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Updated By:	Marinha Braganza
Ratified By:	Dan Goldstraw
Outcome:	All students that are part of Priory Education and Children's Services will have access to a curriculum that gives them an opportunity to achieve to the best of their abilities, ensures equality of opportunity and addresses their special needs. Staff will follow local procedures and guidelines to ensure best practice.
Cross Reference:	Teaching & Learning Policy; PSHE Policy; Quality Assurance Policy
References:	

EQUALITY AND DIVERSITY STATEMENT

Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

Whole School Curriculum - Policy and Practice

Unsted Park School is a school for pupils with Asperger's syndrome, a client group with much individualised needs. Our ethos is a holistic approach to social and academic education. As such, this poses particular demands on the curriculum. As a residential school, the social curriculum spills beyond the traditional classroom and into the extended day and week.

The nature of children with Asperger's Syndrome creates an uneven academic profile both within the individual child and within the year groups. This presents particular demands to ensure each pupil has the opportunity to grow academically whilst less able students do not feel stigmatised within the class. Our task is further compounded by the poor educational experiences some students have experienced as a result of mainstream schools often being unable to meet the complex demands of the child. The pupils spread across the band of ability from less able to very able children. Heightened anxiety and school phobia are frequent traits within our client group and the school seeks to counter this with empathy, understanding, and structure, all within a small supportive class group.

In the Junior school we have established a department based on the primary school model. There are currently two class teachers managing the class groups with the help of one learning support per group and additional support based on the number of students requiring 1:1 and the class size.

In Key Stage 3 and 4 is more secondary-based with class groups following a timetable and moving from subject to subject during the day. We have introduced two nurture groups to support smooth transition into KS3 for our existing KS2 young people as well as those that join us in year 7.

The 6th Form is secondary-based in a separate unit, with specific chosen subjects and work based learning to include transition for employment and socialisation when leaving the school/6th form. Some students access external courses at schools and/or colleges.

We have to be aware of initiatives within mainstream curriculum development and balance these with the specific needs of each student, expectations of parents and of funding LEAs. This often entails formulation and revision of individual timetables to balance curriculum issues, communication needs and other difficulties faced by individual students within practical day-to-day demands of a small school.

Within Unsted Park School the students are established into main classes of no more than eight children grouped within Key Stages according to social dynamics and ability, this is within year groups where possible. Each class has an assigned academic tutor responsible for supporting the students, co-ordinating the IEP and collating the academic reports, which are sent home to parents. Each class is also supported by a Teaching Assistant and some students have one to one supports.

Curriculum Aims

- Advance the education of pupils with Asperger's Syndrome in an environment that supports their individual needs.
- Meet each pupil's needs in terms of:
 1. Independence training
 2. Communication skills
 3. Social skills
 4. Adopting a healthy and safe approach to living
 5. The development of leisure and recreational skills
- Offer access to the full National Curriculum through appropriately differentiated teaching, which will allow pupils to participate in nationally recognised examination courses at all levels.
- Students are encouraged to reach their full potential and to enjoy their work, while accessing recognised qualifications. Students are encouraged to take externally-accredited courses leading to recognised qualifications commensurate with their academic ability and attainment.
- Reinforce and consolidate each pupil's learning and development through a consistent twenty-four hour approach in a safe, supportive and caring environment.
- Ensure that the individual needs of each pupil are identified and that appropriate targets are set and reviewed in their Individual Education Plans.
- Meet individual needs through an education programme that is implemented and supported across the disciplines of Education, Residential Care, Education Psychology, Speech and Language Therapy, Occupational Therapy, Art Therapy, Music Therapy and other specialist areas that pupils enjoy and in which they can achieve well.

- Promote consistency in each pupil's progress during periods at home, by providing guidelines, support and training for parents.
- Sex and relationships education is an integral part of PSHE and is taught in line with DfE guidance, tailored to meet students' needs and ages. At Unsted Park each key stage has schemes of work setting out how PSHE is taught to meet the particular needs of its students. Citizenship and religious education are taught in line with statutory requirements and detailed schemes of work are written for the school.
- Opportunities for work-related learning are provided as appropriate. Careers education is provided in line with the Independent School Standards and current DfE guidance.

The ultimate aim of the curriculum is to enable each pupil to achieve his or her potential for living as independently as possible, making a positive contribution to the community and achieving economic well-being.

