

S	Successful
H	Happy
A	Aspiring
P	Purposeful
E	Exciting
D	Diverse



MARSHFIELDS SCHOOL CURRICULUM POLICY

February 2017

Rationale:

The Curriculum at Marshfields School supports the mission statement; *SHAPED*, by giving students the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement, supporting progression and in which students feel safe and are happy. The curriculum is individualised, creative, innovative and flexible allowing for the needs of each student to be met. It aims to promote the social, moral, spiritual and cultural development of the students as well as their intellectual and physical development.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those students of compulsory school age. This is blended with opportunities for students to develop functional skills, independence skills and skills for working life as appropriate in line with the 14-19 Curriculum. Some subjects are taught discretely while others are covered via a creative curriculum approach.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance, taking into account best practice with special needs education.

We endeavour to provide opportunities for students who are identified as having a gift or talent to develop their skills and abilities in that area.

The curriculum is planned to provide continuity and progression. It enables students to make connections and transfer skills and to think creatively and solve problems. It also develops students' capacity to work independently and collaboratively.

The majority of our students have moderate learning needs. In addition, some of our students have a range of additional needs including specific learning difficulties, behavioural, emotional and social difficulties, social communication difficulties (ASD), physical difficulties including cerebral palsy, epilepsy, downs syndrome, hearing and visual impairment. In addition to the academic curriculum, their individualised timetables provide opportunities for students to withdraw from some lessons to participate in strategies and/or intervention work. Our students respond well to being in small class sizes and are often supported by a teaching assistant.

Aims:

- That students make outstanding progress against personal targets
- That students acknowledge their achievements and have a sense of pride
- That students have opportunities to participate in a range of enrichment activities within and beyond the curriculum

- That students develop communication skills
- That students develop reading skills through phonics based reading schemes
- That students develop skills for independence
- That students use of computers is encouraged
- That students develop a greater awareness of their local community and make a positive contribution
- That students learn a range of skills for life beyond school

Literacy and Numeracy:

Literacy and Numeracy are taught discretely and consciously reinforced throughout all aspects of the curriculum.

Numeracy is taught four mornings x 30 mins and forms part of the students' daily routine.

Students' reading skills are developed by the use of the accelerated reading which provides a structured age appropriate and engaging scheme to support reading and comprehension skills.

House Days/Events:

The House Days provide students with the opportunities to cover a range of learning outcomes and develop Personal, Learning and Thinking Skills within a topic based framework.

As far as is possible we aim that students will develop their skills as:

- Independent Enquirers
- Team Workers
- Effective Participants
- Self-Managers
- Creative Thinkers
- Reflective Learners

House Day activities include topics such as anti-bullying and core beliefs.

Key Stage Three:

The subjects that students study during Key Stage Three are:

Mathematics, English, Science, Design Technology (Product Design and Food Technology), Physical Education, Art and Design, Humanities (History, Geography, Religious Education), Computers, Performing Arts and Personal Development.

Key Stage Four:

At Key Stage Four all students study the core subjects of:

Mathematics, English, Science, Physical Education, Computers and Religious Education.

In addition to the core subjects students will also study: Art and Design and Personal Development. Students are offered a guided choice within Design Technology of Food Technology, Product Design and Café Enterprise.

Key Stage Five:

At Key Stage Five students have an individualised timetable and curriculum. As students become increasingly independent students take on increasing amounts of work experience and learning opportunities in conjunction with City College, Peterborough. A wide variety of subjects and courses are available to all students including Entry Level ASDAN and Level 1 Employability Skills. All students continue with Maths and English lessons to support students' next steps.

Accreditations:

Learning outcomes are accredited where appropriate, entry level qualifications – Functional Skills and BTEC, ASDAN Awards, Arts Awards and GCSE qualifications.

