



**Longdon Park  
School**

**Longdon Park School Curriculum Policy**

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## **Contents**

- Curriculum Intent
- Curriculum implantation overview
- Curriculum implementation – KS2
- Curriculum implementation – KS3
- Curriculum implementation – KS4/5
- Relationships Education, Relationships and Sex Education (RSE) and Health Education implementation
- British values implementation
- Spiritual, moral, social and cultural development implementation
- Therapy provision
- Curriculum Impact
- Roles and responsibilities
- Monitoring, Evaluation and Review

## **Curriculum intent**

At Longdon Park School our vision is to ensure that every student has the opportunity to learn, progress and succeed.

Our intention is to ensure that students make relative progress to their individualised starting points. Our curriculum removes any potential barriers to learning and provides them with appropriate levels of therapeutic support.

The curriculum's ultimate aim is to provide our learners with the cultural capital, knowledge, skills and qualifications that they need to succeed in their later lives whether this lies in further education or within employment.

### **At Longdon Park School, students will,**

- Have access to a broad, and knowledge rich curriculum tailored to individual need.
- Make progress in literacy and numeracy.
- Make progress towards regulating the emotions and behaviours associated with their SEN.
- Build their character.
- Develop an understanding of their place as a citizen within British Society.
- Have aspirations for their future success with secure foundations for progression.

### **Have access to a broad, and knowledge rich curriculum tailored to individual need.**

Our curriculum helps students to make accelerated progression from their varied starting points. At key stage 2 and 3 the curriculum is broad covering a wide range of subjects where students gain essential skills and knowledge including the core offer of Maths, English and Science. This branches out further to include foundation subjects so that students can obtain a deep level of understanding across a range of subjects. There are opportunities built into each lesson to allow students to reflect on previous learning through 'LTRs' or 'long term recall' activities and the final lesson each week within core subjects is used specifically to aid this process.

At key stage 4 the core subjects of Maths, English and Science are still delivered. Students can also choose from a range of qualifications that would be both appropriate and aspirational for them. These include Entry Level, Functional Skills, GCSE and BTEC qualifications. We strongly believe that enabling students to make the right choices at key stage 4 in turn helps them to better prepare for future employment or further education. There are opportunities built into each lesson to allow students to reflect on previous learning through 'LTRs' or 'long term recall' activities and the final lesson each week within core subjects is used specifically to aid this process.

### **Make progress in literacy and numeracy.**

Many of our students have communication barriers that are due to their ASC diagnoses. We consider the development of student language to be vital to our curriculum. We are consistently enabling our students to build confidence in communication skills not only for their time in school but also to prepare them for working life. There are opportunities in all subjects to discuss, challenge and build on other points of view and to develop their formality of language to ensure they can have the confidence to speak to different audiences. Our ASC friendly classroom environments utilise visual but uncluttered resources to avoid cognitive overload. In addition to this, literacy sessions are a part of every student's day and are used to develop their love of reading.

We recognise that numeracy is an invaluable life skill for our students. During maths lessons our support staff work closely with students to improve levels of numeracy. LTR activities are built into each maths session to ensure that students have a secure knowledge of previously visited content. Where students fail to secure the identified knowledge support is put in place to close these gaps.

### **Make progress towards regulating the emotions and behaviours associated with their SEN.**

Longdon Leaver's all come to us with a diagnosis of ASC. This means that our learners all face potential barriers related to communication, social interaction and social imagination / rigidity of thinking. Our therapeutic offer blends seamlessly into our academic curriculum and where appropriate students are assigned a SALT (Speech and Language Therapist) and/or OT (occupational therapist). Each class group is assigned a therapeutic assistant so that all students have constant access to this support throughout the day. Students all work towards rewards on our sleuth system and gain points by following the 3Rs (Being in the right place, at the right time, doing the right thing) and 3Cs (Caring for yourselves, caring for each other and caring for the school).

