



Curriculum Policy

The Beacon School

CURRICULUM POLICY

AIMS

The Beacon sets out long term aims:

1. To enlarge each child's knowledge, skill, experience and imaginative understanding by maximising his/her individual potential through a broad balanced, differentiated curriculum geared to individual needs, encompassing the whole of the National Curriculum 2014.
2. To prepare pupils for the transition to the tertiary stage of education i.e. from 16 - 19.
3. To enable pupils to enter the world, after formal education is over, as active participants in society and responsible contributors to it, capable of achieving as much independence as possible.
4. To provide an environment, within the School, where care and compassion is expressed for all pupils.
5. To encourage the growth of mutual caring and self-respect through the provision of a physical environment and attitude towards the pupils which demonstrate the innate value of all individuals within the School.
6. To develop each pupil's social, emotional and behavioural potential to the full, through a provision of exemplary role models and strategies for overcoming individual difficulties.
7. To work with the community in creating a School that both extends its influence to local society and which welcomes community involvement within the confines of the School.

The School upholds 6 core values which influence everything we do and thus influence our curriculum. These are:

- . Communication
- . Maximising learning
- . Value and Respect
- . Positivity
- . Well Being
- . Enjoyment

Curriculum Provision

Learners have access to a broad and balanced curriculum in each phase of The Beacon which promotes the spiritual, moral, social, cultural, mental and physical development of children at the school and of society. We promote fundamental British values in school and prepare children for the opportunities, responsibilities and experiences of adult life.

We are able to offer a variety of teaching and learning styles in response to individual learning with an aim of delivering the curriculum to develop independence to the best of each learner's ability. Small learning steps underpin the curriculum and these are planned along with repetition, reinforcement and positive, developmental feedback.

The curriculum is enriched with exposure to outdoor learning experiences across the key stages, promoting the ethos that learning occurs at all times and everywhere. The range of outdoor learning opportunities offer cross curricular education and vary from learning through play and experimentation, school trips, residential, first hand new opportunities exposure, all of which nurture creativity and imagination, whilst promoting engagement and learning relevance. The opportunities help towards the potential to raise attainment, improve engagement and motivation to learn, whilst building on resilience and emotional and social development.

At The Beacon we are fortunate to have access to an area of woodland, known as Beacon Wood, which is used for outdoor learning and Forest School sessions. The Forest School is an inspirational process with a specific ethos which offers learners opportunities to achieve, develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment. Pupils participate in engaging, motivating, small achievable tasks with opportunities to develop emotional and social skills including developing an understanding for the environment around them.

The Curriculum subjects are distributed between The Beacon Faculties and teachers within the Faculties are responsible for developing specific subjects and planning the Programmes of Study (PoS) and Schemes of Work (SoW) for the subjects, based on the National Curriculum. The class teachers are responsible for following the the PoS and SoW whilst planning and

differentiating lessons appropriately to ensure all the needs of each learner is met. Learners have access to the National Curriculum and a personalised curriculum where identified. The Beacon offers small class sizes, a high ratio of staff as well as specialist staff expertise, including personalisation.

Appropriately planned and levelled interventions for both academic and well-being are available as well as inclusion to other suitable educational/vocational establishments.

There are a range of interventions to support each pupil reaching their full potential as confident, resilient and independent young people, at The Beacon and these are appropriately planned to complement the curriculum and the promotion of social and emotional well-being.

Interventions include those to support Communication, English, Mathematics, Forest School, Social and emotional, physical and mental well-being.

