



CURRICULUM POLICY

To be read in conjunction with:

- Marking, Assessment and Feedback Policy
- Teaching and Learning Policy
- Accessibility Policy
- Equality of Opportunity Policy
- Special Educational Needs and Inclusion Policy
- Spiritual, Moral, Social and Cultural Development (SMSC) Policy

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Contents

Section	Topic	Page Number
1	Introduction	2-3
2	Curriculum Aims	3
3	Curriculum Outcomes	3-4
4	Curriculum Principles	4-5
5	Curriculum Structure	11
6	Personal, Social, Health, Economic Education (PSHE) and Citizenship	14-17
7	Spiritual, Moral, Social and Cultural Development (SMSC)	17-20
8	Outdoor Learning/Outdoor Learnings Curriculum	21-22
9	Monitoring, Evaluation and Review	22
10	Roles and Responsibilities	23-26
11	Legislation	26

1) Introduction

Wetheringsett Manor School (WMS) is a Day School for boys and girls aged 11 to 18 who exhibit a range of complex learning needs, communication difficulties, Social, Emotional and Mental Health needs (SEMH) and also pupils who have been diagnosed with autism or demonstrate behaviours associated with autism. Pupils are placed from a wide range of local authorities and they all have an Education, Health and Care Plan (EHCP). Before joining our school and as a result of their behavioural and emotional difficulties and/or associated learning needs many have been unable to access an educational curriculum effectively.

Our School is a learning environment at the heart of its wider community. We promote the care of our pupils - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our pupils, preparing them for adult and working life in the 21st century. The vision for our School's curriculum is to provide a broad and balanced education, based on the realities of modern life and delivered in a therapeutic learning environment.

All pupils at WMS will have access to an education that is personalised, engaging and will encompass a purposeful and balanced curriculum. We believe the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson and informally outside the classroom throughout the whole School day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers, Instructors and support structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils.

Curriculum Policy

The overall aim of the curriculum is to enable all the young people at WMS to become Successful Learners, Confident Individuals and Responsible Citizens.

At the School we offer a flexible, personalised, engaging skills-based curriculum providing both choice and challenge focused on developing emotional literacy, core subject knowledge and offering a wide range of accredited outcomes. There is a strong focus on the social and emotional aspects of learning and opportunities will be absorbing, rewarding, effectively differentiated and the teaching styles will be diverse. The curriculum is delivered by qualified, skilled, empathetic and experienced staff operating in a warm, safe, nurturing and state of the art learning environment.

2) Curriculum Aims

The curriculum must inspire and challenge all learners and prepare them for the future. The school's aim is to continually develop a coherent curriculum that builds on pupils' experiences in earlier life and helps them to become successful learners, confident individuals and responsible citizens with a fundamental understanding of core British Values **including democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.**

The curriculum must help pupils to:

- Reengage with learning through a flexible curriculum approach.
- Understand and respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Achieve high standards and make good or outstanding progress.
- Enable those not achieving expectations to narrow the gap and meet chronological age expectations and/or personalised targets.
- Enter public examinations when they are ready for them.
- Utilise high quality personal, learning and thinking skills and become independent learners.
- Utilise high quality functional skills, including key literacy, numeracy and computing skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to the age of 19 and beyond.
- Value their learning outside of the curriculum.
- Relate to the taught curriculum.

3) Curriculum Outcomes

Our School's curriculum will:

- Fulfil all statutory requirements.
- Be based on National Curriculum definitions of subject breadth and progression wherever possible.
- Lead to qualifications that are useful for both employers and higher education.

Curriculum Policy

- Enable pupils to fulfil their potential.
- Meet the needs of pupils of all abilities.
- Be delivered in a supportive, therapeutic environment.
- Provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines.
- Prepare pupils to make informed and appropriate choices at points of transition.
- Help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the school and between phases of education, increasing pupils' choice during their school career.
- Foster teaching styles which offer and encourage a variety of relevant learning opportunities.
- Help pupils to use language and number effectively.
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help pupils understand the world in which they live.
- Meet the social, emotional and behavioural needs of our pupils.
- Incorporate a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils.
- Incorporate a key stage 4 curriculum which meets the needs of pupils, parents and wider society.
- Offers a post-16 curriculum which is not constricted by the curriculum of the school alone but incorporates other schools/colleges which may be in partnership with the school.
- Benefits other secondary and primary schools in the area.

4) Curriculum Principles

a) Commitment to National Curriculum.

