

# Cambian Northampton School

## Curriculum Policy

### Intent

Cambian Northampton School is committed to providing the highest standard of education so that all students are supported to be the best that they can be. The delivery of a well-planned and effective curriculum, driven by our core values, promotes confident learning and academic progress across Key Stage 3 and 4. Our broad and balanced curriculum allows for subject-based and character education, whilst providing a nurturing approach to support personal, social, and academic development of our students. At Northampton School, students' strengths are built upon and needs are addressed for individual development. The character curriculum is designed to prepare students for future learning and adult lives. This is achieved by focussing on Responsibility, Collaboration, Respect, Care, Excellence, and Aspiration, whilst complementing the subject curriculum. Entry to programmes of study is regardless of gender, race, disability, sexual orientation, religion, or belief.

### Aims

At Northampton School, we aim to:

- provide a broad, balanced and inclusive curriculum, based on the National Curriculum, which enables all students to:
  - develop their confidence and self-esteem;
  - re-engage with learning and see themselves as successful learners;
  - develop basic skills in communication, literacy, numeracy, and decision making;
  - develop independent life skills and education skills;
  - explore their interests and talents and achieve their potential;
  - understand and respect diversity;
  - explore their spiritual, moral, social, and cultural development, and enable them to become active citizens.
- design a curriculum which is tailored to student's needs and abilities, yet ambitious to encourage students to achieve their potential;
- design a curriculum which is reflective of our school values;
- deliver a creative, engaging, and high-quality curriculum that inspires and challenges all students;
- address students' social, emotional, and mental health needs;
- provide our students with experiences that broaden their knowledge and understanding of the world;
- support students' spiritual, moral, cultural, mental, and physical development;
- promote a positive attitude towards learning;
- provide a curriculum that prepares our pupils for the world of work and independent living in modern Britain by:
  - supporting post-16 progressions into further education, employment, or training;
  - equipping students with the knowledge and cultural capital they need to succeed in life;
  - providing opportunities for accreditation;
  - supporting students to be healthy, stay safe, and make a positive contribution to their school and local community.

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## Values

Our school curriculum is underpinned by the values of **BRAVE**:

### **Behaviour, Resilience, Activity, Vocation and Education**

Emphasis in the school is on the development of our BRAVE values which means:

- promoting positive **behaviour**,
- developing **resilience**,
- encouraging **active** involvement in their education;
- supporting **vocational** development,
- creating a personalised **education** journey.

We also emphasise our community values which are a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. All this, of course, has a direct bearing on our curriculum design and is the means by which the School achieves its objective of educating students in the knowledge, skills, and understanding that they need in order to lead fulfilling lives.

## Implementation

The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of students' knowledge, understanding, and skills as part of the wider school curriculum. It provides students with an introduction to the essential knowledge that they need to be educated citizens and introduces them to the best that has been thought and said, helping engender an appreciation of human creativity and achievement.

### **Curriculum Organisation and Planning**

#### Curriculum Approach

The curriculum is coherently planned and sequenced to enable learners to build constantly on their prior learning, whilst developing and deepening their understanding. The curriculum offered at KS3 builds upon the knowledge, understanding and skills taught at primary school and prepares them for a range of courses at KS4. Our approach combines concepts from the forefront of educational research so that teachers design learning opportunities which maximise outcomes for learners. The use of a variety of approaches enables students to transfer knowledge taught from their short-term to their long-term memory. Learners will be provided with the opportunities to acquire an increasing array of broader skills, including critical thinking, resilience, working with others, problem solving, and leadership. These attributes prepare them to be successful in their future learning and employment.

Northampton school nurture a set of values to educate learners to have integrity and be responsible, respectful, active citizens. We aim to encourage our learners to contribute positively to society and have an understanding, appreciation and respect of diversity.

Our curriculum is organised and uses scaffolding in order to promote academic progress, personal growth, and development, which in turn enables the students to make the small steps of progress in order to achieve their Education, Health and Care Plan (EHCP) outcomes.

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## Curriculum Design

The curriculum is separated into seven broad areas which are: Linguistic, Mathematical, Scientific, Technological, Human and Social, Physical, and Aesthetic and Creative. Identifying these areas within planning for specific subject areas allows for the recognition and implementation of cross-curricular learning. This permits teachers to better understand and plan for our students to learn a variety of different skills and knowledge alongside the discrete subject.

Lessons are taught in small class groups which are allocated in line with student's age, academic ability and individual needs. Lessons are taught by staff who are subject specialists, and in the instances where they are not, there is training and support offered to bridge any professional gaps. In addition to these subjects are interventions and activities that assist in the development of the knowledge and skills associated with the curriculum area. The subjects, interventions, and activities within each curriculum area are shown in the table below.