The curriculum is divided into four main areas:

1. **Academic Learning** – this provides pupils with intellectual stimulation ensuring their access to the National Curriculum and age appropriate activities;
2. **Personal Development** – this specifically supports pupils with ASD / Aspergers Syndrome which is the main ethos of our school.
3. **Expressive Arts** – this provides pupils with opportunities for self-expression and physical activities in the areas of Music and art.
4. **Physical Activities** – These provide a structure for the day, helping pupils to transition from one activity to the next and from one part of the day to the next. They are aimed to support the development of leisure and recreational skills and to promoting pupils' health, well-being and their control over their behaviour.

Physical Activity forms a cornerstone of the curriculum. Pupils participate in regular periods of physical exercise embodied in the curriculum activities, which enables them to attain physical and emotional composure required to help them access the whole curriculum.

The curriculum provides a balance between Academic studies, Physical Education, and Expressive Arts. There are high and moderate levels of physical activities, which are combined with intellectual stimulation, throughout the school day. A similar balance of activities is delivered through the activities in the residential setting as part of the 24 hour curriculum.

Co-ordination and Communication

The Head Teacher and Deputy Head Teacher are responsible for overall co-ordination of the curriculum, with individual teachers taking further responsibility for co-ordinating the specific Faculties and Subject Areas. Communication is essential for effective co-ordination and continuity; this takes place formally through daily briefings and weekly meetings, regular Faculty meetings, supervision sessions and termly reports. Each subject is co-ordinated throughout the school by subject leaders who are responsible for reviewing subject resources and needs within the school. Subject co-ordinators have responsibility within their schools to monitor and evaluate the teaching and students' outcomes within their subjects, and the contribution the subject makes to the whole school curriculum. In this role, they identify development priorities and contribute to wider school improvement.

Teacher and TA meetings are held on a regular basis. There are also regular diarised weekly training sessions for teachers and all support staff.

Breadth of the Curriculum

Unsted Park School models its curriculum on the National Curriculum. However, the specific needs of the students mean in rare situations some may require fewer subject areas to enable them to focus on core subjects. Such decisions are made with mutual agreement with the transdisciplinary team, the family and most importantly the student themselves. Further information about specific and targeted information programmes can be found within the local procedure document for SEN.

Allocated Curriculum time for each subject area

Time (hours) allocated to each subject area across the curriculum

	English	Maths	Science	ICT	PSHE	PE	Humanities/RE	Art/Photography	Music	RMT/FT/WOW/ Work Skills/etc KS2	Outdoor education	Therapy	Tutor	Total
KS2	3.3	3.3	0.41	0.41	0.41	1.67	8.8 (Topic)					3.5	3.8	25.6
Y7	3.3	3.3	3.3	1.7	1.7	1.7	3.3	0.8	0.8	1.7	1.7		3.8	25.6
Y8	3.3	3.3	3.3	1.7	1.7	1.7	3.3	0.8	0.8	1.7	1.7		3.8	25.6
Y9	3.3	3.3	3.3	1.7	1.7	1.7	2.5	0.8	0.8	2.5	1.7		3.8	25.6
Y10	3.3	3.3	3.3	1.7	1.7	1.7	8.3 (Options Choices)						25.6	
Y11	3.3	3.3	3.3	1.7	1.7	1.7	8.3 (Options Choices)						25.6	

At Unsted Park children in Junior School fall within the age range of 7 and 11. Core subjects and the humanities are taught by the class teacher, while other subjects fall within the remit of specialist teachers. The curriculum offers children a wide breadth of subjects ranging from academia to Design Technology, Art, Forest School, Music, Sports and Food Technology. At Unsted Park young people also benefit from weekly Speech and Language Therapy Sessions and group Occupational Therapy. Provision is made for lower Key Stage 3 children who may need an enrichment programme. Equally, there is provision for children who are deemed to need nurturing before being integrated into the curriculum. Such children would have a bespoke curriculum tailored to their individual needs. Lessons are differentiated to suit the mixed abilities with the aim of extending each child to maximise their academic potential. The curriculum for English, Maths and Science is based on the ActiveLearn (Pearsons) syllabus which is in line with the National Curriculum.

Teachers are highly cognisant of the individual needs of pupils and therefore teaching and learning will always be directed by the needs of pupils and their academic targets as set out in pupils' individual education plans.

