



THE MENDIP SCHOOL

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CIRRICULUM POLICY

Review Due:	23.03.2023
Last Review	23.03.2020
Applicable to:	The Mendip School
Reviewed By:	Ian Conley
Approved By:	Approved by Governors

THE MENDIP SCHOOL CURRICULUM POLICY

Rationale

The curriculum at The Mendip School will promote the spiritual, intellectual, personal, social and physical development of all our students. It consists of the National Curriculum, Personal, Social, Health and Education and Religious Education as well as cross-curricular themes and key skills. Extra curricular activities also form part of the curriculum.

Our aim is to create opportunities for pupils to be successful and develop a positive self image. The individual is highly valued at the Mendip School.

The Curriculum

- ◆ Is broad, balanced and relevant
- ◆ Will develop all students' full potential
- ◆ Is matched to individual students' needs
- ◆ Has intrinsic value
- ◆ Builds on students' existing knowledge, skills and understanding
- ◆ Encourages life-long learning
- ◆ Reflects the multicultural nature of society
- ◆ Encourages confidence, high self-esteem, independence and mutual respect
- ◆ Develops a respect for the environment
- ◆ Prepares students for the opportunities, responsibilities and experiences of adult life

Equal Opportunities

The achievement of all students is highly valued.

All pupils have an entitlement to the National Curriculum unless in the interest of the individual a part of the whole National Curriculum has been disapplied.

Qualifications

Menus of formal qualifications are offered to all students, which meet individual needs. A list of current qualifications offered can be found on the school website.

The Mendip School reviews and adds qualifications if they are suitable to individual pathways and are able to be delivered.

Differentiation for Personalised Learning

The aims of differentiation for personalised learning are:

- ◆ To ensure that tasks are matched to the capabilities of the individual child
- ◆ To ensure that there is continuity and progression for the individual child
- ◆ To meet the children's needs through differing teaching and learning styles, tasks, pupil outcomes and responses

These will be achieved by:

- ◆ Schemes of work reflecting the different needs of individual pupils and groups
- ◆ Learning objectives being made explicit to pupils
- ◆ The setting of short, medium and long term targets
- ◆ Using the most appropriate teaching and learning style for the task
- ◆ Adapting resources to enable the children to achieve
- ◆ Challenging pupils sufficiently in order for them to reach their potential

Promoting a healthy lifestyle

The promotion of a healthy lifestyle is primarily achieved through the following curriculum areas:

Science
 Personal and Social Education
 Physical Education
 Food Technology

Science and PSHE programmes include, where appropriate:

Sex Education
 HIV and Aids
 Drug awareness
 Alcohol and smoking

Physical Education programmes aim to encourage students to participate in a broad range of sports and leisure activities whilst at school; and promote the idea of continuing with a sport after they have left The Mendip School.

Food Technology lessons include work on nutrition, diet and healthy options.

Monitoring and Evaluation

Monitoring and Evaluation of the Curriculum is achieved by:

- ◆ Principal and Co-ordinator observation of lessons with a specific focus
- ◆ Comparison of SAT results
- ◆ Staff Development meetings between the Principal or Vice Principal and the Co-ordinator
- ◆ Use of pupil data

Individual subject leaders have a major role in monitoring and evaluating the curriculum. This is achieved through for example:

- Work sampling
- Lesson observations
- Pupil questionnaires
- Training audits

Each subject leader completes an annual audit (using the SEF format) from which a three year development plan is created, with a budget bid to support the proposed developments.

Early Years Foundation Stage and Key Stage 1

Early Years and Year 1 and Year 2 children follow the Early Years Foundation Stage (EYFS) curriculum. (Those children who successfully complete EYFS during KS1 will progress onto the National Curriculum). This means that all learning will be delivered through the following strands:-

- Personal Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design
- Physical Development

Throughout the curriculum all pupils are considered as individuals and where appropriate individual learning activities are planned that reflect pupil's abilities and specialist needs.

The curriculum is supported by a wide range of enrichment activities including off site visits, and visits by organisations such as drama groups.

Within this group there is a range of inclusion opportunities linked to mainstream schools and opportunities exist for 'dual placements'

Key Stage 2

All pupils at Key Stage 2 have access to the full range of subjects within the National Curriculum plus Religious Education. Within this there is an identified programme of specific topics through which the subjects are delivered.

