

Phoenix School Curriculum Policy

Date	Review Date	Coordinator	Nominated Governor

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003

The Phoenix School Curriculum reflects the aims and ethos of the school and promotes the intellectual, personal, social, creative and physical development of each pupil, preparing them for transition into adulthood. Above all the Phoenix School Curriculum should be relevant, motivating and raising the standards of achievement for every pupil whatever their age or stage of development. The curriculum is committed to the development of each individual pupil and incorporates person centered planning principles whenever possible. This is encapsulated within our motto making a “difference for everyone”.

The curriculum offered at the Phoenix School is much broader than the National Curriculum subjects alone. We aim to incorporate a developmental and therapy based curriculum supported by a range of professional agencies across the age range. Curriculum time is devoted to utilizing specialist resources and opportunities such as hydrotherapy, music therapy, aromatherapy, sensory integration and a range of sensory and creative experiences. This ensures a curriculum which gives “sufficient emphasis to literacy, numeracy and other aspects such as personal, social and health education, citizenship education and work related learning”. (QCA 1998)

Additionally we encourage a degree of flexibility at each Key Stage that safeguards statutory requirements whilst meeting the need and abilities of all our pupils.

Each pupil has an individualized time table that reflects access to a broad, balanced and differentiated curriculum and is relevant to their need. Our intention is for each pupil to reach their full potential and to achieve to the best of their ability, enabling them to leave school prepared for the opportunities, responsibilities and experiences of adult life.

Opportunities are provided for the pupils to learn from first hand experiences and all pupils have the opportunity to experience subject or curriculum areas whatever the particular individual abilities. However it is acknowledged that parts of the whole curriculum will take a greater or smaller part of an individualised timetable depending on pupil needs and individual education plans.

Characteristics of the Phoenix Curriculum

The aims of the Phoenix curriculum and general aims of the school are closely intertwined. Through the school aims, the curriculum and the ethos of the school, the Phoenix school team promotes the cultural and social development of the pupils. We seek to consistently reinforce this through our teaching, the classroom and the school atmospheres we

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engender, and the ways in which we relate to pupils and adults with whom we work. To ensure the curriculum consistently meets pupil needs the Governors, Head teacher and staff are strongly committed to monitoring and evaluating the quality of teaching and learning within the Phoenix School. We endeavor to respond to established and new national strategies as they are identified and curriculum development is regularly identified within the school improvement plan.

The Phoenix curriculum is enriched by many contributions of all who work or are associated with the Phoenix school. Taken as a whole it provides nurture for all aspects of the developing child and endeavors to prepare the pupils to derive pleasure and satisfaction from the wide range of activities and opportunities provided.

Other characteristics include

- Person centered learning/personal timetable
- The principle of entitlement to a differentiated National Curriculum at the appropriate Key Stages. We do not seek disapplication for our pupils.
- The range of learning activities are characterised by the concepts of curriculum breadth, balance, relevance, differentiation, progression and continuity.
- Pupils have the right to access a wide range of knowledge but our pupils also have the right to a relevant curriculum which meets their needs.
- The IEP is an essential characteristic. Pupils learn at different rates and need challenging but attainable targets which reflect pupil interest. These targets assist with pupil motivation and form an integral part of the whole school target setting process. Targets are reflected in short, medium and long term planning for pupils.
- Creative opportunities are offered across the age range.
- Pupils are encouraged to draw upon first hand experiences which foster active participation for all.
- Key skills such as communication, personal. Social and health education, ICT, problem solving and numeracy, are a central and integral characteristics of the Phoenix curriculum and are taught through a cross-curricula approach.
- Various methods of communication including alternative and augmentative systems using speech, symbols, photos, objects and signs are used in all situations appropriate to the pupil's level of understanding.
- A variety of teaching approaches to respond to individual learning styles.
- A teaching and learning culture which reflects a commitment that all pupils are of equal worth regardless of age, ethnicity or abilities.
- A commitment to providing a wide range of external school opportunities including lunchtime activities, after school activities, residential holidays, trips and visits and a summer play scheme.

The Phoenix School Curriculum Framework

At the Phoenix school we firmly believe that all pupils are entitled to a high quality, well planned, well organised and effectively taught curriculum. A three year planning framework exists which meets each pupil needs by offering programs of work to be drawn up for each pupil every term. Subject/curriculum co-ordinators regularly review their contribution to the curriculum framework and this is reflected in the school improvement plan. Co-ordinators have the overview of breadth and balance and monitor progression and continuity across the age range. The curriculum framework illustrates the breadth of the curriculum, ensures

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coverage of many aspects of the curriculum and enables balance between the various aspects of the curriculum to be negotiated for individual pupils.