While independent school regulations do not require National Curriculum coverage, WMS is committed to covering the National Curriculum wherever possible and its programmes of study. This commitment must, however be consistent with any Education, Health and Care Plan for any young person which may well prioritise particular subjects or key areas of learning.

b) Pupil Entitlement

As a Special Educational Needs School providing for the needs of boys and girls with a range of complex social, emotional and communication learning difficulties

and associated challenging behaviour, we are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; appropriate levels of expectation and genuine challenge and relevance; continuity and progression in learning.

c) Addressing Special Educational Needs

As part of the admissions process and after a place has been confirmed a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The Education, Health and Care Plan will provide further information relating to current attainment as a minimum in core subjects.

On admission to the school each young person will complete a full baseline assessment. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the Education, Health and Care Plan indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic and personalised targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans, positive support plans and individual risk assessments.

d) Post-16 learners

For some young people at WMS a placement continues into year 12. This may be because:

- they still require an intensive focus on personal and social skills and study/employability skills before they can move successfully into full-time college provision usually as a result of significant gaps in learning due to long term absence from education
- they need to complete a programme of level 1 learning so that they can move into a level 2 college provision
- they need to complete a programme of level 2 learning so that they can move into a level 3 college provision

Where such a placement is agreed with the Local Authority responsible, the pupil concerned will have their own personalised programme whose classes will, just like other learners in KS4/5, be based on the particular academic or vocational option and the level of study/accreditation.

e) Intervention and Catch Up

A priority at Key Stage 3 and 4 will be address and support gaps in learning and to effectively meet the key additional needs of all pupils. Where required, a further

priority will be placed on developing numeracy and literacy skills through intervention programmes.

f) Numeracy Intervention

We are able to recognise pupils who are not working towards or meeting expected levels of progress through our termly assessment reviews. This includes teacher assessment and the results from CAT4. Personalised targets will be focused on pupil's next steps and they will follow a tailored math's intervention programme. Progress against targets will be monitored on an ongoing basis through school databases and testing. Our intervention programme is designed to target the mathematical fundamentals required to access the curriculum and it is facilitated by the class teacher and support staff. Data tracking information will be used to identify areas for further development in mathematical knowledge, skills and reasoning. Interventions are identified, documented and tracked on the departmental tracker.

Assessment is used to inform planning, differentiation and personalised intervention with a focus on pupil progress. Formative assessment will be used regularly in the classroom and will include observations, questioning, reviews and responsive feedback.

g) Literacy Intervention

We are able to recognise pupils who are not working towards or meeting expected levels of progress through our termly assessment reviews. This includes teacher assessment and the results from Lexia Software. Personalised targets will be focused on pupil's next steps and they will follow a tailored literacy intervention programme that may consist of the following elements:

h) Effective and well differentiated classroom teaching for all pupils

- Introduction of Letters and Sounds linked with our comprehensive reading scheme to be taught where appropriate and necessary
- Daily 1-1 reading (in conjunction with Lexia Software)
- List of pupils who require reading support to all subject teachers
- Writing frame templates on our shared drive (for use in all subject areas)
- Differentiated weekly spelling scheme, where necessary
- Consistent 'Literacy' prompt boards in all classrooms
- Resources for struggling readers available in all classrooms (e.g. colour overlays, transparent rulers)
- Library with appropriate range of age appropriate reading books and an accessible reading scheme for all

i) For pupils who are still experiencing literacy difficulties, despite effective, differentiated teaching. These pupils should have the potential to 'catch-up' with their peers.

- Targeted teaching of reading skills (supported by reading scheme and Lexia)
- Teaching Assistants will lead on developing pupils reading skills through planned 1:1 reading support sessions.
- Personalised Writing support 'Booster' sessions.

For pupils who are significantly under-achieving and require a tailored, specialised programme in relation to their specific needs.

- 1:1 personalised literacy programme delivered by a Literacy specialist

j) Phonics

Letters and Sounds is taught for all pupils at KS3 where necessary. Assessment of phonics progress through this scheme is undertaken termly. If pupils are recognised through this assessment as significantly under achieving and not progressing through each stage they will be identified for intervention.

k) Reading

Reading is assessed using the Lexia Software for all pupils. Pupils will achieve a reading age, if pupils are significantly under-achieving in their reading assessment against chronological age, we are able to identify them for interventions as appropriate.

l) Writing

Writing is formally assessed termly: a body of evidence is collected and teachers use SOLAR to record progress. Next steps and targets are identified and personal targets are then set in response to these. Pupils who are significantly under-achieving will be recognised as not making progress on their individual trackers, these are then identified for writing intervention.

m) Intervention – Most Able

As a school, we identify our more able pupils who will benefit from additional small groups or one – to-one interventions to enable them to make the progress needed to achieve their full potential in core subjects. These pupils are recognised as they work beyond the expected progress from our termly assessments. In this intervention, individual sessions supplement existing learning and are offered to develop and challenge, providing a personalised learning experience.