Our students often have gaps in their learning when compared to age-related expectations, so our curriculum is designed to bridge these gaps and meet individual needs. Students may have an aversion to traditional education, so a bespoke timetable may be appropriate in order to give student's opportunities for real-life learning, that will support them now and as they progress into adulthood. The Award Scheme Development and Accreditation Network (ASDAN) accreditation is used for subjects that we deem necessary to our students' development and education.

Our Linguistic subjects identify and support the gaps in English language use, reading, writing, and spelling. Communication is integral to becoming an active and independent citizen, so bridging gaps in student's learning as early as possible is of the utmost importance. Cambian Northampton School employ a phonics intervention teacher to address this area of need and offer 1-1 additional support to students. Our students need to communicate their needs and wants, as well as their social, emotional, and mental health difficulties, which highlights the importance and relevance of supporting our students in developing their skills in this area of the curriculum.

Our Mathematical subjects teach our students how to use money in their everyday lives, but also the five fundamental areas of maths, allowing them the opportunity to see how maths affects all aspects of everyday life. It aims to grow their understanding of maths and develop in them an appreciation and curiosity about the mathematical world around them.

Our Scientific subjects inspires student's curiosity about their biological selves and the natural world using experiments and a 'hands-on' approach. We find that our students struggle if they are sitting down and writing for a whole day, so we utilise the ASDAN approach in science and create experiences for our students that make them co-creators of their education.

Our Technological subjects are relevant to our students' current life experiences and focuses on how they engage with technology on a physical and digital level, as well as how to stay safe whilst using both of these forms. This area also allows for our students to have a 'hands-on' interaction with other forms of technology, like tools and equipment, and both together teach our students how to interact with the ever-increasing technological world around us.

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Our Human and Social subjects cover the broadest range of discrete subjects and all aim to develop our students personal and social skills and abilities as well as their knowledge about the human world around them. We know that often our students have come from environments in which the interaction between different cultures, groups, and peoples are minimal so we aim to broaden their experience and understanding of those around them through, for example, exploring how people live, interact with their environment, now and in the past. Within these subjects, students learn to respect those with protected characteristics, which reflects our schools aim and ethos.

Our Physical subjects focus on bringing our young people an enjoyment in being active, allowing them the opportunity to release any pent-up tension in a safe and controlled manner. We choose to have a flexible approach to their physical education as their SEMH needs can cause them to resist engaging with the physical aspect of their curriculum. To this end, interest and desire play a strong role in which sports we choose for our students, giving them a sense of agency in their education. Regardless, all physical activities offer students the opportunity to develop control, co-ordination, skills, and health among other things.

Our Aesthetic and Creative subjects bring out the creative sides of our students and offer them a cognitive break during their days. We choose to employ a child-led approach in art, for instance, that allows them to progress at their own pace whilst being supported by an art specialist. We also offer therapeutic environments in our aesthetic subjects that focus on their social, emotional and mental health needs. Creativity is something that is threaded through every curriculum area and every subject and activities are evaluated for their creative elements.

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## Curriculum Areas and Subjects, Activities, and Interventions

Subject/Activity/Intervention	Linguistic	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative
Art							
Arts Award							
ASDAN Personal Development Programme							
ASDAN Personal and Social Development							
Cultural Days							
Digital Skills							
Drama							
Employability (ASDAN Short Course)							
English (Functional Skills)							
English (GCSE)							
English / Phonics Intervention							
Food Technology							
Forest School							
History (ASDAN Short Course)							
Maths (Functional Skills)							
Maths (GCSE)							
Mechanics							
Physical Education							
Religious Education (GCSE)							
Science							
Sex and Relationships							

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### School Context

Our School provides for those with social, emotional, and mental health difficulties (SEMH), as well as other needs or diagnoses, including ADHD. Our students' ages range between 11 and 16 years of age and most of our students are referred to us and funded through the local authorities. Most students will have an Education, Health and Care Plan, and some students may be undergoing additional assessment. In accordance with statutory requirements the School aims to make the curriculum accessible to all students as far as is reasonably practicable. The School has a policy for Special Educational Needs and Disabilities, and an Inclusion Policy which are available to parents/carers on request.

