



THE GILLFORD CENTRE

CURRICULUM POLICY

Signature of Headteacher	
Signature of Management Committee	

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
Version 1		January 2021

The Gillford Centre is committed to *Inspiring children, changing lives for a brighter future...* We promote care and respect and our curriculum is the main vehicle by which we translate the aims and values of the school into everyday practice.

Our aim is to meet the needs of our young people and prepare them for adult life and working life in the 21st century and beyond. Our curriculum will work to support students at the appropriate Key Stage and hope to enable reintegration to mainstream provision.

Our curriculum will work to equip our young people with the knowledge, skills and understanding they will need for adult life. Our curriculum puts the needs of our pupils at the centre and provides equal opportunities to all. We will work to ensure our curriculum promotes the value of knowledge and learning and builds on prior learning to develop knowledge and skills.

Our curriculum will work to develop our pupil's speech, language and communication to enable them to fully engage with the whole curriculum. Our curriculum will work to develop our pupils use of high-quality functional skills, focussing heavily on literacy and numeracy skills.

We will hold high expectations of our pupils and support, challenge and stretch them to achieve their potential and maximise opportunities. Our curriculum will value the learning outside of the curriculum that goes beyond The Gillford Centre. We will work to have a curriculum that is fit for purpose, offering differentiation and personalisation. Our Curriculum will combine the academic and vocational routes equally. We will nurture our pupils' talents and celebrate their successes.

Throughout all areas of school life we work to promote resilience, this includes the curriculum. Resilience is the capacity to 'bounce back' from adversity. Resilient individuals, are more able to deal with difficulties and adversities than those with less resilience. Those who are resilient do well despite adversity. We have a key opportunity to build resilience among children and young people. Actions to increase resilience can be targeted at different levels, such as increasing the achievements of pupils; increasing knowledge and awareness and encouraging healthy behaviours; this will be fundamental within our curriculum.

At the core of our curriculum we will work to help pupils develop personal moral values, respect for religious values, their understanding of fundamental British values and tolerance of other races beliefs and ways of life. Our curriculum will help pupils understand the world in which they live.

THE CURRICULUM IMPACT:

- Lead to qualifications that are of worth for employers and for entry to post 16 education.
- Enable pupils to fulfil their potential.
- Meet the needs of our young people and their varying abilities
- Provide equal access for all pupils to a full range of learning experiences
- Fully support pupils at key points of transition, such as the end of KS2, KS3 and KS4
- Be a tool to support young people with their reintegration to mainstream provision where appropriate.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.

ROLES AND RESPONSIBILITIES:

The Headteacher will ensure that:

- All statutory elements of the curriculum, and those subjects which The Gillford Centre chooses to offer, have aims and objectives, clear assessment opportunities and demonstrates how the needs of individual pupils will be met.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Management Committee' annually.
- The procedures for assessment meet all legal requirements and pupils and their parents/carers and all relevant parties receive information to show how much progress the pupils are making and what is required to help them improve.
- That the curriculum holds a level of breadth and balance
- The management Committee is advised on the academic performance of the pupils and and the progress towards any non-statutory outcomes
- Ensure the curriculum is in line with DFE changes and policies.

The management committee will ensure that:

- It considers the advice of the Headteacher when approving the Curriculum Policy
- It contributes to decision making about the curriculum
- It has oversight of student progress and achievement
- It supports with the celebration of student achievement

The Senior Team will ensure that:

- They have an oversight of curriculum structure and delivery within their assigned areas
- Detailed and up-to-date Schemes of Learning are in place for the delivery of subjects
- Schemes of Learning are monitored and reviewed on a regular basis
- Levels of attainment and rates of progression are discussed with teaching staff on a regular basis and that actions are taken where necessary to improve these
- Long term planning is in place for all courses. Such schemes of Learning will contain curriculum detail on: context, expectations, key skills, Learning Objectives, Learning Outcomes, Learning Activities, Differentiation and Resources.
- There is consistency in terms of curriculum delivery.
- Appropriate Awarding Bodies and courses are selected so that they best meet the learning needs of our students
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the pupils
- There should be consistency of approach towards Assessment
- pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- They share best practice with other colleagues in terms of curriculum design and delivery
- Oversee CPD needs with regard to curriculum expertise, planning and delivery within their area of responsibility

Teaching Staff and Teaching Support staff will:

- Ensure that the curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each pupil cohort

- Share and exchange information about best practice amongst their colleagues in different schools and through external networks
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Pupils will:

- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge
- Be given additional support as required and as appropriately identified
- Receive co-ordinated support to enable them to make the appropriate choices as required in terms of key points of transition.

Parents and Carers will:

- Be consulted about their children's learning and in planning their future education.
- Be informed about the curriculum on offer and understand the rationale behind it.

MONITORING, EVALUTION AND REVIEW

- The Management Committee will receive an annual report from the Headteacher on: the impact and implementation of the curriculum and the standards reached in each subject compared with national and local benchmarks as appropriate for a Pupil Referral Unit. The standards achieved at the end of each Key Stage considering any important variations between groups of pupils, subjects, courses and trends over time, compared with available national and local benchmarks.
- The Management Committee will review this policy at least once a year and assess its implementation and effectiveness.
- The policy will be promoted and implemented throughout the school

This policy is also supported by our curriculum overview and the relevant information on our website regarding the content of study.