



Policy Title: Curriculum Policy

Linked to:
- Assessment Policy
- Marking Policy

Responsibility: Headteacher/Proprietor

1. Introduction

Fairlight Glen independent, is a co-educational school for students aged 8 - 18 years; they all have an education, health and care plan (EHCP).

Students' profiles:

- All students on roll have an EHCP.
- Most students have had several educational placements, and/or have been out of school for extended periods before coming on roll at Fairlight Glen. Consequently, they are likely to have gaps in learning and be working below age-related expectations.
- Most of our students have previously had poor experiences of school and learning has been a negative time for them and they are often anxious as a result.
- Our students often learn at a slower pace and have issues with subjects being taught in a 'traditional' manner. The curriculum is therefore adapted to reflect students' needs with an emphasis on developing Life Skills and providing therapy, as being in a positive mindset allows them to engage more effectively with their learning.
- We provide full-time supervised education for students. This means:
 - at least 190 days a year
 - 38 weeks a year
 - 30 hours a week
- It is sometimes appropriate to offer a part-time provision for a student at the school. This will always be done in full agreement with all stakeholders as some students need a staged transition back into education. Time in school will gradually be increased, in line with an agreed plan, always with the aim of the student attending full-time.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Education (Independent School Standards) Regulations 2014.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

3. Curriculum Aims

At Fairlight Glen the overarching aim of the curriculum is that the students are fully prepared for their next steps in learning and towards adult life and that learning is relevant and enjoyable. This is achieved with the use of a double stranded curriculum that encompasses both an emphasis on life skills and a more traditional academic curriculum. We fundamentally believe that meeting students' social and emotional needs, combined with academic achievement will increase their chances of becoming positive, independent, and resilient members of society.

This is achieved by:

- Meeting the needs of all the students' EHCPs.
- Providing a relevant, broad, and balanced education, in line with the National Curriculum, accessible to all students. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Narrowing the gap for the students not achieving their age-related expectations.
- Acquiring a range of key life skills and focusing on functional skills, including key literacy and numeracy.
- Enabling students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Supporting students' spiritual, moral, social, and cultural development (SMSC) and personal development.
- Supporting students' physical development and responsibility for their own health and enabling them to be active.
- Promoting a positive attitude towards learning and nurturing students' individual talents.
- Ensuring equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support.
- Providing subject choices that support students' learning and progression and enable them to work towards achieving their goals.
- Developing students' independent learning skills and resilience, to equip them for further/higher education and employment.
- Equipping students with the knowledge and cultural capital they need to succeed in life.

4. Roles and responsibilities

4.1 The Proprietor

The proprietor will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The proprietor will also ensure that:

- The school is compliant with Independent School Standards in Part 1.
- The school is providing a "broad and balanced curriculum" which includes English and mathematics.
- Proper provision is made for all students with different abilities and needs, in line with their EHCPs.
- All courses that are provided for students below the age of 19 that lead to qualifications, such as Functional Skills and Entry Level Certificates are approved by the Secretary of State.
- The school implements the relevant statutory assessment arrangements.
- Students are provided with independent, impartial careers guidance, and this is appropriately resourced.
- It participates actively in decision-making about the curriculum.

4.2 Headteacher and SLT

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

4.2.1 All required 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 students will be met.

4.2.2 The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed.

4.2.3 They manage requests to withdraw children from curriculum subjects, where appropriate.

4.2.4 The school's procedures for assessment meets all legal requirements.

4.2.5 The proprietor is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

4.2.6 The proprietor is advised on whole-school targets to make informed decisions.

4.2.7 The Headteacher has responsibility for monitoring and evaluating the implementation of a broad and balanced curriculum, the short, medium, and long-term planning and that appropriate and regular assessment is taking place. Where necessary, they will decide if alternative qualifications can be offered to best suit the needs of students.

4.3 Lead Teachers

4.3.1 Ensure all planning documents are in place (schemes of work).

- 4.3.2 Review assessment data regularly and carry out quality assurance (lesson visits, workbook scrutiny).
- 4.3.3 They must select appropriate awarding bodies and courses so that they best meet the learning needs of Fairlight Glen students.
- 4.3.4 They must take responsibility for remaining up to date with their subject.

4.4 Teachers

All teachers are expected to act in accordance with DfE Teacher Standards (2011). They should:

- 4.4.1 Plan lessons for all subjects in line with the long-term plans and schemes of work.
- 4.4.2 Teach lessons with clear objectives and relevant, challenging, activities that are adapted to suit the individual needs of all students.
- 4.4.3 Plan for application of relevant literacy and numeracy
- 4.4.4 Regularly assess formatively and summatively to ensure that all students are making the required progress and that informed changes can be made to future lesson planning.
- 4.4.5 Mark in line with the Marking Policy.
- 4.4.6 Participate in professional development and work collaboratively to develop their understanding of teaching and learning.

