

Curriculum Policy

Dudley Port



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The curriculum meets the needs of pupils by:

- Paying due regard to national expectations, as set about by the DfE.
- Utilising a personalised learning approach to meet individual pupil needs.
- Supporting pupils to reach their intended destinations in further education, training and/or employment.

This approach is required because the pupils referred to us have a wide variety of educational backgrounds and life experiences which have often involved serious trauma. Consequently, pupil attainment may not match age related expectations.

All our pupils have an education health and care plan (EHCP), and many have significant gaps in their learning due to not being in school previously. The flexibility within our approach enables pupils to experience a broad and balanced curriculum by which they acquire the skills and knowledge required to make progress commensurate with their ability.

We recognise that pupils referred to our school may well have had traumatic life experiences that are beyond those experienced by the vast majority of society. As a result, pupils have missed out on prior positive learning experiences, be it within their family, education, or within the community. The impact of these experiences on pupils' attitudes to and engagement with learning transfer into school.

At Dudley Port, we endeavour to make learning relevant to our pupils, ensuring that they develop and progress in the core subject areas of English, mathematics and science, alongside the wider curriculum. There is a strong focus across the school on the importance of personal, social, health and economic education (PSHE), alongside pupils' spiritual, moral, social and cultural (SMSC) development.

Where possible, we provide continuity to our pupils from their previous educational setting and ensure that qualifications in the core subjects are studied via a range of appropriate specifications. ICT is embedded into all of our teaching and is approached in a cross curricular manner.

Our approach to implementing the curriculum helps to support our pupils to become positive and responsible individuals, who can work and co-operate with others in any situation they may find themselves in once they have left school.

The aims of our curriculum are:

1. To enable all pupils to learn and develop their skills, knowledge and understanding across the curriculum to the best of their ability so that they are equipped to lead happy, purposeful lives in society.
2. To support pupils to develop a positive attitude towards learning, so that they become lifelong learners who can live successfully in modern Britain.
3. To develop pupils' competencies in literacy, numeracy, and information and communication technology (ICT).
4. To enable pupils to be creative in developing their own thinking.
5. To provide opportunities for pupils to successfully return to a mainstream environment, where appropriate.

6. To support pupils to develop respect for themselves, for others, and for their environment.
7. To enable pupils to be positive citizens that contribute to society.
8. To allow pupils to experience the world of work as part of a preparation for their future working lives.
9. To support pupils to develop a personal awareness of their own spiritual self and an understanding of right from wrong.
10. To help pupils understand the importance of truth and fairness, so that they are able to recognise discrimination and stereotyping, and to challenge it.
To enable pupils to develop an understanding of the rights and responsibilities that all of us have in society.
11. To develop pupils the desire to pursue healthy lifestyle choices.

Organisation and Planning

Pupils have individual personalised timetables and are taught together in small groups of no more than five young people in core subjects, based on their current key stage.

The groups are, as far as possible, based on key stage and ability. Task set are differentiated to meet each pupil's needs and starting points. Where assessment identifies particular challenges, enhanced support can be provided to support engagement and accelerate progress.

The curriculum is planned in terms of long, medium and short-term programmes: the short-term programmes drive the learning that is current. The medium and long-term programmes are adjusted on the basis of an evaluation of the progress pupils are making.

In core subjects and other courses that lead to accreditation, planning is informed by the requirements of the exam board specification. Our pupils may join us at any time in the year, and in enabling these pupils to reconnect with learning, a review of prior learning and achievement will take place, alongside baseline assessment.

We meet the challenge of finding age-appropriate learning experiences for pupils who are working well below age related expectations.

Our Curriculum [A] Rationale

We have high expectations of teaching and learning; the quality of education pupils receive should be of a consistently high quality. We recognise that, as staff, we are all learners within a community of learning and that, as learners, we continue to develop our expertise and professionalism.

The curriculum promotes the following strategic challenges for developing the school vision:

- The promotion of high standards without inequalities in attainment.
- Education tailored to the talents, aspirations, and potential of individual pupils.
- The encouragement of innovation through ICT to transform learning.
- Developing the skills necessary for autonomous learning, enabling pupils to become lifelong independent learners.
- The setting of targets for both learning and teaching standards.

[B] Teaching and Learning

The curriculum is based on pupils intended destinations. The content of our curriculum is informed by the suite of accreditations that can unlock the doorway to a happy, purposeful life as a member of a local, national and global community. We adopt the requirements of the National Curriculum, with some adaptations to meet the individual needs of pupils.

Pupils in Key Stages 3, 4 and 5 experience a curriculum that promotes both personal and academic development through a range of qualification pathways. This enables them to pursue their life ambitions and is supported by appropriate advice, information and guidance to suit each individual.

Pupils in Key Stages 4 and 5 have access to independent careers advice and to work experience opportunities.

[C] Practice

Learning happens within three different contexts at our school:

1. Lessons - planned experiences where pupils work through a programme or scheme of work. The needs of the pupils require curriculum planning that is flexible and relevant as both the context in which we live continually changes, as do the needs of our pupils at different stages of their lives. Our curriculum facilitates the acquisition of knowledge as well as skills and promote enjoyment of learning.
2. Routines - regular occurrences where pupils are influenced as they go through the school day: registration, assemblies, break-times etc.
3. Events - these can include, but are not limited to, performances, sporting occasions, field/study trips and themed days which all create opportunities for pupils to access curriculum content and/or develop personal qualities and characteristics.

