

Kingsdown

Secondary School

KINGSDOWN SECONDARY

SCHOOL

CURRICULUM STATEMENT

Context

Kingsdown Secondary School provides education for learners with social, emotional and behavioural difficulties (SEBD) in a non-mainstream 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 with SEBD as their primary need. Many have additional needs as well.

We believe that

- Children and young people with SEBD deserve careful educational input, designed to promote their positive adjustment and development.
- There are no quick fixes or single answer solutions to SEBD. There is, however, much knowledge available and many interventions to choose from.
- The most promising interventions acknowledge that SEBD are often best seen as signs of unmet need.
- One of the biggest risks for children with SEBD and their families is that they can become isolated.
- Schools, units and other services which work with such children and young people can also find themselves isolated.
- Effective interventions are those that combat isolation and promote interpersonal relationships.
- Through positive contact with others the child, crucially, begins to learn to trust, and to engage confidently with the outside world.
- Our school has a major role to play in addressing the needs of learners and learners with SEBD. There is a wealth of expertise and experience at Kingsdown Secondary School that enables us to accept our role with confidence and certainty that we are improving the quality of educational, social and subsequently the life opportunities of our young people
- Our curriculum is delivered with the outcomes of Every Child Matters central to design and delivery
- Our curriculum contributes to our delivering our duty to safeguard learners and occupies a pivotal role in re-shaping opportunities.

Principles on which the curriculum is based

We seek to deliver a curriculum that:

- Is challenging and promotes high aspirations
- Mirrors the National Curriculum wherever possible.
- Maintains a focus on the acquisition of basic skills in communication, literacy, numeracy and ICT
- Provides opportunities for accreditation
- 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 and behavioural barriers to learning
- Prepares learners for life beyond school both in their personal and working lives
- Supports the achievement of positive outcomes in the Every Child Matters Agenda
- Promotes learners spiritual, moral, social and cultural development and enables them to become active citizens.
- Is accessible to all learners
- Is consistent with the our ethos and values as expressed in
 - The Prospectus
 - Our Equal Opportunities Policy
- Is supported by parents and carers

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, to model expected behaviours and courtesies and to improve motivation. Breakfast time, lunch time and tutorials all provide valuable opportunities for informal contact.

At Key Stage 3 and 4 the statutory curriculum is delivered: English, maths, science, ICT, PE, Careers, PSHE and Citizenship. The formal curriculum is enriched by the addition of art, cookery, gardening, music and the ASDAN Award scheme. Whenever possible we seek to offer our learners the opportunity to study vocational courses at local training providers and to undertake Work Experience.

At KS4 we aim to maximise learners' accreditation by entering them for GCSE, CofA, the Unit Award Scheme and ASDAN. The Unit Award Scheme allows us to recognise small steps of progress and enables pupils to build up Units into a full qualification.

We recognise that many of our pupils have had fractured educational histories and as a result they are behind their peers in literacy and numeracy. All subjects promote the acquisition of basic skills. In addition pupils can be withdrawn from lessons for regular 1:1 sessions focussing on enabling them to catch up in literacy.

We recognise the importance of promoting pupils' emotional intelligence, confidence and communication skills and are piloting a tutorial programme in 2008-9 to support these.

Homework is set regularly to encourage independent learning, reinforce what has been taught during the day and to enable pupils to extend their knowledge and understanding. We intend to write a homework policy during 2008-9.

In order to progress, the above should be underpinned by adherence to our Equal Opportunities, SEN, Attendance, Behaviour and Bullying Policies and communicated to all members of the learning partnership formed between Kingsdown, Parents/Carers and Commissioning Agencies.

Our programmes will contribute to securing the outcomes of Every Child Matters and will enable transition from school to the world of employment, further education and training.

Assessing pupil progress

We believe that it is vital for assessment to underpin everything that is delivered in the curriculum. Assessment will be both formative and summative and will be shared with learners at every stage. Accurate assessment not only enables teachers to select what they are going to teach and the appropriate level but enables learners to understand what they need to do to improve and achieve their goals and to improve their self esteem.

All learners will take part in a thorough induction programme which will include careful base lining in English, maths, science and ICT. In addition the induction programme will look at learner attendance and social, emotional and behavioural indicators. The results of the induction programme will inform the first set of long term targets set in the first IEP.

All learners will take part in regular target/goal setting with tutors and subject teachers and these targets will underpin the overarching targets set in the IEP. Teachers will formally assess pupil progress half termly and use the results of this to inform the next set of targets. Wherever possible

learners will be encouraged to aim to make 2 NC levels progress during a Key Stage although more rapid progress will be encouraged where it is clear that a learners' attainment has been held back by fractured schooling.

Teaching and Learning

See Teaching and Learning Policy

In Order to Deliver Our Curriculum We Will

- Insist on the provision of high quality, accurate referral data
- Secure the involvement and commitment of agencies to support the learner
- Build respectful, trusting relationships with learners and their families
- Implement continuous improvement strategies in order to
 - Engage with our learners
 - Develop accreditation routes and learning outcomes
 - Implement extension and enrichment activities including homework
 - Prepare our learners to participate in the world of work, training and life-long learning
 - Upskill our team
 - Contribute to securing the outcomes of Every Child Matters
 - Measure our performance against previous key indicators
- Take corporate responsibility for the delivery of high quality learning outcomes, personal and social development
 - Create a teaching and learning environment in which
 - Expectations are high
 - Learners feel safe and valued
 - Our workforce is valued
 - Boundaries are clear
 - The safety and well-being of the learner is paramount and informs all our procedures

updated on September 20th 2010