

MARKET FIELD SCHOOL LEARNING COMMUNITY CURRICULUM POLICY

*Each day we venture into a community
in which opportunities flourish,
which fosters our individuality,
in which we expect the best of ourselves
and celebrate our achievements -
a community which develops with us toward a confident, happy place in our world.*

Curriculum Aims

These are designed to provide an enjoyable and challenging framework of teaching and learning. We aim to help all students to become confident and competent individuals, who are increasingly able to take responsibility for their own learning as they move through the School.

The Market Field School curriculum:

- provides a range of learning experiences of the highest possible standards, is rich and varied and challenges, inspires and motivates.
- suits individual needs and addresses personal learning objectives and unequal starting points, through differentiated programmes of study in each subject and topic area.
- enables students to fulfil their potential to the highest possible standards irrespective of their intellectual development, background, age, gender, disabilities, culture or race.
- equips students with the skills, knowledge, sense of responsibility and experiences to prepare students for life after school, including key functional skills of literacy, numeracy, communication, ICT, personal learning and thinking skills.
- prepares students to lead constructive and fulfilling lives, by being balanced, broadly based and relevant.
- promotes the spiritual, moral, cultural, mental and physical development of students.
- fulfils the legal requirements of the National Curriculum
- includes Religious Education and collective worship, except where parents/carers choose to withdraw students.
- facilitates the development of cross-curricular elements including sex education, citizenship, work-related learning, enterprise and environmental awareness.
- provides a range of opportunities to expand their personal interests and experience, as well as their social and cultural awareness
- is experienced in a safe, caring and cared-for environment
- promotes the cross curricular dimensions of community participation and cohesion, creativity and critical thinking, technology and the media, healthy lifestyles, cultural diversity/identity, global dimensions and sustainable development.

- enables students to develop their self-esteem, self-discipline and self-motivation through continuous self-assessment and evaluation
- ensures continuity and progression

The National Curriculum

In the Foundation Stage and Key Stage 1 pupils follow the learning opportunities from the Foundation Stage. This curriculum is split into the 3 prime areas of communication and language, physical development and personal, social and emotional development as well as the 4 specific areas of literacy, mathematics, understanding the world and expressive arts and design. All 7 areas are equally important and are interconnected. The Speech and Language Team also spend significant amounts of time in class.

Key Stage Two provides a curriculum in which all students study the core subjects of Mathematics, English and Science as well as the foundation subjects of Art and Design, Geography, History, ICT, Music, PE, PSHE and RE. The foundation subjects are delivered through a topic based curriculum which follows a four year topic cycle. Planning and implementation will take in support on individual programmes being offered by speech, physio and occupational therapists.

Key Stage Three provides a curriculum in which all students study Mathematics, English and Literacy, Science, Technology, Information Technology, Humanities (encompassing R.E, History and Geography) , PE, Music, Drama, Art and Design, Citizenship, PSHE and Learning Enrichment (Work-related Learning, Enterprise, Thinking and Study Skills). Modes of delivery of this curriculum package are adapted to meet the needs of different cohorts within a year group.

Key Stage Four provides a curriculum in which all students study the core subjects required by the National Curriculum and in addition have the opportunity to study additional subjects appropriate to their individual needs and capabilities. All students will study Religious Education (unless their parents/carers choose to withdraw them - see below) and a planned programme of Learning Enrichment (including Sex Education, Work-related Learning, Enterprise, PSHE and Citizenship) via discrete lessons.

National accreditation for students at the end of Key Stage 4 is made through GCSEs in Art, Science, and Maths. Functional Skills and Entry Level accreditation is available in English, ICT, Maths and Science. Pupils who are not able to achieve accreditation at Entry or GCSE level work towards the ASDAN Life skills Award.

Sex & Relationship Education (SRE) will be taught within the statutory requirements of the Science National Curriculum and the National Curriculum framework for Personal, Social, Health and Economic (PSHE) education. The pupils own levels of physical, emotional, social and intellectual development are taken into account in the delivery of our sex and relationship education. At Key Stage One and Two areas covered will include families, friendship, relationships, growth and safety. At Key Stage Three and Four sex

education includes areas such as relationships and feelings, changes in the body, male and female physiology, HIV and AIDS, contraception and childbirth.

Parents/carers have a legal right to withdraw their children from SRE taught outside of the Science National Curriculum - but if they choose to withdraw their children from school provision they have a responsibility to provide alternative SRE. Should parents wish to take up this right, they should initially discuss this with the appropriate form tutor, who will organise alternative arrangements. Parents/carers will be informed of this right on an annual basis as well as through the appropriate section of the school website.

