



# **St Paul's School**

## **CURRICULUM POLICY**



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<b>Owner Job Title</b>	Head of School

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1	Original policy	Julie Eaton	May 2014
2	Revise policy	Kerenza Palmer	June 2017
3	Amendments	Kerenza Palmer	June 2018
4	Amendments	Fiona Bilsborough	May 2019
5	Reviewed	Kerenza Palmer	Sept 2021

# Curriculum Policy

Pupils at St Paul's School are entitled to a curriculum which contributes to a well-balanced education, developing the abilities and life skills of individual pupils so that they may take a valuable, positive and active place in society. The entitlement is for each pupil, regardless of age, gender, race, religion or disability.

## 1. Introduction

St Paul's School is a special school for young people between the ages of 7-18 with Education, Health and Care (EHC) Plans that identify SEMH as their primary need. At the school we believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole School day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers, support staff and instructors structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils.

The school's overall aim is achieved by continually developing a coherent curriculum enables learners to become successful learners, confident individuals and responsible citizens. Our curriculum is mapped and sequenced to include a range of experiences through our broad and balanced curriculum. At St Paul's School, personalisation is the key to everything that we do. The curriculum is matched to the individual needs of pupils, whilst taking into account particular SEND needs. Therefore, this policy aims to promote a curriculum that enables:

Every child receives the education they need to be motivated, independent learners;

Every teacher is equipped to provide an ambitious, flexible and broad curriculum that reengages pupils with learning through an approach that tailors learning to their interests, life experiences and backgrounds incorporating vocational as well as academic pathways and opportunities;

Every parent and carer knows how their child is doing, what they need to do to improve and how they can support their child and teachers.

Our school supports the need of all our pupils with their rights being protected with a focus on:

**Best interests of the child** – the best interests of the child must be the top priority in all things that affect children (Article 3)

**Right to education** – every child has the right to an education (Article 28)

**Goals of education** – education must develop every child's personality, talents and abilities to the full (Article 29)

## 2. Legislation and Guidance

This policy reflects the requirements for school's to provide a broad and balanced curriculum. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2015 \(updated 2020\)](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the [Department for Education's Governance Handbook](#). It complies with our funding agreement and articles of association.

## 3. Roles and Responsibilities

### 3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Head of School to account for its implementation. The governing board 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

- 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
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **3.2 Head of School**

The head of School 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 Governing Body
- Requests to withdraw children from curriculum subjects are reviewed and managed appropriately
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs as all children have an EHCP

### **3.3 Other Staff**

Staff at St Paul's School are expected actively to promote and seek to secure the curriculum aims named above and, in particular to:

- Have high expectations of pupils;
- Employ a variety of appropriate teaching and learning methods;
- Ensure that adjustments are made where necessary to promote access to the curriculum
- Deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity;
- Provide work which meets their pupils' needs and develops aspirations, offering depth and challenge, and motivating and inspiring all;
- Involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, agreeing targets and encouraging pupils to evaluate their own achievements;
- Develop pupils skills to become independent learners;
- Encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment
- Work in partnership with other staff, parents/carers and the community to achieve shared goals
- Keep parents/carers regularly and fully informed about the progress and achievements of the pupils.

## **4. Our Curriculum Intent**

Our School's Vision

- To provide a curriculum that is engaging, relevant and bespoke to our pupils. The school ethos is at the heart of the curriculum, 'Believe, Achieve, Succeed'. If pupils feel supported and they develop trusting relationships with staff they will begin to believe in themselves, they will start to see their own achievements and ultimately feel and see for themselves their individual progress.

St Paul' School will continue to develop a curriculum which will:

- Inspire and excite

- Develop a sense of belonging and purpose where pupils feel safe and secure to explore and develop knowledge and life skills.
- Enable pupils to reengage through a flexible, broad, engaging curriculum approach that tailors learning to their interests, life experiences and backgrounds incorporating vocational as well as academic pathways and opportunities.
- Provide pupils with a greater understanding of the wider world in which they live
- Enable pupils to explore the world of work and develop employability skills through work experience, trips and activities with a focus on career opportunities.
- Provide pupils with the opportunities to exercise their rights to a free education
- Develop their understanding of British values
- Give pupils a diverse range of academic and vocational opportunities
- Focus on pupils learning and their independence
- Be broad and balanced and enable pupils to progress along each key stage, with a coherent and flexible approach to their learning.
- Further develop aspirations through high standards and expectations.
- For all pupils to be able to access and pursue their chosen range of subjects, regardless of ability, by removing the focus solely from exam results.
- Achieve high standards and make good or outstanding progress across a broad range of subjects.
- Enable those not achieving expectations to 'narrow the gap' and meet age expectations and/or personalised targets.
- Enable all pupils to exercise their right to an education, despite any restrictions and/or disruptions to the curriculum, to include remote learning and bespoke learning packages to support pupils who have been out of education for large periods. Providing these pupils with a nurture-based approach with a focus on core subjects and vocational / employability skills relevant to their own interests.
- Offer all pupils the same opportunities by following carefully planned programmes of study and adapting these to suit the situation and need of all pupils.
- Build resilience, confidence, and independence to develop and encourage a 'can-do' attitude to pupil's learning.
- Provide pupils with the opportunity to enter appropriate public examinations/or equivalent in 2021/2 and gain qualifications that enable them to succeed and fulfil their potential in school and in their future lives.
- Provide cross curricular opportunities to develop literacy and numeracy skills.