As stated, our students are referred to us for various reasons, but the overwhelming similarity between them is that they have struggled to engage with mainstream education. This requires us to take a different approach to our curriculum, one that recognises and makes space for our students' SEMH needs. Most students at Northampton School have an EHCP which must be taken into consideration each time a lesson is planned and delivered. We have numerous strategies on hand to engage and re-engage students, yet the most important is that of building relationships and letting our students know that they are heard and respected. Learning can be a negotiation with our students and to this end we use a points system to reward their engagement in learning and the level of acceptable behaviour that they have shown. This reward is monetary, which they can spend at the end of term during a Supervised Spend trip, as well as a weekly reward. Alongside the points system, we make sure that our encouragement and praise is timely, specific, and helpful to their learning.

Our curriculum aids students' learning by being child-centred and creative, something that allows for student's individual differences to be embraced, encouraged and included, whilst offering experiences of linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

### Relationships and Sex Education

At Northampton School, we must provide RSE to all pupils as per the Children and Social work act 2017. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. Northampton School ensures that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. We ensure RSE fosters gender equality and LGBT+ equality by promoting the needs and interests of all students, irrespective of gender, culture, or background and all teachers account for the students' age, ability, and readiness. We empower students to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect through discussions, question and answer sessions, and project-based work. ASDAN lessons focus on ensuring all RSE and relevant content is included as per the statutory framework.

### British Values and Spiritual, Moral, Social, and Cultural Development

Northampton School is a non-denominational school where students of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. British Values and SMSC development is embedded in the curriculum to allow the ideals of the school's ethos and mission statement to become a reality for students.

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Human and Social subjects lead students towards distinguishing right from wrong, to respect the law and act consistently with their beliefs, with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Opportunities for SMSC are embedded throughout the curriculum and we plan for these opportunities when designing our schemes of work. We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of students through our ASDAN subjects. Students are also exposed to a range of cultures through our Cultural Days, our Religious Education lessons, and ASDAN activities, developing an understanding and acceptance that people of different faiths or beliefs to oneself should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. These Cultural Days are usually based around a religious celebration or recognised cultural holiday and are made up of sessions about religion, language, history, geography, traditions, music, art, and food.

### Physical Development

All students take part in P.E. delivered by an instructor. P.E. activities and sessions are planned and delivered tailored to the interests and needs of our students. We also deliver lessons on being healthy and the human body, so that our students can have the knowledge as well as the physical experience of staying healthy and developing physically.

### Personal Development

Students at Northampton School have ample opportunities for Personal Development in all areas of the curriculum. Acknowledging the ASDAN subjects as a core part of our school, we offer a range of practical and applicable skills and knowledge development that can aid our students not only when they leave, but every day when they go home. The students have:

- cultural opportunities to develop their understanding of themselves and others through trips, lessons, and Cultural Days;
- academic opportunities to increase their ability to contribute as adult citizens in a democratic society;
- artistic opportunities to discover and express themselves;
- physical opportunities to grow and strengthen as well as develop into healthy young people;
- and social and emotional opportunities where they can learn how to make and maintain friendships and create lasting bonds.

### Enrichment Opportunities

All students have the opportunity to develop existing interests and nurture new ones through a variety of enrichment activities, which operate in the School as part of the curriculum. When we plan to take students out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/carers are informed, and their permission obtained before the visit takes place if it sits outside of our blanket consent. School staff are deployed as effectively as possible. Sometimes they work with individual students and sometimes they work with small groups.

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### Transition Support

We carefully manage the transition of our students throughout the school and also in preparing students for further education. Northampton School offers advice to students and their parents/carers about the transition process from Primary to Secondary education when they start in Year 7, as well as post-16 transitions. Year 7 students are offered opportunities to engage in transition activities and begin to develop relationships with staff and peers. We are especially careful in ensuring that transitions for students with SEND are fully prepared at each stage both internally and externally.

### Careers Guidance

Our careers guidance is delivered through our Employability ASDAN Short Course as well as working with an external organisation (Morrisby) to assist us in delivering a careers education that fulfils the eight Gatsby benchmarks. We offer lessons that cover work life, labour market information, aspirations, and next steps, among other careers-related topics. We utilise Morrisby for their one-to-one career's guidance for the students, allowing them the opportunity to gain concrete advice from experts on how to move forwards with their career aspirations. Students are offered a broad range of career options which aren't limited by their personal context, but which encourage them to fulfil their potential.

### Planning Expectations

Teachers are required to submit a curriculum map (long-term planning) at the start of the academic year which plots out what skills and knowledge will be learnt and at what point in the year. At the start of each half-term, teachers are required to submit a scheme of work (SoW) to indicate the intended learning for each period. SoWs are working documents that are expected to be edited and amended as the half-term progresses because our young people have personalised learning journeys due to social, emotional, and/or mental health reasons. It is also good practice for our teachers to reflect on their planning as they deliver the lessons.

