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| Curriculum Policy Key Stage 3/4 |
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| **Policy Title**  |
| **Curriculum Policy – Key Stage 3 / 4** |
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Curriculum Policy Key Stage 3/4

Aims and Principles

**At Peregrinate we aim to provide a curriculum to develop inquisitive, independent thinkers with a love of learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged. We intend that our curriculum should imbue in our students these qualities: responsibility, independence and a sense that learning can excite and invigorate throughout life.**

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as events, routines, and learning that take place outside the classroom. The Curriculum Policy should be seen within the overall aims and ethos of the school, which are at the core of its objectives.

Our curriculum is designed to allow each student to:

* achieve the best possible academic qualifications and standards for them, whatever their ability.
* ensure high levels of engagement, enjoyment and personal development.

Within the framework of a broad and balanced education for each student, we intend for our curriculum to allow a high level of personalisation so that each learner can play to their strengths and develop specialisms, develop existing and new interests and achieve their personal best in all that they do.

Our curriculum provides a broad and balanced education which allows students to become:

* **Successful learners** who enjoy learning, make progress and achieve their academic potential.
* **Confident individuals** who can live safe, healthy and fulfilling lives.
* **Responsible citizens** who can make a positive contribution to society.

**a) We aim for our curriculum to develop successful learners who:**

* are inducted into the essential knowledge, skills and discourse of subject disciplines and can develop specialisms appropriate to aptitude.
* can appreciate human achievement in the fields of languages, mathematics, science, technology, humanities, physical and aesthetic pursuits and creative and expressive arts, and to experience a sense of personal achievement during their time at school in.
	1. Mathematics (including Practical maths)
	2. English (including Reading for Pleasure)
	3. Science
	4. Geography
	5. Religious Education
	6. Art and Design
	7. PSHE (including RSE)
	8. British Values
	9. Cookery
	10. Careers Advice and Guidance
	11. Outdoor Exercise
	12. World Culture
	13. Environmental Studies
	14. Visits and Trips
* can link areas of knowledge in a spirit of enquiry.
* can pursue courses appropriate for their stage of learning and abilities to achieve their personal best, in lessons which differentiate for student need.
* can learn independently and with others.
* can acquire the study skills and self-knowledge necessary to realise their learning potential, and are motivated to achieve the best they can, now and in the future.
* are creative, resourceful and able to solve problems.

**b) We aim for our curriculum to develop confident individuals who:**

* show courage and compassion in their dealings with others.
* can respond positively and with resilience to the opportunities, responsibilities and experiences of adult life.
* can develop for themselves an active and healthy lifestyle.
* can evaluate risk, take managed risks and stay safe
* can relate well to others.
* have secure values and principles to distinguish right from wrong.
* are articulate, confident players on a global stage.
* are increasingly independent, able to show initiative and organise themselves.
* are willing to try new things, are ambitious and able to make the most of opportunities.
* are open to the excitement and inspiration offered by the natural world and human achievements.

 **c) We aim for our curriculum to develop responsible citizens who:**

* can participate as effective, respectful citizens within a global society.
* acquire an understanding of the social, economic and political issues of the world and the interdependence of individuals, groups and nations.
* can challenge injustice, are committed to human rights, and can strive to live peaceably with others.
* understand the complex human interaction with, and dependence upon, the local and global environment, and develop a caring and responsible attitude towards the environment.
* can change things for the better, considering the needs of future generations in the choices they make.

Teaching and learning strategies enable all learners to make good progress according to their abilities, and such progress is properly assessed as part of a continuous process which feeds back into lessons. All learner progress is recorded on to their Individual Learning Plan which records topics covered in lessons with formative assessment throughout. End of term summative assessments monitor understanding and progress, and application of new skills. (2.1 (a) (b))

There is a written curriculum policy that details the school’s overall approach to the curriculum (i.e., the subjects being taught). This is supported by a curriculum plan (Appendix 1), and appropriate schemes of work (Appendix 2). Teachers then use these documents to develop lesson plans that consider the ages, aptitudes and needs of all pupils, including those with EHC plan. These documents do not undermine the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. (2.2)

Peregrinate School ensures that the curriculum delivered is in all aspects not in conflict with, or inconsistent with fundamental British values. The curriculum policy, supporting plans and schemes of work do not:

* 1. include material in history lessons which promotes non-democratic political systems rather than those based on democracy, whether for reasons of faith or otherwise.
	2. teach that the requirements of religious law permit the requirements of English civil or criminal law to be disregarded.
	3. suggest to pupils that some or all religions are wrong and that therefore those who do follow them are not worthy of respect. For the avoidance of doubt, teaching that some religions, all religions, or atheism/agnosticism are wrong does not conflict with fundamental British values, so long as it is made clear that adherents of those belief systems should be treated with respect. (2.4)

The policy plans and schemes of work are detailed documents that describes Key Stage 3 and Key Stage 4 provision, and this reflects the learning groups and meet the needs of all pupils in terms of their ages, needs and aptitudes, including those with special educational needs. There is differentiation in lesson plans and any special educational needs are highlighted at referral stage and monitored closely and adapted throughout the programme. (2.3)

(2.5) Matrices??

