Le Murier Curriculum Policy

Our Vision

• enjoy • grow • achieve *Together*

School's Aim and Intent:
We believe learning should be **enjoyable**, purposeful and challenging. We aim to help students **grow** by promoting their academic, social, emotional, sensory and physical development through a breadth of learning experiences both in and outside of the classroom. We want to enable our students to **achieve** so that they can be active and productive members of their local community. We endeavour to prepare students for adulthood through a skills based programme of learning. We value each child as an individual and we aim to work together to provide a holistic approach to their learning, well-being and care.

We aim to create an exciting, interesting curriculum that is underpinned by core knowledge, skills and understanding whilst also building student's cultural capital and skills for life.

We will do this by:

- Providing a happy and secure learning and social environment in which all members of the school community feel safe and valued;
- Building positive and meaningful relationships;
- Responding to individual student needs and address individual barriers to learning;
- Giving every student a broad, balanced and relevant curriculum based on the Big Picture with focus on the Elements for Learning (resilience, reflection, independence, teamwork, critical thinking and creativity);
- Recognising and rewarding all types of achievements and attainments
- Encouraging active partnership with parents and carers and the wider community;
- Extending our knowledge and understanding in order to best support your child's learning and development;

- Working collaboratively with other professionals and stakeholders to provide appropriate learning and developmental programmes (e.g. Speech and Language Therapist, Occupational Therapist, Physiotherapist, Educational Psychologist, Clinical Psychologist, alternative therapies, St Sampson's High School, College of Further Education)
- promoting the UNICEF Rights Respecting Schools (RRSA) and students learning about their rights and having a voice
- Opportunity to engage fully in the Careers Education, Information, Advice and Guidance (CEIAG) programme which includes undertaking suitable internal and external work placements where appropriate and world of work/ enterprise activities
- offering a clear accreditation pathway (Edexcel, ASDAN, BTEC, OCR, Duke of Edinburgh) for students that underpins their learning and acknowledges the progress that has been made throughout their secondary education

Students with more complex learning needs also access a sensory led curriculum.

Our curriculum pathway is flexible with a view to promoting skills and knowledge for learning, life and living for all students. It is based on the Big Picture.

Implementation

All curriculum subject areas taught, including World of Work and Outdoor Education, have '3 i statements' which cover the intended Intent, Implementation and Impact.

Our Curriculum offer:

- **Literacy and English** which includes emphasis on communication (speaking {signing/symbol} and listening skills). Up to 4 sessions a week besides being embedded in other sessions
- **Numeracy and Mathematics** and **Financial Literacy.** Up to 4 sessions a week besides being embedded in other sessions
- **ICT and digital competency, E-Safety** and **Innovative Technologies.** Taught discretely as well as within other curriculum areas.
- **Personal skills** including PSHE, Citizenship, Global Literacy and RRSA. Taught discretely by a PSHE experienced teacher as well as within Tutor Time, Assembly and other discrete sessions by outside agencies.
- **Physical Health and Wellbeing** including holistic development in the areas of fine and gross motor skills as well as sensory regulation for some students with more complex learning needs. Weekly double physical activity session which will include swimming. Also opportunity to do after school club or lunch time club which includes a range of sports and physical activities.
- **Outdoor Education and Physical Activities** which includes outdoor learning pursuits, sailing, climbing, residential opportunities, Duke of Edinburgh Challenge and the John Muir Award. This is a timetabled and progressively taught session for all students from Yr 7.
- **World Around Us** which encompasses teaching and awareness of the Arts (music, drama, art), geographical location, local and national history; this is a weekly timetabled session as either 'project', 'topic', or 'current affairs'.
- **World of Enquiry** which provides a science based element to learning promoting problem solving and critical thinking. All students have a weekly science and CDT (Craft Design Technology) session as well as a Cookery session.
- **World of Work and Enterprise** where all students can experience, learn and develop skills needed to become confident individuals, effective contributors, responsible citizens and successful learners through a range of work related experiences and opportunities. This is a taught session from Yr 10.

We recognise children's prior learning, encourage the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children are supported to achieve their potential and progress with confidence to the next phase of their education. Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and independent practice.

Students are supported in school with extra support/resources deployed as necessary to help overcome barriers to learning. Each class is supported by at least one LSA. We aim for class sizes to be no more than 10 and at times, some groups can have no more than 8 students.

Our ongoing formative and summative assessment, including peer assessment and timely feedback means that teachers and pupils always know exactly how much progress they are making and where they may need more help.

We use a variety of published schemes to support our teaching and learning, these include:

- White Rose Maths
- Charanga (music)
- Freshstart (Phonics)

Impact

The quality of curriculum is an area of continuous development and we will continue to review and evaluate each subject throughout the year. High quality art work, well crafted CDT models exhibited around the school and quality writing linked to topics demonstrate the impact of the curriculum and the student's learning efforts and progress.

Education Development Officers (EDOs) visit and audit school against OFTEDs key areas including Quality of Learning (which is curriculum focused). Jointly and in line with our School Development Plan we identify and make action plans to address and further develop any areas that may require improvement.

Accreditations/ Awards offered, include:

Students are able to access, where appropriate

- Edexcel Functional Skills Numeracy (Entry Level 1 upwards)
- Edexcel Functional Skills Literacy (Entry Level 1 upwards)
- IGNOT ICT (all levels)
- Duke of Edinburgh Award – Bronze and Silver
- John Muir Award
- RYA Qualifications (Sailing)
- NICAS (climbing award)
- Pearson BTEC in Home Cooking Skills (Level 1 + 2)
- BTEC Entry Level Awards in Work Skills (Entry Level 3)
- OCR in Life and Living Skills (Entry Level 1 upwards)
- ASDAN Personal Development Award (Bronze to Gold)
- ASDAN Transition Challenge
- ASDAN Sensory Transition Challenge
- ASDAN Award of Personal Effectiveness
- BTEC in Construction EL3 or Level 1
- National Navigation Award Scheme (all levels)
- St John's Young First Aider Certificate
- ABC Award in Art, Creative Design and Creative Studies
- AOPE ASDAN Award

Some students access GCSE at our co-located High School, St Sampsons. Students also have opportunity to study further BTECs/City & Guilds through the Link courses at the College of FE/Guernsey Institute.

Functional Skills

Numeracy, Literacy and ICT are referred to as the functional skills and are taught through what are called tool- box sessions. They are also applied and developed regularly throughout the rest of the school curriculum both inside and outside of the classroom.

Learning Outside the Classroom and Residentials

Throughout the students' time in school they will have the opportunity to take part in residential experiences, either in Guernsey or further afield. We would seek parents' support in encouraging all students to go on residentials, as they are an important element of the curriculum and are key to developing independence, positive attitudes, team work, resilience and social skills. They also help to develop successful learners, confident individuals, responsible citizens and effective contributors; key elements of the Guernsey Curriculum.

Responsibility for policy

The policy belongs to all staff at Le Murier who therefore share responsibility for its implementation.

Scope of the Policy

This policy applies to all students and staff. All new staff will be made aware of the policy during their induction. The successful implementation of the policy depends upon a whole school approach. The Curriculum and its delivery will be an ongoing developmental action for the school's SDP (School Development Plan) for the immediate future as well as a key feature in the SEF (School Self-Evaluation Form).

Date written: September 2022
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Signed:

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