n) Therapeutic Support and Intervention

Additional intervention is offered at all stages through group and one to one therapeutic support, according to specific individual needs, and also through a close working partnership between home and school. We will have access to a range of Therapeutic Support including Speech and Language Therapy, Occupational Therapy, Psychotherapy and Psychology. To take account of the differences and

range of cognitive ability, preferred learning styles and learning needs all staff at the School will adapt tasks, provide a range of resources, develop extension work, provide for a variety of learning styles and environments, set individual goals, provide different levels of support and offer a variety of ways for learners to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's needs and IEP targets are also crucial. WMS we are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan.

o) Access

It is the School's responsibility to find ways of ensuring that all pupils are engaged in their learning, motivated and enabled to succeed. Many pupils arrive at the school with negative perceptions of the mainstream curriculum, our school attempts to overcome those negative perceptions through flexible and innovative approaches; we attempt across the curriculum to recognise the strengths and interests of each pupil based on a variety of baseline assessments and including dialogue with the pupil. All pupils are given an equal opportunity to participate. The school provides great flexibility and a readiness to adapt strategies for teaching, learning and participation. The School has developed a range of courses, programmes of study and teaching methods which are differentiated and tailored to the wide range of needs, abilities, interests and aspirations of our pupils. It also means that many features of the curriculum are common to all pupils. No pupil is denied access to any part of the curriculum on grounds of ability.

p) Breadth

All pupils are given a wide range of learning experiences covering the different areas of skills and knowledge required by regulation. A variety of learning activities are offered which include linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education to try to ensure that pupils of different aptitudes, attributes and skills have opportunities for success.

These are regularly reviewed. Wherever possible and appropriate we work towards National Curriculum guidelines as long as these are consistent with the individuals' particular learning needs.

q) Relevance

Our definition of relevance is based on our key aim of preparing our pupils to become successful learners, confident individuals and responsible citizens. All of our curriculum seeks to take account of the need to support transition into adult life. Planning considers the need for differentiation and pupils' varying experiences of family, community and culture. The school promotes a commitment to learning and personal development. The school aims to provide increasing opportunities to use new technologies when and where appropriate. The school will take advantage of the local area, particularly the rural environment. An awareness of its aesthetic

qualities and the importance of preserving and caring for it are central values that we aim to promote. We look to offer a range of wider community opportunities including close working partnership with local schools and other appropriate resources. Its richness and variety are resources for the curriculum of which we make full use.

r) Continuity, Pace and Progression

Close attention is given to ensuring that a pupil's education builds on previous learning. The greatest steps in learning take place when pupils are able to recognise the connections between one area of knowledge and another so we actively look for opportunities for cross curricular learning whenever possible. Staff teams use high levels of communication to help plan progression through the school. The curriculum has been set up to reflect the 3 Key Stages based broadly on chronological age, but with an element of flexibility in order to address individual levels of attainment. However, it is our view that teaching must match cognitive ability regardless of learning stage. It is therefore teacher's responsibility to ensure that all work is appropriately differentiated and that all allow appropriate time for consolidation of new skills learned.

s) Differentiation

Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in these class groups. In addition, it is well documented that pupils who have a range of complex learning needs and display social, emotional and mental health difficulties have a wide range of preferred learning styles: some work well in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer.

To take account of these differences and the range of ability in any class, all staff at School have a responsibility, when planning work, to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's EHCP needs, current NC Stage (or other chosen method of identifying stage of pupil learning and understanding), preferred learning styles and IEP targets is also crucial and these are recorded and communicated through the individual pupil profiles.

t) The Learning Environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in

setting standards, raising expectations and also play a key role in effective behaviour management. All departments, class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where pupils can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that pupils treat classrooms, workshops and any other learning environments with respect.

For learners who, in the past, have developed an antipathy to the standard classroom we constantly seek opportunities to find other learning environments for example outdoor education opportunities and the Outdoor Learning Programme.

u) Schemes of Learning and Lesson Planning

Wherever possible curriculum policy and planning will be based on that of WMS. Each subject leader is required to have long and midterm planning of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. This planning will be followed by all teaching staff and their delivery monitored by subject leaders. Planning sets out how the content of the course is structured, so that pupils' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment (see additional assessment policy). It is accepted that teachers plan individual lessons, or sequences of lessons, in different ways and to this end the school does not prescribe a single method for short-term or long-term planning. It simply expects that such planning takes place, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential and that the key planning requirements including specific learning objectives, planned activities and tasks and effective use of resources are considered as the bare minimum

v) Equality of Opportunity

All subject leaders are aware of and plan accordingly to the Whole School Equality of Opportunity policy and in line with the Equality Act 2010. They also should actively promote equality of opportunity in the curricular work of the subject. As a School we regularly explore the range of opportunities available to ensure that all curriculum areas engage pupils by showing respect for their cultural and personal identities. Teaching staff will also be expected to devise appropriate teaching programmes for any learner who requires additional support in order to successfully access the curriculum.

