

Curriculum Policy

CMAS School Devon

CMAS School Gloucestershire



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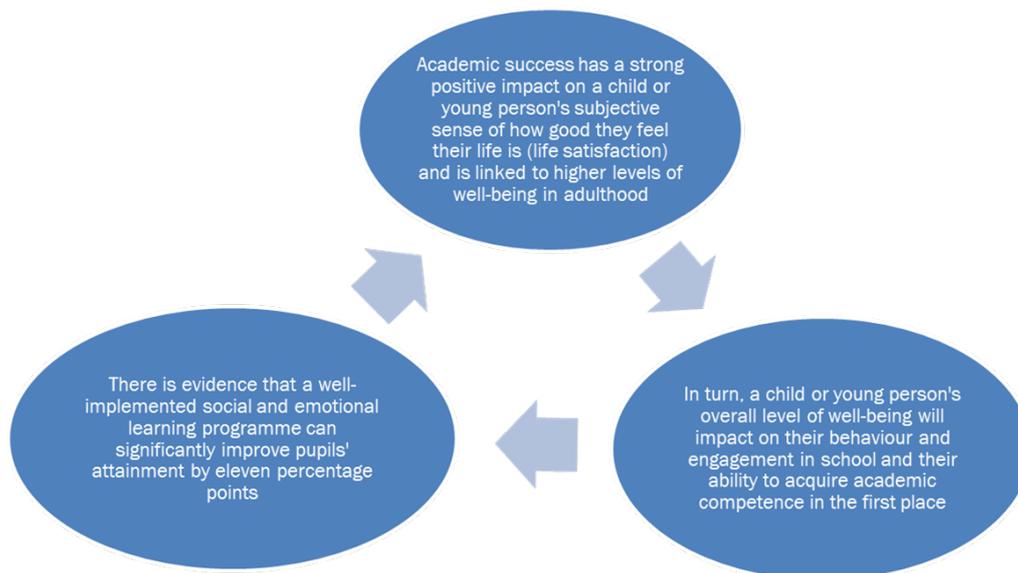
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1. Curriculum Mission Statement

“Educating the mind, without educating the heart is no education at all.”

-Aristotle

- i. Our curriculum is designed to promote good mental health and a sense of wellbeing, as we believe this the most important influence in achieving academic success.



- ii. Our curriculum will encompass all that we say, teach and learn in the School, both formally and informally, it defines the experience of our students and the environment in which they learn. It pervades all aspects of life at school including, importantly, the school's ethos and environment and its partnerships with parents/carers and the wider community. There is evidence that suggests that a whole school approach is effective in promoting mental health and wellbeing.
- iii. As a special school we have a duty to provide a truly unique curriculum that will meet unmet needs to remove barriers to learning. Thus, it will be the primary method of provision delivery; enabling academic and social success for our pupils.
- iv. Children attending the school will experience an individualised approach to their learning. Each student will have a personalized and shared learning programme which will respond to their particular levels of learning and identify strategies to ensure progress. They will be taught by fully qualified specialist teachers and support staff sensitive to their needs, giving them access to a high quality educational

experience. We will be offering provision for children from KS3 through to KS4 and will focus on developing a sense of community which will enhance both learning and personal development over their time in School. The relatively small scale of the School will ensure successful relationships built up over the long term between staff and students as well as with families.

2. Curriculum Aims

i. We meet the unmet needs of children to support and teach them to become happy and successful young adults by ensuring that they are:

- Independent.
- Happy and confident individuals.
- Respectful and tolerant of others.
- Able to reach their potential.
- Have an awareness of theirs and others' needs.
- Celebrate their individuality and be proud of who they are
- To engage with learning to achieve academically
- To have the cultural capital needed to succeed in society
- To be able to build safe and positive relationships.

ii. **We aim to do this by:**

- Ensuring that our curriculum is purposeful and personalised. Providing learning opportunities that support, motivate and encourage our students to enable them to make progress in line with their ability rather than their peers.
- Addressing the social and emotional needs of our students to enable them to access learning
- Providing excellent Information and guidance for careers and post 16 options
- Embracing an adaptable *person-centred approach*, encouraging multi-agency involvement and will work in partnership with colleagues from health and social care, as well as other appropriate support services such as the Communication and Interaction Team (CIT) and Child and Adolescent Mental Health Service (CAMHS), thus creating effective teams around the child. We will encourage and support a holistic approach towards both the child and the family in order to best meet individual needs
- Providing relationship and sex education in a sensitive and meaningful way
- Providing enrichment and opportunities for all students to develop interest and self confidence

3. Roles and responsibilities

The Proprietors/ Executive head will monitor the effectiveness of this policy and hold the Head of school/teachers to account for its implementation.