### Resources

Students are supplied with the equipment they need to take part in their learning at the School. Each subject lead (English, ASDAN, Maths, Science, Art, R.E.) has their own resources available to them in the delivery of their subject. If there are any specific subject requirements, these are submitted to our Deputy Manager who then approves and processes the order.

### School Timetable and Allocation

Our weekly timetable follows the same lesson structure throughout the term to bring a sense of stability to our students. We mostly focus on the accredited subjects from Monday to Thursday and enrichment and other subjects in the curriculum on Friday (please see timetable and allocation tables below). A rewards session is held every Friday. Students have daily tutor time to talk to their trusted staff members. This is also an opportunity for Behavioural Support to hold conversations with students around reasons for struggling with learning and/or behaviour during the week, and co-creating a plan of action on how to aid this the following week.

### Individual Curriculum Needs

In accordance with the law, the School has the right to respond to individual needs by modifying the curriculum programmes. Decisions will only be made after discussion with the parents/carers and will allow a student to:

- participate in extended work-related learning;
- develop individual strengths by emphasising a particular curriculum area;
- bridge any significant age-related gaps in learning;

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- progress across the curriculum.

## Cambian Northampton School Curriculum



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### Key Stage 3 Offer

All of our students are offered a broad and balanced curriculum that equips them not only with the skills but also the experiences required to leave school and live an independent life in adulthood. As a result, our curriculum offer at Key Stage 3 broadly reflects the National Curriculum for England. The table below outlines how many lessons per week of each subject are offered.

Subject	Blue	Orange	Yellow	Purple
English	4	4	4	4
Maths	4	4	4	4
Religious Education	4	4	4	4
Science	3	3	3	3
Personal Development** ASDAN (PSD, PDP)	4	4	4	4
Art	4	4	4	4
PE	4	4	4	4
Sex and Relationships	1	1	1	1
History	1	1	1	1
Digital Skills	1	1	1	1
Careers	1	1	1	1
Drama	1	1	1	1
Forest School	1	1	1	1
Food Tech	1	1	1	1

\*\* Personal development includes elements of PSHE, Citizenship and Life Skills

### Key Stage 4 Offer

Our Key Stage 4 offer encompasses a core element and a selection of options choices. In most subjects, opportunities exist for students to access qualifications across a variety of levels depending on prior attainment. Students are supported through the selection process ensuring appropriate options choices.


Subject	Entry Level	Vocational Level 1	Vocational Level 2	GCSE	Year 10/11	Year 10/11
English				8	4	4
Maths				8	4	4
Science					3	3
Religious Education				8	4	3
Personal Development** ASDAN (PSD, PDP)		8			4	4
Art					4	5
PE					4	4
Sex and Relationships					1	1
History					1	1
Digital Skills					1	1
Careers					1	1
Drama					1	1
Food Tech					1	1
Forest School					1	1

\*\* Personal development includes elements of PSHE, Citizenship and Life Skills

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# Northampton School Timetable

