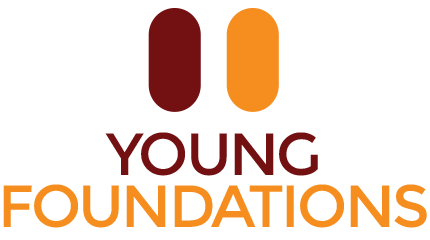
CURRICULUM POLICY



Stepping Stones School

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| **Approved by:** | T Ellison | **Date:** September 2019 |
| **Last reviewed on:** | AUGUST 2020 | |
| **Next review due by:** | AUGUST 2022 | |



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# 1. Curriculum aims

Our curriculum aims/intends to:

* Provide a broad and balanced education for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
* Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
* Support pupils’ spiritual, moral, social and cultural development
* Support pupils’ physical development and responsibility for their own health, and enable them to be active
* Promote a positive attitude towards learning
* Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
* Have a high academic/vocational/technical ambition for all pupils
* Equip pupils with the knowledge and cultural capital they need to succeed in life

**Aims**

* Provide subject choices that support pupils’ learning and progression, and enable them to work towards achieving their goals
* Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in National Curriculum
* Develop pupils’ independent learning skills and resilience, to equip them for further/higher education and adulthood.
* 2. Legislation and guidance

This policy reflects the requirements for Independent Schools provide a broad and balanced curriculum as per The Independent Schools Standards April 2019.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s Governance Handbook

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# 3. Roles and responsibilities

3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Head Teacher 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 ensures that 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)
* All courses provided for pupils below the age of 19 that lead to qualifications, such as Functional Skills and Open College Network qualifications and are approved by the secretary of state
* The school implements the relevant statutory assessment arrangements
* It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Head Teacher

The Head Teacher 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 board
* They manage requests to withdraw children from curriculum subjects, where appropriate
* 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, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

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# 4. Organisation and planning

# Our Curriculum is planned wherever possible around and with the child. All core subjects are taught using an adapted National Curriculum programme. In addition each child is given enhanced, bespoke learning opportunities in other subjects. This allows for creativity, flexibility and a person-centred education to maximise outcomes and success for each child.

In covering these areas of learning the school must ensure that the subject matter is appropriate for the ages and aptitudes of students. Particular attention must be paid to the Statement of Special Education Need/EHCP for each individual student and steps taken to fulfil the requirements of the plan.

1.5 Stepping Stones School shall have particular regard to ensuring that students are given every opportunity to acquire skills in speaking, listening, literacy and numeracy.

1.6 Our School provides personal, social and health education which reflect its aims and ethos. This includes needs led/agreed application of SRE (Sex & Relationships Education) either through PSHE or standalone lessons. This is delivered with sensitivity and empathy throughout.

1.7 Stepping Stones School shall provide a full programme of activities appropriate to the needs and interests of the students.

1.8 Stepping Stones School shall provide students with opportunities, responsibilities and experiences in preparation for adult life.

1.9 Stepping Stones School shall have in place arrangements for monitoring, assessing and evaluating the progress being made to learn and acquire skills.

1.10 In implementing the policy on curriculum and related matters, the school shall observe and follow any statutory requirements in respect of the National Curriculum and subject areas such as Religion, British Values, Sex Education, SMSC and LBGT. All subjects are delivered in an appropriate, sensitive way to accommodate the impact of past trauma and distress. All subjects are embedded across the curriculum and also within focus assessment weeks including. SRE week, visits to Places of Worship , Student Voice sessions.

**2 Purpose**

2.1 To ensure that every student in school is provided with a full programme of work and activities appropriate to his/her individual needs.

2.2 To ensure that the curriculum provided conforms with all statutory requirements, including, for students of statutory school age, the requirements of the current version of an alternative National Curriculum, where deemed appropriate by Young Foundations.