### The curriculum shall demonstrate breadth

Allowing each pupil equal access to a diverse set of learning areas to equip them with knowledge and skills essential for life. Diverse areas of learning for all three key stages will include maths, English, science, IT, PSHE/RSHE, art (KS2), creative studies (KS3/4). The termly topics will be integrated into the areas of learning to include:

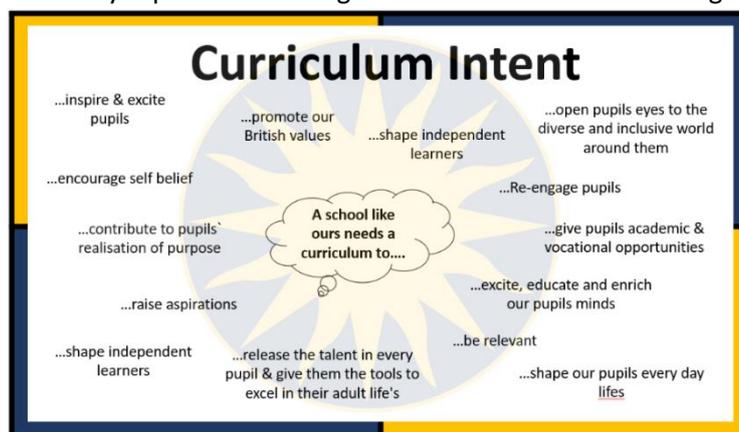
Term 1: Health & Wellbeing

Term 2: The Wider World

Term 3: The Commonwealth

The breadth in secondary will have a focus on vocational areas of learning to include:

- Sport
- Trades
- Animal Care
- Child Care
- Motor Vehicle Studies



The integration of the local community will also be a focus in terms of ensuring post COVID 19 that pupils can get out into the wider community and develop their social and personal development skills to enable them to better integrate into the society in which they live.

### What's Unique about Our Curriculum?

- Flexible and fluid to ensure we can cater for the needs of some of the disadvantaged young people in Birmingham
- Tailored to meet the needs and interests of our pupil cohort
- Topic based across three key stages to provide relevant context to the learning experience.
- A strong focus on social and emotional development providing pupils with an initial sense of personal belief which will contribute to their overall success.
- Providing employment pathways in a variety of vocational options to equip pupils with lifelong employability skills.

### What We Want Pupils to Have Achieved by The Time They Leave

A positive self-image grounded from the sense of achievement, development of social skills and the creation of friendships and trust

### What Impression We Want Our School to Leave on Pupils

We want our pupils to leave St Paul's feeling:

- Valued
- Listened to
- Supported

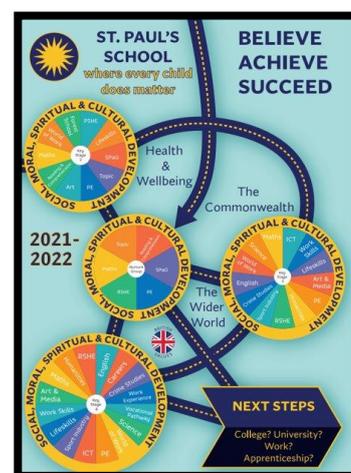
We want pupils to feel a sense of pride for what they have achieved and for the progress they have made. And that St Paul's provided them with a safe learning environment for this to happen.

### What's Essential for Pupils to Succeed

- They feel supported and they can trust the staff working with them
- The development of basic social skills and the sense of self-worth.
- The development of friendships and trust.
- The achievement of qualifications and guidance for their next stage of their journey
- A collaborative approach between pupil, school, family, carers, professionals working with the pupil.

