



ABBOT'S WAY SCHOOL

EXPLORE | DISCOVER | THRIVE

“Inspirational learning with a difference”

CURRICULUM POLICY

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Abbot's Way SCHOOL

CURRICULUM POLICY

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CURRICULUM POLICY

This policy is in line with the Independent School Standards (Revised January 2015)

1. Curriculum statement:

Our aims

- **to provide an inspiring, accessible and challenging curriculum which encourages exploration, discovery and a lifelong love of learning.**
- **to develop self-esteem, self-belief and confidence in every young person by fostering and celebrating their strengths, whilst supporting specific areas of challenge, in order that they thrive and achieve their potential.**
- **to uphold and promote our vision, mission and values, in order to assure our unique ethos.**

Our mission

To provide an exemplary holistic, specialist education for students with dyslexia, dyspraxia, dyscalculia and associated needs, so that all students achieve their own personal potential, both academically and pastorally.

We are committed to promoting and upholding our Abbot's Way values

- **Honesty**
- **Courage**
- **Kindness**
- **Endeavour**

Abbot's Way School currently offers a bespoke 7-16 years curriculum, tailored to our students' specific learning differences, ability, interests and aspirations.

Our curriculum is driven by a focus on the acquisition and development of cross curricular skill sets identified as essential to and fundamental for successful lifelong learning and life beyond

Abbot's Way:

CORE
Problem Solving
Independence
Communication
Teamwork
SPIN OFF
Innovation
Resilience
Collaboration
Leadership
THINKING
Remember
Understand
Create
Apply
Evaluate
Analyse

Provision for the above sets of skills are woven through curriculum areas, academic and pastoral

KNOWLEDGE BASED
Within each POS

Provision for knowledge based skills are woven into each subject area and where relevant are highlighted as cross - curricular

We provide a learning environment for young people with specific learning differences (SpLD) as their primary diagnoses.

The school has three distinct phases relating to:

- Spirit - Key stage 2
- Flair - Key stage 3
- Charisma - Key stage 4

In addition to their specific learning difference(s), students may have missed aspects of their educational entitlement prior to attending our school, and so begin their education at Abbot's Way working at levels 'below' or 'significantly below' those deemed nationally the average for their chronological age.

Each subject area meets students' individual needs in terms of learning difference and ability, by delivering programmes of study based on the national curriculum, in a manner that provides challenge, yet also ensures that they are accessible to all students within the school and in accordance with their own potential.

The curriculum design provides opportunities that are unique to each student, supported by specialist strategies, resources and the utilisation of the unique environment in which the school is located.

Our curriculum encompasses:

- English & Literacy
- Maths & Numeracy
- Science; Biology, Chemistry & Physics
- Humanities; Beliefs & Values History Geography Business Studies
- Learning for Life; Social skills, our world, my future, wellbeing
- Personal Development; tutor time, Learning for Life, Social Skills, House Time, Nurture, Venture
- Sport; PE, fitness & wellbeing, Games & Outdoor Pursuits
- The Arts; creative, expressive, DT, Arts Award, Photography
- Therapy; social skills, OT and SaLT where required
- Nurture; ELSA, THRIVE where required and x1 / week Nurture group for all students

2. Entitlement

All young people are given full access to the curriculum at an appropriate level, based on individual needs and abilities. Students will be provided with quality, impartial careers guidance to help them make informed choices about their future and consider their aspirations. They are prepared for the next stage of their education, employment, self-employment or training.

During the admissions process and initial assessment period the most appropriate class setting is identified. If students need to change classes after this period, a decision would be made through one or more of the following processes:

- Initial Assessment Review
- Statutory Annual Review
- Discussion at education team meetings and/or leadership team meetings
- Consultation with students, parents/carers and local authority representatives (where appropriate)

3. Key stages 2-3 (Spirit & Flair)

Classes are generally organised on the basis of age. Students are provided with access to a broad and balanced curriculum alongside quality pastoral support. There is a specific focus on developing skills, with therapeutic support being delivered as part of an integrated programme. Option choices for KS4 are considered and discussed in Year 9.

4. Key stage 4 (Charisma)

Class groups, organised on the basis of age, will offer a mandatory core curriculum and 3 optional subjects, to include both academic and vocational pathways.

