



# **St Paul's School**

## **CURRICULUM POLICY**



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## Curriculum Policy

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<b>Owner Name</b>	Kerenza Palmer
<b>Owner Job Title</b>	Head of School

<b>Version</b>	<b>Comments / Amendments</b>	<b>Name</b>	<b>Date</b>
1	Original policy	Julie Eaton	May 2014
2	Revise policy	Kerenza Palmer	June 2017
3	Amendments	Kerenza Palmer	June 2018

## **Introduction**

St. Paul's School aims to give pupils the best possible access to a broad range of academic subjects, and selected vocational opportunities. It promotes the spiritual, moral, cultural, mental and physical development of pupils, and seeks to prepare them for adult life. This is a small school which is able to support personalised approaches to learning and to tailor these to meet the needs of individual pupils. This entails consideration of prior learning, of their aptitudes and capabilities, and of their personal interests.

The School specialises in working with pupils who have had difficulties in mainstream education. All pupils have an Education Health and Care plan which can relate to any of the following:

- Autism
- ADHD
- ODD
- SEMH
- Challenging behaviour
- Attachment disorders

## **Aim of the Curriculum at St Paul's School**

- The ultimate aim of the curriculum at St Paul's School is to provide pupils with learning opportunities which engage and motivate.
- Providing more practical and vocational opportunities which will give pupils positive outlook to their future aspirations

## **Pupil voice**

- All pupils are consulted about their interests, aspirations, long term goals and preferred style of learning. Following this all pupils will engage in a baseline assessment to determine their level of study for all subjects.

## **Key stage 3:**

- All pupils will study towards a functional skills maths, English and IT qualification.
- All pupils will choose bite size study units from the Laser Learning Employment and Progress (LEAP) qualifications. These offer a wide variety of personal development and vocational taster units to enable pupils to experience and develop a skills acquisition pathway. For example, life skills, physical education, enviro studies, cooking, creative craft, land based studies.
- LEAP has been designed with flexibility in mind. Gives freedom to select units that suit pupil's needs. The qualifications are ideal for those who require a truly individualised curriculum. It promotes engagement and retention and boosts learner confidence with a 'hands on' approach. These will form the basis for further study for progress onto key stage 4.
- At the end of key stage 3 pupils will have the option to choose their preferred subjects for study to include: Trades, Motor Vehicle Studies, Food and Cooking, Environmental, Land Based, Sport and Active Leisure, Outdoor Studies etc.

## **Key stage 4:**

- All pupils will study functional skills maths, English and IT qualifications
- They will also work towards a Laser Leap programme, alongside the following vocational study programmes:
  - Sport
  - Cooking
  - Motor vehicle studies
  - Environmental studies
  - Land based studies
  - Employability skills

### **The World of Work**

- All pupils in key stage 3 and 4 have the opportunity to complete work experience either on internal placements within the trust or on external placements.
- The opportunities are centred around the pupils own interests and possible options for year 12.
- The placement will link to pupils in key stage 4's employability programme, as well as providing pupils with an opportunity to put their learning into context and develop their own personal and social skills.

### **Enrichment**

Pupils are awarded with a two tier approach to enrichment which aligns with the pupil points system. (refer to positive behaviour policy for further information)

Pupils from across the two key stages benefit from a rich array of extra – curricular activities designed to appeal to every interest. As well as to enable pupils to further develop their personal and social skills.

Opportunities include:

- External trips to parks and leisure centres / activities
- Board games
- Cooking
- Sport

Further extension to the curriculum takes place through regular residential and camping trips, educational visits, participation in community events and fundraising for charities.

**Related Policies:** Assessment; Positive Behaviour; Teaching and Learning; Special Educational Needs Policy.