



CURRICULUM POLICY

**144-148 Park View Road
Welling
Greater London
DA16 1SR**

Introduction

The majority of the learners accessing provision at Park View Academy do so as a result of a placement breakdown often resulting in disaffection or, because of their high level complex needs and the difficulties of the local authority in securing a permanent SEND placement. Due to their diverse needs, the curriculum is carefully structured and personalised to individuals. All pupils are taught in small groups, some with one to one support, this facilitates the possibility of developing more creative approaches to delivering the curriculum using local facilities and the immediate environment.

Intent

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. The overarching aim for all learners is to teach them how to grow into positive, responsible people who can work and cooperate with others while developing the knowledge, skills and understanding to enable them to lead fulfilling lives.

Our curriculum drivers underpin the direction and development of all areas of school life and to ensure our curriculum is enriched and personalised in order to meet the needs, interests and ambitions of our children and families

Curriculum Drivers

Key Skills

Cross curricular Reading, Writing and Numeracy

Encouraging positive behaviours

Changing attitudes towards learning

Learning to have a growth mindset

ICT Competence and application

Confident sitting an assessment

Developing Life-Skills

Preparation for employment and life after school

Language and Communication

Discussion, debate, audience

Language enriched environment

Expand vocabulary

Reasoning

Presenting to an audience

Understanding the difference between formal and informal communication

Broad Experiences

Fun, memorable, purposeful

Connective/ practical learning (linked to the real world)

Active PSD

Cultural opportunities - new people places, experiences
Local environment
Outdoor learning
Incorporating SMSC into enrichment activities

Challenges

Challenging texts
Challenging thinking
Higher order questioning
Developing challenging strategies
Challenge for ALL

Happiness and Well-Being

Celebrate achievement and diversity
Life-Skills
Physical development
Lego therapy, Homunculi Approach, Animal Interventions, SALT
Positive reinforcement in lessons
Celebrating milestones
Displaying work/achievements in classes

Working With Others

Student Ambassador Award (leadership and volunteer opportunities)
Parent Engagement
Sharing best practices
School Partnerships
Whole-school approach - training and courses

Implementation

KS2 pupils study English, Maths, ICT, Science, Geography, History, Art, PHSE, Drama, P.E. Design & Technology and Spanish following the National Curriculum tailored to meet each pupil's needs.). Each half term, students focus on a different theme which allows them to complete cross-curriculum activities, enforcing their learning and allowing them to make meaningful links between the subjects studied. Assessment is through B Squared which tracks and monitors individual pupil attainment and progress and provides further advice on the next steps to ensure continuity within the curriculum. In order to triangulate the data / teacher assessments the NGRT (New Group Reading Test), NGST (New Group Spelling test) and PTM (Progress Test in Maths), which are online standardised tests, are used to baseline and monitor progress in Reading, Spelling and Maths. Due to the transient nature of some of the pupils, only medium term plans are drawn up following a baseline assessment on entry.

KS3 pupils work towards Functional skills qualifications in English, Maths and ICT. They also study Science, Geography, History, Art, Citizenship, PHSE, Drama, P.E. following the National Curriculum tailored to meet each pupil's needs. They work towards ASDAN Careers and Year 8 and 9 work towards ASDAN PHSE. Each half term, students focus on a different theme which allows them to complete cross-curriculum activities, enforcing their learning and allowing them to make meaningful links between the subjects studied. Assessment is through B Squared which tracks and monitors

individual pupil attainment and progress and provides further advice on the next steps to ensure continuity within the curriculum. In order to triangulate the data / teacher assessments the NGRT (New Group Reading Test), NGST (New Group Spelling test) and PTM (Progress Test in Maths), which are online standardised tests, are used to baseline and monitor progress in Reading, Spelling and Maths Initial and Diagnostic online tests are also used for the Functional skills subjects (through BKSb). Due to the transient nature of some of the pupils, only medium term plans are drawn up following a baseline assessment on entry.

Key Stage 4 and Post 16 pupils follow a schedule of Foundation Learning. This ensures that all of our learners are working towards nationally recognised qualifications or developing their skills and knowledge in three areas; Functional Skills, IGCSEs, Vocational Learning and Personal and Social Development. For Functional skills, learners are assessed and then work towards appropriate levels in maths, English and ICT. Learners who become/ or are already accredited with a Level 2 in Functional Skills, then study for a GCSE in the given subject. For vocational learning subjects, learner's programmes can be individualised to suit their own interests. This may mean that learning takes place off-site at various alternative provisions which are quality approved by ourselves. For personal and social development, learners will be assessed via our Well-being measure and then given appropriate educational learning experiences that assist their individual needs. The progress a learner makes in all three elements of foundation learning is recorded on tracking and monitoring documents.

Students who due to their complex needs cannot access the curriculum are offered a semi-formal curriculum which focuses on Life skills. They work towards the ASDAN Transition Challenge, ASDAN Towards Independence and ASDAN Life skills (modules cover Employment, Community and Inclusion, Good Health and Independent Living skills). If appropriate, they may also study towards Functionals skills English, Maths and ICT.

The school offers Animal Therapy, Lego Therapy, Speech and Language therapy, and Emotional and Social skills Interventions. Either of these may take place offsite, and after an initial assessment.

Formal curriculum activities are frequently enriched by the inclusion of life skills experiences such as shopping in the local stores, educational visits (museums, theatre e.t.c.) or trips to the caravan park to help generalise learning and promote their SMSC development.

Impact

Pupils are prepared for their next stage in education, training or employment (monitored by outcomes and evidenced by destination data).

Pupils are able to read at an appropriate level with fluency in order to access the curriculum and not fall behind their peers.

Impact is being continually monitored through work lesson visits, termly assessments, previous attainment data, student voice.

As such, Parkview Academy ensures pupils know more, remember more and are able to do more from bespoke curriculum offers.

Curriculum Monitoring and Review

The Head Teacher is responsible for the overall school curriculum supported by the Local Management Group (LMG). The schools Executive Board are responsible for ratifying and monitoring the implementation of the curriculum policy.

Reviewed November 2020

Review date July 2021