The Proprietors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Children are provided with independent, impartial careers guidance, and that this is appropriately resourced

i. Head of School

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the proprietors.
- The school's procedures for assessment meet all legal requirements.
- The Proprietors are advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

ii. Curriculum lead is responsible for:

- Ensuring that the curriculum continues to meet the needs of our students by completing regular reviews and audits.
- Ensuring that the content of the curriculum is appropriate and is appropriately delivered.

iii. Site leads and subject leads are responsible for:

- Regular monitoring and reviewing of subjects is clear and supports further development opportunities for staff training and subject development.

iv. Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

We understand that initially we will have a core of staff who will have to be masters of a number of different roles. CMAS has a model of operation which allows our most skilled subject specialists to have a timetable enabling them to be deployed across the sites for some of every week

4.1 Academic

4.1.1 English

English Curriculum Policy

English skills are a vitally important part of each child's journey, as they provide essential assistance within almost all areas of life and can open up opportunities for enjoying life to the fullest. Our aims are to improve each child's levels of attainment and progress in Reading, Writing, Speaking and Listening. We aim to:

- Provide a relevant curriculum which motivates all and reflects the use of English in everyday life.
- Offer a choice between Functional Skills and GCSE qualifications, depending on age, abilities and emotional readiness.
- Support students to become independent learners who take ownership of their own learning and know what qualifications they are working towards.
- Set realistic but challenging progress targets.
- Promote a positive and enthusiastic attitude towards English by all members of the school community.

Children join CMAS with different levels of English experience, skills and knowledge. Lessons are differentiated as necessary with regard to each child's age, their readiness to engage, and their intellectual ability. This differentiation takes place through a range of strategies; progress is carefully monitored and extra support given, as needed.

Following an initial assessment, all will follow a programme of study leading towards achieving at least one qualification that builds upon the learning of previous years. Children are entered at an appropriate time for a progressive range of qualifications from Entry Level Functional Skills to GCSE, using Edexcel exam board.

Further information on course specifications can be found using the links below:

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/english-2019.html>

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.html>

4.1.2 Maths

At CMAS we believe that mathematical and numeracy skills are an essential part of a student's progress and development in our schools; they provide all with powerful ways of exploring, investigating and understanding the world around them. Our aims are to improve their levels of attainment and progress in all aspects of Mathematics through the development of independence and appropriate decision making irrespective of differing needs and abilities.

We aim to:

- Provide a relevant curriculum which motivates all and reflects the use of mathematics in everyday life.
- Supporting each child to become independent learners who take ownership of their own learning and know what qualifications they are working towards.
- Setting realistic but challenging progress targets.
- Promoting a positive and 'can-do' attitude towards mathematics by all members of the school community.

Children enter our schools with different levels of mathematical experience, skills and knowledge. Lessons are differentiated as necessary with regard to the ability of each and every child through a range of strategies; progress is carefully monitored and if necessary extra support will be given.

Following an initial assessment, all will follow a programme of study leading towards achieving at least one qualification that builds upon the learning of previous years. Children are entered at an appropriate time for a progressive range of qualifications from Entry Level Functional Skills to GCSE using Edexcel exam board.

Further information on course specifications can be found using the links below:

Functional Skills

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/maths-2019.html>

GCSE

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

4.1.3 Science

Science at CMAS School, Devon enables students to engage, explore, enjoy and succeed. The Science curriculum provides flexibility but on a clear progression pathway. It equips students with skills and knowledge transferable to both educational and career settings, prepares them for life and helps them develop an informed curiosity and a lasting passion for learning.

Science in Year 9

Year 9 students follow the National Curriculum and the AQA Entry Level Certificate syllabus which breaks down the curriculum into components. The aim of the Year 9 scheme of work is to enable students to grasp

the underpinning ideas of science before further potential study at GCSE. We aim to enable students to fill in the gaps in their science knowledge as many have had breaks in their education and we want to enable them to start KS4 feeling confident in their ability. The content of the curriculum closely follows the requirements of the Entry Level Certificate: the human body, environment, evolution and inheritance, elements, mixtures and compounds, chemistry in our world, energy, forces and the structure of matter and electricity, magnetism and waves.

