



Curriculum Policy

Ratified and adopted on behalf of the Governing body by the

Date Agreed: May 2017

Chair of Committee: Cath Smith

Chair of Governing body _____

This policy will be reviewed on: May 2018

Overview and information

The school Curriculum policy provides an over-arching framework that translates the values and aims of the school into effective teaching and learning

Ivy House School aims to be a caring community dedicated to enhancing individual development, founded on high professional standards, mutual trust and respect for the essential worth and human dignity of all its' members.

The school and the governing body are committed to providing a broad, balanced and accessible curriculum that is relevant to the age, needs and aspirations of pupils and their families. Ivy House curriculum covers all planned learning experiences whether they happen in lessons, in extra-curricular activities, through home activities, within the community or on educational visits and residential ventures.

Ivy House School provides curriculum opportunities for pupils from the Early years foundation stage (EYFS), to Post 16 (FE).

The school and the Governing body are determined to:

Promote a safe, secure, and happy atmosphere where children can learn effectively, build up their self-esteem and develop their independence.

Provide a purposeful and stable environment conducive to high standards of achievement and behaviour:

Promote respect for the religion and culture of others, regardless of ethnicity, gender, disability and aptitude;

Enable students to take an increasing responsibility for their own learning whenever possible.

Provide a range of multi professional support, to enable each child to access their curriculum entitlement:

Actively seek ways of helping and involving parents in the care, development and education of their child.

The curriculum is built around the needs of the pupil with National Curriculum underpinning the schemes and being delivered where appropriate through thematic links.

In the Post 16 group, accreditation through the Equals Moving on Curriculum is provided.

There is an emphasis on healthy life styles across the school. Physical development, movement and posture are inherent in lessons.

Pupils access a range of learning experiences that challenge, stimulate and promote thinking and learning.

The aims and objectives of the curriculum are summarised as:

- To promote high standards in communication, and literacy skills for a variety of purposes.
- To allow pupils to develop knowledge of themselves in time and space.
- To enable pupils to acquire knowledge and cognitive skills in science and mathematics.
- To enable pupils to be confident in the use of ICT.
- To promote spiritual development and moral sensibility.
- To promote physical and mental development and an awareness of healthy life styles. The MOVE programme is integral to daily learning where appropriate. MOVE studies have shown that learning to move has a direct impact on learning.
- To enable pupils to appreciate the importance of participating in arts and Culture experiences.
- To develop personal, independence and social skills, with reference to personal health and hygiene.
- To provide equality of access and opportunity for all pupils to make progress.
- To prepare pupils for the opportunities, responsibilities and challenges of adult life
- To treat pupils with dignity and respect.
- To develop tolerance and respect for others and their possessions.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning, and a commitment to learn and achieve. The school endeavors to provide rich and varied educational experiences, which aim to:

- Encourage pupils to make the best possible progress, along with the high levels of achievement and appropriate accreditation.
- Enable pupils to make connections and transfer skills across different areas of learning.
- Enable pupils to make choices and decisions within their learning.
- Help pupils think creatively and solve problems.
- Develop pupil's capacity to learn and work both independently and collaboratively.
- Enable pupils to respond positively to opportunities, challenge and responsibility.
- Enable pupils to acquire and develop a broad range of knowledge skills and understanding.
- Promote happy and enthusiastic individuals who enjoy their learning.
- Promote a set of moral values such as honesty, and personal responsibility.
- Ensure continuity and progression by clear information sharing as pupils transition through school.

Ivy House School will aim to deliver the highest quality of teaching and learning through investing in its staff and facilities by:

- Recruiting, training and developing a range of expertise in teachers, assistants and site staff who work continuously to improve their skill levels and understanding of how pupils learn most effectively.
- Ensuring that the learning environment is equipped resourced and maintained in a manner conducive to good teaching and learning.

Curriculum areas:

The following skill areas have been identified as our core to learning:

- Communication
- Cognition
- Physical
- Self care and independence RE is delivered through thematic experiences, assemblies and where appropriate discreet lessons.
Pupils access daily acts of worship.
Relationships and Sex education are addressed on both a group or an individual programme level.

Wider opportunities are provided for the pupils as appropriate to the ability to access the curriculum including broader aspects of the National Curriculum.

Pre-formal and Semi-formal Curriculum programmes of learning and schemes of work are being developed for our pupils.

Pupils are taught in mixed ability groups in the EYFS and post 16 classes.

Key stages 1,2,3,4 are vertically grouped for the most part to access learning.

Assessment is allied to the P-scales, National Curriculum levels, EYFS early learning goals and at post 16 it is through Key skills.

Management:

The Head Teacher has the responsibility for the leadership of the curriculum and delegates responsibilities to key staff:

- The leadership team coordinates the work of the subject leaders and ensure the curriculum has progression and appropriate coverage.
 - Subject coordinators provide a strategic lead for their subject schemes of work/themes to be followed, and support and offer advice to colleagues on issues relating to their subject, monitor pupil progress, and provide efficient resource management.
 - Class Teachers ensure the curriculum is clearly planned and taught and that the aims for the class are monitored and progress clearly assessed. Planning may be done collaboratively to ensure parity across year groups, departments or key stages.

The Governing body:

- Will monitor the curriculum, and assessment and standards through their committees annually.
- Monitor any parental complaints concerning the curriculum.