



Cross Keys Learning

Curriculum Policy

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Introduction

Cross Keys Learning School is a special school for young people between the ages of 11-17 years with educational, social and communication, and emotional difficulties resulting from a primary need of autism spectrum condition (ASC), or behaviours associated with autism. Students are placed from a wide range of local authorities, and they all have an Education, Health, and Care Plan (EHCP). Before joining Cross Keys Learning and as a result of their social and communication difficulties and/or associated learning needs, many have been unable to access formal education effectively.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. It is all the planned activities that we organise in order to promote learning, personal growth and development and is designed to ensure that students gain experiences in the following areas of learning: linguistic, mathematical, scientific, physical, human and social, technological and creative, whilst also providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC)

Everything we do as a school is to ensure that our students achieve their very best and whilst we are aware that students may struggle to make progress similar to those in mainstream schools it is our job to ensure that they all reach for and are supported to achieve the highest levels of personal attainment, progress and development.

Many students arrive having experienced some form of disruption to their education. Many have had significant gaps in their learning and arrive reluctant readers and writers as well as experiencing a range of emotional barriers to their learning. It is therefore essential that students are re-engaged with a curriculum that enables all learners to achieve their full potential, providing a quality educational experience for all. Learning and teaching at Cross Keys Learning is ambitious for all. Staff are aspirational for all students. Our curriculum aims to equip all students with the skills and knowledge they need to succeed in their individual future and achieve the very best outcomes for all.

Mission statement

At Cross Keys, we believe in nurturing every child's unique potential with compassion, dedication, and understanding. Our mission is to create a safe, caring, and supportive environment where all students are listened to and their needs are truly heard. We are committed to guiding them on their journey towards becoming confident, well-rounded individuals.

By fostering personal growth and development, we aim to empower our students to thrive both in school and in life, ensuring they are equipped with the skills, resilience, and independence needed to succeed in a changing world.

Ethos

Our provision is designed to offer learning within small groups, offering a creative and meaningful curriculum which prepares our students for adulthood and life after school. We are always mindful of the well-being of one another. We are relentless in promoting the values of tolerance, honesty, kindness and consideration.

We develop a passion for learning and a level of independence which helps young people thrive academically, socially, and emotionally; where every child receives the individual attention they need to succeed.

Our school is built on positive relationships and is a place where students, staff and parents have confidence in what we do because they know their opinion is valued, and they believe collectively in the school's direction.

Law and Legislations

This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2 (1) (a) and reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2015 (updated 2020) and Equality Act 2010.

This policy operates in conjunction with the following school policies:

- Teaching & learning policy
- Careers Guidance Policy
- Relationships and Sex and Education Policy
- Special Educational Needs and Disabilities (SEND) Policy

Roles and Responsibilities

The headteacher is responsible for:

Devising long- and medium-term plans for the curriculum in collaboration with phase leaders, teachers and other members of the SLT.

Communicating the agreed curriculum to the governing board on an annual basis.

Producing an annual report for the governing board advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.

Ensuring the curriculum is inclusive and accessible to all.

Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.

Making any necessary adjustments to the curriculum where required.

Keeping up-to-date with any relevant statutory updates and taking action where required.

Updating and maintaining this policy

It is the responsibility of the headteacher to ensure that the staff team are aware of and understand this policy and any subsequent revisions.

The SENDCO is responsible for:

Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.

Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.

Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.

Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

Phase leaders are responsible for:

Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.

Managing staff within their phases, providing appropriate support, challenge, advice and information as necessary.

Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.

Teachers are responsible for:

Implementing this policy consistently throughout their practices.

Devising short-term lesson plans that are reflective of the school's curriculum.

Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.

Creating short and medium-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher via the phase leaders.

Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.

Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.

Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.

Celebrating all pupils' academic achievements.

Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.

Monitoring the progress of all pupils and reporting on this as required.

Curriculum intent

Our curriculum will:

- Set students realistic but ambitious targets so that they can all successfully achieve their full potential and are clear on how to succeed; it will be age and ability appropriate.
- Be mindful of the individual needs of our students and cater for any requirements set out in EHC plans and desired educational outcomes.
- Enable all students to access and pursue a range of subjects, regardless of ability, to ensure a broad and balanced curriculum. We do not dumb down the Curriculum offer and balance an ambitious academic curriculum alongside personal development.
- Coherently build upon prior knowledge, embed, and interleave knowledge and skills so that students know more and remember more, continuously building upon their successes.

- Develop numeracy and literacy skills throughout the curriculum
- Ensure opportunities to develop social, moral, spiritual and cultural opportunities for learning are embedded across all subjects
- Promote fundamental British values and mutual respect.
- Recognise the importance of personal, social, emotional development
- Energise students and develop a love for learning.

Implementation

The curriculum content of each subject is detailed in 5 year plans which ensures appropriate sequencing and delivery. The plans are mapped against the National Curriculum and coverage reviewed against the needs of the students at Cross Keys learning. Lower phase students follow a primary style curriculum which is adapted to prepare them for Entry level work as they enter the Upper School. The curriculum of the upper school is mapped against the requirements of Functional skill and Open Award qualifications in order that students can achieve relevant qualifications to help their transition post 16. GCSE qualifications are available in English and Mathematics.