w) Gifted Pupils

A small number of pupils display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all staff to identify such pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams and organisations and external visits. Opportunities to celebrate such success include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in pupil's records of achievement.

x) Information and Communication Technology

At WMS we believe that the development of capability in the safe use of ICT is an essential requirement of the pupils' education and that they have an entitlement to IT resources and teaching of the highest possible quality. The development of ICT at the School is guided by the following principles:

- All pupils have an entitlement to the use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT/Computing lessons, and as a result of the use of ICT in subject areas. All pupils will be taught how to use the internet safely and will be expected to follow the school's safety guidelines
- Staff are encouraged to make full use of opportunities for professional development in ICT. Practical workshops are to be held on a regular basis as part of the school-based INSET programme, and there are also opportunities to attend external courses.

5) Curriculum Structure

a) Structure of the School Day

The school operates a 30-period week. There are 6 periods per day, 3 in the morning which are 50 minutes each and 3 in the afternoon, including literacy which is 20 minutes. The final 2 periods everyday are vocationally based to encourage active learning for all students. An assembly is held every Friday morning to review the week and to celebrate individual pupil success.

b) Key Stage 3 Curriculum

At the end of each academic year the pupils in Year 7/8 enter the Key Stage 3 Curriculum Phase. Pupils at this Key Stage are encouraged to develop and consolidate their key skills in core subjects and are also offered opportunities to prepare for examination courses. In addition, accreditation at Entry Level is offered in core subjects. National Curriculum areas of study are delivered with discrete teaching of English, Math's, Computing, Science, Art and Design,

Music, SRE, PE, RE, Humanities, PSHE and Citizenship. Enterprise is encouraged in all areas of the curriculum and is introduced at this Key Stage.

The final term of Year 9 is organised so as to focus on transition into Key Stage 4: transition reviews in which the Local Authority Careers Service is involved offer pupils the opportunity to plan an education pathway based on their interests and strengths for KS4 and beyond and at the end of Year 9 the pupils make their vocational and academic option choices for Year 10 and 11.

c) Key Stage 3 Options Programme

As part of our commitment to personalise the learning experiences for pupils we will introduce an options programme at Key Stage 3. All of the options support the curriculum and offered additional planned learning experiences. The option choices may include: Football and Fitness, Design and Technology, Outdoor Education, Food Technology, Outdoor Learning, Design & Enterprise, Music, Peer Mentoring, GCSE Art, Cycling, Mechanics, Swimming and more based on the interests of the student and the availability of staff.

d) Key Stage 4/5 Curriculum

The curriculum from Key Stage 4 onwards provides the flexibility to be able to offer our young people a learning experience that will meet their individual needs. The learning pathways available for the young people at WMS comprise of Personal Development, Core Subjects and Options with a clear Vocational focus (a combination of Academic and Vocational) and supported by college courses and potential work experience placements. The personalised pathways are designed to meet the desired requests of the pupil, statutory requirements of each pupil's Education, Health and Care Plan, and views taken from significant stake holders in young people. The aim of this phase at the school is to personalise the curriculum, to meet individual personal needs, engage the learners and provide maximum opportunity to achieve. All learners are challenged to make progress and achieve in their functional skills, particularly in English, Mathematics and ICT. The options provide opportunities to broaden and increase individual experience towards independence in preparation for the next life stage. Classes in KS4/5 will not be age-related; instead groups will be based on the academic or vocational strands chosen and on the level of study (e.g. Entry Level, Foundation GCSE, Higher GCSE, Certificate, Diploma, Level1 and Level 2).

The challenge at Key Stage 4/5 has been to provide a curriculum model for our KS4/5 pupils that offers a breadth of experience and both the flexibility and choice to cope with the diversity of pupils' interests and ability levels. In addition, due to start dates that may be well into the academic year pupils sometimes have had very limited time to complete accredited courses and qualifications. A focus has therefore will be on offering a combination of Functional Skills, Basic Skills, Wider Key Skills, Life Skills, Entry Level, GCSE's and Vocational qualifications. The core subjects delivered at WMS may include English and

Math's at Entry Level, Functional Skills and GCSE, BTEC Award in Science, and Functional Skills and/or Entry Level in ITC and PE. Vocational subjects include Catering – BTEC Level 1 and 2 'Awards in Home Cooking' and BTEC Award in 'Home Cooking Skills' Level 1, Construction –WJEC Level 1 and Level 2 'Constructing and the Built Environment', Hair and Beauty – BTEC Award Level 1 'Hair, Beauty and Barbering', Health and Social Care – BTEC Award Level1, ICT – Functional Skills, Entry Level, Level 1 and Level 2, Land Based Studied – City and Guilds Level 1 Award, Motor Mechanics – Entry Level 3, Award, Certificate, Diploma and Level 1 'Motor Vehicle Studies' and Sport and Leisure – BTEC Award, Certificate, Diploma and Level 1'Sports and Active Leisure'.