Pastoral support and enrichment activities will be provided for all students in key stage 4. Subjects offered will include Maths, English, Science (at GCSE or other where appropriate) and may include options subjects such as English Lit, Beliefs & Values, Citizenship, Life Skills, Sport, DT, Drama, Film Studies, Geography, History, RE, Art, Photography - the range will be reviewed annually based on students' interests and pathways

5. Aim and objectives of the curriculum

The overall aim of Abbot's Way School's curriculum is to ensure young people acquire and develop a range of key skills and knowledge through the provision of:

- Teachers and tutors who are responsible for ensuring a high quality learning environment and achievement in line with each student's own individual potential.
- A dynamic school development plan arising from regular self evaluation and scrutiny, contributed to by the wider staff team and students.
- Effective and appropriate planning for learning and for progress.
- Effective and appropriate student assessment.

Overall curriculum objectives are as follows:

- To ensure a cross curricular focus on the acquisition and development of key skills.
- To provide students with a broad, balanced and relevant curriculum which is appropriately personalised.
- To encourage collaborative target setting to assure expected student progress
- To instil a love of learning and a sense of personal achievement and self esteem
- To offer a range of accredited courses which are appropriate to ability levels and individual aspirations.
- To encourage self-motivation and independence
- To prepare students academically, vocationally and socially for adulthood.

6. Recording student achievement: assessment and evaluation

(See Assessment, Reporting & Recording Policy)

Assessment will be: diagnostic, formative and summative.

It will be used as an aid to making judgements about progress and to monitor and track student progress, therefore contributing to future planning.

Judgements will be based on evidence from more than one source, such as teacher observation, class work, tests, investigation, questioning, project work, and examinations (where appropriate).

7. Intended outcomes

By implementing a differentiated and modified national curriculum it is intended that Abbot's Way School will:

- Optimise the key skills of all students necessary for all aspects of their future beyond Abbot's Way.
- Cater for the specific needs and learning differences of individual students as described in their EHCPs and paperwork, by providing learning opportunities at an appropriate level.
- Engage and inspire students, developing aspiration and encouraging a thirst for learning.
- Create a positive learning environment where students are with 'like' peers and can 'dare to learn' with reduced fear of perceived 'failure'.
- Encourage and promote peer support.
- Allow all students to reach their full potential and recognise their own personal success.
- Give students opportunities to develop their key skills.
- Develop self-esteem, confidence and self-belief.
- Have gained the life skills required to function more appropriately in the community.
- Have gained accreditation to demonstrate the levels to which they have studied.
- Have gained relevant experiences to inform their decisions about future careers.
- Develop confidence to move to the world of work, vocational or higher education.

8. Leadership and management of the curriculum

The Joint Head - Education, Hellen Papworth, has overall responsibility for the leadership and management of the curriculum in collaboration with the SENCo and the wider team. Ensuring appropriate breadth and depth of the curriculum across all subjects and key stages, with small numbers of students, remains a priority.

We are required to teach a broad and balanced curriculum. We endorse offering the most up to date curricula, with a focus and drive on key skills identified within curriculum plans and enhanced by work-related learning, imaginative use of the local environment and college placements, as appropriate.

Teachers are responsible for reviewing their curriculum and their subject relevance for all students at least annually. Subject planning and monitoring of student work takes place as part of the overall school audit process. Subject teachers have the opportunity for peer evaluation through regular staff meetings focussed on the curriculum. Teachers are observed to ensure the quality of teaching is monitored and improved.

9. Inclusion and Intervention

The specific needs of the students educated at Abbot's Way School are varied. Successful inclusion relies on a good understanding of, and absolute respect for, the needs of the individual. Wherever possible, our school gives all individuals the same access and opportunities as every other student.

Students are set suitable learning activities and supported in utilising strengths to overcome the greatest challenges

This is supported by:

- The school SENCo/or person responsible
- Learner profiles
- Intervention programmes
- Therapeutic support and other professional assessments

10. Safeguarding children

All elements of the school curriculum are underpinned by the need to enable students to feel safe and adopt safe practices. The Designated Safeguarding Lead (DSL) and DDSLs support staff in delivering specific safeguarding issues within the curriculum, including how to keep safe, e-safety, anti-bullying and a wide range of awareness raising topics.

11. Non-partisan views

Throughout the curriculum we encourage students to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum is designed to be non-partisan and our staff handbook reminds those with an influence over our students to maintain a non-partisan approach at all times during curriculum delivery.