### **Build their character.**

At Longdon, we are totally committed to improving the life chances and aspirations of all of our students regardless of their starting points. With the focus always being on the school's vision of learning together, progressing together and succeeding together, our aim is to ensure that all students make significant progress in moulding their own personalities and overcoming any barriers that they face to reach their dreams. To achieve this, we ensure students have access to a wider personal development curriculum that provides numerous opportunities in sport, creativity, performing, the world of work, volunteering and membership. An extensive vocational programme in the upper school also helps to support the development of our students into well rounded citizens.

### **Develop an understanding of their place as a citizen within British Society.**

At Longdon we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Students are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The curriculum offers direct delivery of British values through its assemblies and is embedded throughout the planning of our whole curriculum. The student voice also provides students with an outlet to debate topics of current interests and helps the school to be developed further around the ideas of the students themselves

### **Have aspirations for their future success with secure foundations for progression.**

It is our intention at Longdon to ensure that all of our students have secure foundations for progression into further education/apprenticeships or full time employment and to ensure that all students have a real chance at achieving their long term aspirations regardless of their starting points. Starting within the lower school students receive careers information with a clear focus on the Gatsby benchmarks and this is supported through drop-in days through the year where students have the opportunities to talk to professions within particular fields or take part in mock interviews. There are also planned visits throughout each academic year to a place of work so that all students can get a flavour of the working world as early as possible.

## **Curriculum implementation**

Our curriculum has been designed to give our learners access to broadest range of subjects possible at each key stage of their educational journeys.

Each subject has been rigorously mapped out by a subject specialist from the start of Key Stage 2 (with input from our specialist primary teachers) to the end of Key stage 4 ensuring that students are gaining the essential knowledge required at each stage of their educational journeys.

Each subject plan directly highlights any links to the national curriculum at each key stage and where appropriate links to a relevant qualification.

Our subject plans also detail any knowledge that may need to be revisited to ensure optimum success. This is particularly important at Longdon as our learners often arrive in the middle of a key stage after significant gaps in their educational journeys. Within subject planning, we provide next steps in knowledge to stretch and challenge our most able learners.

Literacy and reading is considered to be of the highest priority at Longdon so that all our pupils can benefit from accessing the full curriculum offer. Literacy sessions start the day for every learner. We focus on improving all of our students reading and spelling ages as well as their comprehension skills. All of our teaching staff and teaching assistants are trained to deliver phonics at all key stages to help close any gaps in reading ability.

## **Curriculum implementation – Key Stage 2**

Key Stage 2 students access the curriculum through 5 x 50 minute lessons per day, 5 days per week. The curriculum for Key Stage 2 is mapped against the national curriculum for all the subjects that we offer.

Literacy sessions take place at the start of each day to further develop our learners' confidence and enjoyment in reading. Depending on the ability of the learners, students may listen to a story during this time and answer questions on what is happening. Literacy sessions focus on improving students reading and spelling ages as well as their comprehension skills.

Students also benefit from accessing two tutorial slots each day at the start / end of each day allowing them to successfully transition from home to school and vice versa. One of these slots each week is dedicated to the Key Stage 2 weekly assembly which focuses on current topics of interest as well as British values.

The daily timetable is balanced so that students can experience a broad range of learning experiences. Core lessons are taught during the morning and access to the wider curriculum flows into the afternoon. Within all subjects every 5<sup>th</sup> lesson will give learners the opportunity to revisit content they have been taught throughout the subject. These long term recall sessions are utilised to address student misconceptions and where appropriate the sessions are used to integrate new knowledge into larger concepts to stretch and challenge our most able learners.

In addition all students also benefit from therapeutic input in the form of our sensory play and sensory circuit sessions. These are planned and led by our occupational therapists and their occupational therapy assistants. Where appropriate students will also receive weekly input from a speech and language therapist (SALT).

