

MOON HALL COLLEGE AND BURYS COURT

Curriculum Policy

1 Introduction

- 1.1 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. We aim for our curriculum to meet the needs of each pupil.

The following areas of experience are woven into the curriculum through our programmes of study and schemes of work.

Spiritual

This area aims to develop the pupils' ability to understand, accept and reflect positively on their own growth in their Christian faith, and to understand how to contribute positively to the multicultural, multi-faith society in which they are living.

Linguistic

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

Mathematical

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of Mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with Science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological

Technological skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products and evaluating processes and products.

Human and Social

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. Generally, the subjects of History and Geography make a strong contribution to this area. In our

school our topic based PSHCE, alongside our knowledge and understanding of the world, also makes a strong contribution to this area.

Physical

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and Creative

These areas are concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects in all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

2 Values

2.1 Our school curriculum is underpinned by the values stated in the Every Child Matters document. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and succeed as adults.

2.2 Our school is in full agreement with the values stated in the National Curriculum documents both Primary and Secondary. These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3 Aims and objectives

- The aims of our school curriculum are:
- To enable pupils to achieve functional literacy and numeracy and reduce the attainment gap as measured by standardised tests
- To enable pupils to access education to GCSE and Entry Level
- To enable all children to learn and develop their skills to the best of their ability;
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;

- To teach children the basic skills of information technology (IT);
- To enable children to be creative and to develop their own thinking;
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To enable children to be positive citizens in society;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To prepare students for a move to 16-19 education.
- To prepare students to enter the workplace.

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan based on the National Curriculum Schemes of Work for the Key Stage. This indicates what topics are to be taught in each term. We review our long-term plan on an annual basis.

4.2 Medium term plans are submitted for approval to the HoD who ensures that it is tailored to the Long Term Plan whilst responding to the needs of individual groups of pupils.

4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. These include evaluation that allows teachers to modify plans to suit the needs of the pupils.

4.4 Our focus is on English and Mathematics to allow pupils access the wider curriculum.

5 Children with special needs

5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

5.2 Most of our pupils have a Specific Learning Difficulty. Many have associated difficulties. The curriculum is accordingly adapted to respond to their needs.

5.3 The school provides an Individual Educational Plan (IEP) for each pupil. This has group targets (as pupils are taught in matched groups) as well as individual targets, where appropriate. We evaluate six monthly after standardised testing. IEPs are discussed with parents and pupils.

5.4 We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing

5.5 We provide support for pupils' continuing education at College by providing careers advice. We make contact with Colleges especially SEN Departments.

6. Key skills

6.1 The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

6.2 In our curriculum we emphasis these skills. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

Burys Court

Burys Court is committed to providing a complete curriculum that promotes the academic, spiritual, moral, cultural, mental, emotional and physical development of every pupil. We aim to offer a curriculum that supports the strengths and learning styles of our pupils so they can achieve their potential. Our aim is to support each child's literacy and numeracy so they are able to access the wider curriculum. To this end we provide a curriculum that emphasizes English and Maths, but also includes; Science, ICT, Typing, History, Geography, RE, PHSE, Art, DT, Drama, Dancing, Swimming and Games.

Moon Hall College

Moon Hall College is committed to providing a complete curriculum that promotes the academic, spiritual, moral, cultural, mental, emotional and physical development of every pupil. We aim to offer a curriculum that supports the strengths and learning styles of our pupils so they can achieve their potential. We aim to engage and challenge pupils to foster a life-long love of learning for its own sake and provide them with a secure foundation on which to continue into 16-19 Education and on to careers of their choice.

Moon Hall College intends that all pupils experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects of education.

In Key Stages Three and Four, the core curriculum of subjects provides the opportunity for pupils to acquire skills in speaking and listening, literacy, numeracy and ICT .

In Key Stage Three and Four all pupils study a core curriculum of Mathematics, English, Science and ICT (including typing).

Key Stage Three

In College 1 (Year 7), College 2 (Year 8) & College 3 (Year 9) – Students study the core curriculum and; History, Geography, Drama, RE, PHSE, DT, Art, Music, Games and PE

Key Stage Four

In College 4 (Year 10) & College 5 (Year 11) – Students study the core Curriculum to GCSE (in some cases to Entry Level). At present there are GCSE options in History, Geography, DT Resistant Materials, DT Food Technology, Art, Business Studies and Drama. (Entry Level is an option for some pupils) The School aims to run any course in which there is sufficient interest and demand.

Learning Difficulties and Disabilities, Special Educational Needs and Gifted and Talented

We have an ongoing Assessment system that tracks the Reading, Spelling and Numeracy of pupils throughout their time at Burys Court and Moon Hall College. We use this information along with input from teaching staff to meet the individual needs of each pupil through an IEP.

Monitoring and review

7.1 The Principal is responsible for monitoring the way the school curriculum is implemented. Annual review and oversight of the curriculum are in the hands of the Principal and Deputy Head.

7.2 The Deputy Head is responsible for the day-to-day organisation of the curriculum. The, Deputy Head monitors teachers' Lesson Plans, ensuring that all classes are taught to the requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

7.3 Heads of Department monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. HoD also have responsibility for monitoring the way in which resources are stored and managed