Other specialist programmes include:

- Physiotherapy, Occupational Therapy and Speech and Language Therapy programmes - prepared by the therapists.
- MOVE (Mobility Opportunities Via Education) - is a learning programme to develop mobility skills. Key learning areas include: Communication; Eating; Personal Care; Motor; Home Life and School Life. This programme has been developed by Linda Bidabe and produced by The Disability Partnership to improve the lives of people with physical disabilities.
- Specialist teachers for VI, mobility & HI support teachers in their planning of the curriculum for individuals.
- Applied Behaviour Analysis approaches support personalised programmes of learning, discrete trial teaching is delivered through Learning Box sessions for pupils with ASD and other conditions.
- ABLLS for students requiring early learning skills development.
- Communication systems; low and high tech to enable pupils to have a voice.
- Play Therapy for identified pupils

The National Curriculum is blended with opportunities to develop GCSEs, Functional Skills, Entry Level qualifications, independence skills and skills for working life as appropriate, in line with the 14-19 Curriculum.

Some subjects are taught discretely while others are incorporated in a creative curriculum approach. The Beacon offers a range of additional curriculum enrichment which include sporting events such as athletics, football, cross country these are organised at least annually as tournaments with other schools in the county. Other enrichment opportunities include Compass (Entry Level Public Service) as well as a number of clubs which vary depending on the time of year, for example:

Performing arts, boxing, karate, gardening, story-telling, mini-movers, swimming, badminton, films, Duke of Edinburgh, boxing, football, yoga, cricket, singing, basketball and dance.

The National Guidance for Foundation Stage Curriculum (EYFS) is followed and a carefully differentiated and adapted National Curriculum for Key Stages 1, 2, 3 and 4 and for Post 16 the preparation for work and college independence.

The needs of the Secondary aged learner are considered as to whether they are taught in a class within The Beacon through a topic approach, the majority of the curriculum being delivered by the teacher. Or learners move between subject specialist teachers for the majority of the learning. The class/form teacher throughout The Beacon delivers the PSHE & Citizenship curriculum.

The specific subjects studied between Key Stages 1-3 are listed below.

- **English** - speaking, listening, reading and writing in all areas of the curriculum (Language and Literacy). Learners' reading skills are developed through the use of the Letters and Sounds phonic programme and a wide range of appropriate phonic reading schemes. Communication with others is taught effectively through signing and written and spoken English.
- **Mathematics** - developing an understanding of mathematical ways of thinking and some ability to handle numbers. Skills involving reasoning, problem solving and the ability to think in an abstract way are developed through the Maths PoS.
- **Science** - studying science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It can engage learners at many levels.
- **Computing (ICT)** - prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils study Computing as a

discrete subject, but it also permeates the whole curriculum, with opportunities to develop and use computing skills taken whenever possible.

- **History** fires pupils' curiosity about the past in Britain and the wider world. Pupils learn how the past influences the present and how beliefs and cultures influenced the way people behaved in the past.
- **Geography** - provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world and a range of investigative and problem-solving skills.
- **Art and design** - stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.
- **Music** - is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development.
- **Physical Education** - develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It provides opportunities for pupils to be creative, competitive and to face up to challenges as individuals and as part of a team.
- **Languages** - provide social and cultural experiences for pupils. Pupils develop communication and literacy skills that promote linguistic competence.
- **Design and Technology** - provide opportunities for pupils to become autonomous and creative problem solvers, both as individuals and as members of a team. They also learn practical skills such as cooking which they will use all their lives.
- **Religious Education** - the Kent Agreed Syllabus is followed for the teaching of RE.
- **PSHE sex and relationship education** - gives pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, responsible citizens.
- **Careers** - the curriculum includes an element of Careers education and advice for pupils in Key Stage 4.

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
Core subjects				
English	✓	✓	✓	✓

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
Foundation subjects				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓
Religious education	✓	✓	✓	✓
Relationship and sex education		✓	✓	✓

NURSERY

Nursery pupils are referred via the Local Authority for observation and assessment in preparation for statutory assessment; they follow the EYFS curriculum (the six areas of Communication, Language & Literacy, Numeracy, Knowledge & Understanding of the World, Creative Development, Physical

Development, Personal and Social Development) and are set goals within the Development Matters framework (DFE 2012).