Breakfast Club 8.30-8.45	Tutorial 8.45-9.00 MOMO Reading	Lesson 1 9.00-9.40	Lesson 2 9.40-10.20	Break 10.20-10.30	Lesson 3 10.30-11.10	Lesson 4 11.10-12.10	Lunch 12.10-12.40	Lesson 5 12.40-13.15	Lesson 6 13.15-13.50	Lesson 7 13.50-14.20	Tutorial 14.20-14.30 Key work session TA PPA all teachers 14.30-16.00
Monday  Tutorial time MOMO All about me	Tutorial Tutorial Tutorial Tutorial Tutorial 121	English CH KD Maths RL TY OA R.E AA PT Science NP Art SR ASDAN VM TP Wellbeing & Coaching SC LW	ASDAN VM TP SR English CH KD Maths RL TY OA R.E AA Science NP R.E PT Wellbeing & Coaching SC LW		Art SR ASDAN VM TP English CH KD Maths RL TY OA R.E AA PT Science NP Wellbeing & Coaching SC LW	P.E LW SC KD P.E LW SC KD P.E LW SC KD ASDAN VM AA ASDAN SR OA ART	All staff on duty  Lunchtime Activities	R.E AA PT Science NP Art SR ASDAN VM TP English CH KD Maths TY RL OA Wellbeing & Coaching SC LW	Maths RL TY OA R.E AA PT Science NP Art SR ASDAN VM TP English CH KD Wellbeing & Coaching SC LW	Science NP Art SR ASDAN VM TP English CH KD Maths RL TY OA GCSE Prep AA PT CH Wellbeing & Coaching - SC LW	Tutorial Tutorial Tutorial Tutorial Tutorial Tutorial
Tuesday  Tutorial time MOMO All about me	Tutorial Tutorial Tutorial Tutorial Tutorial 121	English CH KD Maths RL TY OA R.E AA PT Science NP Art SR PSD VM TP Wellbeing & Coaching SC LW	PSD VM TP English CH KD Maths RL TY OA R.E AA Science NP R.E PT Wellbeing & Coaching SC LW		Art SR PSD VM TP English CH Maths TY RL OA R.E AA TP Science NP Wellbeing & Coaching SC LW	ASDAN VM TY ASDAN SR OA ASDAN TP NP P.E SC LW KD P.E SC LW KD P.E SC LW KD or ART	All staff on duty  Lunchtime Activities	R E AA PT Science NP Art SR PSD VM TP English CH KD Maths TY RL OA Wellbeing & Coaching SC LW	Maths TY RL OA R E AA PT Science NP Art SR ASDAN VM TP English CH KD Wellbeing & Coaching SC LW	Science NP Art SR ASDAN VM TP English KD Maths RL TY OA Functional skillsAACH Wellbeing & Coaching - SC LW	Tutorial Tutorial Tutorial Tutorial Tutorial Tutorial
Wednesday  Tutorial time MOMO All about me	Tutorial Tutorial Tutorial Tutorial Tutorial 121	English CH KD Maths RL TY OA R.E AA PT Science NP Art SR PSD VM TP Wellbeing & Coaching SC LW	PSD VM TP English CH KD Maths RL TY OA R.E AA PT Science NP R.E PT Wellbeing & Coaching SC LW		Art SR PSD VM TP English CH KD Maths RL TY OA R.E AA PT Science NP Wellbeing & Coaching SC LW	P.E SC LW KD P.E SC LW KD P.E SC LW KD ASDAN SR TY ASDAN TP PT ART	All staff on duty  Lunchtime Activities	R E AA PT Science NP Art SR PSD VM TP English CH KD Maths RL TY OA Wellbeing & Coaching - SC LW	Maths RL TY OA R E AA PT Science NP Art SR ASDAN VM TP English CH KD Wellbeing & Coaching SC LW	Science NP Art SR ASDAN VM TP English CH KD Maths RL TY OA GCSE Prep AA CH Wellbeing & Coaching - SC LW	Tutorial Tutorial Tutorial Tutorial Tutorial Tutorial
Thursday  Tutorial time MOMO All about me	Tutorial Tutorial Tutorial Tutorial Tutorial 121	English CH Maths RL TY OA R.E AA PT History NP Art SR PSD VM TP Wellbeing & Coaching SC LW	PSD VM TP English CH Maths RL TY OA R.E AA PT History NP Art SR Wellbeing & Coaching SC LW		Art SR PSD VM TP English CH Maths RL TY OA R.E AA PT History NP Wellbeing & Coaching SC LW	ASDAN VM TY ASDAN SR OA ASDAN TP NP P.E SC LW KD P.E SC LW KD P.E SC LW KD or ART	All staff on duty  Lunchtime Activities	R E AA PT History NP Art SR PSD VM TP English CH Maths RL TY OA Wellbeing & Coaching - SC LW	Maths RL TY OA R E AA PT History NP Art SR ASDAN VM TP English CH Wellbeing & Coaching SC LW	History NP Art SR ASDAN VM TP English CH Maths RL TY OA GCSE Prep AA TY Wellbeing & Coaching - SC LW	Tutorial Tutorial Tutorial Tutorial Tutorial Tutorial
Friday  Tutorial time MOMO Reading Personal Target	Tutorial Tutorial Tutorial Tutorial Tutorial 121	Forest School VM ER Drama AA Digital Skills CH Community TP SR Food Tec NP Careers TP Wellbeing & Coaching SC LW	Careers TP Forest School VM ER Drama AA Digital Skills CH Community TP SR Food Tec NP Wellbeing & Coaching SC LW		Food Tec NP Careers TP Forest School VM ER Drama AA Digital Skills CH Community TP SR Wellbeing & Coaching SC LW		All staff on duty  Lunchtime Activities	Digital Skills CH Community TP SR Food Tec NP Careers TP Forest School VM E Drama AA Wellbeing & Coaching SC LW	Drama AA Digital Skills CH Community TP SR Food Tec NP Careers TP Forest School VM Wellbeing & Coaching SC LW	Community TP SR Food Tec NP Careers TP Forest School VM ER Drama AA Digital Skills CH Wellbeing & Coaching - SC LW	Tutorial Tutorial Tutorial Tutorial Tutorial Tutorial

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## Learning Environment

Northampton School provides an academically challenging environment which is stimulating, creative, and inclusive. Our teachers have high expectations, but equally foster a nurturing environment in order to promote students' academic growth and to provide the support they need in order to make excellent progress in their studies. We believe that a purposeful and structured learning environment is essential in promoting high standards and that a positive caring environment and culture will promote positive self-esteem and confidence.