AQA Science Unit Award Scheme Units <http://www.aqa.org.uk/programmes/unit-award-scheme/units/links-with-aqa-qualifications>

There are two routes for individuals in KS4:

1. AQA GCSE Combined Science: Synergy (8465)
2. AQA Entry Level Certificate Science (5960)

The route that each individual takes depends on their ability at the end of term 1 in year 10 (or on arrival in Key Stage 4) which is informed by: the results from a baseline assessment, the results from an AQA mock exam, numeracy and literacy levels, and teacher input. The route is chosen with a view to helping each individual achieve the highest science qualification they are capable of. The choice of GCSE route also gives students the opportunity to complete the Entry Level Certificate at the same time.

1. AQA Combined Science: Synergy <https://filestore.aqa.org.uk/resources/science/specifications/AQA-8465-SP-2016.PDF>
2. AQA Entry Level Certificate Science (5960) (awarded to Entry 1, 2 or 3.)

Entry Level Certificates (ELCs) are a nationally recognised qualification that gives students the opportunity to achieve a certificated award. ELC provides basic and relevant science skills and is suitable for students of all ages. The specification is co-teachable with the Cambridge iGCSE, to suit students who are studying both qualifications. ELC aims to build students' confidence in science. The assessment is on demand so students can complete assignments and practical tests when they are ready, helping to keep them motivated.

4.1.4 Humanities

Humanities is an important area of study as it helps students to develop as individuals and as members of society, by engaging themselves with their heritage and the wider world. Students will be given the opportunity to experience and engage with a range of Geography, History and RE topics and develop their subject specific skills. In Geography students will explore the local area while learning about tourism, coasts, rivers, and National Parks. History will focus on World War I, conflict, and challenges in the 20th century and local and personal history.

In RE students will further develop their ability to articulate themselves and study moral dilemmas, the history of belief in the UK and environmental responsibility in religion. The CMAS Humanities curriculum will engage and enthuse students and encourage them to develop an understanding of their sense of place within the world.-

Further information on course specifications can be found using the links below:
Edexcel History GCSE (9-1)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Art and design

Film and media

ASDAN

4.2 Wellbeing

From September 2020 the Health Education elements of PSHE education will be compulsory in all schools). The statutory changes also make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education, in all schools. The statutory guidance for Health Education covers physical health, mental health and emotional wellbeing. It recognises that physical health and mental health are interlinked, that good physical health contributes to good mental health, and vice versa. Irrespective of statutory requirements, CMAS believe that teaching about mental health and emotional wellbeing as part of a comprehensive Social and Emotional Wellbeing education curriculum is vital for our students to develop socially and emotionally in order for academic progress to take place.

We have therefore developed a curriculum which supports academic learning through promoting pupil's wellbeing and therefore emotional readiness to learn. There are seven key areas (outlined in more detail below), which have been designed to support and promote good mental and physical health which are taught as part of a whole school approach, group sessions and individual targeted sessions dependent on the specific needs of the individual.

4.2.1 My Mind

10% of children (aged 5-16 years) have a clinically diagnosable mental health problem, yet 70% of children and adolescents who experience mental health problems have not had appropriate interventions at a sufficiently early age (Children's Society 2008).

All our students have been identified with SEMH difficulties. It is therefore crucial that they get additional support to promote good mental health.

The My Mind element is designed to promote pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing pupils

with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges. Finally, talking openly about mental health issues is an effective means of breaking down any associated stigma.

4.2.2 My Health

The statutory guidance for Health Education covers physical health, mental health and emotional wellbeing. It recognises that physical health and mental health are interlinked, that good physical health contributes to good mental health, and vice versa. The CMAS curriculum therefore provides opportunities to actively participate in physical exercise and to develop an understanding of nutrition and the importance of good sleep and drugs and alcohol awareness.

Relationships and Sexual Health is now compulsory in schools and at CMAS this is taught explicitly in My Health, My community which focuses specifically on building strong and healthy relationships. and taught through **My safety** which looks specifically at online safety.