The table below shows a typical week for each of our learners at Key stage 2. (Not taking into account therapy additional SALT sessions)

	25 minutes	20 minutes	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes	20 minutes
Monday	Tutorial	Literacy	English	Maths	Science	Sensory Play	SRE/PSHE	Tutorial
Tuesday	Tutorial	Literacy	English	Maths	PE	Music	ICT	Tutorial
Wednesday	Tutorial	Literacy	English	Maths	Science	Art	SRE	Tutorial
Thursday	Tutorial	Literacy	English	Maths	Science	PE	Humanities	Tutorial
Friday	Tutorial	Literacy	Maths	Food	English	Humanities	Golden time	Tutorial

### **Curriculum implementation – Key Stage 3**

Key Stage 3 students access the curriculum through 5 x 50 minute lessons per day, 5 days per week. The curriculum for Key Stage 3 is mapped against the national curriculum for all the subjects that we offer.

Literacy sessions take place at the start of each day to further develop our learners' confidence and enjoyment in reading. Literacy sessions focus on improving students reading and spelling ages as well as their comprehension skills. Students benefit from access to both a physical and online library where books are mapped against both student interests and their individual reading ability.

The daily timetable is balanced so that students can experience a broad range of learning experiences. Core lessons are taught during the morning and access to the wider curriculum flows into the afternoon. Within all subjects every 5<sup>th</sup> lesson will give learners the opportunity to revisit content they have been taught throughout the subject. These long term recall sessions are utilised to address student misconceptions and where appropriate the sessions are used to integrate new knowledge into larger concepts to stretch and challenge our most able learners.

Students also benefit from accessing two tutorial slots each day at the start / end of each day allowing them to successfully transition from home to school life and vice versa. One of these slots each week is dedicated to the Key Stage 3 weekly assembly which focuses on current topics of interest as well as British values.

In addition all students also benefit from therapeutic input in the form of our sensory circuit sessions. These are planned and led by our occupational therapists and their occupational therapy assistants. Where appropriate students will also receive weekly input from a speech and language therapist (SALT).

The table below shows a typical week for each of our learners at Key stage 3 (not taking into account therapy sessions).

	25 minutes	20 minutes	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes	20 minutes
Monday	Tutorial	Literacy	English	Maths	Science	Sensory Circuits	SRE/PSHE	Tutorial
Tuesday	Tutorial	Literacy	English	Maths	Science	PE	Music	Tutorial
Wednesday	Tutorial	Literacy	English	Maths	Science	SRE	Sensory circuits	Tutorial
Thursday	Tutorial	Literacy	English	Maths	Science	Art	PE	Tutorial
Friday	Tutorial	Literacy	English	Maths	ICT	Food	Reward activities / Catch up	Tutorial

### **Curriculum implementation – KS4/5**

Key Stage 4/5 students access the curriculum through 5 x 50 minute lessons per day, 5 days per week. The curriculum for Key Stage 4/5 is mapped against the national curriculum / qualifications appropriate to each learner for all the subjects that we offer. Students benefit from choosing an option of either History, Food or Art.

Students between the ages of 14 and 18 follow an accreditation based curriculum. Qualifications are based on the level of ability of students and therefore range between GCSE qualifications, Entry Levels and AQA Award Certificates. Examples of qualifications available within the school curriculum consist of Maths, English, Science Food and Music (at GCSE or functional skills), BTEC Art and Entry level history.

The daily timetable is balanced so that students can experience a broad range of learning experiences. Core lessons are taught during the morning with access to the wider curriculum flows into the afternoon. Within all subjects every 5<sup>th</sup> lesson will give learners the opportunity to revisit content they have been taught throughout the subject. These long term recall sessions are utilised to address student misconceptions and where appropriate the sessions are used to integrate new knowledge into larger concepts to stretch and challenge our most able learners.

Literacy sessions take place at the start of each day to further develop our learners' confidence and enjoyment in reading. Literacy sessions focus on improving students reading and spelling ages as well as their comprehension skills. Students benefit from access to both a physical and online library where books are mapped against both student interests and their individual reading ability.

Students also benefit from accessing two tutorial slots each day at the start / end of each day allowing them to successfully transition from home to school and vice versa. One of these slots each week is dedicated to the Key Stage 4 weekly assembly which focuses on current topics of interest as well as British values.

In addition, and where appropriate students will receive weekly input from a speech and language therapist, an occupational therapist and educational psychologist.

