

# Draycott Moor College

## Curriculum Policy



<b>Reviewed by:</b>	Headteacher	<b>Date:</b> January 2025
<b>Approved by:</b>	MD Education Services	<b>Date:</b> January 2025
<b>Next review due by:</b>	January 2026	
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## 1. Curriculum aims and content

Our curriculum aims/intends to:

The curriculum at Draycott Moor encompasses every learning opportunity that exists from the moment a student arrives at school to the moment they leave. The purpose of the curriculum is to prepare students for adult life and allow them to access the next stage of their education. Consequently, every interaction an adult has with a student is with these twin aims in mind. Adults will challenge, correct and model appropriate communication, behaviour and actions at every appropriate moment across a school day.

As part of our emphasis on the communication skills required in the adult world, the school places a huge focus on reading, both discretely and across the curriculum. Every student is assessed on entry for a phonics level and then phonics is delivered daily to all students (as appropriate for at least 20 mins) across 3 stages. Once students have successfully completed the phonics program opportunity will be given to read for pleasure as suggested and assessed by the Accelerated Reader software that we use and Read and Respond programmes. Draycott is aiming to deliver not just functional literacy but a love of reading that will ensure that our students become 'readers for life'.

### The Tutorial Curriculum

This spiralling and interconnected curriculum can be accessed on a continuum of three stages depending on the ability of the incoming student. The curriculum encompasses English, maths, science, humanities, creative arts and IT. It is taught in ½ term blocks with a shared reading text that supports the subject driver for the respective domains of knowledge being taught. The sequenced and interconnected content, covered across these subject areas, enables students to learn and retain knowledge and skills that become the basis of future education.

### The Pathway Curriculum

This curriculum offers student a mix of academic and vocational opportunities once it is appropriate for the student. All students will have the option to access English, maths and science from Entry Level up to and including GCSE level. Further opportunities to access geography and history are available on request. All students will also be able to access a range of vocational courses and options including areas such as Independent Living, Foodwise, Animal Care, Gardening and Beliefs and Values, to name but a few. The vocational courses followed will be tailored to the needs of the class. These opportunities will enable our students to not only learn and develop vocational skills and knowledge in areas of interest, but also to receive accreditation that will help them access FE and HE opportunities. Classes will move between two teachers who will deliver the academic and vocational elements of the curriculum respectively. This curriculum is designed to build upon the foundations laid by the Tutorial Curriculum and give students the opportunity to succeed at the next stage of their education and ensure that they can smoothly make the transition from 'learning to earning'.

## **Core Curriculum**

Students on both the Tutorial and Pathway Curriculums also access core subjects at Draycott. These subjects are delivered by other trained members of staff.

**PE** – students receive a core package of 3 lessons of PE per week. This will involve a range of sports and activities, some delivered off site, which will improve students motor skills, help them interact with each other more effectively, and teach them the benefits of healthy living and exercise for lifelong health.

**Food Technology** – students receive a core package of 2 lessons of Food Technology a week. This important subject will introduce students to foods and cultures from around the world as well as giving them the skills and knowledge to not only cook and prepare food safely, but also to budget and plan meals.

**PSHE** – students in the tutorial curriculum receive a core package of 2 lessons of PSHE a week, on the pathway curriculum they receive 1 core PHSE lesson per week. Alongside the delivery of the statutory RSE curriculum, our PSHE program educates students about a wide range of topics to ensure they can stay safe and healthy, understand themselves and the world around them and most importantly to be able to engage in it.

**Personal Development** – students receive a core package of Personal Development for 20 minutes every day. Although based primarily on ensuring students understand basic British Values, the topics covered by students are incredibly wide ranging. This is designed to ensure that students understand key concepts such as freedom and tolerance, as well as rights and responsibilities. This will enable them to thrive in their adult life.

**Life Skills** – students on the tutorial curriculum receive a core package of this careers-based curriculum for 1 lesson per week, those on the pathway curriculum will cover many aspects of careers within their vocational studies. This ensures that the school not only delivers upon its statutory responsibilities but also provides students with a wide range of opportunities that will prepare them for a life in work.

