



Kingsmere School

Unique Resilient Unstoppable

Curriculum Procedure

Reviewed: October 2018

Kingsmere School
Hundred Foot Bank
Pymoor
ELY
CB6 2EL

Curriculum Procedure

Kingsmere School aims to deliver the highest level of education tailored to individual need in a safe, positive and structured environment where every student is encouraged to achieve the best possible academic, social and vocational outcomes.

Guiding Principles

At all times adults should be conscious of the need to be aware of the pupils' particular interpersonal difficulties and to work in conjunction with the homes to ensure the safety and well-being of pupils and staff.

- To respect, value and understand the individual needs of pupils
- To strive to ensure equality of opportunity for all our pupils within the frameworks required by regulation taking account of the National Curriculum as appropriate.
- To prioritise the development of personal, learning and thinking skills and emotional literacy
- To hold high expectations of pupils within realistic challenges for academic achievement
- To foster a secure, safe and stimulating educational environment
- To co-operate and communicate effectively with other involved agencies
- To foster strong working relationships with pupils, parents, care workers, and significant others.
- To take account of the learning difficulties and disabilities, and other barriers to learning of all young people when implementing the curriculum.

Students

Our pupils, boys aged 11 - 16 come from a variety of areas across the United Kingdom and enter the school by virtue of having been placed in Priory Childcare Residential Care Homes. Generally they will have experienced interruptions in their educational history or will have rejected the concept of 'school' in some cases violently - assaulting other peers and adults or damaging property. Many will therefore be operating at a level well below their peers of comparable age in mainstream settings and a high proportion will have Statements of Special Educational Need that include behavioural (SEBD) considerations. Some may have autistic spectrum disorders including Asperger's Syndrome or other specific learning difficulties.

Those pupils without statements present similar problems but for a variety of reasons have not been through the required process. Common reasons for these pupils 'slipping the net' are repeated family moves, a succession of permanent exclusions, long periods of absence, time spent in custody and lack of educational knowledge on the part of carers and organisations.

The Curriculum

All pupils, regardless of age, ability or disability, will have access to an education which is, within the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative.

The curriculum offers a range of opportunities for teaching and learning within the school, community which helps the school meet the needs of all its learners. This is achieved through:

- A core curriculum offered to all pupils at the relevant level; with particular regard being paid to interventions that will enable the recovery of lost ground.
- A high level of differentiation
- A choice of vocational experiences in Key Stage 4 as appropriate to the needs and preferences of the pupils.
- A commitment to early entry (i.e. in years 8, 9 and 10) into qualifications including entry level courses.
- A flexible approach to the timetable in line with the individual needs of the pupils, while continuing to meet regulatory requirements for curriculum coverage and where appropriate National Curriculum subject programmes
- An intensive focus on personal development, which is sensitive to the traumas that young people may have faced.
- An intensive focus on the core skills of literacy and numeracy.

The Core Curriculum

All pupils will have access to the following subject areas taught: English, Mathematics, Science, MFL, Computer Science, Technology, P.E. and Humanities

Spiritual, moral, social and cultural development of pupil is addressed through all subjects and through a strong contribution from PSHE, Citizenship and Religious Education.

Personal and Social Development

While coherent, planned and progressive programmes are in operation within the taught curriculum throughout Years 7 – 11 and address these aims, we recognise that successful personal and social development depends not only on a planned series of lessons but also upon a wider curriculum, which includes:

- Constructive relationships with education and support staff
- Appropriate daily routines in the school and the home
- Thought for the day
- Pupil Voice
- Weekly Reviews
- Visitors to the school and educational visits
- External targeted Workshops.
- Cross-curricular learning in other subjects of the curriculum
- The provision of RE and Careers Education
- Constructive approaches to behaviour management which enable the learner to interact constructively with peers and staff.

All pupils receive Careers Education and Information Guidance. In addition courses taken by both KS3 and 4 will lead to Level 1 and 2 qualifications in this area. Additional Careers Education is provided by aspects of the Citizenship and PSHE courses as well as specific topic work. Students will access Work Related Learning / World of Work wherever possible.

Preparation for end of Key Stage Assessments and public examinations will be available as appropriate to the needs of individual students.

Literacy

For many of the students this aspect of learning represents a serious barrier to their ability to learn and progress. Some students have learning difficulties, some students have lost ground through having missed education, many students react negatively to lessons in which reading and writing play a part.

For all of these students, progress in literacy is essential, in that it plays a part in all aspects of the curriculum, and is closely allied to thinking and learning skills. Because of this it is the highest of priorities within the curriculum

Rationale

We aim to provide a stimulating, secure and supportive environment where children and young people are encouraged to express themselves and where their contributions are valued. We will provide for the language development of pupils and will support and encourage them to develop their ability to use language to think, to explore and to recognise and communicate their ideas. We will at the same time take into account how we support literacy difficulties when planning, so that we can provide access to learning experiences across the curriculum that are matched to ability and interest, whatever the language level of the pupil

Principles

1. Literacy is a right for all pupils and a central part of preparation for adult life.
2. There is a responsibility upon all teachers and support staff to develop literacy, and to approach its development consistently.
3. We will priorities the development of literacy across all areas of the curriculum
4. We will consider the literacy demands of all lessons, tasks, and resources; ensure that they are matched to pupils' attainment.
5. We will make literacy support a key feature of differentiation in all subjects.
6. We will carry out baseline testing on entry to the school and subsequently to ensure accurate assessment of need.
7. We will take specialist advice from speech and language therapists where barriers in this area are identified by statement.
8. We will ensure that all staff have accurate information about the literacy levels of pupils they teach, about how best to support them, and about their targets for development.
9. We recognise that language is central to students' sense of identity, belonging and growth; and in turn to raising students' own expectations of achievement, improving students' confidence and self-expression;

Key stage 3 curriculum structure

In Key Stage 3 all of our students closely follow the national curriculum. We encourage the students to participate in core subjects such as Maths, English, Computer Science and Science.

During KS3 and KS4 we will regularly assess students' progress and where possible enter them for Entry level qualifications as we feel this boosts self-esteem and enables them to become more receptive towards the end of KS4 qualification routes.

Key stage 4 curriculum structure

In Key Stage 4 we prefer our students to complete externally accredited courses. This may include: vocational qualifications, functional skills qualifications, the AQA unit award scheme, Entry Level Certificates, Level 1-3 Mathematics Awards and GCSE.

Key stage 4 students are encouraged to participate in both academic and vocational studies. Specific choices will be dependent on the needs and interests of students. The school will access the extensive vocational schemes offered by external accreditation centre; this will include functional skills qualifications.

Lynne Keating Head of Kingsmere School
October 2018
To be reviewed September 2019