Responsibilities

Class teachers are responsible for:

- Medium and short term planning
- Differentiation to meet the individual needs of students
- Summative and formative assessment
- Using a range of teaching and learning strategies, techniques and resources
- Directing the work of Teaching Assistants
- Attending and contributing to training and meetings are requested

Timetable:

The Deputy Headteacher (Teaching and Progress) is designated as timetabler for the school by the Headteacher. Curriculum planning is discussed at SLT meetings to ensure that it is in line with the School's Development Plan targets. Planning of the outline timetable requires the following organisational issues to be agreed:

- Core National Curriculum subjects to be taught
- Additional subjects offered to Key Stage Three Students
- Additional subjects to be offered to Key Stage Four Students

- The levels of staffing (as determined by group sizes and the subjects offered by teams at Key Stage Three, Four and Five)

Following this the timetable draws up the outline School timetable based upon projected student numbers, staffing, options and other known variables (ie limitations of locations).

Curriculum Leaders are provided with the outline timetable and pertinent information about staff and location. Where required they draw up their own detailed team timetables, which are returned to the timetabler. The timetabler resolves any remaining timetable issues. The Assistant Head (Student Support and Intervention), in conjunction with the Curriculum Leaders are responsible for the allocation of Teaching Assistants.

Resources:

Resources are allocated in line with the priorities indicated in the School Development Plan.

CPD:

All staff are provided with opportunities for professional development and training in line with the School Development Plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

Equal Opportunities:

The school supports the rights of all students to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

The attached Appendix details the courses offered at Marshfields

Presented to the Governors for approval: ____Curriculum 9th Feb 2017____

Approved by the Governors: _____

Date: _____

Marshfields School Curriculum and Accreditation 2016-17

Subject	KS3	KS4	KS5
Computing	National Curriculum Ingots Entry 1	Ingots Entry Level 2 & 3, Level1, Level 2	Ingots, badge awards
Design Technology	National Curriculum	Entry Level 1, 2 & 3 GCSE	Cooking certificate, food miles awareness to support WEX/ Life skills, IMI Mechanics Entry Level 3, BTEC Childcare Entry Level
English	National Curriculum	Entry Level 1, 2 & 3 GCSE	Functional Skills Entry Level 1, 2 & 3 English Pathways Entry Level 1, 2 & 3 Creative Writing, Extended project,
Employability	NA	NA	ASDAN Entry Level 1, 2 & 3
Enrichment		D of E Bronze	D of E Bronze/ Silver
Enterprise		Food Hygiene, AQA unit awards	Food Hygiene
Food Technology	National Curriculum	Entry Level 1, 2 & 3 GCCE	BTEC – Home Cooking Skills
Humanities	National Curriculum	Entry Level History 1, 2 & 3	NA
Independence		Bungalow experience AQA unit awards	St John's Café, Bus training, Cooking for the Café, Home Food Skills, Computing, Bungalow experience
Maths	National Curriculum	Entry Level 1, 2 & 3 GCCE	Functional Skills Entry Level 1, 2 & 3 Functional Skills Level 1, Level 2 BTEC Money and Finance
Performing Arts	National Curriculum	Arts Award Bronze, Silver and Gold	NA
Personal Development	National Curriculum	National Curriculum Entry Level 1, 2 & 3	National Curriculum
Physical Education	National Curriculum	Entry Level 1, 2 & 3 BTEC Level 1 award	Enrichment sport option
Science	National Curriculum	Entry Level 1, 2 & 3 BTEC Certificate Level 1,2 GCSE	BTEC Land based Entry & Level 1
Vocational	NA	NA	
Work Experience	NA	Two weeks ind and supported WEX	Warehouse, Burghley - Gardening Team, Independent Placements
Extra-Curricular	<i>Football, Basketball, Fitness, Cricket Performing Arts, DT, Film Club, Cycling, girls sport, Bocca,</i>	<i>Football, Basketball, Fitness, Cricket Performing Arts, Film Club, DT, D of E, Cycling, girls sport, Bocca,</i>	<i>Football, Basketball, Fitness, Cricket Performing Arts, fitness for those students completing D of E.</i>
Art	<i>National Curriculum</i>	<i>Entry 1,2,3 GCSE</i>	BTEC Art Entry and Level 1

Marshfields School Curriculum Policy

Reviewed: Feb 2017

Next Review: Feb 2018