RECEPTION

Pupils are educated in needs led provisions in environments adapted to meet their needs and follow the National Guidance for Foundation Stage Curriculum (EYFS). The curriculum for EYFS includes time and opportunity for child initiated play and exploration as well as adult initiated learning. This phase includes a PMLD class for our younger learners.

KEY STAGE 1 and 2

These key stages follow P levels and early Primary National Curriculum which has been adapted and differentiated to suit their range of abilities.

There is also a class within Key Stage 2 and 3 for PMLD pupils with severe and profound visual and hearing impairments in addition to severe learning difficulties, a class for pupils with Autistic Spectrum Conditions who have low attainment levels in literacy and PSHE and classes for pupils with ASC and or SLD and classes with complex learning difficulties.

KEY STAGE 3

The learners continue to follow both P levels and the Primary National Curriculum which has been carefully adapted and differentiated to suit individual abilities.

KEY STAGE 4

Learners aged 14 plus are able to gain accredited outcomes as well as learning life and employability skills which prepare them for life beyond school.

SIXTH FORM

The curriculum blends both academic and vocational, including work experience and courses at college. The majority of pupils transfer to Sixth Form within The Beacon, a few transfer to local colleges and some are able to enter into employment with the necessary support and training in place.

Pastoral Care

The school adopts a strong pastoral care policy, based upon its *General Aims and Specific Aims* Number 4.24.

These Aims are achieved through the care exercised by:

- The Class Teacher
- The Teaching Assistants
- The Assistant Head Teachers
- The Head of School/Executive Head Teacher
- A regular Review /Assessment Programme
- Contact with Parents (Home /School Book)
- Termly Open Days/Evenings for Parents.

The above helps to ensure each child receives attention, is valued and respected.

ASSESSMENT

Each teaching programme - in individual child format - should identify Skills, Concepts, Attitudes to be achieved and the Content to be learned.

Written reviews are sent out to parents in the form of the academic report. Outcomes from the Educational Health Care Plans (EHCPs) are reviewed three times a year during the Educational Health Care Plan Review Meetings with parents.

Assessment for Learning is at the heart of our philosophy. The cycle should consist of Plan - Deliver - Assess - Plan. Our assessment is through Pupil Asset, in line with our KSENT colleagues.

In the Foundation Stage pupils are baseline assessed within six weeks of entry using Early Excellence. Pupils are then assessed following the Ages and Stages, Development Matters framework, this is continuous throughout the academic year and finally against the Early Years Profile at the end of the Reception year. Pupils progress is tracked by the whole school assessment tool, Pupil Asset.

Marking should inform pupils of developmental steps to reach the next level. Our Marking Policy reflects the principles of A4L.

The performance of the school as a whole is compared with National Data.

Governors

Termly meetings of governors always include a very comprehensive Head Teacher's report which contains:

- Proposed changes to the curriculum and details of curriculum planning
- Curriculum innovations.

The Governors operate a "circle model" which identifies governors to discuss and monitor curriculum matters. They visit the school regularly taking a specified area of curriculum development as a focus. In this way the Governors are able to keep up to date with practice within the school. They monitor the degree to which standards are raised by the teaching of the school, as well as other initiatives that have been adopted.

Parents

There are parents on the Governing Body. This gives the Parent Governors the opportunity to provide information to parents and for them to question the Governors. All parents are members of the Parents Support Group. Parents are involved in pupil outcomes and these are reviewed three times during the year with parents.

Learning at home is a way in which parents are able to work with their children to support the teaching in the classroom. Newsletters are sent to all parents, which contains information regarding the activities of The Beacon and includes curriculum changes and news.

Parents are welcomed into school at any time and are encouraged to visit during working hours.

Conclusion

Our Curriculum Policy gives clarity to our aims, meaning to our activities which encourage us to reflect on the essential process of developing our curriculum.

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date	Governor agreement
1	Jan 2016	Transfer to the Beacon	Jan 2018	N/A
2	Jan 2018	Review Date	Jan 2020	N/A