### Classrooms and Displays

Organised resources, displays of students' work, stimulating materials, and bright, colourful, language-enriched displays all help to provide the optimal learning environment. All staff are responsible for the day-to-day care of the classrooms such as making sure that all resources, books, and furniture are re-arranged at the end of the day so that our students walk into a ready classroom for the next day.

### Off-site Learning

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. The Northampton School curriculum offers a series of educational journeys that deepen the students' understanding of the world around them, including Forest School and involvement with Arts Award organisations. Trips extend students' knowledge learnt in the classroom, by adding experience to their cognition. Off-site activities also include opportunities to work one-to-one with a teacher supporting students to refocus and re-engage. When we plan to take children out of school, we follow Department for Education (DfE) and Health and Safety (HSE) advice. We issue a 'one off' consent form for parents/carers to sign when a student enrolls at the School and an additional consent form for residential and adventure activities.

## Roles and Responsibilities

It is the responsibility of the subject lead of each subject to stay in line with national and local developments in their subject. They will review the way their subject is taught in the school and plan for improvement. All development planning will link to whole-school objectives as part of the school development plan. Each subject lead will review the curriculum plans for their subject and ensure full coverage of the national curriculum.

The Headteacher is responsible for ensuring that this policy is adhered to, and will work in collaboration with the Lead Teacher to ensure that:

- adequate time is provided for teaching the required elements of the curriculum;
- requests to withdraw students from curriculum subjects, where appropriate, are managed appropriately;
- procedures for assessment meet all legal requirements;
- the governing body is kept updated and fully involved in decision-making processes that relate to curriculum breadth and balance;
- effective provision is in place for pupils with different abilities and needs, including children with special educational needs and/or disabilities.

Through meetings and learning walks, the governing body will monitor the implementation of this policy and hold the headteacher to account.

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## Teaching Expectations

Staff are expected to actively promote the curriculum aims by:

- having high expectation of students;
- employing a variety of learning and teaching methods;
- ensuring that students are enabled to access the curriculum and given opportunities to be successful;
- delivering lessons which build upon previous experience, providing continuity and progression;
- providing learning opportunities which offer depth and challenge, and motivate and inspire students;
- involving students in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment, and marking, and negotiating targets and encouraging students to evaluate their personal achievements;
- developing students' skills to become independent learners;
- encouraging, rewarding, and valuing achievement and effort, both formally and informally, through praise in the learning environment and our reward system;
- working in partnership with students, staff, and parents/carers to achieve shared goals;
- keeping parents/carers regularly and fully informed about the progress and achievements of their students through reports and parents' evenings.

We deliver teaching in different ways to address the needs of all our learners. Our schemes of work are designed to fulfil the curriculum aims and inspire and challenge students. We ensure the best possible environment for learning by developing a positive atmosphere in which students feel safe, feel that they belong, are familiar with being challenged, enjoy learning, and know that they will succeed because they know the challenge will have been set at the right level. We provide small class sizes which ensure that each student's individual strengths, talents, and aptitudes are nurtured and developed.

All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- Teaching should build on previous learning.
- Teachers should explain the learning objectives, and why the lesson is important.
- Teaching should allow students to see the links within learning.
- Lessons should be presented in a range of styles, utilising a range of activities.
- Teaching should allow opportunities for the students to build up their own understanding through various activities.
- Teaching should allow opportunities for the students to review what has been learnt.
- Teaching should have built-in opportunities for feedback to students, celebrating success and reviewing learning strategies.
- Teaching should indicate what the next step in the learning will be.

We encourage students to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn, i.e., what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process, and are covered in our Assessment Policy and Marking Policy.

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## Impact

Our child-centred and creative curriculum imparts the skills, knowledge, and experiences required for our students to enter into modern, Democratic Britain and be active and contributing citizens. Teachers make on-going assessments of each student's progress and level of attainment, which enables them to consider the abilities of all their students, and they use this information when planning their lessons. Our prime focus is to develop further the knowledge and skills of the students and we therefore strive to ensure that all tasks set are appropriate to each student's level of ability.