### A Visual Representation of our School Curriculum

- A visual of three cogs representing each key stage (2-4) showing the subjects which form the timetabled curriculum. Teaching and learning will be centred around termly topics to contextualise learning and make relevant to our pupils. For 2021 – 2022 the topics are:
  - Term 1: Health and wellbeing
  - Term 2: The Wider World
  - Term 3: The Commonwealth
- Embedded throughout the curriculum will be the promotion of our British values and the promotion of personal, social and emotional skills which is central to our pupils needs. The illustration will give the illusion of a journey, pupils may start this journey at any of the following stages: Key Stage 2, 3 or 4. If they have been out of education for some time and are in key stage 3 or 4 they may start in the Nurture Group. The focus will be for them to build their confidence to begin the transition into either key stage 3 or 4. Dependent on need this transition will take some longer than others. The focus will very much be on the next stage of their journey dependent on where they start.



## 5. Implementation

### 5.1 The Timetable and Overall Curriculum Offer

- The structure of the school day is differentiated dependent on the needs of the pupils. The school is divided into three areas: middle school, secondary school and Nurture.

	Monday			Tuesday			Wednesday			Thursday			Friday		
9.30 - 9.50	Form	Dura	GR	Sport	Dura	GR	Form	Dura	GR	Sport	Dura	GR	Assembly	Dura	GR
9.50 - 10.40	PE IA, JH, VV, PE English SH, DM, SK BA, SA			PSHE HB, VV, PE Maths TN, DM, SK PE IA, JH			English SH, VV, PE Lifeskills BA, SK, JH Maths TN, SA			Maths TN, BA, VV, PE PE IA, JH, SK English SH, SA			Lifeskills BA, SR, VV, PE Maths TN, DM, SK RSHE HB, SA		
10.40 - 11.00	PE IA, JH, VV, PE RSHE HB, SA, SK Maths TN, BA			Science DM, SA, VV, PE English SH, SK PE IA, JH			Maths TN, VV, PE Science DM, SA, SK English SH, HB	Break		English SH, BA, VV, PE PE IA, JH, SK Science DM, SA			ACES TN, BA, VV, PE ACES IA, HB, SK ACES DM, SA		
11.00 - 12.30	Sport Industry IA, DM, VV, PE Crime Studies HB, SA, SK ICT TN, BA			Humanities BA, VV, PE Work Skills SA, SK, HB Sport IA, DM			ICT TN, HB, VV, PE Art and Media DM, SA, SK Humanities BA, IA	Lunch		Sport TN, HB, VV, PE Sport IA, SK, BA Sport DM, SA			Enrichment Higher Tier See Board		
	Sport Industry IA, DM, VV, PE Crime Studies HB, SA, SK ICT TN, BA			Humanities BA, VV, PE Work Skills SA, SK, HB Sport Industry IA, DM			ICT TN, HB, VV, PE Art and Media DM, SA, SK Humanities BA, IA	Break		Sport TN, HB, VV, PE Sport IA, SK, BA Sport DM, SA			Lower Tier See Board		

### The Secondary School

- The upper school operates a 20 period week. There are 4 periods per day, 2 in the morning, and 2 in the afternoon, each of which lasts for 50 minutes. The final 2 periods on a Friday are used to support the School’s extended curriculum by offering a range of activities both on and off site. Additional pupil learning and support is incorporated through the delivery of a secondary school morning assembly.
- Pupils will be able to learn and achieve a variety of BTECs, Functional Skills or GCSEs dependent on their ability levels and aspirations.
- Subjects taught include:
  - Functional Skills English and maths
  - Science
  - IT
  - Humanities
  - Crime Studies
  - Creative Studies
  - Construction
  - PE

### Middle School

- The middle school has shorter timed sessions to include:

Time	Monday Good morning	Tuesday Have a great day	Wednesday You can do this!	Thursday Have a wonderful day	Friday Have a lovely weekend
9.30am	CIRCLE TIME 	Intervention OR Catch Up	Intervention OR Catch Up	Intervention OR Catch Up	Spellings & positive board quotes
10.00am	Maths 	Life Skills with Miss Anderson		Swimming 	Reading and comprehension 
11.00am	Break time				
11.15am	SPAG 	Maths (Online) 	PSHE 	Swimming 	Free play 
12.00pm	Lunch time				
1.00pm	Art 	Educational outing 	PE 	Topic 	Enrichment
2.00pm	Free play 			Free play 	
2.30pm	Home time				

- The curriculum in middle school is designed around topics and play, where there is a focus on understanding behaviour, improving communication, building strong learning foundations and developing self-esteem.
- All children are taught daily English skills (Reading and writing including spellings, Punctuation and Grammar) and Mathematics skills daily. Some children have a daily phonics session and the school has adopted the ‘Read Write Inc’ scheme in order to teach this crucial element of reading in a systematic and consistent way. As well as phonics children also have guided reading to utilise their development of reading and comprehension skills.
- The mathematics curriculum aims to ensure that all pupils become fluent in the fundamentals of Mathematics including the ability to recall and apply knowledge rapidly and accurately. Pupil’s in the middle school are taught how to incorporate interactive learning activities and to apply their skills to reasoning, problem solving and to apply their mathematical skills in a variety of real-life contexts.