4.5 Support Staff

- 4.5.1 Support the implementation of the school curriculum in accordance with this policy
- 4.5.2 TAs should support students who are disengaged or abscond to help them reengage with the curriculum and their learning
- 4.5.3 Access the relevant professional development to support students with accessing the curriculum fully

4.6 Students

- 4.6.1 Will be consulted on the curriculum and their voice be heard and contributions considered
- 4.6.2 Will have their individual needs addressed in line with their EHCPs
- 4.6.3 Will be given additional targeted support where required
- 4.6.4 Will receive both internal and impartial, external advice, to help each student progress into a successful life outside of school.

4.7 Parents and Carers

- 4.7.1 Will be consulted about the curriculum and their contributions acted on, where appropriate
- 4.7.2 Will be informed regularly of their children's learning through weekly reports.

4.7.3 Will be informed of all available options for their children's future education in a timely way.

5. Organisation, planning and delivery

5.1 Meeting the need of the students

As all the students at Fairlight Glen have an EHCP, we ensure that they can all access an ambitious curriculum in line with their needs and make meaningful progress. This is how we meet the requirements of our students:

- Every student has an annual review which provides an opportunity for all stakeholders to come together and identify the needs of the students and set clear goals. These then form the basis of the personal programmes of study which set more focused targets with a medium-term outcome and the staff are supported to implement them effectively.
- All students have unique timetables with access to a variety of vocational options built into their timetable, alongside scheduled sessions.
- All students have the potential to access bespoke, therapeutic based activities. These include Cookery, Gym, Fishing, Climbing, Music lessons and use of an outdoor setting.
- A high level of adult support in the classes (1 class teacher and additional staff member in classes no bigger than 5).
- At the point of induction, staff are encouraged to build strong relationships with the students and read relevant documentation to build a knowledge and understanding of their strengths and difficulties.
- Specialised staff training which is not solely focused on the delivery of academic content, but also on the needs of the students.
- Working closely with all stakeholders, especially parents and carers, there is ongoing communication, and feedback is asked for and acted upon regularly on the effectiveness of the provision.

5.2 How work is planned

- The students are taught a broad and balanced range of subjects which are being delivered in line with the National Curriculum.
- Where instructors are in place, they will be supported in developing their pedagogy through CPD.
- Curriculum mapping has sufficient depth across all subjects and is used by staff to ensure effective and consistent planning. There is a clear connectivity between medium term planning and the lessons delivered.
- Schemes of work identify opportunities for cross-curricular development.
- Resourcing is driven by planning and subject areas have the materials and equipment that is needed to deliver the planned curriculum. This is regularly assessed to ensure it has a positive impact and includes separate learning areas.
- We will gather as much information about our students' prior attainment at the point of referral.

5.3 Curriculum Offer

Aspect	Subject/ Activity Qualification & Awarding Body (if applicable)
Linguistic	English
	SPAG
	Functional Skills NCFE Edexcel ELC 1-3/ L1-2
	DEAR (Drop Everything and Read)
Mathematical	Mathematics
	Times Tables Rock Stars
	Functional Skills Maths NCFE Edexcel ELC 1-3/ L1-2
Technological	Coding
	Cooking (every 3 weeks)
	Woodwork
Humanities	History
	Geography
	Science
Physical	Physical Education
	Outdoor Learning
Aesthetic and creative	Music (RSL Grading Levels 1 – 8)
	Music (RSL Grading Levels 1 & 2 – Music Performance/ Music production)
	Art & Design
Personal, Social, Health and Economic Education (PSHE)	PSHE (including Relationship& Sex Education)
	Enrichment Trips
	Life Skills
Careers Guidance and Work Experience	Useful skills needed to make the most out of life. External Provider: EBP Kent
	Career Lessons

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Review Frequency: **Annually**

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Reviewed:

KHinton

5.4 How subjects are delivered

Linguistic- listening, speaking, reading, and writing

- Linguistics and communication are the cornerstone of the curriculum at Fairlight Glen the ability to express oneself is an essential life skill. This is delivered through English, which as a gateway subject, enables students to access the entire curriculum. English and Literacy are promoted through all subjects, which is the responsibility of all staff, but they are overseen by the English Subject Lead.
- English is taught in every class, across all key stages.
- Teachers teach the classes and small 1-1 interventions as required.
- At KS4 the students follow NCFE Functional Skills programme, starting at the Entry Level and can complete Levels 1 and 2.
- Since reading is key to future success in life, there is a distinct and targeted Literacy plan in place across the school, in line with the 2021 DfE Reading Framework.
- There is a wide range of age appropriate, high interest reading material to engage all students and promote a love of learning in the school. Students are always encouraged to read in their free time.
- Reading and literacy sessions are completed by all children at all key stages. The students read, either as a class reader or individually which is recorded in their reading journals.

