



Edith Kay  
Independent School

# Curriculum Policy

Approved/reviewed by	
The Governing Body	
<b>Date adopted:</b>	March 2019
<b>Date reviewed</b>	September 2023
<b>Date of next review</b>	September 2026

This policy is reviewed every 3 years to ensure compliance with current regulations

## **OVERVIEW**

At Edith Kay Independent School, our mission is to engage with children and young people to enable them to identify their own talents and strengths, finding and nurturing each pupil's unique spark. We believe that all pupils are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social; finding appropriate challenge in our learning environment.

The very nature of the school is dynamic and creative because of our pupils needs and expectations. The school specialises in developing tailored learning pathways alongside a robust academic education within its curriculum design and delivery.

All pupils have individual needs, which puts personalised learning at the heart of our and learning and teaching. The school is committed to providing an equity of challenge for all pupils and an inspiring education for life.

## **PURPOSE**

This policy is set out to ensure that the school has a clear vision in regard to the quality of its curriculum in practice.

## **AIMS**

### **Values:**

1. vision, values, culture and ethos are shared by the whole school community
2. pupils are happy, secure, confident and valued for their individuality
3. students develop spiritual and moral values, self-discipline, responsibility, resilience and respect for themselves, others and the environment
4. staff are energetic, passionate about their subject and committed to the value of an all-round education
5. a positive and inclusive relationship is nurtured with parents, *alumni*, and the wider community
6. the school at all times holds true to the promotion of its core ethos and values.
7. the school community supports and enhances pupils in-depth understanding of their individual and collective journey through the curriculum, PSCH EE (Personal, Social, Citizenship, Health, Economic, Education), Careers, Assembly, Enrichment and identified Therapies.

## **Learning:**

1. pupils achieve their academic potential through outstanding teaching which is forward-looking, encourages independent thinking and lays the foundations for lifelong learning
2. pupils achieve their creative potential through outstanding vocational practice which enhances their learning journey (through the arts, identified vocational skills and trades) both professionally and personally
3. staff continue to develop in their roles through high quality support, guidance and on-going training in terms of pedagogy and professional development
4. first-rate facilities and an inspirational learning environment support the philosophy and aims of the school
5. regular and robust self-evaluation and collective review ensures that the whole school is a learning organisation

## **Interests:**

1. the curriculum is broad and balanced, offering rich and varied opportunities for the development of academic interest and intellectual curiosity
2. the school actively encourages and promotes a wider understanding of various disciplines such as the arts, equestrian training, 3D design through personal and collective activities such as competitions, trips, enrichment opportunities
3. the academic and vocational curriculum offers a wide range of enriching, enjoyable and challenging activities, which stimulate and develop the interests of each pupil, and promote a healthy lifestyle

The curriculum also introduces NCFE Employability Skills Level 1 to pupils and aims to develop and enhance the skills required for the working environment. The course works on improving pupils' confidence and communication skills in order to prepare them for employment or for a change in employment.

The school is committed to providing a rigorous vocational, academic and intellectual education which will challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake and provide them with a secure foundation on which to continue to learn and into the careers of their choice.

All pupils of compulsory school age receive a full-time supervised education. This education is intended to give pupils experience in vocational, linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects of the curriculum.

The core curriculum of subjects provides the opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy. These are further developed in their

other subjects. Pupils are taught 25 periods per week (40-minute periods for the majority of academic subjects with double periods for practical subjects).

All pupils study a core curriculum of Mathematics, English, Science (and a Modern Language where appropriate) on joining Edith Kay. Quite deliberately, the school chooses to maintain a broad academic curriculum to support pupil progression to GCSE level. There are no predetermined "Option Bands" as our pupils join the school with individually discussed pathways. Pupils work with a clear understanding of the complexities and demands of the professions they are considering and the expectations that are intrinsic in the design and delivery of the curriculum. The school however, always aims to run any course where there is sufficient demand.

All curriculum subject matter is appropriate for the age and aptitudes of the pupils in each academic school year, and is mindful that the pace of progress reflects this. Our pupils have education, health care plans whose needs are reviewed annually. Every opportunity is provided to enable all pupils to develop their speaking, listening, Literacy and Numeracy skills, as set out in the schemes of work for each curriculum area.

The curriculum provides for the teaching of Personal, Social, Health, Citizenship, Economic Education which is taught to individual and smaller groups as a timetabled subject, working concurrently with the PSHCEE policy and schemes of work where further details can be found. The PSHCEE curriculum reflects the school's aims and ethos. The documents work and should be read in conjunction with one another, along with Marking and Feedback, Special Educational Needs/Disabilities, promoting British Values and the provision for Spiritual, Moral, Social and Cultural Education.

The school actively works with Local Authorities, colleges, schools and appropriate providers to support and extend our curriculum offer for pupils.