Throughout the curriculum all pupils are considered as individuals and where appropriate individual learning activities are planned that reflect pupil's abilities and specialist needs.

The curriculum is supported by a wide range of enrichment activities including off site visits, and visits by organisations such as drama groups. There are also opportunities for inclusion with mainstream peers.

Within this group there is a range of inclusion opportunities linked to mainstream schools and opportunities exist for 'dual placements'

Year 6 pupils will be entered for KS2 SATS where appropriate.

Key Stage 3

Key Stage 3 includes students in Y7 and Y8

The curriculum at KS3 is topic based and pupils learn through a common theme e.g. Discoveries and Inventions. This approach enables pupils to make cross curricular links across the foundation subjects. We also work on key skills such as team work and independent enquiry, gaining these key skills enables pupils to achieve their intended learning goals and consequently improves self-esteem and behaviour.

The core subjects are taught discreetly and focus very much on basic literacy and numeracy skills, whilst extending the more able. All staff are trained to deliver the synthetic phonics programme Sounds Write and the numeracy programme Numicon. Teachers also deliver guided reading, reading comprehension and hand writing sessions. Each pupil is set individual learning targets in the core subject and learning is personalised.

A range of criteria (academic ability, communication, social interaction skills and specific SEN) is utilised to create teaching groups. This approach creates opportunities for students to learn together in a number of different student groupings creating greater opportunities to interact socially and improve social skills.

The curriculum is supported by a wide range of off-site activities such as field trips and horse riding.

Pupils are taught by their tutor for the majority of the time making the transition from Primary school to Secondary school a much smoother process.

Key Stage 4

KS4 comprises students in Y9, Y10 and Y11

Students at Key Stage 4 follow a combination of the following nationally accredited courses;

- ◆ GCSE in English, Maths, Science, Art, Product Design, Performing Arts
- ◆ Cambridge National Award/ Cert. in ICT at Level 1 or Level 2 (GCSE equivalent) (New in 2013)
- ◆ Entry Level in Maths, English, Science, Design & Technology, Food Technology, ICT, History, Physical Education and Workplace Hazard Awareness
- ◆ The Project – an opportunity to study a topic of interest at Level 1 or Level 2 (GCSE equivalent)
- ◆ BTEC Awards/Certificates in Vocational Studies – following a choice of pathway – Hospitality, Hair & Beauty, Land Based Studies and Construction/Practical skills
- ◆ ASDAN Entry Level Personal Progress
- ◆ Duke of Edinburgh Bronze Award

Y9 at The Mendip School is a pivotal period in a student's education, where students are beginning to move from a more 'directed' and class based approach to learning to a more personalised curriculum offering a range of choices, focusing on independence and the transition to life after school.

The Mendip School offers a choice of "learning pathways" at KS4, aimed at personalising the individual learning experience for each student. Both pathways cover all areas of The Foundation Learning Tier. Decisions regarding the final choice of pathway for each student are arrived at through consultations involving the student, parents and school staff.

- ◆ A – This pathway is for students working at P levels and up to and including National Curriculum Level one. It offers a broad range of experiences to students supporting them to transfer skills. It has a strong focus on independence, life and work skills.
- ◆ B – This pathway is designed so that students working at National Curriculum level 2 and above can specialise and study some subjects in more depth. Students go on to gain appropriate accredited qualifications in their chosen subjects.

POST- 16

Fosse Way aims to offer a post 16 educational experience aimed towards outcomes that prepare students for the next stage in their life whether it be starting work, following a course at FE college or moving into a supported living in the community placement.

The curriculum comprises a mixture of life skills/work skills/ personal and social development and Functional Skills qualifications in Maths, English and ICT if appropriate.

Each student follows a personalised programme constructed from the options below; (these are reviewed on a regular basis)

- A blend of QCF approved qualifications.

- Functional Skills Numeracy
- Functional Skills Literacy
- Functional Skills ICT
- The option to retake English or Maths GCSEs depending on the grade achieved.
- Extended work experience
- Independence skills training such as travel
- Residential experiences: An opportunity to develop independence skills in a residential training house and also a residential leisure based experience that encompasses planning, making choices etc.

This policy is written in compliance with the Equal Opportunities Policy.

Reviewed September 15

Review due: January 17