The impact of our curriculum approach can be measured in:

- increased access to education for our students;
- increased access to the community and participation in extra-curricular activities;
- students meeting and exceeding their EHCP outcomes and targets;
- students consistently meeting or exceeding expectations (shown through yearly progress data);
- students discovering and exploring new interests;
- students developing their communication skills;
- students building on their self-esteem, confidence, and a range of Positive Mental Health outcomes;
- students being equipped with the appropriate knowledge and skills to be able to take the next steps beyond Northampton School and into adulthood;
- having happy students who have enjoyed their learning journeys and challenges.

### **Inclusion and Differentiation**

When planning work for students with special educational needs we give due regard to information and targets contained in the students' Individual Education Plans (IEP) and Education, Health, and Care Plans (EHCPs). Teachers modify teaching and learning as appropriate for students with disabilities or additional needs. We value each student as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender, and disability. We strive to meet the needs of all our students, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our students, and we strive for all students to complete work to the highest possible standard they can achieve.

All teachers make a special effort to establish good working relationships with all students in the class. We treat our students with kindness and respect and recognise that they are all individuals with different needs. We treat all students fairly and give them equal opportunity to take part in class activities and praise them for their efforts and, by so doing, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times, and have strategies in place to negotiate the learning that is needed and to bridge any gaps in behaviour expectations. When a student's behaviour is not in keeping with expectations, we follow the guidelines as outlined in our Behaviour Support policy.

#### Adapting the Curriculum

All teachers adapt the curriculum to meet student needs. This is informed by students EHCPs and through teachers and teaching assistants' own observations of the students in the class. This doesn't just include adaptations to allow for those who have learning needs, but also takes into consideration social, emotional, and mental health difficulties or any other recognised additional need.

Some students may require specific interventions to aid their reintegration or continued progress in their learning, which we offer on a case-by-case basis. Also, many students have gaps wider than expected at their age so students

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are assessed and if necessary given access to one-to-one interventions. We are aware and provide support for those that struggle with dyslexia through the use of coloured overlays and adapt any texts to assist in their learning.

### SEND

Our curriculum is designed to provide access and opportunity for all students. If we think it necessary to adapt the curriculum to meet the needs of individual students, then we do so only after parents/carers have been consulted.

The School provides an Individual Educational Plan (IEP) for each student. As well as setting subject-specific targets, this sets out the nature of the special need and outlines how the School will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each student at regular intervals. Where a student has an EHCP, the SENCO liaises with the student's teachers to ensure that the education he or she receives fulfils its requirements and participates fully in the annual review.

Northampton School also offers a variety of portfolio and internally assessed courses which can be used to accredit any project or to offer those students who may struggle at GCSE Exam level, offering an equivalent accreditation. The list below is a basic overview of what the school will offer its Key Stage 4 students (it is not comprehensive as links with local colleges will ensure options increase over time):

- Functional Skills Awards in Maths and English
- AQA Unit Awards;
- ASDAN Awards and Certificates;
- Other recognised vocational qualifications relevant to each individual student.

Links with local colleges and alternative providers also mean that other recognised vocational qualifications relevant to each individual student can also be accessed in:

- Arts Award;
- Motor Vehicle Studies.

### English as an Additional Language (EAL)

We are committed to providing students with the necessary support and teaching who require English as an additional language. To this end, there is an English as an Additional Language policy in place.

### Parents/Carers

The School has regular and positive contact with parents/carers and there is ongoing dialogue between the parties to ascertain progress, expectations, and what support is necessary for the students. We have a collaborative relationship with parents/carers as we recognise that learning obstacles can occur at the home or in the school and having open and honest communication means that we support the student whether they are on the school site or at home.

We do all we can to inform parents/carers about what and how their students are learning by:

- holding meetings with parents/carers to explain our school strategies;
- sending information to parents/carers at the start of each term in which we outline the topics that the students will be studying during that term at school;
- sending regular reports to parents/carers in which we explain the progress made by each student and indicate how the student can improve further;

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- explaining to parents/carers how they can support their students with homework. We suggest support for older students with their projects and investigative work;
- posting information on the parents/carers and public pages of the school website;
- being available by having an open-door policy;
- strong lines of communication with parents/carers living overseas.

We believe that parents/carers have the responsibility to support their students and the School in implementing school policies. We would like parents/carers to:

- ensure that their student has the best attendance and punctuality record possible;
- do their best to keep their student healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a student's performance or behaviour at school;
- promote a positive attitude towards school, staff, and learning in general.

Parents/carers who have concerns about any aspect of the curriculum are encouraged to discuss these with the Headteacher. The School has a Complaints Procedure in place, which is on the website or available from Reception at the school.