In Key Stage 2 students have 27 multisensory, learning opportunities a week. There are 2 learning areas comprising of a KS2 year 5/6 young people and nurture group. KS2 students are supported and observed by teachers and therapists to assess our

students both academically and therapeutically. All KS2 students take part in English (13 learning opportunities per week including writing, reading, spelling, grammar and punctuation), Mathematics (5 learning opportunities covering number and place value, addition and subtraction, multiplication and division, fractions, measurement, geometry – properties of shape, geometry – position and direction and statistics). We have recently introduced a cross curriculum approach to learning in KS2 as opposed to the discrete teaching of Science, Geography, History, Design Technology, Religious Studies, Art, Music, PSHE, ICT.

In KS2 all students have the opportunity to take part in two therapeutic group sessions per week as well as their targeted therapeutic interventions from Speech and Language, Occupational Therapy and Art Therapy. KS2, along with all of the other Key Stages, utilise the incredible grounds in which Unsted Park School is set. Our students take part in Forest School with our specialist tutor where they learn bush craft, environmental studies and den building along with essential life skills such as team work, taking responsibility for themselves and others, keeping themselves and others safe. We also visit Sayers Croft which is an off-site facility where our students can take part in physical activities such as bouldering, orienteering, wall climbing, archery and bug hunting.

As our year six students approach the Summer Term we begin to introduce their bespoke transition plan. We work closely with KS3 teachers and students, families and most importantly the students to create a plan that encourages them to take the first few steps into their new class groups and learning areas. All curriculum and therapeutic data is shared with our KS3 teachers so that the best possible outcomes can be achieved for our transitioning students. The transition process can take up to 8 weeks, for some students longer, our students wellbeing is our priority and if the process needs to be slowed down or speeded up our flexible approach can accommodate this need.

An overview of the Junior School academic curriculum is included in this document.

Time (%) allocated to each subject area across the curriculum

	English	Maths	Science	ICT	PSHE	PE	Humanities/RE	Art	Music	RMT/FT/wow/ work skills	Outdoor education	Therapy	Tutor
KS2	12%	12%	1.5%	1.5%	1.5%	6%	36.8% (Topic)				12.9%	14%	
Y7	12%	12%	12%	6%	6%	6%	12%	3%	3%	6%	6%		14%

Y8	12%	12%	12%	6%	6%	6%	12%	3%	3%	6%	6%	14%
Y9	12%	12%	12%	6%	6%	6%	9%	3%	3%	9%	6%	14%
Y10	12%	12%	12%	6%	6%	6%	45% (Options Choices)				14%	
Y11	12%	12%	12%	6%	6%	6%	45% (Options Choices)				14%	

Recognising the challenges of transition into Key Stage 3 best practice from Key Stage 2 is utilised.

Students have 28 lessons a week at Key Stage 3, with subject specialists teaching the group within their classroom. The class form tutor will teach the group for a specific subject area, where possible. Each subject is taught in a subject room, consistently, and the subject teacher takes responsibility for the room.

Within Key Stage 4 students have a core programme of study (15 lessons) which incorporates English, Maths, Science, and PSHE. Options choices increase their total number of lessons to 27. An exemplar options booklet is attached to this document (appendix ii.) this illustrates how students are able to extend current curricular subjects to provide a high level of qualification (within English, Science or ICT) or to take Key Stage 3 non-core curriculum subject on to GCSE level. For some students additional booster sessions for core subjects or therapeutic interventions may take the place of an options subject; however this choice is one which is made with the student, their family and the wider transdisciplinary team.

At Key Stage 4 and 5 all students have two lessons every week dedicated to sport and fitness. There is the option to increase this through an accredited programme of study.

At Key Stage 5 the curriculum programme is designed based upon the interests and the needs of the individual student, their Education & Health Care Plan aims incorporating their future ambitions. Students have the option to study a wide range of courses at GCSE which may involve a continuation of their current programme of study from Key Stage 4 or taking on additional programmes to extend or supplement their qualifications. In a similar process to Key Stage 4 additional focus sessions or therapeutic interventions complement and extend this programme.

