



Curriculum Policy

Contents	Page
1. Policy statement	2
• Aims	3
2. Our curriculum - Essential Skills	3
• Linguistic	3
• Mathematical	4
• Scientific	4
• Technological	4
• Human and Social	4
• Enrichment	4
• Physical Education	
3. Curriculum Teaching and Learning	4
4. We monitor curriculum, teaching and learning by	5
• Planning	6
• We do this by establishing	6
5. Progress and assessment	6

Policy Statement

We aim to provide a broad based academic Curriculum by tailoring lessons to the needs of the individual child. We know that every pupil has different needs and ways of learning and at Tower Learning Centre Independent School we strive to help our pupils achieve and unlock their full potential.

The Curriculum must be seen as the major component of a pupil*s education and helps them to develop a wide range of key and transferable skills.

We aim to provide a challenging and stimulating curriculum, which encourages an enthusiasm and passion for learning and develops intellectual curiosity, creativity and a desire to further their learning. We personalise lessons for pupil's personal growth and achievement.

Our Curriculum is well planned to ensure that pupils of all abilities, including those with special education needs are able to acquire knowledge and understanding, develop and practice new skills and make progress in a range of areas of learning.

Where a child has a statement of special educational needs, (EHC Plan) we will endeavour to make provisions to meet the requirements set out in this statement.

Aims

Tower Learning Centre Independent School aims to produce a curriculum that facilitates pupils:

- to be curious and have a thirst for knowledge.
- to know how to learn and work independently.
- to understand their own ability.
- to understand which learning styles work best for them
- to strive to produce their best results at all times.
- to be prepared for the next stage in their lives
- to know how to behave appropriately and be well mannered.
- to have a respect and understanding of diversity in the world we live in.

We do this by: -

- providing a fun, stimulating and challenging learning environment.
- reflecting our high expectations through encouraging independent learning and self-discipline.
- establishing a mutually supportive partnership, in which parents/carers and staff share responsibility for the education of our pupils.
- promoting an awareness of, and respect for, a diversity of cultures, values and beliefs and abilities.
- Working together to create a caring community of learners, where every pupil feels safe and valued.
- Ensuring that all pupils have appropriate and equal access to the Curriculum which best reflects their ability level.

Our curriculum - Essential Skills

Tower Learning Centre Independent School is committed to providing a curriculum which ensures that all pupils acquire and develop skills appropriate to their aptitude in the following areas:

- **Linguistic:**

This area takes into consideration how communication skills are developed as well as developing pupils use of language through reading, writing and speaking and listening skills. We aim to teach this through English, however it is not confined to this subject as it is a skill which is used throughout the curriculum. At Tower Learning Centre Independent School we have two routes to go down with regards to English. Pupils can either study GCSE or Functional Skills. We aim for all of our pupils to be offered GCSE, however for those students who are not academically able we will offer Functional Skills to ensure further opportunity to leave with an English qualification. There will also be opportunity for those who excel in English to complete an English Literature GCSE.

- **Mathematical:**

This area takes into consideration all aspects of mathematics in order for pupils to understand the relationship between numbers and the real world. Their knowledge and understanding is underpinned in a variety of ways including practical activity, exploration and discussions. For this we will follow the GCSE curriculum for math's and Functional Skills. We aim to offer GCSE Mathematics to all of our pupils, however for those who not academically able we will offer Functional Skills to ensure further opportunity to leave us with a Maths qualification.

- **Scientific:**

For this area of study all of our pupils will be offered the opportunity to study Entry Level Science. This will allow them to explore Biology, Physics and Chemistry with practicals that form part of the assessment. This is a portfolio based qualification and assessments can be completed at the end of each topic. For those students who show greater interest and ability in Science, we can offer a Human Biology IGCSE course.

- **Technological:**

Pupils will be offered a basic course in Functional Skills ICT. This will be embedded throughout other curriculum lessons as well as dedicated sessions to understanding to be able to use Microsoft packages which will benefit them in other subjects. Technology will also be used with cross curricular links to other subjects.

- **Human and Social:**

PSHE will be taught to pupils as a compulsory subject. This will be taught to each full time pupil twice per week. This will encourage our pupils to show respect for others and will include 'British Values'. Pupils will be encouraged to take part in discussions and offer their opinions on topics. PSHE is an excellent tool to teach pupils about different cultures and encourage morals and values. This is a non-examined subject however certificates will be issued to the pupils when topics are completed

Religious Studies will be compulsory one lesson a week for full time pupils. This will explore British values, world religions and beliefs.

- **Enrichment:**

Pupils will be given the opportunity to take part in Enrichment. This will include project work, creative tasks, team building and various other activities which will promote their well-being and enjoyment of school.