The table below shows a typical week for each of our learners at Key stage 4/5. (not taking into account therapy sessions). Student timetables are tailored towards student interests within KS4/5 with some students accessing external college courses and work experience placements.

	25 minutes	20 minutes	50 minutes	50 minutes	50 minutes	50 minutes	50 minutes	20 minutes
Monday	Tutorial	Literacy	Maths	English	PE	SRE	Options	Tutorial
Tuesday	Tutorial	Literacy	Maths	English	Sensory circuits	Science	SRE	Tutorial
Wednesday	Tutorial	Literacy	Maths	English	PE	Science	Options	Tutorial
Thursday	Tutorial	Literacy	Maths	English	Sensory Cuicuits	Science	Options	Tutorial
Friday	Tutorial	Literacy	Maths	English	Science	Options	Reward activities/ catch up	Tutorial

### **Relationships Education, Relationships and Sex Education (RSE) and Health Education implementation**

Our curriculum offer provides full coverage of the new RE/SRE national curriculum expectations. As with all subjects the offer for RE/SRE has been rigorously mapped out by a subject specialist from the start of Key Stage 2 (with input from our specialist primary teachers) to the end of Key stage 4 ensuring that students are gaining the essential knowledge required at each stage of their educational journeys.

The RE/SRE plan directly highlights any links to the national curriculum at each key stage and where appropriate also links to a relevant qualification / programme of study. The programme has been carefully designed following the guidance from the DFE.

The RE/SRE subject plan also details any knowledge that may need to be revisited to ensure optimum success. This is particularly important at Longdon as our learners often arrive in the middle of a key stage after significant gaps in their educational journeys. Within subject planning, we provide next steps in knowledge to stretch and challenge our most able learners.

### **British Values implementation**

At Longdon we believe firmly in the promoting the British Values of;

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

The promotion of these British Values blends seamlessly into our curriculum offer. Our subject specialist staff have highlighted areas within their subject at each key stage where British values could be explored. In addition to this there is a dedicated assembly to each of the areas listed above to ensure that students can discuss these values with the wider school community.

### **Spiritual, moral, social and cultural development implementation**

Here at Longdon Park we believe in a holistic approach to our students' development which is a key part of our core values. We strive to provide our students with a range of learning opportunities for their spiritual, moral, social and cultural development.

Our work is underpinned by our commitment to ensuring that our students are fully prepared for life in 21st century Britain and that they have the skills, qualities and knowledge to be successful adults who make valuable contributions to their communities.

SMSC is embedded into our daily practice through our high aspirations for students and the promotion of diversity, respect and tolerance across the school as well as being taught through specific assemblies and within the RE/SRE curriculum offer. We continually seek to develop and maintain a strong school ethos which promotes these values SMSC also blends seamlessly into our curriculum offer.

### **Therapy implementation**

At Longdon Park School we recognise that emotional wellbeing is an essential pre-requisite for academic success, positive behaviour and positive mental health. The school currently employs both Speech and language therapists (SALT) and occupational therapists (OT).

As a team we work proactively to build esteem, self-image, aspiration and a sense of belonging. We also recognise that the work we do here doesn't just impact upon the young person whilst they are with us, but lays the future foundations for a happy, meaningful and healthy lifestyle.

We aim to equip our young people with the skills, belief systems and confidence to achieve in school, at home and in the world of lifelong learning and work.

### **Curriculum Impact**

At Longdon Park school curriculum is designed to have the following impact on all of our learners: -

#### **Accreditation**

Students will develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This will be evidenced through our students achieving formal accreditation throughout key stage 3 and 4. Our qualifications include Entry Level certificates, BTECs, Functional Skills, GCSEs, AQA unit awards and ASDANs.

#### **Ensuring progression**

Student progression is rigorously tracked using our assessment tool SOLAR (Special On Line Assessment Records). Our subject specialist teachers have carefully selected assessment frameworks that are the most appropriate to their subject areas and have either produced their own frameworks which match specifically to their subjects plans or have utilised official assessment framework criteria from examination boards.

