

CURRICULUM POLICY

Providing Effective Learning Opportunities for All Pupils

KWS caters for pupils with emotional, behavioural and social difficulties. It provides for children and young people from diverse social and emotional backgrounds who have a wide variety of complex needs. KWS believes that a well-planned and robust curriculum is a fundamental route to the social, emotional and behavioural development, and overall well-being, of its pupils. KWS aims to provide opportunities for all pupils to learn and achieve and to promote pupils' spiritual, moral, social and cultural development to prepare all pupils for the opportunities, responsibilities and experiences of life. In making this commitment KWS also expects to raise and maintain standards, and promote continuity, coherence and British Values.

Inclusion

KWS recognises its responsibility to provide a broad and balanced curriculum for all its pupils and in so doing acknowledges that teachers will need to modify, as necessary, the National Curriculum to provide pupils with relevant and appropriately challenging work, with the aid of cross-curricular project work.

Setting suitable learning challenges

Many of our pupils have large gaps in their education due to long periods out of school. As a consequence, programmes of study will need to fill these gaps but at the same time remain suitably challenging for pupils who are often still very capable. For less able pupils who may have other special educational needs, work will invariably need to be drawn from earlier key stages so that pupils can show what they can achieve. In some cases, this may mean pupils not being able to receive all their age-related programmes of study. Of particular concern for pupils who have moved schools regularly or have been excluded, is continuity and progression. It is important, that programmes of study are monitored and reviewed regularly to provide all pupils regular opportunities for success as well as suitable challenges. Overcoming potential barriers to learning and assessment for individual and groups of pupils For pupils whose needs are not adequately supported through the teaching strategies outlined above, more intensive approaches may be necessary to overcome potential barriers. For some pupils with severe and often extreme behavioural difficulties these will include support from classroom assistants or even individual sessions from teaching staff.

KWS also recognises that in some cases support may also be required from other agencies such as Educational Psychology, Child and Adolescent Mental Health, Speech and Language Therapy and Learning Support. In all cases specialist support from within KWS or from external agencies, needs to liaise closely with the classroom teacher to take account of the impact on the pupil's learning and on the preparation of programmes of study.

Assessment, Recording and Reporting Baseline Assessment

When a pupil is admitted to KWS steps are taken to collate a range of baseline information covering academic, social and emotional development. To complete this task information is used from parents, previous schools and services such as Educational Psychology and Social, Care and Health where they apply. Baseline information gathering consists as well in the following assessments, literacy and numeracy, spelling and reading ages, behavioural trackers. Upon completion all

baseline information is then recorded. For pupils on shared programmes it is assumed that the mainstream school will collate and hold this information. KWS will liaise with these schools to obtain the information. The information is then used to formulate appropriate medium and long term targets for development. For pupils at KWS these targets are likely to focus on behavioural and social improvement as well as academic achievements. ESOL Policy Teachers assist pupils whose first language is not English so that they can participate fully in all the activities of the school and grow in confidence. The aim is to give every pupil the opportunity to fulfil their potential at KWS through the medium of English. All pupils are encouraged to develop their written and spoken communication skills with appropriate fluency and register. There is great emphasis on learning vocabulary in context, developing reading and writing skills, improving grammatical accuracy and learning study skills. It is also important that students develop a greater cultural awareness and understanding of independent learning techniques. All curriculum is very practical and are designed to help pupils communicate effectively

Assessment For Learning

KWS is dedicated to the social and emotional development of pupils as well as their academic improvement, assessment is viewed very much as an enabling process that should be encouraging to pupils and not condemning of their efforts. It is also recognised, however, that assessment should be honest and accurate and that frequent over-generous evaluations of skills and abilities will inevitably lead to disappointment and potential dis-engagement further down the line. To this end staff at KWS are concerned with using a range of assessment techniques that provide pupils with accurate feedback on their successes and clear targets for the areas they need to improve. These techniques will include:

Questioning – The use of ‘open’ questions in particular are seen as an effective way to develop pupils thinking skills, particularly if they are given time and support to answer. Pupils need to understand that a considered ‘wrong’ answer can be as informative as a ‘right’ answer and that all pupils are expected to give a response even if its, ‘I don’t know’.

Marking Work – It is considered important by staff to provide pupils with constructive comments when marking work that identifies areas of success and what needs to be improved and how. See marking policy.

Self Assessment– is an opportunity for pupils to assess their own work against common criteria. This is seen as very important in gaining a greater understanding of what is required to improve. Self-assessment, however, needs careful support from staff to enable pupils to develop the skills necessary to accurately reflect on their own actions. This is of particular relevance when reflecting on behaviour and social interaction.

Summative Assessment – Summative exams and tests are known to present a particular challenge to pupils at KWS and as a consequence are generally kept to a minimum. However, it is accepted that summative assessment remains a key and important aspect of education and as a consequence staff are committed to helping pupils develop the necessary skills to perform as well as they can in these areas.

Setting and Recording Learning Outcomes Whether admitted on a full-time basis or provided for through a support package with a mainstream school, all pupils attending KWS have their academic and social progress recorded and monitored through termly target days. The nature of the learning

outcomes does vary according to the subject area and type of provision being made. It is expected, however, that for full-time pupils to make beyond expected progress from their initial assessments.

Curriculum Offered

Bedford Site offers- Full curriculum offered as maths, English and science, PE and PSE offered as single subject lessons. All other subjects are offered through a creative cross curricular scheme of work. ICT is offered in all lessons. Vocational work in motor vehicle, cookery, hair and beauty and childcare.

Milton Keynes/Bletchley Site offers- Bespoke education packages for the hardest to reach and dis-engaged young people in the surrounding area working to develop confidence in education. Many pupils have not attended education in a number of years due to medical issues and disorders or family disharmony. Many of the pupils are socially isolated however anxious to leave the comfort of their homes. We develop small achievable curriculum that is led by the pupil to ensure that they are the voice leading the way in their packages. Young people may start with home tuition, then come into site to start with small 1-hour chunks before increasing to half day sessions. Pupils can also access community learning with a mentor in order to increase their confidence and decrease their isolation. After time a number of pupils graduate the Milton Keynes site in order to develop vocational learning at our Bedford site and then move on to full time education at our Bedford site.

A range of qualifications are offered in all subjects and differing levels dependant on the student from the following exam boards, AQA, City and Guilds. OCR, Edexcel as recorded below.

Centre Number 15134

Awarding Body

Name of Qualification

Minimum number of required sessions

QCA Ref (QAN)

Level

Expected Outcome

City and Guilds Award in Motor Vehicle 32 500/8514/1 Entry 3 Pass City and Guilds Certificate In Motor Vehicle 55 500/8514/1 Entry 3 Pass City and guilds Diploma In Motor Vehicle 78 500/8514/1 Entry 3 Pass City and guilds Award in Motor Vehicle 35 500/8862/2 Level 1 Pass City and guilds Certificate In Motor Vehicle 55 500/8862/2 Level 1 Pass City and guilds Diploma In Motor Vehicle 78 500/8862/2 Level 1 Pass OCR Certificate of Science 39 Entry 3 Pass OCR Certificate in childcare 39 Entry 3 Pass Edexcel B-Tec Home cooking skills 39 500/8084/2 Level 1 Pass