PE is a timetabled activity twice per week, Tuesday and Thursday afternoons. The school use the extensive Croxteth Country Park for Park and Play activities. (2.6)

Religious Education is delivered and is shown on the curriculum plan and schemes of work. (See App 1 & 2) This is included to teach about religions and belief systems to engender respect for other people. (2.7). Creationism is taught as part of a belief system but is not presented as having a similar or superior evidence base to scientific theories, at the same time not suggesting that those who hold creationist beliefs are not worthy of respect. There are work sheets that can be read in conjunction with this policy entitled “An insight to Christianity.” (App 4)

(2.8)

This curriculum policy, and supporting documents as appropriate, includes provision for speaking, listening, literacy and numeracy skills to be gained by pupils in an age-appropriate way. (2.9)

The English curriculum is designed and delivered on the basis that all pupils will be able to read, speak and write English with adequate fluency for everyday life in England by the time they reach school leaving age, and that their fluency in English during their time at school should similarly match age expectations for children. (2.10)

PSHE, including RSE are included in the curriculum plan and schemes of work and is designed to encourage respect for other people, about the protected characteristics set out in The Equality Act, 2010. The curriculum pays regard to protected characteristics and pupils are made aware, cautious of being age appropriate, and will address all the characteristics over the 3 years of Key Stage 3 and the 2 years of key Stage 4. The 3 years of Key Stage 3 are referred to as XYZ in documentation and the 2 years of Key Stage 4 are referred to as AB. The protected characteristics that are referenced in the curriculum documentation and as listed in section 4 of The Equality Act 2010, are as follows:

* + 1. age
		2. disability
		3. gender reassignment
		4. marriage and civil partnership
		5. pregnancy and maternity
		6. race
		7. religion or belief
		8. sex
		9. sexual orientation

The curriculum is designed and developed so that it will not:

1. encourage pupils to see those of races or religions as being inferior in any way
2. suggests to male pupils that women and girls should be treated with less respect than males or that a woman’s role is subservient to that of a man – or vice versa
3. where debate occurs on same sex marriage, teach pupils that the parties to such a marriage do not merit the protection which the legal status of marriage or civil partnership affords in law
4. teach that disabled people deserve less equal treatment, for example because of sins they are said to have committed in previous lives
5. encourage pupils to believe that women who are pregnant without being married should be punished or not respected

(2.12, 2.13, 2.14, 2.15, 2.16)

Careers advice and guidance is a timetabled activity, delivered on a 1 to 1 basis for an hour each week across both Key Stages. Learners will access this provision on a rolling basis throughout Key Stage 3. At Key Stage 4 pupils receive careers advice and guidance from their host mainstream school in accordance with their policies. Pupils who are resident in Liverpool City Council areas are also allocated a designated careers advisor who attends the school for sessions, helps with application forms, interviews and matters arising with progression plans. (2.17)

Curriculum content is designed so that all pupils at the school can make progress. There is learning support in place, differentiation in lesson plans and differentiation in provision delivery models e.g., part time, full time, twilight and home school. The school is a Pearson Edexcel Centre and offers Functional Skills in English and mathematics at E1, E2, E3, L1, L2 during Year 11, however, in consultation with host mainstream schools, and where pupils are identified as capable arrangements are made for GCSE entry at the host school for Key Stage 4, year 11 learners. (2.20)

Close and supportive monitoring of tutors is in place, all teachers have or are working towards Pearson Edexcel Level 3 Award in Education and Training. They are also expected to complete the Level 3 Assessors Award, and where operationally advantageous a Level 4 Internal Verification qualification. Teachers are made aware of Part 2 of the published Teachers’ Standards that is used by the Teaching Regulation Agency during staff training sessions. (2.23). Teachers have a good understanding and knowledge of the subjects that they teach. All staff have or are working towards subject qualifications in English and maths. Tutors involved in curriculum planning, design and delivery of sessions were allocated based on previous skills, knowledge and experience:

* + - * AS has a degree in Youth and Community Studies, she has 6 years’ experience in residential care setting giving experience of cooking with children and has been assigned to Cookery
			* SB is a qualified and very experienced Social Worker and has major input on PHSE, RSE

Teachers are also linked up with subject specialists in partner mainstream schools (2.28)