Opportunities to work with others and to develop key citizenship skills are provided through a range of opportunities including enrichment options and peer mentoring opportunities. This is combined with regular opportunities for the KS4 pupils to work with younger pupils at WMS and also in PE lessons and other planned sporting events.

e) Functional Skills

Pupils who are not selected for GCSE in core subjects will be offered vocational topic-based English, Math's and ICT through a functional skills approach. This programme supports functional skills development and prepares pupils for the functional skills assessment leading to full accreditation. The qualification is offered from Entry Level 1 – Level 2. Final Functional Skills assessments are taken through AQA, offering 4 points of entry throughout the year with on screen access at Level 1 and 2.

f) College Placements

The rationale for college placements is to provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to gain appropriate learning for individual needs and to encourage lifelong learning. All KS4/5 pupils have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathway. College placements are offered at Year 10 and 11/12.

g) Work Experience, Vocational and Careers Guidance

As per DfE guidance 'Careers Guidance and Access for Education and Training Providers' Jan 2018, Careers guidance is delivered at KS3, 4 and 5. WMS endeavours to provide all pupils with a range of opportunities to participate in a vocational environment. A clear vocational philosophy exists at Key Stage 4 as careers and guidance is encouraged as part of a whole school approach. Emphasis on vocational opportunities at KS3 and KS4 with the planned inclusion of horticulture, cycle maintenance, hospitality, catering and construction. Enterprise is encouraged in all areas of the curriculum and is taught discretely as an option in ICT & Enterprise in KS3 and KS4.

Enterprise is further encouraged through whole school charity events and charity activities planned and led by KS4 pupils. Careers education and guidance are taught through timetabled Careers Lessons, ICT based careers information programme ('Fast Tomato') and Citizenship.

In Key Stage 3 and 4 and beyond the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. All 14+ pupils are interviewed by Local Authority support services to give guidance and encourage participation in College programmes. This process also provides the specific information required to create individual transition plans. Pupils who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

Personalised learning is supported by Individual Personal Profiles to encourage pupils to pursue areas of interest and gain experience. Teachers, instructors and learning support staff provide valuable support and guidance as they support the individual pupil needs. Further extensive careers support and guidance are available through: 'Preparation for Work' unit of PSD programme, planned visits and discussions and advice from Local Authority support services (school and personal), Outside Agencies and Parents / Carer involvement as opportunities are provided for pupils' individual needs and future transitions.

It is the aim of the school that all pupils should leave the school with a suitable placement matching the individual's ability and aspirations. The aim is for all Year 11 pupils to actively apply for college placements, training schemes or jobs whilst in their final year; for some pupils however, it may be agreed for particular reasons that they remain at WMS to complete another year.

6) Personal, Social, Health, Economic Education (PSHE) and Citizenship

PSHE is central to the development of the pupils in our school. Our planned programme is designed to help pupils deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHE programme is central to achieving our school's own aims, objectives and mission statement. PSHE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports pupils in reaching their full potential
- Developing key concepts, language skills, strategies and understanding to enable pupils to make positive lifestyle choices now and in their future
- Developing the personal skills and knowledge that underpin independence

- and include health related matters and sex and relationships education
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our pupils. The PSHE programme is embedded within other efforts to ensure children and pupils have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The school provides opportunities for children and pupils to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions

Key principles that underpin our PSHE provision:

- We recognise that our pupils bring with them prior learning and real-life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our pupils.
- Our PSHE programme is taught within a safe and supportive learning environment where our pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.
- The PSHE programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of pupils is the responsibility of all staff supported in partnership with families and the wider community.
- The primary aim of the curriculum that is offered at school is to maximise the development of each individual, to become Successful Learners, Confident Individuals and Responsible Citizens with a fundamental understanding of core British Values **including democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.** Personal development therefore is identified as the key in all areas of the school. The 2 areas of Education and Therapy work together in supporting the individual needs of each pupil. Personal and social development is at the centre of a therapeutic community in all settings. In all that the school offers the key is to provide for the support and challenge that meet individual interests and aspirations.

