

KINGSDOWN SECONDARY SCHOOL

CURRICULUM POLICY

Context

Kingsdown Secondary School provides education for learners with social, emotional and mental health difficulties in an independent school setting. Many of our learners have fractured educational histories and as a result are performing at levels well below what would be expected of their mainstream peers. The vast majority of our learners have statements of Special Educational Needs or Education Health and Care plans SEMH as their primary need. Many have additional learning needs as well.

Curriculum Aims

- To make learning an enjoyable experience which develops pupils as fully rounded individuals and enables them to explore their talents and interests and achieve their potential
- To re-engage pupils with learning and build their confidence and self esteem so that they see themselves as successful learners
- To develop their basic skills in communication, literacy, numeracy and decision making so that they are able to function in adult life
- To prepare them for the world of work and independent living and to take their place as positive, active citizens in the UK
- To address pupils' social, emotional, mental health and behavioural needs

Underpinning principles

We seek to deliver a curriculum that:

- Is based on mutual respect and tolerance and aims to challenge prejudice and stereotyping.
- Is motivating and enjoyable and engages pupils in learning
- Is challenging and promotes high aspirations
- Mirrors the National Curriculum wherever possible and is broad and balanced
- Encourages pupils to take responsibility for their learning and behaviour and is based upon mutual respect.
- Maintains an appropriate focus on the acquisition of basic skills in communication, literacy, numeracy and ICT
- Provides opportunities for accreditation and access to at least 5 GCSEs in KS4
- Provides pupils with opportunities to develop their physical skills and interests
- Supports post 16 progression into further education, employment or training
- Is personalised and individualised and recognises progress and celebrates achievement

- Provides opportunities for learners to “make good choices” and builds learners’ self- esteem
- Provides opportunities for learners to address their social, emotional mental health and behavioural barriers to learning
- Prepares learners for life beyond school both in their personal and working lives
- Supports pupils to ‘be healthy’, ‘stay safe’, and ‘make a positive contribution’.
- Promotes learners spiritual, moral, social and cultural development and enables them to become active citizens.
- Promotes fundamental British values and supports pupils resilience to negative peer and adult influences
- Is accessible to all learners

The Formal and Informal Curriculum

We believe that the informal curriculum plays a very important role in supporting our learners’ personal and social development. We actively seek opportunities to interact with learners informally, to model expected behaviours and courtesies and to improve motivation. Breakfast time, lunch time and tutorials all provide valuable opportunities for informal contact. In addition we aim to have a range of trips and visits to enrich the formal curriculum. In the course of a school year we further enhance the formal curriculum with specialist workshops (eg in music and drama) and other activities (eg social events and charity fundraising). We invite appropriate professionals from a range of disciplines to actively work with us to support pupil progress.

The school has a dynamic relationship with Mitchley Hill Evangelical Church and important events (such as end of terms, Christmas and Easter are celebrated at the Church. Elders from the Church conduct Assemblies in the school from time to time.

The formal curriculum is taught by subject specialists wherever possible although in a small school like ours most teachers also have to teach a second subject.

All pupils participate in an enhanced PSHE/tutorial programme which is carefully planned to include age appropriate sex and relationship education; information about drugs and alcohol; support for all aspects of safeguarding; career planning and preparation for post 16; active citizenship; decision-making and problem solving.

At Key Stage 3 the formal curriculum includes English, maths, ICT, science, humanities, PE, music, cookery and art. In Year 9 pupils may have the opportunity to undertake a vocational taster course at a local WRL provider.

In Key Stage 4 pupils study English, maths, ICT, science, music, food ,art and PE in school. Their programmes of study lead to appropriate nationally recognised accreditations such as GCSE, BTEC, Entry Level or functional skills. Additionally all pupils spend at least 1 day per week off site at a vocational placement.

Linked policies

Special Educational Needs

Teaching and Learning

Literacy

Assessment

Individual subject policies.

Homework

Sept 2015

Review Sept 2017