Religious Education (RE) is taught throughout the school in line with the Essex Agreed Syllabus. This document may be viewed at the school. Parents/carers have the right of withdrawal of their students from RE lessons, assemblies and collective worship. Should they wish to take up this right, they should initially discuss this with the appropriate form tutor, who will organise alternative arrangements. Parents/carers will be informed of this right on an annual basis as well as through the appropriate section of the school website.

Approach and Organisation of Teaching

Everyone needs to learn through carefully graded systematic stages, where new learning is based on reinforcement and built on previously learned skills. The size of each new step, the amount of reinforcement and the rate at which the pupil can assimilate new learning are all factors which are taken into consideration when setting objectives. We seek to meet the learning needs of each pupil on an individual basis, identifying and developing strengths, priorities and specific learning requirements. Teachers strive to enable each pupil to acquire a range of specific skills related to the aims and priorities identified at his/her annual review. These skills will need to be broken down into small achievable steps for each pupil and these are implemented within the context of the National Curriculum.

The Delivery of the Curriculum

Curriculum planning must take account of the Individual Learning Needs of each pupil. Materials from the Programmes of Study may need to be selected from earlier or later Key Stages in order to enable individual pupils to progress and demonstrate achievements. Some pupils may benefit from a reduced breadth of subject areas for some time.

Curriculum planning must take account of the differences that may occur in the rate of progress of each pupil. Emphasis is placed upon planning for each individual in order to meet his/her specific needs. Many pupils will require aspects of their learning to be reinforced and repeated in different settings and contexts, in order to generalise their skills. Teachers strive to present lessons and learning experiences in a manner which is appropriate to their understanding, interests and chronological age.

Curriculum Planning

Medium Term Plans are the current schemes of work for each subject which have been written in line with the National Curriculum by the subject coordinator or class teacher. They include Literacy and Numeracy. They are reviewed on a regular basis to take account of new curriculum developments and initiatives e.g. Creative Curriculum. Copies of planning are handed to the Assistant Head for Teaching and Learning. Plans are then monitored by the Leadership Group and Subject Coordinators.

Short Term Plans take the form of weekly and daily planning. They include a plan for Literacy, a plan for Numeracy and one to cover the remainder of the curriculum for the week. These are designed to be working documents. Some of the enhanced provision for pupils with ASD may incorporate literacy and numeracy within specific plans and IEPs. Short term plans should be made available to the Assistant Head for Teaching and Learning as well as the whole Leadership Group on request. Planning should be sufficiently clear and detailed so as to enable another teacher/HLTA or cover supervisor to take the class at short notice.

Learning Support Assistants are invaluable and due regard to the importance of modelling and training is crucial.

Local facilities are used to enrich the content and delivery of the curriculum and to assist pupils to gain access into the wider community.

Teaching Groups

The composition of class groups is broadly chronological, also taking into account ability and the relationship between individuals, the make up of groups and class sizes. Within this is the flexibility for the teacher to organise the teaching of individuals, small groups or as a whole class group, as appropriate to the curriculum area and the academic and behavioural needs of the individuals concerned.

Specialist Input

Wherever possible, subjects are taught by specialist staff, including the use of peripatetic staff for music lessons. Further specialist input is provided by the school Speech and Language Therapist as well as visiting Physiotherapists, Occupational Therapists and others as appropriate. At times this specialist input may include advice from the Educational Psychologist.

Great importance is attached to the value all specialists can add to the delivery of the curriculum. A variety of approaches are used to meet the needs of the pupils. Therapy may take place on an individual basis or in a class setting. Support is given to teaching staff to enhance their skills and input.

Reviewing and Evaluating the Curriculum

The curriculum is regularly reviewed and evaluated in order to consider and improve the quality of learning within the school and the breadth and progression within the school.

We recognise the importance of working in partnership with parents and carers and seek to share priorities, intentions and achievements. We provide opportunities for consultation with parents in the planning and evaluation of their child's progress and learning experiences. Important annual events explaining further the curriculum to parents/carers are:

- Information evening for incoming Year 7 parents (July)
- Work Experience Preparation Evening (March)
- Transitions Information Evening (October/November)
- Whole School Parents Evening (September)
- Key Stage 4 Parents Evening (February)
- Key Stage 3 Parents Evening (May/June)
- EYFS/KS1/KS2 Parents Evening (July)
- Annual Reports to parents/carers
- Annual Review Meetings of the Education, Health and Care Plan.