- We make links across the curriculum through the SEN continuum to identify learning gaps which are met with daily intervention sessions to monitor children's progress and meet their individualised learning targets.
- Through our learning units, we also teach the primary national curriculum programmes of study for Art and Design, PE, Topic and PSHE (Personal, Social, Health Education). In addition, children are taught Religious Education
- PSHE (Personal, Social, Health Education) forms an integral part of the curriculum at St Paul's. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens of our community and the wider world. All staff members are committed in teaching the children the value of having good learning behaviours and also to reflect and restore relationships and be able to take responsibility for their own actions.
- Pupils are taught about British values, inclusion and diversity to help children develop a strong sense of moral purpose in addition to a respect and understanding of people who have different characteristics to themselves, whether that be age, disability, gender, belief, race or sexuality.
- A rigorous, well planned curriculum, delivered within a caring, supportive ethos which enables our pupils to be well rounded, empathetic young people who have a thirst for learning and respect for all around them.

### **Reintegration and Refocus**

- The Nurture group has been introduced to support pupils who have been out of education for lengthy periods of time and / or are struggling to integrate into school life. The aim of the nurture group is to reintegrate pupils back into school. The timetable is flexible and bespoke to meet each child's needs to include off site provision and remote learning as required. Refer to 'The Reintegration and Refocus Overview' for further information.

### **Wellbeing**

All elements of our curriculum are restorative and trauma informed. Staff support pupils throughout the school day. We eat in form groups at lunch times and carefully structure break times.

### **Future:**

- We focus on careers throughout our time at school. Employability Skills are embedded in what we do. Where appropriate pupils will be given opportunities to develop their work experience skills both internally and externally.
- Our Curriculum includes a great deal of additional opportunities including those which are social, moral, spiritual and cultural. Pupils contribute to the community in lots of ways to support them in understanding what it means to be an active British citizen.
- We also ensure that pupils have accurate Drug and Relationships Education through PSHE. Extra-curricular activities enrich a pupil's experience and are an integral feature of the school's ethos. All pupils and teachers are encouraged to participate, whether it be sporting, cultural, musical, visits, exchanges, or other of the multitude of experiences offered.

### **Impact**

- The impact of our curriculum can be tracked in lots of ways. We track the personal development of pupils (PSDs) throughout their time at school. The experiences pupils access throughout school encourage them to develop resilience.
- Pupil progress is tracked through our progress tracker which is monitored half termly. Half termly quizzes are utilised to capture progress and inform next steps.
- The qualifications pupils achieve allows us to assess the impact of our provision. Even sitting exams shows pupil's commitment to learning and their ability to work independently when completing these. We have a very strong sense of community and we encourage pupils to consider the importance of contributing. Our pupils go on to access learning and employment and our NEET figures show this. We track how well our pupils succeed after school. We use photobooks to track experiences which pupils have accessed, in addition to the curriculum.

### **Inclusion**

- All lessons are inclusive. Teachers set high expectations for all pupils at their stage and level. They will use appropriate assessment to set ambitious targets and plan challenging work for all pupil
- Teachers will plan lessons so that pupils with SEN have access to every lesson and ensure that there are no barriers to every pupil achieving. A level of differentiation which provides appropriate tasks for each pupil and a challenge which will maximise achievement should be experienced. Each pupil should be sufficiently equipped to make informed and realistic decisions at each stage in his/her development so that his/her role is active in contributing to progression.

#### **Assessment**

- Teachers use assessment to inform lesson planning, every subjects assessments and planning is regularly reviewed by SLT and assessed to aid whole school progress tracking. Pupils will take an active part in recording achievement and, where possible, parents will be involved. There will be regular communication with parents through a reporting system, an bi-annual parents' evening for each year, termly pupil reviews and other procedures which may be activated at any time.

#### **Staff CPD**

- The curriculum is supported by appropriate INSET for teachers, and the school will make available appropriate resources to support effective teaching and learning. Staff are encouraged to take risks and try new things in order to be innovative.