Schemes of work and lesson plans demonstrate extra support, differentiation and challenge for all learners so that the pupils are being actively pushed towards increased achievement. Tutors maintain a comprehensive central record to track pupil progress and achievement. Senior leaders monitor tutor input during regular 1 to 1 review of their performance and effects on learner’s progress and achievement to foster self-motivation in pupils, application of their intellectual, physical and creative effort, increase interest in their work and improve the ability to think and learn for themselves. (2.24). In addition to encouraging the learners to work hard and achieve, taking a positive attitude towards learning open discussion is encouraged by having learning mentor in place, AM and PM opportunities to discretely ask for help or share information, access to an onsite psychotherapist, Kellie Mawdsley and there are informal opportunities to talk at various intervals in the school day or during Park and Play activities. (2.25)

Internal lesson observations take place to ensure good teaching is self-evident alongside more informal ‘walk throughs. Peer observation is encouraged among teaching and support staff and the open plan teaching and learning areas enhance this practice. The head teacher sets and discusses Key Performance Indicators at 1 to 1 review with tutors so that the impact of good teaching and any improvements implemented can be monitored for effectiveness. SLT have set dates for curriculum review meetings to review resources and media that will be used in lessons and to update the curriculum policy. These meetings occur on Week1, Week 20 and Week 34.

A diary system is in place, which is called ‘The Shankly Book,’ this records all activities that occur during the school day so that behaviours, attitudes and incidents can be analysed. (2.26)

Class sizes are small and well supported so tutors get to know their pupils and their pupils needs thoroughly and can use this knowledge to plan lessons well. The school has, and uses, data and any other information to track pupil progress across the curriculum. (2.27)

There is a wide variety of stimulating materials available to support the delivery of the curriculum such as:

* Literature

Books, Newspapers, Magazines, Recipes, Leaflets, Posters, Newsletters, Journals, Blogs, Vlogs, Podcasts and the wider internet are used for:

* Reading sessions
* PSHE (including RSE)
* English
* Cookery
* Geography
* Environmental Studies
* Religion (2.29)

There is no literature which espouses values, or conflicts with any school standards on site (2.30)

Part of this policy is concerned with editing of texts and films for use in teaching and learning, however, it is stressed that what remains after such editing should still be adequate to for the range of teaching and curriculum to meet other standards. The SLT will ensure that any redactions or editing, including such alteration of past external examination papers, does not call into question its ability to meet standard 2(2)(d)(ii) or whether this lessens the ability of pupils to pass exams through restricting question choice. (2.31)

Learner progress and achievement are recorded centrally, and the information recorded is used during 1 to 1 review with SLT members to use KPI data to discover lesser work completion from learners and encourage support where needed to improve output. (2.32)

‘The Shankly Book’ is completed throughout the day by the learning support staff, hence reporting any incidents on a day-to-day basis. This is analysed by SLT to ensure the behaviour policy has been adhered to. Any incidents are recorded and shared with parents and/or partner mainstream school staff. These are stored securely on the intranet system. All staff have received training from Kellie Mawdsley in verbal de-escalation and working with traumatised young people. We have a robust system for challenging anti-social behaviours such as swearing etc., and training for calming young people and situations is and will always be ongoing as we strive towards being a Trauma Informed School. (2.33)

Progress reports are created by the teaching and administration team on a termly basis and are shared with Parents/Carers and partner mainstream schools. The report contains information about attendance, progress and attainment across the whole curriculum in the context of the school’s curriculum policy aims. (2.38)

The school will consult parents before making or revising this document under The Independent School Standards sub paragraph E of 1.5.5. 2A (1) (E).

**Appendices**

**Appropriate Materials**

In order to ensure materials used do not force, sway or encourage the thinking of learners in a particular direction Tutors must ensure;

1. Learners are not exposed to highly \*offensive or obscene materials or themes.
2. Learners are not exposed to materials created by \*inappropriate organisations for classroom use.
3. Lead Tutor is informed of possible \*controversial texts prior to their use with learners during scheduled planning meetings (SLT Calendar)
4. Students and learners know they can raise objections to the teaching and learning resources.
5. That learning resources are suitable for the age group using them.
6. Consideration has been paid to the words, behaviour, images or themes of resources in terms of the:
* Context
* Impact on the audience age group
* Literacy, artistic or educational merit of the material
* Intention of the author and general character of the material

**Definitions:**

**\*Offensive or obscene material –**

Material about which there is a consensus that it is unacceptable.

**\*inappropriate organisations –**

- Political Parties

-Tobacco Companies

-Gaming Venues

-Companies involved in the sale or promotion of alcohol

-Companies involved in the sale or promotion of weapons, including firearms

-Companies that encourage unhealthy food choices by young people

-Religious organisations, except for the delivery of Special Religious Instruction

-Authorised deposit-taking institutions such as banks.

Material about which opinions can differ.