Programs of study for each Key Stage are taught to pupils in ways that are appropriate to their levels of development. Materials may be selected from earlier or later Key Stages to enable individual pupils to progress and demonstrate achievement. Care is taken to ensure such material is presented in contexts appropriate to pupil's age and level of understanding.

The Phoenix School Organisation

The Phoenix School welcomes pupils from the age of 2 years 9 months until aged 19 and classes are arranged to provide progression for all pupils passing through school.

All class groups are linked to the appropriate Key Stage and a few individual pupils may be working in classes that do not reflect their Key Stage if this best meets their individual needs. Generally classes have 1 teacher and 2 teaching assistants to enable individual and small group teaching to be given for the majority of the pupil's day. Pupils may be taught specific objectives in 1:1 teaching situations but group work is highly valued at the Phoenix School. Group work provides opportunities for pupils to work co-operatively and promotes independent learning appropriately supported by the adults present. Other professionals are encouraged to work alongside the class teams although pupils may be withdrawn as part of the assessment process or to deliver certain therapies i.e. aromatherapy. The Phoenix School has a Lower and Upper school department with accompanying detailed rationale (see appendix)

Lower School covering birth – 3 years Foundation stage, Key stage 1, Key Stage 2 and 3.

Upper School covering Key Stage 4 and Key Stage 5

Aims

- To provide a broad, exciting and challenging curriculum that embraces the five outcomes set out in Every Child Matters.
- To provide an environment that is fun, stimulating and challenging to all pupils.
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- To equip children with a range of skills and a desire for lifelong learning.
- To work with other schools to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;

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- responsibility for ensuring compliance with the legal requirements of the National Curriculum and religious education and taught in according to the locally agreed syllabus;
- responsibility for ensuring the syllabus for religious education reflects Christianity and all main world religions;
- responsibility for ensuring a daily act of worship takes place for all pupils;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure compliance with the legal requirements of the National Curriculum and religious education;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy

Role of the Subject Leader

- There will be a subject leader for each curriculum subject.
- Each subject leader reviews progress of their curriculum subject and reports this to the Headteacher and other members of staff.
- Each subject has an action plan which forms part of the Single Integrated Development Plan.

Role of Parents (Parental involvement)

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks and by maximizing learning opportunities between home and school;
- be informed via termly newsletters of their child's topics;
- be made aware that they have the right to withdraw their child from all part of the religious education curriculum;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn

National Curriculum Subjects 2014

Phase	Core			Foundation							
	Eng.	Mathematics	Science	Art & Design	Computing	Design & Technology	Geography	History	Music	P.E.	Languages
KS1	•	•	•	•	•	•	•	•	•	•	

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KS2	•	•	•	•	•	•	•	•	•	•	•
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Programmes of Study

Subjects	Purpose of study	Aims	Spoken Language	School Curriculum	Attainment Targets	Reading	Writing	Spelling, Vocabulary, Grammar, Punctuation & Glossary	ICT	Scientific Knowledge & Conceptual Understanding	Nature, Processes & Methods of Science
English	•	•	•	•	•	•	•	•	x	x	x
Mathematics	•	•	•	•	•	•	•	•	•	x	x
Science	•	•	•	•	•	•	•	•	•	•	•
Foundation	•	•	x	x	•	x	x	x	x	x	x

Time Allocations

Phase	English	Mathematics	Science
KS1 (21 hour week)	24-36%	18%	7%
KS2 (23.5 hour week)	21-32%	18-21%	9%

Timetable

Class timetables provide details of time allocations to each subject.

Planning

Long, medium and short term planning is in place for all subjects.

Subject Policies

Policies are in place for all subject areas and are updated every three years.

Monitoring

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

Monitoring will be undertaken by subject coordinators and members of the SLT.

Topic Work

Geography, History, Science, ICT, PSHE and C, Art and DT will be taught as topics with possible links to Music and RE.

Educational Visit and Visitors

- We actively encourage educational visits to link in with topic work.
- Invited speakers will enhance the experiences of the children.

Equal Opportunities

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage both boys and girls in all subject areas.
- By careful monitoring we encourage those underachieving in certain areas.

Special Needs

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - National Curriculum programmes of study and attainment targets for all subjects
 - teaching and learning

- planning
- assessment
- key skills

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Teaching and Learning	▪ Assessment	▪ Key Skills
▪ Monitoring & Evaluation	▪ More Able, Gifted and Talented Children	▪ Equality

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion												
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS				
	✓			✓			✓			✓			✓			✓			✓			✓			Yes	No		
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N
	✓			✓			✓			✓			✓			✓			✓			✓			✓			Yes
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N
	✓			✓			✓			✓			✓			✓			✓			✓			✓			Yes

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

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Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				