[D] Teaching and learning behaviours

In the classroom the behaviour of staff and pupils should reflect high standards of engagement, challenge and expectations.

[E] Managing diversity

We make every attempt to give consideration to the educational requirement of different groups of learners: pupils with SEND, pupils with behavioural/emotional difficulties, pupils from ethnic minorities, pupils with a disability and those who appear to be underachieving. There are numerous opportunities to improve and extend teacher skills in differentiation and learning styles to meet individual needs. Different systems of internal and external accreditation have also been developed thus acknowledging a broader range of educational outcomes.

[F] Monitoring, Evaluation and Review

The elements of self-evaluation - monitoring, evaluation and review - are applied within a wider programme of whole school review. Within teaching and learning there are key areas for self-evaluation: quality of learning, meeting pupils needs, assessment and quality assurance. These key areas are monitored through cyclical visits to lessons looking for the extent to which there is evidence of elements of good

and outstanding practice and regular reviews of the quality of outcomes and the response of our pupils to what they are given (quality assurance).

This policy to be reviewed annually.

In support of this policy, all subject areas develop their own schemes of work and curriculum plans.

Our Curriculum Offer

At Dudley Port School



| Aspect | Subject/ Activity | Ages/Levels/Key Stage; Qualification & Awarding Body (if applicable) |
|---|--|--|
| Linguistic | English KS3 | |
| | English Functional Skills | Level 1 and 2 |
| | English GCSE Language | GCSE 1-9 |
| | English GCSE Literature | GCSE 1-9 |
| | German introduction to MFL | |
| Mathematical | Maths KS3 | |
| | Maths Functional Skills | Level 1 and 2 |
| | Maths Foundation GCSE | |
| | | |
| Scientific | Biology topics KS3 | |
| | Chemistry Topics KS3 | |
| | Physics Topics KS3 | |
| | Science GCSE | |
| Technological - – ICT/ working with tools and equipment; content that gives pupils conceptual familiarity with digital skills and technology that will be encountered in everyday life | ICT KS3 curriculum | |
| | ICT KS4 | OCR Cambridge Level 2 |
| | Vocational Training opportunities (KS4 Option) | City and Guilds in construction eg, bricklaying, plastering, painting and decorating |
| | Food technology | Introduction to cooking and meal planning |
| Human and social - people, how they live, interact with their environment now and in the past, history, geography | History KS3 | |
| | Geography KS3 | |
| | RE KS3 | |
| | History (KS4 Option) | OCR Entry level |
| | Geography (KS4 Option) | OCR Entry level |
| Physical | Core PE at KS3 | |
| | Core PE at KS4 | |
| | GCSE PE KS4 (KS4 Option) | |

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| | Lunch and Break football and basket ball | |
| Aesthetic and creative | Art club | Weekly |
| | Art Theme days | 1 x ½ term |
| | Music Theme days | 1 x ½ term |
| | | |
| Personal, Social, Health and Economic Education (PSHE) | PHSE curriculum | Based on the Jigsaw curriculum |
| | Assemblies | Weekly |
| | Pastoral conversations and visitors | |
| | Tutor time and 1-2-1 sessions | |
| Careers Guidance | Work Placements (KS4 Option) | |
| | Alternative provision (KS4 Option) | |
| | Vocational training (KS4 Option) | |
| | Careers advice both internal and external. | |
| Preparation of pupils for the opportunities, responsibilities, and experiences of life in British society such as: <ol style="list-style-type: none"> 1. employment, further education, apprenticeships 2. independent living, managing money, functioning properly as an adult citizen 3. engaging with public institutions 4. civic duties like voting, jury duty 5. knowing where to get help and advice | <ol style="list-style-type: none"> 1/ Work Placement opportunities, Vocational placements 2/ Offsite opportunities to practice managing money, and being out and about in public 3/ Visits by the Police and visits to museums, theatres and parks 4/ The Student council are voted in after a campaign, although not yet embedded in practice 5/ Tutor times are | |

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| 6. interacting with the wider society. | based around information sharing and assemblies are based around current affairs and advice 6/ Opportunities to interact on school trips and excursions, visiting professionals and dignitaries come round and interact with students too | |
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| Aspect | Activity |
|---|---|
| Cultural Capital - It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. | Student Passport is being introduced that will encourage students to take part in a variety of activities throughout their school life that will develop cultural capital |
| Developing Character - a set of positive personal traits, dispositions and virtues that informs pupils' motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. | Student Passport is being introduced that will encourage students to take part in a variety of activities throughout their school life that will develop cultural capital |
| SMSC - Spiritual, Moral, Social and Cultural Development | Student Passport is being introduced that will encourage students to take part in a variety of activities throughout their school life that will develop cultural capital |
| British Values – democracy, individual liberty, the rule of law and mutual respect and tolerance | Assemblies and tutor time is theme based and will develop knowledge and allow for experiences revolving around British Values. |