2.3 To ensure that, in all schools, the concerns and/or wishes of students, parents/next of kin (where appropriate) and other interested parties, are taken into account in the process of developing a suitable curriculum for the particular Establishment.

2.4 To ensure that, in all schools, account is taken of the age, ability, aptitudes and needs of the students/residents themselves and that, where possible and appropriate, their views on the nature and content of the curriculum are fully considered.

2.5 To ensure that appropriate arrangements exist in all schools for effectively planning, developing, maintaining and reviewing the curriculum.

2.6 To ensure that all curriculum documentation required by this policy is systematically reviewed.

2.7 To ensure that such documentation is readily available for inspection by those authorised.

1. **Procedures**

3.1 The Overall School Curriculum

To assist in the implementation of the detailed requirements of this policy, the Young Foundations Curriculum Framework is applied

3.2 Quality Control and Self Evaluation

Head/Managers and all the relevant staff will need to monitor on a regular basis that the requirements of this policy are met and that all the necessary documentation, essential to implementing the curriculum effectively, are in place in the school.

To assist in this monitoring process the SDP/SIEF Evaluation Form for Independent Schools provides a checking mechanism for Heads/Managers.

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# 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

* More able pupils
* Pupils with low prior attainment
* Pupils from disadvantaged backgrounds
* Pupils with SEN
* Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every alternative National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

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# 6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

* Monthly Governance Quality Reports
* Termly Governance Days
* SIF/SDP arrangements and review
* Schools Improvement Advisor feedback
* Action planning
* School visits

Head of Education monitors the way that subjects are taught throughout the school by:

* Lesson visits, learning walks, quality audits, 100% Internal Verifications, External Verification reports, Stakeholder and pupil feedback

Head of Education also has responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years bythe Head Teacher and Lead Governors Mr T Ellison and Mr N Kelly. At every review, the policy will be shared with the full governing board.

**7. Malpractice and Appeals**

If a suspected malpractice occurs, the Head of School must be informed, and the SFJ Awards centre Malpractice policy implemented (as reflected in our Curriculum Policy). Any suspected malpractice must be reported at the same time to the awarding body.

The Head of School will review the case with the teachers involved and speak to the School Governors to alert them of the situation.

If deemed necessary, a letter will be written to the student (parents/carers will be copied) outlining the concerns, including this policy, and the student will be invited to a meeting to be held with the School Governors and the teachers involved. During the meeting the student will be given the opportunity to present their case as well as listen to the concerns raised by the school. If the school is happy with the student’s response then the procedure will complete.

If the school still has concerns as a result of the meeting with the student, then the school may decide to take one of the following decisions:

a) Not submit the controlled assessment (s) to the examination board

b) Submit the controlled assessment (s) to the examination board, but notify the board of suspected malpractice

c) Or in cases where we have concerns about whether the work produced is the student’s own work, we may request for the student to re-do the controlled assessment (if permitted by the examination board).

Complaints/Appeals: If the student wishes to appeal any assessment decisions they can do so using Stepping Stones complaints procedure, which is available on the school’s website ([www.youngfoundations.com](http://www.youngfoundations.com)). Alternatively, for Appeals, please refer to Appeal Policy for the Awarding Body (sfjawards.com).

If a student’s assessment paper is lost, this must be reported to the Head of School who will in return report it to the relevant awarding body/examination board.

The assessment marks must be submitted to the examination board by the appropriate date using the required awarding body method

Access arrangements apply to controlled assessments and needs to be prepared in advance in line with the Reasonable Adjustments and Special Considerations policy (SFJAwards.com)

Candidates work must be securely stored until all results have been internally verified. They must be available at the request of the External Verifier/ examination body.

Re-sits of controlled assessment may be allowed in the next examination session in line with the awarding body policy.

After results are published, requests for re-moderation may be made. This sits within point 20.4

# 8. Links with other policies

This policy links to the following policies and procedures:

* Curriculum Statement
* Curriculum Plan Assessment Policy
* SEN Policy and Information Report