- **Physical Education:**

Physical Education will be planned into the weekly timetable for those pupils who are full time. This service will be bought in and provided by a coach, who will be responsible for the planning and Health and Safety of these lessons.

Curriculum, Teaching and Learning

The curriculum is based on the National Curriculum. It has been developed to increase each child's knowledge and skills across a broad range of subjects, so that they make good progress according to their ability. The curriculum is constantly under review, taking account of the changes in the needs of our pupils and of those of our society.

We aim to do this in a fun and exciting environment so that our pupils become self-motivated, able to think and learn for themselves, therefore enabling them to apply their intellectual, physical and creative skills.

Our staff are enthusiastic and have good knowledge of the subject matter being taught. They adopt teaching methods applicable to the pupils in the group and subject dependent.

Pupils are taught in mixed age classes and work according to their ability. This ensures that pupils will only progress to the next level when their knowledge and understanding of a subject is sound, enabling individual needs to be met.

We ensure that no child is discriminated against by ensuring that we take account of the

needs of each child and ensuring that all are treated fairly and equally. We make reasonable adjustments to account for the needs of our pupils.

We believe that good role models, encouragement, a positive reward system will lead to good behaviour. Our Behaviour Policy outlines how best we encourage good behaviour through a series of effective strategies that encourage all pupils to behave responsibly in school.

- Lessons are planned and the following are the types of activity in which the pupils take part: investigations and problem solving, research, computing, practical activities, debates, role play and drama and oral presentations and discussions.
- Pupils may undertake work independently, in pairs or in groups. We encourage them to take responsibility for their own learning.
- We understand that pupils learn in different ways and respond to different types of input (visual, auditory or kinesthetic) therefore our teachers will deliver teaching in different ways to address the needs of each pupil.

We monitor curriculum, teaching and learning by:

- reviewing each subject area of the curriculum regularly and at least annually
- ensuring that all pupils are taught the requirements of our curriculum and that lessons have appropriate learning objectives and outcomes
- monitoring and reviewing practices which impact upon teaching and learning.
- Monitoring and reviewing the way in which subjects are taught
- Monitoring the support that class teachers require
- Using and assessing well — judged and effective teaching methods and managing class time
- providing Teaching Assistant and Behaviour and Learning Support in class
- providing differentiated teaching to take account of the most able and those with special educational needs.
- Setting appropriate homework.
- providing good quality accommodation and good quality, appropriate resources
- Maintaining regular communication with the parents/ guardians and the pupils
- Making reasonable adjustments for pupils with SEND.
- Ensuring staff to adhere and implement the behaviour policy

Planning

Planning is vital to the educational process. Ensuring that our curriculum is planned to take into account each subject area and the skills and knowledge that we hope our pupils will acquire. This planning takes account of the range of the aptitudes, needs, skills and prior knowledge within the group. Our staff use prior knowledge of the subjects to ensure that the lesson is taught in an appropriate room with the appropriate materials available.

We do this by establishing:

- Long Term plans for each subject, indicating what topics are taught in each term and to which pupils. This takes account of the mixed age teaching groups within the Centre.
- Medium Term Plans which clear guidance on the objectives that are set for each topic.
- Short Term plans that are prepared weekly to set out the objectives for each session and to identify resource and activities for the lessons.

Progress and assessment

The Centre has a high ratio of teaching staff to pupils and we also have a close working relationship with parents/ carers; both of these factors enables us to know the pupil well, be able assess their needs and to plan lessons to take account of each pupil.

Assessment is on — going and in variety of formats, formal, pupils complete in house tests and staff make 'teacher' based assessments. The assessment process enables teachers to be able to accurately plan and then deliver appropriate work and also allows us to see each pupil's progress, which can be seen on our tracker.

Progress, assessed through a variety of means, is measured on a regular basis, targets set and lesson plans put in place. A review meeting will be held with the Headteacher or Deputy Head teacher or designated person

Teachers mark work and homework in line with our marking policy.

Informative assessment takes place continuously in the classroom and comprises of:-

- well understood learning objectives, which are shared with the pupils.
- plenaries being used as assessment opportunities.
- effective teacher questioning.
- observations of learning.
- analysing and interpreting evidence of learning to inform future planning.
- sensitive and positive feedback to the pupil.

See also Assessment, Marking and Reporting Policy We do

this by:

- regularly marking workbooks
- marking homework
- Carrying out End of Topic Assessments
- Carrying out mock exams where appropriate

Staff training and resources

To provide the very best teaching staff are expected to have good knowledge of the subject they are teaching. Lessons are observed and have to meet agreed criteria. All teachers will have a meeting after their observation to discuss their observation and agree on any support and areas for improvement if required.

Staff take part in regular training and development both in and out of the Centre and share good practice between themselves.

New members of staff will have an induction period supported by a member of the SLT.