A) Promoting British Values and Citizenship

Citizenship will figure prominently in both Key Stages 3 and 4. In Key Stage 3 it will be planned and delivered alongside PSHE and within Humanities lessons. In KS4/5 it will be based on specifications for external accreditation including the ASDAN Citizenship award and the Citizenship GCSE. In all key stages, further study will enable young people to meet the requirements of independent school regulations and will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Staff will challenge opinions or behaviours that are contrary to fundamental British values.

Through delivery of Citizenship (see also SMSC section below) staff should:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures and encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- encourage pupils to respect for democracy and support for participation in democratic process, including the respect for the basis on which the law is made and applied in England.

The Education (Independent School Standards) regulations 2014, as in force from January 2015 Pupils will develop:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;

Curriculum Policy

- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
- an understanding of the importance of identifying and combatting discrimination.

While it is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.

While coherent, planned and progressive programmes are in operation within the taught curriculum throughout all Key Stages and address these aims, we recognise that successful personal and social development depends not only on a planned series of lessons but also upon a wider curriculum, which includes:

- Constructive relationships with staff
- Appropriate daily routines in the school
- Assemblies and tutorials
- Visitors to the school and educational visits
- Cross-curricular learning in other subjects of the curriculum
- The provision of RE and careers education
- Constructive approaches to behaviour management which enable the learner to interact constructively with peers and staff.

7) Spiritual, Moral, Social and Cultural Development (SMSC)

As a school for pupils with complex learning needs and associated social, emotional and mental health needs, we believe that provision for the social, moral, spiritual and cultural development of our pupils is integral to curriculum planning and actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. All curriculum areas can contribute to the pupil's spiritual, moral, social and cultural development.

Opportunities for this are detailed in the school SMSC policy. Within each medium-term plan, teaching staff identify where their lesson has met the SMSC needs of the pupil, therefore embedding SMSC across the curriculum. We will be using SMSC Gridmaker to chart SMSC across all subjects within the school and extra-curricular events.

The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Young people should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Curriculum Policy

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom expectations should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

Our curriculum will:

- Promote mutual respect and tolerance.
- Promote individual liberty.
- Promote the rule of law.
- Ensure that everyone connected with the school is aware of British values and principles.
- Ensure that everyone connected with the school is aware of our own values and principles.
- Ensure a consistent approach to the delivery of SMSC issues.
- Ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Ensure that pupils know what is expected of them and why.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable pupils to develop an understanding of their individual and group identity.
- Enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

a) Spiritual Development is promoted in a variety of ways. As a school we will provide learning opportunities that will enable pupils to:

- Develop and sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships.
- Reflect on, consider and celebrate the wonders and mysteries of life including the consideration of the meaning and purpose of human existence and the seeking of answers to questions about the universe.

Whole School assembly delivery regularly includes religious content and themes. Timetabled Religious Education content in the KS2, KS3 and KS4 Curriculum actively encourages pupils to examine the nature of religion, its beliefs and practices. Visits to local areas and places of worship including local churches and the local Buddhist temple

support spiritual development and understanding further. The 'Beliefs and Values' programme offered in the KS4 curriculum is embedded through CoPE and Citizenship lessons, focusing on studying moral based themes and ethics and requires pupils to consider and evaluate religious perspectives on a range of contemporary issues (e.g. war and peace, crime and punishment, medical ethics).

Pupils are encouraged to discuss and reflect on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth. Pupils consider important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.

Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain. Positive dialogue is encouraged for pupils to share their own ideas and views on religious and spiritual issues.

Pupils are encouraged to reflect upon their own attitudes and values, in both Religious Education and other lessons. Pupils are also encouraged to reflect upon their own attitudes and values in a range of lessons. In some subjects, notably Art, Music, English, History, Geography and Outdoor Learning pupils explore their feelings and responses to wider issues and beliefs. Many lessons and extra- curricular experiences allow pupils to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

b) Moral Development

As a school we will provide learning opportunities that will enable pupils to:

- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong and develop understanding about behaviour and the reasons for different types of behaviour.
- Show respect for the environment.
- Make informed and independent judgements and develop the skills and confidence to make decisions.

Moral Development is promoted through the close support work from class tutors (including praise, credits and rewards and target setting); in certain subject areas such as RE, PSHE, History, English and Citizenship, through consistent application of the School's code of conduct and classroom expectations and by positive reinforcement of good behaviour. The ethos and practices of the school encourage pupils to learn to distinguish between right and wrong. We seek to promote positive relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical,

environmental and social issues.

