

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the pupils in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We value parents and work in partnership with them to better inform us about their children. Parents are informed about the curriculum through annual school reports and home liaison.

The school believes in a curriculum of opportunity to answer the needs of all pupils, including Gifted and Talented pupils. Gifted and talented children within our school may be gifted high attaining pupils across the curriculum or talented in a specific area or areas, such as our vocational offer.

Appropriate provision will be provided for identified pupils, which takes account of and provides for individual children's high ability. This will include the inclusion of extension activities within all curriculum lessons and a differentiated peer group.

## **Curriculum Intent**

The intent of our school curriculum is:

- To enable all our pupils to understand that they are all successful learners.
- To enable our pupils to understand the skills and attributes needed to be a successful learner.
- To enable our pupils to develop their own personalities.
- To promote a positive attitude towards learning, so that our pupils can enjoy coming to school, and acquire a solid basis for lifelong learning.
- To teach our pupils the basic skills of literacy, numeracy and information technology (IT).
- To our pupils to be creative through art, design technology, catering and horticulture.
- To enable our pupils to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- To teach our pupils about their developing world, including how their environment and society have changed over time.
- To help our pupils understand Britain's cultural heritage.
- To encourage our pupils to be positive citizens in society and to feel that they can make a difference.
- To enable our pupils to understand and respect other cultures.
- To teach our pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- To help our pupils understand the importance of truth and fairness, so that they are committed to equal opportunities for all.
- To enable our pupils to have respect for themselves, to raise their self-esteem, and to be able to live and work co-operatively with others.
- To encourage our pupils to be active and take responsibility for their own health.
- To encourage our pupils to be passionate about what they believe in and to develop their own thinking.
- To enable our pupils to ask questions and take risks.
- To enable our pupils to develop their intellect including their emotional development.
  - To enable our pupils to develop a range of core of vocational skills that can be used in work related setting
  - To enable our pupils to gain increasing independence and confidence within school life and the wider community.

### **Key Skills**

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

We strive to develop these skills across the curriculum.

### **Curriculum Implementation**

The school uses a range of teaching methods, each closely aligned to the project being used as a stimulus and the skills being developed by the lesson. A mix of whole-class, group and

individual teaching is used, and teaching styles vary according to the needs of the pupils. In this way teachers ensure that the pupils perform according to their aptitudes and abilities.

The school will ensure that each pupil's EHCP outcomes and educational provisions are incorporated into both the curriculum plans and daily delivery of lessons.

With our curriculum plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. It is also an expectation that teachers will provide a summary of curriculum sequence and delivery, allowing pupils to gain valuable skills and become masters within subject areas.

### **Curriculum outcomes**

Our School's curriculum will:

- fulfil all statutory, framework and National Curriculum requirements .
- lead to qualifications that are useful for both employers and further education.
- enable our pupils to fulfil their potential.
- meet the needs of our pupils of all abilities.
- provide equal access for all our pupils to a full range of learning experiences beyond statutory guidelines.
- prepare our pupils to make informed and appropriate choices at points of transition.
- help our pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include a range of vital characteristics such as breadth, balance, relevance, differentiation, progression, continuity and coherence.
- ensure continuity and progression within the school and between phases of education, increasing our pupils' choice during their school career.
- foster teaching styles which offer and encourage a variety of relevant learning opportunities.
- help our pupils to use language and number effectively.
- help our pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help our pupils understand the world in which they live.
- meet the social, emotional and behavioural needs of our pupils
- offers a post-16 curriculum which is not constricted by the curriculum of the school alone but incorporates other schools/colleges which may be in partnership with the school.

### **Roles and responsibilities**

The Head teacher will ensure that:

- the curriculum meets all legal and statutory requirements
- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and

indicate how the needs of individual our pupils will be met. This will include how the subject will be taught and assessed.

- the amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- where appropriate, the individual needs of some our pupils are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements and our pupils and their parents/carers receive information to show how much progress the our pupils are making and what is required to help them improve.
- that teachers have a good subject knowledge of the subjects they teach, participating within high quality professional development sessions to ensure quality of education is maintained.
- the curriculum prepares our pupils for their chosen career pathway.

The Senior Leadership Team will ensure that:

- they have an oversight of curriculum structure and delivery within the school. They will ensure that the structure is designed to help pupils remember skills over the long term.
- detailed and up-to-date schemes of learning are in place for the delivery of courses.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.
- Ensure pupil EHCP and Individual Learning Plans are monitored and reviewed on a regular basis
- there is consistency in assessments

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of our pupils.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their our pupils and how best to address those needs and engage them.
- present subject matter clearly, with appropriate scaffolding and discussion of the teaching matter.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- actively support our pupils in their progress through the curriculum. Teachers will check pupils' understanding systematically and provide clear, direct feedback to help address any misconceptions through the school's marking policy.
- incorporate Individual Learning Plan targets into medium term planning and daily delivery of the curriculum, so ensuring that all pupils meet expected progress in both academic knowledge and skills for employment.

- ensure that resources are relevant to the pupil and clearly support the intent of the topic curriculum.

### **Impact of the Curriculum:**

Acorn Care and Education will receive an annual report from the Head Teacher on:

- the standards reached in each subject compared with appropriate benchmarks.
- the standards achieved at the end of each key stage taking into account any important variations between groups of our pupils, subjects, courses and trends over time, compared with appropriate benchmarks.
- the number of our pupils for whom the curriculum was suspended and the arrangements which were made.
- the destination data for school leavers; ensuring pupil voice and aspirations has been embedded into the curriculum.

This policy will be reviewed at least once a year and an assessment made of its implementation and effectiveness. The policy will be promoted and implemented throughout the school.