External College Provision

To complement and extend the broad and balanced curriculum we offer at Unsted Park students within Key Stage 4 and 5 have the option to attend local partner colleges. This option is offered to enable students the opportunity to undertake a more varied vocational programme, for which the local college setting is more able to support. Exemplar programmes students have undertaken in the past include Animal Care, Vehicle Maintenance, Construction, Patisserie & Catering and Engineering. It is essential that these programmes meet the high standards we set for teaching and learning at Unsted Park, therefore these courses and the providers are regularly reviewed. Further documentation outlining this process is contained within the Unsted Park local procedure for Quality Assurance.

Teaching and Learning at Unsted Park

At Unsted Park School we believe teaching and learning should enable students to enjoy and achieve to the best of their ability. This should make learning a positive experience, inspiring curiosity and a desire to learn. A range of strategies are employed to facilitate our vision; these strategies are outlined in the Unsted Park School local procedure for Teaching & Learning.

24-hour Education

- The curriculum at Unsted Park School is designed to meet each pupil's needs in terms of independence training, daily living skills, communication skills, social skills and the development of leisure skills across the settings of school, residence and home. The ultimate aim is to enable each pupil to achieve his or her potential for living independently.
- The global needs of the pupils are constantly addressed through the entire curriculum, across the twenty-four hour day. Meeting the pupil's needs in these Global Areas underpins the school's aim for each individual. In order for pupil's with Asperger's Syndrome to access daily life the school believes that the following Global areas must be addressed:
 1. Communication
 2. Self-Awareness
 3. Independence
 4. Attention
 5. Co-operation
- Improvements in these Global areas are met equally by the school curriculum and the residential curriculum.

- Each pupil has continual access to opportunities for consolidating and expanding his or her independence skills in a variety of contexts which is supported across the twenty four hour curriculum.
- The level of physical activity established in school is maintained during the evenings and at weekends through the residential curriculum.
- The primary aim of the school and residential curriculum is to fulfil the pupil's potential for independence living.
- The needs of the pupils are addressed holistically across both school and residential settings providing a safe environment for the pupils to consistently achieve across the twenty four hour curriculum.
- Continuity and progression in each pupil's learning and development are assessed on a day-to-day and year-to-year basis.

Involvement with Parents and Carers

- The school will establish a close working partnership with parents/carers in order to support their child's progression in all areas.
- The school will ensure that parents/carers are informed of their child's progress and will encourage them to participate in their child's development through training opportunities based within the school and residential settings.
- Close links with parents/carers, including training days, will enable them to implement effective strategies at home during school holidays.
- The school will encourage the sharing of knowledge and expertise between parents, carers, teachers, teaching assistants and other professionals.
- Parents and carers will be encouraged to attend special events at Unsted Park School such as Sports Days, Drama Productions, PTA, Therapy Coffee mornings, Parent Forum, Festivals and Parent Evenings.

Monitoring Procedures

To ensure the vision set out in this policy is consistently applied across the school monitoring regularly takes place.

Teaching and Learning, incorporating a review of the balance and delivery of the curriculum, is monitored regularly through the cyclical model (see UP Teaching and Learning procedure). This incorporates a wide range of monitoring strategies including formal and informal learning walks, formal

observations, work sampling, planning scrutiny, pupil interviews, peer observations and the monitoring & analysis of assessment data and pupil progress.

The Deputy Head Teacher will review individual curriculum balance every term. The sole purpose of this monitoring is to ensure quality of practice and provision for our students with consistency and continuity throughout the school.

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Appendix i.

Topic Overview at KS2

	Year A			Year B		
	Y3/4	Y5/6	Focus	Y3/4	Y5/6	Focus
Autumn 1	Waterworld	It's Shocking	Science	How humans work	How humans work	Science
Autumn 2	Treasure	Scavengers and Settlers	History	The stories people tell	Explorers and Adventurers	History
Spring 1	Seeing the Light	Active Planet	Geography	Digital Gamers	Digital Gamers	ICT
Spring 2	Gateways to the World	Do you live around here?	Geography	The nature of life	Saving the world (rainforests)	Science
Summer 1	Greenfingers	Let's plant it	Science	Inventions that changed the world	Young Entrepreneurs	History/citizen ship

	Year A			Year B		
	Y3/4	Y5/6	Focus	Y3/4	Y5/6	Focus
Summer 2	I'm Alive	Land, Sea and Sky	Science	Shake it	Material World	Science

Appendix ii.

KS4 Curriculum Options Booklet 2020

Included within paper copy of policy – if viewing online please see separate attachment of the Options Booklet