## **Broader Curriculum**

Whilst our timetabled curriculum already provides a huge number of opportunities to nurture the development of our students, there is are broad extra-curricular opportunities available to access as well as the softer skills and experiences that are transferred every day. Our curriculum focuses on connecting the life skills needed for FE or working life, with the academic, vocational and creative learning. Staff deliver targeted learning around the 7C's skills that support pupil with goal setting and self-assessing their personal qualities. Intervention is targeted at both academic gaps as well as social and therapeutic needs. The curriculum also delivers real world learning such as work in the community at the church, designing and growing the community garden or helping in the kitchen at school. Each class has weekly enrichment sessions that link to the topic each half term. This programme might be a visit to local museum or an activity taking place in school. Groups are together in 1 room and engage with social learning skills. PSHE and Digital Literacy embedded into the curriculum cover the importance of keeping safe on-line. Many of our pupils are vulnerable therefore we have written a broad curriculum that can be supportive of all levels of understanding and experience on-line. In addition to this we have our own football team as well as engaging in other opportunities around activities as diverse as fishing and cycling, to orienteering and the Duke of Edinburgh award.

These curriculum aims are underpinned by our values:

**Collaboration** – our curriculum is based on continuing collaboration between staff as it evolves and develops. Teachers and TA's meet at least every fortnight to jointly plan for the delivery of key elements of the curriculum. The curriculum also encourages students to collaborate with each other, a vital skill for our student's development towards being successful in the adult world.

**Compassionate** – our approach to, and delivery of our curriculum is formed from a compassionate view that all of our students have the right to the skills and knowledge to succeed in life. The curriculum and its teaching of is inclusive and designed to set up students for not only the next stage of their education but also for the adult world of work.

**Inspiring** – our curriculum is designed to inspire students, from the stories they will read, the people they will learn about, the skills that they develop to the role models that they will work with every day. Staff seek to inspire students everyday through what they can teach them, show them and model to them. We seek to inspire our students to not only believe they can succeed in later life, but to achieve it.

**Dependable** – the successful curriculum implementation offer at Draycott requires dependability. This can be found in the everyday actions of the staff, their resilience, patience and expertise. It can also be found in the commitment of Horizon Care to place the needs of the students and the successful implementation of our curriculum as its highest priority.

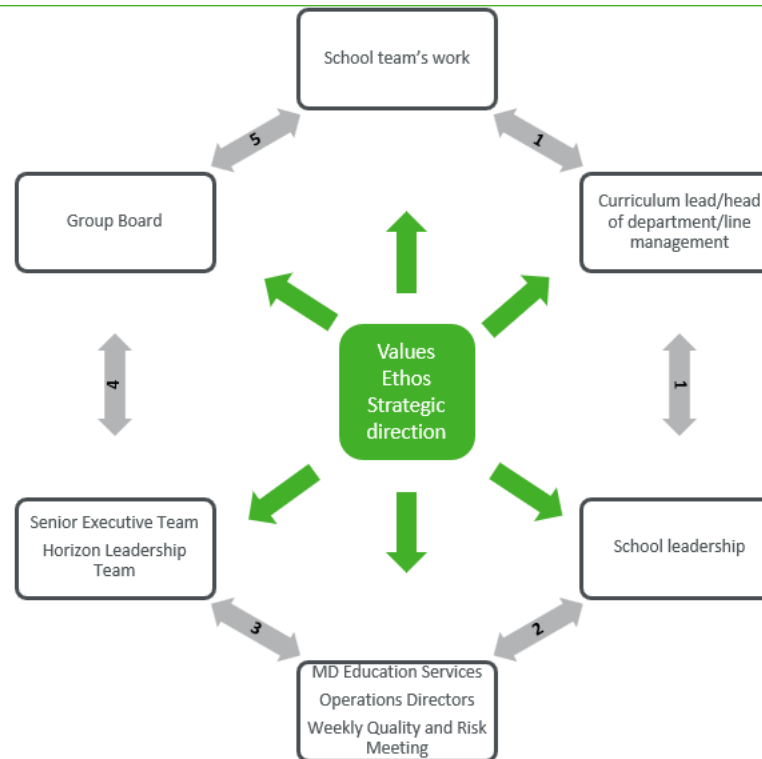


## 2. Roles and responsibilities

### 2.1 The governing board

The company will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

1. Information is passed up through the line management structure to the school's leadership team – this varies according to each school's organisational structure.
2. The Head Teacher reports activity to the Operations Director and Managing Director for Education Services.
3. The Managing Director reports activity to the Horizon Leadership Team and the Senior Executive Team at the weekly Quality and Risk Meeting and at monthly Operations Reviews (the Chair of the Proprietor forms part of these bodies).
4. The Senior Executive Team reports activity to the Group Board.
5. The flow of information up and down the structure makes sure that the school's work informs the Board's decision-making, and that the Board's decisions inform the school's work.