Pupils are encouraged to value themselves and others and to explore the influence of family, friends and other sources on moral choices. A key priority relating to pupil moral development is based on all pupils being provided with regular opportunities to reflect on the importance of rights and responsibilities and to develop a sense of conscience, a key element to reinforce this has been the part played by the majority of pupils in working towards and achieving 'Eco School' status and also through the school PSHE programme.

c) Social Development

As a school we will promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community and social education as an integral part of the philosophy and ethos of the school.
- Understand how to manage conflict effectively.
- Tell the truth and understand the importance of trust.
- Understand how to make and sustain friendships.
- Understand civil rights and duties.

Across the whole curriculum, we aim to develop pupils' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of the school and its work contribute to personal and social education, the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many extracurricular activities such as sport, music and a wide range of trips and activities out of school. Social Development is promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons. Pupils have extensive opportunities to take responsibility through activities such as School Council, Peer Mentoring Programme, participation in the whole school Outdoor Learning Programme, work in support of charities, and assisting at School functions and charity events. The Social and Emotional Aspects of Learning provide a range of opportunities for planned and structured peer group work and social development. Further opportunities for social development are provided through Outdoor Learning, Team Building activities, Life Skills and Community Enterprise Programmes and participation in regular sports fixtures. Pupils are also regularly reminded of the need to develop positive peers and adult relationships.

d) Cultural Development

As a school we will promote opportunities that will enable pupils to:

- Actively promote the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment and value their own cultural identity.

- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.
 - Know about societies and cultures other than their own.
 - Be aware of the principal ways in which different people interpret the world.
- Cultural Development is encouraged both within lessons and through a very wide variety of extra-curricular activities such as music, regular library and theatre visits, topic work at sites of particular interest, events such as Book Week and visits from theatre companies to support and compliment the educational curriculum and visits from well-known authors to increase pupil's interest in reading.

Planned visits from authors, people from different religious backgrounds and faith groups also help to reinforce pupils' cultural awareness and understanding. Different European cultures and lifestyles are explored in the MFL and enrichment days across the curriculum. Pupils also take part in a wide range of Education visits and trips. The range of cultures represented in the school is valued and celebrated and national and international religious festivals are recognized. Cultural diversity from a national and international perspective is explored through a range of cross-curricular opportunities, including planned in-depth geography-based studies of other countries and their cultures, study of poetry and fictional literature from different cultures, the PSHE programme and links with other schools - national and international.

e) Out of School/Off Site Experiences

Planned, structured experiences for learners outside of the classroom (Outdoor Learnings) and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips and also Curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported by English, History, Science and Geography departments and also through the delivery of Life Skills and the vocational programme.

8) Outdoor Learning

It is our belief at Wetheringsett Manor that, when learning outside the classroom, our pupils attain higher levels of knowledge and skills, improve their physical health and increase their motor abilities, socialise and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes. The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All pupils have the right to experience the unique and special nature of being outdoors. We feel it is important to enable children to use the outside environment as a context for learning and to this end an outdoor learning scheme of learning has been developed and this is delivered KS3/4.

A) Outdoor Learning Curriculum

The Outdoor Learning curriculum is an innovative and inspiring approach to learning and development which offers our pupils opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences during regular visits to our onsite woodland area. Outdoor Learning provides opportunities for our pupils to grow in confidence, self-esteem and independence in special woodland setting, where they are supported in their development. What makes Outdoor Learning distinct from other education approaches is its focus on repeat visits to the same woodland site, and focus on small achievable tasks to ensure that the experience is enabling. Sessions are flexible and user-led, and with a high leader-to-participant ratio individual learning styles can be fully supported. Pupils build up relationships with staff and with peers, exploration and play are encouraged, and teamwork and co-operation are nurtured. Pupils develop and nurture respect and responsibility for themselves, other people and the environment in a truly empowering experience, which is also exciting, healthy and fun.

The ethos of Outdoor Learning is based on a fundamental respect for young people and for their capacity to instigate, test and maintain curiosity in the world around them. It believes in pupil's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world; and the right to experience a healthy range of emotions, through all the challenges of social interaction, to build a resilience that will enable continued and creative engagement with their peers and their potential. It is an approach to education that makes use of the outdoor environment to create a unique learning vehicle. In the session's pupils are given appropriately challenging and achievable tasks that build their confidence, skills and independence, and are given the time to thoroughly explore their thoughts, feelings and relationships. This time and reflective practice develops inter and intrapersonal skills, which are well documented as being directly linked to learning skills.

9) Monitoring, Evaluation and Review

As part of the school governance process, Acorn Care and Education will receive a termly report from the Headteacher on:

- the standards reached and progress made in each subject compared with appropriate benchmarks.
- the standards achieved and progress made at the end of each key stage considering any important variations between groups of pupils, subjects, courses and trends over time, compared with appropriate benchmarks.
- the number of pupils for whom the curriculum has been significantly modified and the subsequent arrangements which were made.

