

Curriculum Policy



Date policy last reviewed: December
2023

Signed by:

A Johnston

December 2023

Date: _____

S Woodgate

Head teacher
Chair of
management
committee

December 2023

Date: _____

Curriculum Policy

1. Introduction

The students who attend The Clifton Centre PRU exhibit a wide range of both emotional and educational needs, which by their very nature can impinge negatively upon their progress. The school therefore provides a flexible curriculum that addresses all areas of student needs.

The Centre's statement of intent supports the two main aims of the National Curriculum:

- to provide opportunities for all students to learn and achieve,
- to promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

The curriculum at The Clifton Centre PRU intended to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also a range of extra-curricular vocational and placement activities that the centre organises both onsite and with outside agencies in order to enrich the experience and address the challenges of the students. It also includes the 'hidden curriculum', or what the students learn from the way they are treated and supported. We aim to teach the students at The Clifton PRU positive, responsible attitudes developing knowledge and skills, including social and basic life skills so that they may become contributory members of the extended community.

Intent

- To close the gaps in learning
- To re-engage in learning
- To promote independent and collaborative working
- To raise self esteem
- To build resilience
- To equip students with the tools they need to be able to learn
- To promote British values
- To prepare students for post 16 destinations
- To promote moral, spiritual and cultural values

Implementation

- Quality teaching
- Individualised learning
- Provision maps
- A broad and balanced curriculum
- Clear base-lining
- Progress tracking
- Interventions for students not making progress

- Weekly curriculum offer reviews
- Vocational learning on and off site
- Student views to promote a clear understanding of their own learning and how they can achieve
- A strong pastoral team to work in partnership to help remove barriers to learning and improve engagement
- Successful partnership working with other parents/carers, other agencies and AP's etc.
- Close liaison with colleges, training providers and work placements.

Impact

- 96% of students achieved both Maths and English GCSE's.
- 33% of students achieved at least one Grade 9-4 qualification.
- 24% of students gained both Maths and English at Grade 4 or above.
- Functional Skills English Level 1 pass rate: 85%
- Functional Skills English Level 2 pass rate: 33%
- Functional Skills Maths Level 1 pass rate: 83%
- Functional Skills Maths Level 2 pass rate: 35%
- Students left with an average of 7 qualifications including GCSE's, B tech awards, Functional Skills and Duke of Edinburgh Award.
- As well as Maths and English students gained accreditation in Art and Design, PSE, Science, Creative Technology as well as vocational subjects including: Construction, Design, Sport and Leisure, Hair and Beauty and Hospitality and Catering.

2. Values

Our school curriculum is underpinned by our mission statement and the curriculum is the means by which the school achieves its objective of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We value the way in which all our students are unique, and our curriculum promotes respect for the views of each individual student, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We value the rights enjoyed by each person in our society. We respect each student in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the students in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3. Aims and objectives

3.1 The aims of our centre curriculum are:

- to enable all students to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach students the basic skills of Literacy, Numeracy and Information Communication Technology (ICT);
- to enable students to be creative and to develop their own thinking;
- to teach students about their developing world, including how their environment and society have changed over time;
- to help students understand Britain's cultural heritage;
- to enable students to be positive citizens in society;
- to fulfil the requirements of the National Curriculum
- to teach students to have an awareness of their own spiritual development, and to understand right from wrong;
- to help students understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable students to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

4. Organisation and planning

4.1 Subject policies address aims and objectives and long term plans, with particular consideration of the needs of young people with social, emotional and behavioural difficulties and associated specific learning difficulties in a diverse society. Policies and long term as well as medium term plans are reviewed regularly in line with current legislation and the changing needs of the school population. Short term plans are provided by teachers on a weekly basis, taking into AFL and each week is evaluated to ensure students are meeting targets and objectives.

4.2 In keeping with our aim to provide a stable environment, the Clifton Centre considers our students Social and Emotional Aspects of Learning. There is an emphasis on learning emotional literacy skills to prepare the students for life beyond school. This is considered when planning schemes of work and lessons, as well as being delivered holistically throughout the centre.

4.3 Students' spiritual, moral, social and cultural development is supported in a number of ways including direct teaching, the promotion of the school ethos of mutual respect and trust, educational visits, in class and individual mentoring sessions as well as participation in whole school events during and out of school hours.

4.4 All students follow the National Curriculum. They study English/English Literature, Mathematics, Creative Technology, Science. In addition they study; PSHE, Art and Design, and PE. All students also have the opportunity to follow a vocational qualification in their chosen area. Strategies to promote Literacy and Numeracy across the curriculum are constantly reviewed to fit the current group of

young people. All students are set individual targets each term in each subject area, these targets are reviewed regularly by subject leads.

4.5 During year 11 all students have the opportunity to work with our connexions advisor to plan and prepare for post 16 destinations.

4.6 Although homework is not compulsory it is always available and students are encouraged to take it home in order to develop their independent study skills and to help them make faster progress in their learning.

4.7 All students in KS 4 are offered the opportunity to sit a range of qualifications suitable for their level and exams previously assessed ability. Some students are encouraged to attend vocational AP placements to allow for a successful transition into the adult world.

4.8 Physical Education plays an important role at The Clifton Centre PRU. It provides opportunities:

- together with break times where students can take part in activities which seeks to raise general levels of fitness and alertness;
- for students to develop their physical control and increase their confidence in themselves;
- for students to take part in team games and develop mutual respect;
- for students to represent the school in competitions/matches and gain a sense of pride;
- for students to develop skills of self control.

It is also recognised that many of our students need a positive outlet for excess energy and may be offered additional sessions of sports throughout the week using the centre's fitness gym.

4.9 At Clifton PRU, we understand the importance of educating pupils about sex and relationship education and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We have an obligation to provide pupils with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all pupils.

Our Curriculum will focus on the following links with this area of the curriculum.:

- **different types of relationships**, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build **healthy relationships**, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- how relationships may **affect health and wellbeing, including mental health**;
- healthy relationships and **safety online** practice.
- factual knowledge, at secondary school, around **sex, sexual health, gender orientation and sexuality**, set firmly within the context of relationships.
- healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
- ☐ healthy minds, including emotional wellbeing, resilience, mental health;
- economic wellbeing and financial capability;
- careers education, preparation for the workplace and making a positive contribution to society.

5. The role of the subject leader

5.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor student progress in that subject area;
- provide efficient resource management for the subject.
- Ensure that planning takes into considering other policies, including equality & diversity, LAC and pupil premium.

5.2 The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum / qualification followed, and that progression is planned into schemes of work. The subject leader may also keep a portfolio of students' work, which s/he uses to show the achievements of students and to give examples of expectations of attainment.

6. Monitoring and review

6.1 Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

6.2 The Head of Centre is responsible for the day to day organisation of the curriculum. The Head of Centre and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

6.3 Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

For further information on Curriculum Subject statement please follow this link.

<https://clifton.salfordpru.org.uk/documents/information/curriculum/curriculum-subject-statements.pdf?5bb370de>