Our students receive feedback directly via SOLAR each time they have met one of the assessment criteria within a subject area. Where students haven't quite met the criteria that was being assessed within a lesson, feedback is given on how they can best work towards achieving this criteria going forward. Our long term recall sessions, which take place every 5<sup>th</sup> lesson within each subject area, directly address areas where students have had difficulties. These sessions are also utilised to stretch and challenge our gifted and talented students.

Students can also make use of catch up sessions at the end of each week if they have missed any of their sessions or want to address any misconceptions that they have had throughout the week.

#### **Preparation for next steps in education or employment**

At Longdon we want to ensure that all of our students will gain the cultural capital required to ensure that they are ready for the next stage of their education or employment. There are opportunities at

each key stage for learners to experience the world of work whether this is through visits to a place of employment or through formal discussions around job roles/interviewing techniques.

The curriculum offers regular opportunity for our students to become reflective learners. In the long term it is our view that this will better enable them to independently manage their needs, their learning, their behaviour and their emotions in order to function effectively in their community and as a member of society.

The impact we intend to achieve in this area will be evidenced by how our students approach challenges every day. This could be on the playground, in a game or disagreement, or in class during a complex learning challenge. The impact should be that students at Longdon leave with resilience, a high motivation to succeed and achieve and are equipped with all the personal skills they require to do this.

### **Roles and responsibilities**

#### **The Head teacher will ensure that: -**

The curriculum meets all legal and statutory requirements

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, reflects the curriculum intent of the school.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making.
- The curriculum prepares students for their chosen career pathway.
- Outcomes first group is fully involved in decision making processes relating to the breadth and balance of the curriculum
- Outcomes first group is advised on progress towards targets in order to make informed decisions

#### **Outcomes first group will ensure that: -**

It considers the advice of the Head teacher when approving this curriculum policy and when setting statutory and non-statutory targets

- Progress towards annual statutory targets is monitored
- It contributes to decision making about the curriculum

#### **The Senior leadership team will ensure that: -**

They have a good oversight of the curriculum structure and it's delivery within the school.

- Detailed and up-to-date schemes of learning are in place for the delivery of courses with links to revisited knowledge, essential knowledge and further knowledge gained at each stage.

- The subject plans on offer are monitored and reviewed annually and must link to the national curriculum and relevant qualifications / specification where appropriate.
- Levels of attainment and rates of progression are discussed with subject lead teachers once a term through the deep dive process and are also reflected upon within their performance management reviews and interim meetings.
- Resources and activities planned for each lesson should be placed into the subject drive on the system for all staff to use. These must match with the sequence of learning found in the subject plans. This will be monitored through the deep dive process using student work books as evidence.
- The activities and resources mentioned above are differentiated to meet the needs of individual students.

**Teaching staff and learning support staff will:-**

- Ensure that the school curriculum is implemented in accordance with this policy.
- Must ensure that subject plans / termly overviews are annually and are followed as sequentially planned throughout the year.
- Keep up to date with developments within the National Curriculum
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each group of students.
- Subject leads should share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them. A CPD session should be run by each subject lead at least once a term to upskill non-subject-specialist staff.
- Work in partnership with other agencies and educational establishments to provide an appropriate range of curriculum opportunities.
- Actively support students in their progress through the new curriculum using the SOLAR system to mark student work and provide points for improvement.

**Students will: -**

- Be treated as partners in their learning, contributing to the design of the curriculum where appropriate.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge and develops cultural capital.
- Be given additional support through intervention or via the weekly catch up sessions if they start to fall behind in their learning, helping them get back on track quickly.
- Receive coordinated support to enable them to make the appropriate curriculum choices.
- Regularly review their own progress (teacher marking/feedback) using the SOLAR system.

**Parents and carers will: -**

- Be consulted about their children's learning and be involved in the planning of their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- Be informed about the curriculum on offer and understand the intent, implementation and impact.

**Monitoring, evaluation and review**

Outcomes first group will receive termly governance reports from the Head teacher. These reviews include an overview of the quality of education, leadership and management, behaviour and attitudes and personal development. This robust system enables the 4 head teachers from the school hub to quality assure the impact that is being made within in each other's curriculums.