

SPRING HILL SCHOOL

Curriculum Policy Document

Curriculum Aims

- To provide our pupils with full access to curriculum opportunities appropriate to their individual special educational needs.
- To ensure our pupils entitlement of access to the National Curriculum is respected and that the delivery of the National Curriculum is done so at a pace and in a manner which is meaningful and appropriate to an individuals needs.

The curriculum at Spring Hill School is underpinned by the following beliefs and values.

All pupils at Spring Hill School are able to achieve progress, fulfil their potential and develop into confident learners. The school aims to promote positive attitudes and encourages its pupils to develop self-discipline skills and to raise self esteem. This is done through recognition of success and achievement. All pupils thrive in an environment in which they can feel happy, secure and valued and which encourages the development of independence. The quality of the school and classroom environment is important in promoting positive attitude towards the young people at Spring Hill.

It is important for the school to assist its pupils to develop positive attitudes to each other, irrespective of race. Gender, culture or ability and to show tolerance, care and respect to everyone. The school recognises that the attitudes promoted by its staff in their everyday activities in the school play a critical role in the development of a caring ethos in school.

National Curriculum

"All pupils, irrespective of their ability or stage of development, share the right to a broad and balanced curriculum including the National Curriculum."

All pupils at Spring Hill School are taught all aspects of the National Curriculum; English, Mathematics, Science, Information and Communication Technology, History, Geography, Religious Education, Modern Foreign Language, Music, PHSCE, Careers.

Due to the nature of our pupils learning difficulties and challenging behaviours, the young people at Spring Hill School also need access areas of learning which are not covered in the National Curriculum, if they are to experience a curriculum which is balanced for their individual needs. Through the 24 Hour Programme the School aims to provide a curriculum which meets these needs. (See Personal and Social Skills Curriculum Policy)

Curriculum Organisation

The curriculum at Spring Hill School is delivered through class groups which are organised with reference to age, ability level and behaviour. To ensure continuity and progression Transition meetings are held between teachers when a pupil moves to a different class.

From September 2011 class groups are as follows;

3BP Class Group

3BP caters for pupils who are in Key Stage 2/3. Pupils have access to all National Curriculum subject areas and work towards the ASDAN Bronze Award. The current class group has a wide range of academic needs and behavioural needs. The class room setting is highly structured with some young people on individual programmes

4KF and 4JD Class Group

4KF caters for pupils at Key at Key Stage 4 (Y10 and Y11). Pupils have access to all National Curriculum subjects. Pupils have the opportunity to take a number of accredited courses at entry level, to develop vocational education and to take part in work experience placements and college taster courses.

Post 16 Department

The post 16 department currently has 3 class groups. Students continue to work towards externally accredited courses as well as accessing vocational education and external courses. The post 16 curriculum is individualised to meet student's needs and aspirations.

Curriculum Responsibilities

Each teacher is responsible for a number of Curriculum areas. There is a separate policy which sets out the role and responsibility of Subject Co-ordinators.

Currently teacher responsibilities are as follows:

Curriculum Area	Teacher
English/Literacy	Linda Nelson
Maths/Numeracy	Linda Jude
Science	Jennifer Dickinson
ICT	Peter Sherwood
Geography	Jennifer Dickinson
History	Jean Morris
PHSCE	James Brook
Design Technology	Ben Pickett
Food Technology	Jean Morris
Religious Education	Jean Morris
Modern Foreign Language	Sally Davies
Art	Kieron Finn
Music	Kieron Finn
Careers Education	Gillian Warriner
Post 16	Gillian Warriner
Work Experience	Tom Ingham

Planning the Curriculum

Long Term Planning

Subject co-ordinators are responsible for developing a Long Term Plan for their subject areas. However, it is envisaged that long term plans are developed in discussion with all teachers in order to maximise opportunities for cross curricular themes, generalisation and consolidation of learning. At present these may cover 1-3 years. Long term plans show what module is to be covered over a period of time, usually a half term.

Medium/Short Term Planning

Medium term plans show in greater depth what is to be covered over a half term/module. The medium term plans relates to the long term plan. Medium Term plans are broken down into specific lesson plans. It outlines details of content, learning objectives, individual learning outcomes, cross curricula links, teaching approaches and assessment opportunities. The medium term plan ensures that all programmes of study are being addressed. It is the responsibility of the teacher teaching a module to develop the medium term plan. Copies of medium term plans are given to the subject co-ordinator and the Deputy Principal for monitoring.

All planning is stored on the VLE in order to allow whole school access.

Curriculum Development

Each year (October) the subject co-ordinator submits a subject development plan to the Deputy Principal. Curriculum Development plans should take account of issues raised during monitoring and evaluation, school self evaluation, external requirements and initiatives. The development plan outlines future areas for development which are prioritised, implications this may have on training needs, resources and costings. The curriculum development plan also informs the School Development Plan.

Equal Opportunities

Spring Hill School is committed to providing equal opportunities for all pupils and to preparing all of our pupils for life in a multi-cultural society. All of our pupils have equal access to the curriculum regardless of gender, social or cultural background. Positive steps are taken to ensure that educational outcomes are not limited by factors such as gender, social background or cultural background.

Evaluation

This policy is updated on an annual basis.

Reviewed
January 2012

Next Review Due
January 2013