4.2.3 My Future

CMAS provides education and mentoring support as an alternative provision to ensure that every learner reaches their full potential. We work with learners who are particularly vulnerable to becoming NEET. CMAS seeks to maximise the life chances of all of our students and so it is crucial to prepare them for life beyond school and college. Our aim is that all students acquire the skills, knowledge and attitudes to manage their learning and career progression. We will support YP in making informed decisions by providing access to impartial and independent information and guidance about the range of post 16 pathway's available to them.

4.2.4 My Creativity

Creativity is a set of skills, an attitude to life, the ability to have original, meaningful ideas that often cross over disciplines and connect previously separate information. It's a vital ingredient of being human, leading to growth, change and progress at individual and societal level. It isn't surprising then that there's increasing evidence for the importance of nourishing our natural creativity, so that it can help build and protect wellbeing. At CMAS we provide many different opportunities to explore individual creativity, not just in the arts but through problem solving in academic areas such as science and maths, in both school and in the community.

4.2.5 My Independence

Achieving independence is an essential part of every child's pathway to adulthood and it is an area that many of our students find particularly challenging, we aim to support this by teaching specific life skills along with the self-esteem work to enable our students to gain the skills and attributes needed to develop as independent young adults. Independence is taught by equipping them with skills and knowledge in key areas, Transport, money and finance, personal care and hygiene, home skills, food and nutrition, organising self and any other specific areas identified by each child and their families/ carers.

4.2.6 My community

As social beings, the capacity to form and maintain relationships is essential to us and how we function within society. It is a key component to being mentally healthy and having a positive sense of wellbeing.”

(Paula Lavis, Co-ordinator of the Children and Young People's Mental Health Coalition)

As children grow up, their ability to form and sustain relationships – be that with peers, parents, teachers etc. is crucial. Most children will naturally acquire these skills as they develop. However, there are some children who, for various reasons need some help with this we have specific and individualised approaches to promoting the skills and understanding to support relationship development.

We also promote an understanding of the wider community and promote British values of tolerance, mutual respect, democracy, the rule of law and individual liberty

4.2.7 My safety

“It is argued that taking risks can have positive implications in terms of children's developmental, social and emotional needs, as well as their overall health. By providing the opportunities for children to manage their own risks in a controlled environment, they will learn vital life skills needed for adulthood, and gain the experience needed to face the unpredictable nature of the world.” (Gill, 2007)

Risk-taking is considered to have further benefits, which contribute to the development of desirable personality traits, including creativity and problem solving (Susa and Benedict in Ball, 2002).

Encouraging children to enjoy challenges rather than to shy away from them could, she argues, increase their persistence and learning abilities (Dweck, 2000). The UK Mental Health Foundation

has argued that a lack of risk in play is damaging for children's well-being and resilience and has been linked to health problems requiring professional assistance (Mental Health Foundation, 1999).

At CMAS we use outdoor learning and community based learning to teach children about risk awareness and safety in order to equip them with skills they can apply to their wider life.

5 Assessment Statement

The impact of the curriculum will be reviewed on an ongoing basis and will include:

- Exam results analysis
- Vocational results analysis
- Termly analysis of in-year data
- Progress reports by subject, student and groups of students

We recognise that impact is not just about results. The impact may also be seen through a range of indicators, some of which better lend themselves to measurement than others. With this in mind, we have developed an assessment system that allows us to track progress of students in all areas not just academic, There will be a data cycle whereby **six** times a year we formally assess and evaluate progress in all areas. In addition to this, daily formative assessment will takes place for each child. Teachers and mentors use this to plan and to feed into the three main assessment points.

All children, no matter what pathway of academic assessment they are following (entry level, functional skills, vocational, GCSE) are assessed in the following areas:

1. Attendance.
2. Engagement
3. Communicating need (behavior)
4. Relationships with others
5. Planning for the future
6. Independence
7. Academic
8. Safety and risk awareness
9. Emotional awareness
10. Physical health

We use 10-point descriptors for each of these areas which allow us to monitor the wellbeing progress for each child and to aid teachers in understanding specific areas that individuals may require additional support and enable them to make academic progress.

Assessing Specific Individual Provision

In addition to whole school assessment systems, children are also assessed according to their Education, Health and Care Plans (EHCPs.) We ensure that the child's individual needs are met by assessing progress against EHCP targets. We track this through annual reviews and individual education plans and we record specific interventions on individual provision maps. Some of this provision includes interventions that can be tracked, for example Precision Instruction. In these cases, teachers assess progress on a regular basis and use this information to plan for next step.

