

PRIORY TELFORD SCHOOL

CUCCICULUM POLICY



Priory Telford Vision Statement:

“Building resilience and skills in our young people for an independent, fulfilled life beyond education”

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At Priory Telford School we ensure that the core of the curriculum is a focus on developing social and emotional skills so that our young people are increasingly more able to manage themselves and interact beyond the school community and into the wider community.

The curriculum policy is based on the following aims, to:

- Have young people at its heart, putting their interests above those of the institution
- Have a curriculum that is fit for purpose, offering differentiation and personalisation
- Involve young people in their individualised curriculum taking account of their interests and aspirations
- Value vocational and academic routes equally
- Provide experiences beyond the class room in the wider community
- Include opportunities to access local colleges and providers to further enhance the curriculum offer and nurture individuals unique talents

THE CURRICULUM

The Priory Telford curriculum will inspire and challenge all learners and prepare them for the future. Specifically the curriculum will help young people to:

- Achieve high standards and make good progress.
- Enable young people to more easily progress by ensuring their access to the curriculum relevant to their academic and emotional ability not age.
- Have and be able to use social skills and understand and manage their emotions;
- Will support each young person to progress in line with their individual Education Health and Care plan objectives

THE CURRICULUM OUTCOMES

Priory Telford's curriculum will:

- Ensure all KS3-KS5 young people access a minimum of 25 hours of education
- Be personalised to ensure the individual needs and abilities of each young person are most appropriately met;
- Meet the need of all young people of all abilities at the school;
- Take into account the additional needs of each young person;
- Develop young people's linguistic abilities;
- Develop individual literacy skills including functional literacy, where appropriate;
- Develop individual mathematical ability, including functional numeracy, where appropriate;
- Empower young people to become confident, responsible, healthy and safe learners and citizens;
- Develop learning and metacognitive skills;
- Build self-reliant, problem solving learners;
- Develop young people's identity, sense of self and promote positive self-esteem;
- Support young people to self-regulate and manage their emotions;
- Lead to qualifications that are valued by employers and meet the requirements for entry to further and higher education;
- Prepare young people to make appropriate choices at the end of KS3, KS4 and KS5
- Ensure continuity and progression within the school and between phases of education
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities;
- Help young people to develop social moral, cultural and spiritual values;
- Help young people to learn about fundamental British values as well learning about other religious, cultural beliefs and ways of life;
- Understand the risks associated with living in the 21st Century digital world

TEACHING GROUPS, CLASS SIZES

Young people are taught in the group most appropriate to their individual circumstances, paying specific attention to their academic, social and emotional needs. Students have access to one-to-one support from school staff when appropriate.

The School Day

The school day starts at 08:45am and finishes at 3.00pm and has a morning break. Priory Telford School operates a continuous learning environment that recognises the importance of social and situational learning. From arrival in school to departure and all points in between young people are supported to develop their ability to self-regulate and engage in social situations.

Immersive Environment

Across the school an immersive approach to learning environments is used.

KEY STAGE 3

The core curriculum consists of:

- English
- Mathematics
- Science
- PHSCE and SRE
- Social and Emotional Aspects of Learning (SEAL) including RE
- Humanities
- Spiritual, Moral, Social, Cultural Learning including fundamental British Values
- Physical education
- Design and Technology
- Art

Class teachers use a topic/thematic approach to learning as a 'hook' into many of areas of the curriculum and many of the subjects such as humanities, art, DT are taught within a theme and English, maths and science are also taught sometimes within that theme as well as stand-alone lessons.

Other areas that most young people cover:

- ICT
- Vocational opportunities
- Outdoor Learning/Educational visits
- Modern Foreign Languages

All Year 9 young people are classed at Key Stage 4 at Priory Telford School and start to complete individual pathway plans and experience taster sessions with colleges/providers where applicable.

KEY STAGE 4/5

The core curriculum consists of:

- English Accredited
- Mathematics Accredited
- Science Accredited
- PHSCE and SRE
- Social and Emotional Aspects of Learning (SEAL) including RE and British Values
- Spiritual, Moral, Social, Cultural Learning
- Additional subjects to meet need such as a foreign language or vocational studies.

English, Mathematics and Science accreditation is at either GCSE, Functional skills or Entry level depending on level of ability and the intervention work necessary to fill gaps in our young people's knowledge and skills.

Young people have internal accredited options that can include:

- ICT: AQA Unit Awards
- PHSE: AQA Unit Awards
- GCSE: Core subjects if appropriate
- AQA Unit Award Scheme

Young people are also encouraged to access college/other providers as part of preparing for transition. If a young person wishes to pursue a subject not currently offered by the school partnerships will be formed with other providers to facilitate this.

PERSONALISATION

All of the young people that attend our school have complex and diverse needs; they have often experienced a number of previous educational breakdowns before arriving which means that we have to think quite creatively in order to re-engage them in learning. It is agreed on entry the curriculum model that best suits their needs and a personalised package is put together. There is a big focus on preparing them for life beyond Priory Telford and developing their academic, vocational, social and emotional and life skills to prepare them for their individual pathway, preparing them for life beyond their educational career. This is taught across all key stages through the WOW curriculum (World of Work curriculum), incorporating SEAL, SRE, PSHCE, SMSC and CIAEG, which are taught on a weekly base as a core subject. At Priory Telford School we see the SEAL curriculum, which ultimately the WOW curriculum encompasses as equally important to the children's learning as English, maths and science. However, there is scope at Key Stage 3 to teach the subjects independently as stand- alone lessons, based on the individual needs of our young people.

From year 7 onward, there is independent career advice provided through Telford and Wrekin careers service. This helps our young people contextualise their learning and begin forming ideas about the pathway they would like to follow both within and beyond education.