## **Assessment, Recording, Monitoring, and Reporting**

### Assessment

We believe the key purpose of assessment is to move students on in their learning. Continued monitoring of each students' progress gives a clear picture of what each student is doing. It is important that the teacher knows what information has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what students are doing and informs future planning. The outcomes of our assessments will help students become involved in raising their own expectations.

Northampton School's policy on assessment will guide practice in several areas:

- It will lead to successful personalisation, in that it will enable the School to build up a unique picture of each student's strengths and areas for development, enabling the School to offer the right curriculum and the student to make well informed choices.
- It will enrich classroom practice by ensuring that lessons, and the staff/student interaction, are underpinned by a shared understanding of progression. It will support curriculum planning by:
  - having an awareness of what students have achieved and are finding difficult. This information will be the starting point for short- and medium-term plans;
  - providing a broader sense of how students are responding to what they are being taught which will inform the way in which subject and curriculum leaders modify their longer-term plans.
- It will lead to efficient student tracking, through which staff can form a view of both the general progress of individual students, of their progress in relation to particular targets (for example, in IEP or EHCP targets), of their response to particular interventions. This can in turn inform future planning for the student, as well as reporting to parents/carers, other professionals and Local Authorities.
- It will provide an evidence base for Northampton School's improvement.

More information is found in our Assessment policy.

### Recording

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At Northampton School we recognise that we are required to keep updated records of students' achievements. The primary purpose of record keeping is formative, but it also provides the basis for report writing and parent/carer consultation sessions. Information tracking the Teacher Assessments and summative reports for each student are recorded and shared with the Lead Teacher, Headteacher, relevant staff and parents/carers. Teachers will keep regular results of tests and also teacher assessed levels and targets.

Students' work is assessed in relation to the attainment targets in core subjects. All assessments should give a clear illustration of a student's overall attainment. Teachers will review work done in a variety of contexts and where students' achievements have been demonstrated through discussion and other forms of oral work and other less tangible activity, teachers' notes and Earwig records will be evidence of attainment. More information is found in our Assessment policy.

### Monitoring

The Headteacher and Lead Teacher carry out work scrutinies, whereby books are checked for a plethora of standards, such as consistency of marking and quality of work. Planning appraisals are also carried out, where planning is checked to be up to date and evaluated. All teachers are observed working with classes at least twice per year, whereas learning check-ins happen on an ongoing basis as part of staff continuing professional development. The criteria that we use in these have been agreed by all teachers, and are part of our teaching and learning strategy. The teacher and the observer follow the observation/learning check-in with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Headteacher uses the information gained from the observations to help identify common development points which can be addressed in the school's training programme for continuing professional development.

### Reporting

We have a range of strategies that keep parents/carers fully informed of their child's progress At Northampton School which include:

- Termly Academic Tracker;
- Termly Data reports;
- Half term target reports;
- Phone calls to discuss excellent/ low effort work;
- Engagement certificates;
- Verbal comments to parents/carers at the beginning and/or end the day.

We encourage parents/carers to contact Northampton School if they have concerns about any aspect of their child's work. Parents/carers need to feel involved and informed about their child's progress and to feel confident about the procedures established by Northampton School.

There is a formal written report from each subject teacher to inform parents/carers of their child's progress based on continuous formative assessment. The report will comprise constructive feedback indicating strengths and the way forward for any recognised weaknesses. Written Reports are phased across the academic year to tie in with key educational milestones.

## **Evaluation**

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We ask ourselves the following questions when auditing our current performance:

- How well are we doing?
- How do we compare with similar schools?
- What more should we aim to achieve?
- What must we do to make it happen?

Self-evaluation and development are crucial parts of the School's managerial role and teachers will input into the development as well as students' feeding back. We carry out regular learning check-ins, work scrutinies, and teachers' meetings to feed into the regular and consistent self-evaluation and development of the School's curriculum.

When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on students' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on students' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon students' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our secondary students and the views of our students, parents/carers and staff;  
the views of our students, parents/carers and staff.

### **Monitoring and Review**

This policy will be subject to continuous monitoring, refinement, and auditing by the Headteacher. The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

### **Related Policy Documents**

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- Able, Gifted, and Talented Students Policy
- Assessment Policy
- Behaviour Support Policy
- Curriculum Area Statements including, where relevant, schemes of work
- E-Safety Policy
- Educational Visits and Off-Site Activities Policy
- English as an Additional Language Policy
- Equality and Diversity Policy
- Examinations Policy
- Health and Safety Policy
- Lone Working Policy
- Marking Policy
- Relationships and Sex Education Policy
- SMSC Policy
- Special Educational Needs and Disability (SEND) and Inclusion Policy

Signed:



Leanne Dodds, Headteacher

Date: December 2024

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