This policy is available to parents and prospective parents on request from the school office and accessible on the school website.

## **School Procedure**

### **14 Years (Year 9)**

In Years 9, all pupils receive a broad introductory curriculum which gives them experience in all of the aspects outlined above. In addition to Mathematics, English, Science and pupils are also offered Art, Home Cooking, PSHCEE, Careers or a subject that is specific to their interests and needs.

As a specialist school, pupils are also provided with a varied vocational curriculum alongside therapies in Speech and Language, Occupational, Equine, Music and

Psychotherapy. From September 2020 all pupils are offered the chance to explore a range of disciplines including citizenship, study skills and introduction to Google in Education.

### **15 Years (Year 10)**

From Year 10 an element of choice is introduced to enable pupils to explore those subjects more fully. In Year 10, all pupils study the core curriculum of English, Mathematics, Science, Art. The pathways are dependent on pupil attainment and entry level and functional skills are offered in Year 10.

Home Cooking, 3D Design and Music Technology are areas developed in the vocational curriculum.

### **16 Years (Year 11)**

In Year 11, the core GCSE curriculum is English Language and Literature, Mathematics, Science along with Art, Citizenship and Home Cooking Skills Level 1 and 2. Pupils study Science as a Functional Skill, Double or Triple award subject (Physics, Chemistry and Biology). The core curriculum provides continuity and progression of learning. A Curriculum booklet is provided to help pupils and their parents to prepare for their GCSEs. GCSE examinations are taken in all academic subjects except IT (where students follow a discrete curriculum).

The vocational curriculum has a more extended programme which run alongside PSHCEE and Careers in developing pupils next phase of learning.

### **17, 18 & 19 Years (Year 12, 13 & 14)**

In Years 12, 13 and 14, pupils have the opportunity to review and continue with A Level, GCSE, BTEC and other accredited subjects specific to the learning pathway specific to each young person alongside Health Education and their Career plan.

Pupils are given the opportunity to study a core curriculum of Mathematics, English, and Science (and a Modern Language where appropriate) upon joining Edith Kay. Quite deliberately, the school chooses to maintain a broad academic curriculum to support pupil progression to Post 16+, A Level. There are no predetermined "Option Bands" as our pupils join the school with individually discussed pathways. Pupils work with a clear understanding of the complexities and demands of the professions they are considering and the expectations that are intrinsic in the design and delivery of the curriculum. The school, however, always aims to run any course where there is sufficient demand.

### **English as an Additional Language**

Pupils whose first language is not English are assessed prior to entry to Edith Kay and again upon arrival during their induction programme to assess their English language capabilities and needs. Extra support is provided through timetabled EAL

(English as an Additional Language) lessons. These lessons aim to develop the students' English language skills and communicative ability and to build the students confidence to succeed in an English-speaking environment.

### **Learning Difficulties and Disabilities, Special Educational Needs and More Able and Talented**

All pupils at Edith Kay join the school with an Education, Health Care Plan and we strive to screen new pupils for specific learning difficulties and disabilities during the first half term after their entry to the school, as well as acting upon any information passed on by the pupil's previous school. Pupils recognised as More Able and Talented are provided with opportunities to extend their knowledge in extension work in the classroom or small group activities. There are also a range of projects during the academic year that stretch and challenge, together with enrichment classes for individual interests. The provision for a pupil with a learning difficulty includes one to one learning, or group support within the classroom. Teaching staff are well informed, have up to date knowledge of effective learning and teaching strategies and are skilled at teaching pupils with learning difficulties and/or disabilities and those with particular special educational needs.

### **Careers**

Careers guidance is supported by the team and a school careers adviser through visits and events and pupils are given individual support. Information is available to all pupils and by the school which provides support and advice as well as facilitating additional visits to Further Education Colleges, 6<sup>th</sup> Form Colleges and visits from outside agencies, speakers and advisers. For 16+ applications, there is a systematic mentoring process which is supported by the Head Teacher/SENCo and Careers Adviser.

### **Independent Learning**

Edith Kay promotes independent learning and there are computers available for independent learning in the main area. In some cases, the teaching team will work to ensure that a pupil attends Supervised Private Study to support GCSE coursework.

### **Academic Ethos**

While there is a considerable emphasis placed on examination success in line with vocational success, it is important that as much attention is given to those who find academic work challenging as to the high-fliers. Colleagues are expected to monitor academic performance closely and take appropriate action promptly in the case of those pupils who are struggling to access the curriculum. All pupils are expected to give of their best and to be encouraged to develop their natural talents to the full. Modest results for pupils who may find academic work challenging are as worthy of recognition as are outstanding results for another who may be naturally able.

## **Curriculum Booklets**

These booklets set out the key information necessary to prepare and encourage independent learning. They can be accessed and downloaded from the main curriculum section of the school website.