



The Chartwell Group

CURRICULUM POLICY

Introduction:

Within the Chartwell Group of Schools the teaching, learning, achievements, attitudes and well-being of the students is of paramount importance. Following the guidelines set out in the National Curriculum with regard to values, aims and purposes, the curriculum within the Chartwell Group of Schools will aim to provide all young people with access to positive spiritual, moral, social and cultural development.

Aims:

The aim of this policy is to help ensure that the curriculum we offer is:

- imaginative and innovative, promoting high achievements and maintaining student's interests through subjects and skills which are interlinked to enable them to make relevant connections.
- instrumental in developing the five outcomes (stay safe, be healthy, enjoy and achieve, be economically aware and make positive contributions) and will involve a whole school approach including teaching, support and care staff.
- a rich and varied programme of activities and experiences within and beyond the school day.
- Aware of their fractured backgrounds, low self-esteem and often negative educational experiences thus we aim for a re-introduction to purposeful learning through a structured environment, offering support and guidance across the whole curriculum.
- comprehensive in its preparation for the future of the individual and each young person will have an individually designed timetable to address their individual needs and enable them to achieve their full potential.

Principles:

- Learning involves making connections and we aim to provide bridges between the known and the new; give time to students to learn rather than just covering a curriculum and see learning as a complex movement rather than a simple upwards climb.
- The changing needs of pupils will be addressed regularly through monitoring of progress, annual Educational Health Care Plans (EHCP's), Individual Education Plans (IEP's), Personal Education Plans (PEP's), statutory LAC reviews and discussion with appropriate outside agencies, parents, social workers and other involved professionals.

- Learning involves achievable challenges. We are aware of students current capabilities and plan for learning based on informed assessment about the student. We aim to create a climate where students feel secure to make mistakes and are aware they may employ different strategies in order to achieve their set goals.
- Learning experiences need to be meaningful and relevant to the lives of students. We plan for learning in response to what has been found out about the needs of the student; cross curricular learning enables the development of skills and the expansion of understanding. A flexible approach to education in its widest sense will ensure access to lifelong learning.

Monitoring, evaluation and review:

The quality and effectiveness of the curriculum will be monitored and evaluated through regular group meetings and self-evaluation. This policy will be reviewed annually and assessed for implementation and effectiveness. Staff training to develop appropriate skills will be reviewed annually in order to compliment this flexible approach. The curriculum will be differentiated according to individual student needs and requirements of Educational Health Care Plans.

The Chartwell Group are currently in the transition period of transferring all young people to the new E.H.C.Plans, with only one transfer now being required (January 2017).

Progression:

Prior to key stage 4 all students will be expected to follow programmes of study in the following areas, as set out in National Curriculum Guidelines:

English	Citizenship
Maths	History
Science	Geography
Art & Design	Physical Education
Computing	Religious Education
Music	Design & Technology
PSHE	Modern Foreign Language
Spiritual, Moral, Social and Cultural Development	
Sex and Relationship Education	

(There are separate policies for each of these subjects)

Progression will be tracked, against National Attainment Targets in core subjects and against National Curriculum Attainment targets in Foundation subjects using a three yearly tracking grid to enable judgements to be made about the strengths/weakness of individual students thus allowing curriculum planning to match the needs of the students.

At present we are awaiting additional information about changes to the National Curriculum Tests and Assessments.

Following discussions between students, teachers and other involved professionals, a decision will be made as to which of the four available pathways students will elect to follow during KS4.

Although students will be encouraged to follow a prescribed pathway it is possible to combine elements of different pathways to suit the needs of the individual.