From the 5 year plans schemes of work are in place for all subjects for all terms. These include the learning objectives, learning activities, required resources and assessment opportunities. Opportunities for SMSC are also included in the schemes of work.

Teachers however are given flexibility to adapt and change plans to meet the needs of the class or individual/s and consider cross-curricular links. This enables teachers to focus attention on those areas that may require additional teaching & learning, and forms part of their short term/weekly planning. Teachers use their knowledge of the student they teach, to ensure that all are targeted and challenged to achieve their full potential through differentiation and successful deployment of teaching assistants to support learning.

The school dedicates specific curriculum time to Health Education. Within this students have personal, social and health education and the requirements of relationships and sex education is delivered. In Citizenship and wider studies again dedicated curriculum time is given to promoting British values, encouraging mutual respect for all and preparing students for the opportunities, responsibilities and experiences of life in British society. The programme of study includes Religious education and incorporates a careers education programme to enable students to make informed choices about a range of career options.

The wider curriculum ensures that student can develop knowledge, skills and understanding from a broad range of subjects and competencies. In subjects such as ART, Cooking, and Horticulture, the curriculum develops this in a schematic way, with increasing complexity and variety in skills taught and learnt. Intervention lessons enable targeted work aimed at developing individual student targets. These might be academic or might be based on social or emotional aspects of learning. These lessons are overseen by the SENDCo, using additional staff as required to deliver the interventions effectively. Our DfE-approved phonics scheme provides students with clear and rigorous coverage of phonic sounds, tricky words, and essential skills. Students are taught phonics in the lower school and these students are assessed termly through this scheme. Individual students, recognised as under-achieving are identified for 1:1 intervention.

In addition to timetabled subjects the school has a structured form time programme based around a theme of the week. Weekly online assemblies across the two sites are supported by

class discussions on both the theme and news articles. Students are encouraged to discuss and debate, sharing the ideas and viewpoints in a positive and respectful manner. After lunch the whole school spends 10 minutes quiet reading time in ERiC (Everybody reads in Class); some students will have a reading recovery programme.

Subject staff are encouraged to find suitable trips and excursions for students in order to provide context for the curriculum topics. Other trips include those aimed at supporting transition for post 16 choices along with work experience placements for year 10 students.

Additional therapy is offered within the curriculum as well as through one-to-one therapeutic support, according to specific need and through a close working partnership between home and school. At Cross Keys Learning School, we have access to a range of therapeutic support including Speech and Language Therapy, Occupational Therapy and Counselling/Psychotherapy. These methods are cascaded down from therapists to teaching staff and methods are incorporated into learning and teaching. A thorough knowledge and understanding of each learner's needs and IEP targets are also crucial. We are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan.

Lower school phase

The curriculum contains the following specific lessons:

English (x5)

Mathematics (x5)

Science (x2)

Geography (x1)

History (x1)

Art & design (x1)

Health (x1)

ICT (x1)

Citizenship & wider studies (x1)

Independent living skills (x1)

Intervention (x2)

Phonics (x1)

Physical Education (x2)

Upper school phase

The curriculum contains the following specific lessons:

English (x5)

Mathematics (x5)

Science (x2)

Humanities (x1)

Art & design (x2)

Business & enterprise (x1)

Catering (x2)

Citizenship & wider studies (x1)

Health (x1)

Horticulture (x1)

ICT (x1)

Intervention (x1)

Physical Education (x2)

Wider curriculum

Careers visits

School trips e.g. Science/ geography

Lunchtime clubs – walking /chess & draughts/Computer club

Eric – Everybody reads in Class

Form time programme – (news, theme of the week, question of the week, quiz of the week, celebration)

School council

Inter- school sports competitions

Reward trips

Outside speakers

Impact

Baselining & assessment

At Cross Keys Learning, students are assessed both formally in assessment windows and informally during everyday teaching. Teachers consistently use this information to track progress and plan lessons to ensure challenge for all and assess students against exam criteria as well as against their own targets. Through diagnostic and initial assessments (and using KS2 data when available) student targets are set to monitor students against expected progress over the course of the academic year. Pupil progress is consistently tracked and reported to parents, carers and other agencies through parent consultations and end of term reports. All formal assessments used to gather this information are quality assured for validity and reliability.

School leaders monitor the effectiveness and impact of the curriculum, which is triangulated through pupil voice, parent/carer views and staff feedback and use this to develop the curriculum further. At the heart of the role of all leaders lies robust self-evaluation and quality-assurance processes, designed to monitor, and evaluate the school's performance and to inform effective improvement planning.

All reporting and assessments will be conducted in line with the school's Assessment Policy, ensuring that students' educational needs are accounted for.

The school's assessment processes will be used to plan for differentiation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.

Individual pupil performance and progress will be regularly monitored and reviewed. Informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents. Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents. Evaluations and assessments will feed back into future or modified curriculum plans.

QA processes

The effectiveness of the curriculum is monitored through our QA procedures. These include:

- Learning walks
- Development observations
- Staff training and coaching
- Pupil Progress Data
- Book looks and work scrutiny
- Termly line management meetings
- Performance management processes
- Behaviour Data
- Work scrutiny
- Stakeholder voice
- Self-Evaluation