



CURRICULUM POLICY

**146-148 Park View Road
Welling
Greater London
DA16 1SR**

**Independent Learning Suite
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Introduction

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. 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. 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.

Park View Academy's curriculum policy is based on the following aims: to:

- Have learners at its heart, putting their interests above those of the institution.
- Promote a positive attitude towards learning so that pupils enjoy coming to school.
- Develop pupils' resilience in a happy and safe learning environment
- Strengthen self-esteem, self-confidence and promote a strong sense of self worth
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all learners for a successful adult and working life in a 21st century global society.
- Ensure that learners understand and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and help learners to develop personal moral values, mutual respect and tolerance of those with different faiths and beliefs
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in their educational process
- Work with the learner's previous and future setting and parents/carers to ease transition.

At Parkview Academy we aim to develop pupils who are successful, confident and responsible.

Successful – by acquiring skills to be:

- Creative thinkers;
- Problem solvers;
- Good question askers and learn by their mistakes;
- Good collaborators;
- Secure in their knowledge from the world and how it is shaped;
- Motivated to learn.

Confident – by having a secure:

- Sense of identity;
- Good relationships with all members of their community;
- Emotional awareness;
- Knowledge of right and wrong;
- Understanding of organisational skills;
- Awareness of a healthy lifestyle;
- Understanding of risk awareness;
- Understanding of how to develop their strengths, talents and ambitions;

- Confidence and willingness to try new things.

Responsible – by developing their ability to be:

- Well prepared for life and work;
- Enterprising;
- Able to respect others and understand their own and others' cultures and traditions;
- Able to understand what it means to be British and will appreciate diversity;
- Able to challenge injustice;
- Recognising how to sustain and improve the environment;
- Able to try to change things for the better.
- Equipped with the skills and knowledge required to help them help themselves

Organisation and Planning

KS2 pupils study English, Maths, ICT, Science, Geography, History, Art, Citizenship, PHSE, Drama, P.E. following the National Curriculum tailored to meet each pupil's needs. They also work towards NCFE Occupational studies (Horticulture; Nature through Nature). 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. 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. 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. 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, GCSE's, 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.

Due to the nature of our learners it is not unusual to have an individual working towards a curriculum suited to their ability rather than their age appropriate key stage. Where this applies our learners operate from 'Room 10' and 'Room 10-2' and their curriculum is differentiated accordingly, focusing on Functional Life skills, including English, Maths, ICT, Art and Craft, Geography and Careers.

The school offers Animals Therapy, and Language 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.

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 on July 2018