10) Roles and Responsibilities

a) Expectations of all staff

Curriculum Policy

Staff at WMS are expected actively to promote and seek to secure the curriculum aims named above and, in particular to:

- ensure that the school's policy on Curriculum delivery including SMSC is implemented and particularly the awareness of the school's responsibility to actively promote the fundamental
- British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- to promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire the appreciation of and respect for their own and other cultures;
- ensure that all staff have clear regard for the Acorn wide statement about partisan political views - *"The promotion of partisan political views in the teaching of any subject in the school is strictly prohibited. All staff have a responsibility to take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. Acorn Care and Education, in partnership with the school's leaders, will monitor school policies and schemes of work across the curriculum. Rigorous monitoring of lessons will ensure balance in the presentation of all subject matter."*
- have high expectations of pupils;
- employ a variety of appropriate teaching and learning methods;
- ensure that, wherever possible, pupils are provided with a range of opportunities to access to the curriculum and given every opportunity to succeed;
- deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity, and which conform to the requirements of the New National Curriculum;
- provide work which meets pupils' needs and aspirations, which offers depth and challenge, and which motivates and inspires them;
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements;
- develop pupils' skills to become independent learners;
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment;
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals;
- keep parents/carers regularly and fully informed about the progress and achievements of the pupils.

b) The Regional Director of Education will ensure that:

- the curriculum meets all legal and statutory requirements;
- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed;
- the amount of time provided for teaching the curriculum is adequate and is reviewed

Curriculum Policy

annually;

- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum;
- the procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve;
- Acorn Care and Education are fully involved in decision making processes that relate to the breadth and balance of the curriculum;
- Acorn Care and Education is advised on progress towards targets in order to make informed decision;
- the curriculum prepares pupils for their chosen career pathway.

c) Acorn Care and Education will ensure that:

- it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

d) The Headteacher will ensure that:

- they have an oversight of curriculum structure and delivery within the school.
- detailed and up-to-date schemes of learning are in place for the delivery of courses.
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.

e) Head of Education, Key Stage Coordinators and Core Subject Leaders will ensure that:

- long term planning is in place for all courses. Schemes of learning will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- schemes of learning encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of learning are in place and used by all staff delivering a particular course.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.
- where necessary an appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of learners.
- assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment.
- they keep the appropriate key stage assistant principal informed of proposed changes to curriculum delivery.
- pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion and that performance and progress data is reported

Curriculum Policy

- regularly to the SLT.
 - they share best practice with other colleagues in terms of curriculum design and delivery.
 - they oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.
- f) Teaching Staff and Learning Support Staff will:**
- ensure that the school curriculum is implemented in accordance with this policy.
 - keep up to date with developments in their subjects.
 - have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils. Ensure that pupil progress data is recorded in a timely fashion and opportunities to deepen pupils' levels of learning are explored.
 - share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
 - participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
 - work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
 - actively support pupils in their progress through the new curriculum.
- g) Pupils will:**
- be treated as partners in their learning, contributing to the design of the curriculum.
 - have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
 - be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
 - receive coordinated support to enable them to make the appropriate curriculum choices
- h) Parents and Carers will:**
- be consulted about their children's learning and in planning their future education.
 - be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
 - be informed about the curriculum on offer and understand the rationale behind it.

11) Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England)

Curriculum Policy

Regulations 2014 and Equality Act 2010 with regards to:

a) Curriculum:

- full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- that pupils acquire speaking, listening, literacy and numeracy skills to the standard expected of pupils nationally;
- where the principal language of instruction is a language other than English, lessons in written and spoken English so that pupils achieve the fluency of pupils nationally in speaking, reading and writing English;
- where a pupil has an Education, Health and Care Plan, education which fulfils its requirements;
- personal, social, health and economic education which –
 - reflects the school's aim and ethos
 - encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- for pupils receiving secondary education, access to accurate, up-to-date careers guidance that:
 - is presented in an impartial manner;
 - enables them to make informed choices about a broad range of career options;
 - helps to encourage them to fulfil their potential;
- where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
- that all pupils learn and make progress at the rate expected of pupils nationally;
- effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

b) Teaching:

- enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in pupil's self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time;
- shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are considered in the planning of lessons;

Curriculum Policy

- demonstrates good knowledge and understanding of the subject matter being taught;
- utilises effectively classroom resources of a good quality, quantity and range;
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and that pupils make good progress because teaching is planned using information from those assessments;
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- does not discriminate against pupil's contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our pupils. We will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- lead to further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils are offered a balanced presentation of opposing views —

- while they attend the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere

Curriculum Policy

Acorn Care and Education will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.