Mathematical

- Our aim is for students to enjoy mathematics and recognise the importance of it in their everyday life. They are encouraged to develop their confidence and develop a positive attitude towards the subject.
- Maths is delivered to every student, across all key stages.
- Students at Key Stages 2 and Key Stage 3 follow the National Curriculum.
- At KS4 the students follow NCFE Functional Skills programme, starting at the Entry Level and can complete Levels 1 and 2, depending on diagnostic assessments.
- Teachers use a combination of group sessions and, where appropriate, 1-1 tutorials.
- There is a wide range of manipulatives available to ensure that all students can access mathematics.

Technological

- Our main aim with ICT is to ensure that students are equipped with a good working knowledge of the skills required to prepare them for future employment.
- Students study Coding during the academic year.

- All students also can gain basic cooking skills, delivered through the AQA Award Units. This allows all students to have the chance to learn basic skills including knife work, food hygiene and following basic recipes.

Humanities

- Students are taught to have an insight into people and places, how people live and how they interact with their environment, developing a sense of awe and wonder and providing them with an understanding of the world they live in.
- History and Geography is delivered through Humanities lessons.
- Teachers organise educational visits and field trips where they will add value to their learning and provide the students with an opportunity to gather data and deepen their understanding of processes and events.

Physical

- Many students have negative connotations of physical exercise, so the focus of PE is participation and for students to really enjoy the activities. In turn, helping students develop key motor skills including control, coordination and improving their stamina and fitness. Students are also encouraged to develop moral values such as teamwork, fair play, resilience, and commitment.
- All students across all key stages have a double PE lesson each week, plus additional chances to do sport and activities built into their vocational programmes.
- Lessons either take place on site using or when necessary, in the various sport facilities off site, including a local golf course, swimming pool and climbing centre.
- Alternative sports and activities are encouraged at Fairlight Glen, as we aim to develop students as a whole child, not just from a physical standpoint.

Aesthetic and Creative

- Music is highly regarded on the curriculum due to the therapeutic nature of the subject.
- It is delivered to all students, every week, across all classes.
- Music is a foundation subject at the school, and we have created a pathway through RSL qualifications so students who go on to our Sixth Form have the opportunity to complete their Level 2 qualifications in Music production and Music Performance.

Personal Development

- There is a strong focus through the curriculum on Personal Development and it is imperative to the students at the Fairlight Glen to support them.
- All students are taught PSHE, incorporating the new statutory guidance for sex, relationship, and health education in England. It is delivered in line with

the strands of the PSHE Association and covers Social, Moral, Spiritual and Cultural (SMSC), Fundamental British Values (FBV) and Sex and Relationship Education (SRE). Online safety is also embedded into the PSHE curriculum, teaching students to be alert and aware of how to safely use ICT resources. Students are taught about how to recognise and avoid danger when using ICT resources and preventing themselves from cyber bullying and online exploitation. All students have a timetabled lesson every week.

- Fairlight Glen is committed to developing our students' social, moral, cultural, and spiritual education throughout the curriculum and each of their individual contributions to the school community is recognised.
- Fundamental British Values are also reflected in the planning and embedded through the curriculum. This is underpinned by the values of democracy, mutual respect, tolerance, individual liberty, and the rule of law and addressed in all subjects. However, they are explicitly delivered through group and class discussions, PSHE and workshops.
- We encourage respect for other people and ensure that students are aware of protected characteristics.
- All students have weekly Life Skills sessions. These provide students with key life skills and is assessed against the Wheel of Independence framework.
- We provide up to date career advice for all students to enable them to make informed choices about a broad range of career options which are not stereotyped and fulfil their potential. There are strong work experience links that have resulted in many students having very successful work placements.

Enrichment Trips

- Off- site visits and activities are used to supplement work in the classroom. These provide all students with the opportunity to study the local environment and provides a way of linking real life experiences with more abstract concepts delivered in the classroom. Each class has a weekly timetabled slot to ensure these happen.
- Visits have included, amongst others, the Chatham Historic Dockyards, Dover Castle, local beaches, Pegwell Bay Nature Reserve, Chimera Climbing Centre Wildwood Trust, Betteshanger Country Park and Monkton Nature Reserve.

6. Inclusion

Fairlight Glen is an inclusive school where all teachers set high expectations for all Students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.

The most recent research from the Education Endowment Foundation states that well trained teachers with a developed pedagogical understanding is the most effective approach for supporting disadvantaged students. It is imperative that expectations are not lowered and that they are provided with an ambitious and challenging curriculum.

All students at the school have an EHCP and we comply with the best practice and legislative requirements to ensure that their needs are met. The school will liaise regularly with all external agencies and stakeholders to make certain that the relevant scaffolded resources and support are implemented. The school participates in the annual reviews for every student. It sets out targets to support progression and these are regularly reviewed to inform improvement.

Higher achieving students are also carefully considered throughout the curriculum. Opportunities are created for all individuals to reach their potential and to ensure that work is engaging and challenging enough for all, whatever their ability. If a student demonstrates an exceptional ability or talent in a particular area, the school will support this by providing additional resources, opportunities and/ or specialist expertise. This may include specialised resources, courses, trips and activities and additional tutoring and their class will be carefully selected to reflect their needs.