All of our activity is informed by our values, ethos and strategic direction.

Head teachers report key data to the Operations Director and Managing Director every week. The data are then aggregated into a monthly report.

There is independent verification of the school's performance through the work of the School Improvement Partner and via visits undertaken by senior colleagues from outside of the school.

## **2.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The school's procedures for assessment meet all legal requirements
- The company is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The company is advised on whole-school targets and priorities in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

## **2.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Deputy Headteacher – Dan Hine

SENCO – Meg Cooke

Assistant Headteacher – John Clamp

Maths Lead – Sarah Frost

English and Reading Lead – Georgina Brown

Science Lead – Jack Winfield

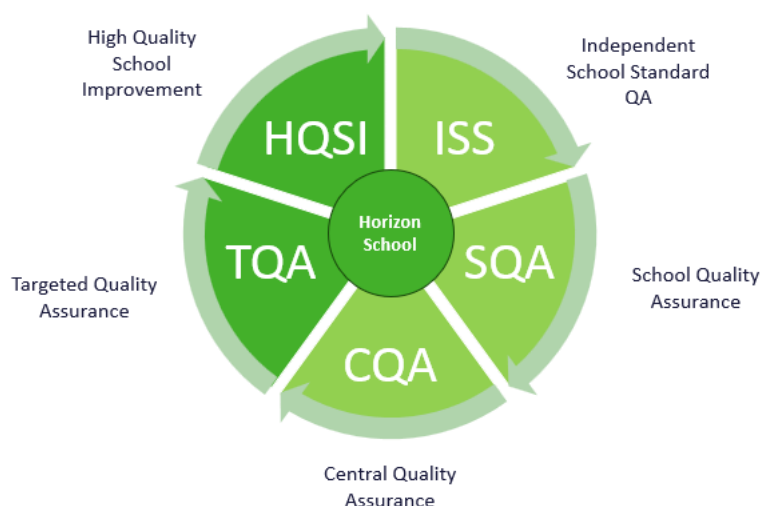
## **3. Assessment**

Assessment at Draycott Moor College is adaptive and responsive to our pupils' Special Educational Needs. Built into our planning are assessment methods that support the varied needs of our pupils, using verbal response, short written tasks or experiential tasks that are set to establish learning levels across a range of subjects. Staff are aware of individual needs and can adapt assessment to ensure our pupils can access the assessment and demonstrate skill, ability and knowledge whilst avoiding undue stress.

We assess progress mid-way and at the end of a unit of work – usually six weeks in length. Targets are set based upon our CAT 4 and BKSb assessments. Pupils are given individual academic targets and 7C's targets that are assessed at the end of the half term. All pupils have a phonics assessment and a reading age assessment on entry to Draycott Moor College. Phonic levels and reading ages are tested each term; pupils work through 3 levels of phonic stages before moving on to a reading and spelling programme.

#### 4. Monitoring arrangements

The company wide monitoring arrangements for the delivery of the curriculum can be found below:



High Quality School Improvement – this is carried out by an external School Improvement Partner commissioned by Horizon Care

ISS Quality Assurance – this is carried out by senior members of the company’s education division to ensure continuing compliance with all independent school standards

Targeted Quality Assurance – Safeguarding Network – consultant visits, resources, training and DSL network support

Central Quality Assurance – this is carried out by senior members of the education division to ensure quality assurance in areas such as Safeguarding, Phonics, QuEd, Assessment, SEN provision.

School Quality Assurance – this is carried out at a school wide level and included internal checks and quality assurance in a wide range of areas including curriculum, pedagogy, assessment and environment.

#### 5. School week

Monday to Thursday – (5 hours and 20 mins timetabled per day)

9.00 – 9.10 – Tutorial

9.10-9.40 – Phonics

9.40 – 10.25 – Lesson 1

10.25 – 11.10 – Lesson 2

11.10 – 11.50 – Lesson 3

11.50 – 12.30 – Lesson 4/Lunch

12.30 – 1.10 – Lunch/Lesson 4

1.10 – 1.55 – Lesson 5

1.55 – 2.40 – Lesson 6

2.40 – 3.00 – Personal Development



This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the Regional Director and Managing Director for Education