



Curriculum Policy

Approved/reviewed by	
The Governing Body	
Date adopted:	March 2019
Date reviewed	September 2025
Date of next review	September 2028

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 learners to enable them to identify their own talents and strengths, finding and nurturing each learner's unique spark. We believe that all learners 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 learners' needs and expectations. The school specialises in developing tailored learning pathways alongside a robust academic education within its curriculum design and delivery.

All learners have individual needs, which puts personalised learning at the heart of our learning and teaching. The school is committed to providing an equity of challenge for all learners 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. Learners are happy, secure, confident and valued for their individuality
3. Learners 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 learners' 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. Learners achieve their academic potential through excellent teaching which is forward-looking, encourages independent thinking and lays the foundations for lifelong learning
2. Learners 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 and 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 learner, and promote a healthy lifestyle.

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

The school is committed to providing an enriching education which will challenge and engage learners, 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 learners of compulsory school age receive a full-time supervised education. This education is intended to give learners experience in 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 learners to acquire skills in speaking and listening, literacy and numeracy. These are further developed in

their other subjects. Learners are taught 25 periods per week (45-minute periods for the majority of academic subjects with double periods for practical subjects).

All learners 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 learner progression to A-level/GCSE level. There are no predetermined "Option Bands" as our learners join the school with individually discussed pathways. learners 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 learners in each academic school year, and is mindful that the pace of progress reflects this. Our learners have education, health and care plans (EHCP) whose needs are reviewed annually. Every opportunity is provided to enable all learners 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 and Health Education (PSHE) which is taught to individual and smaller groups as a timetabled subject, working concurrently with the PSHE policy and schemes of work where further details can be found. The PSHE 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 Value 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 learners.

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

School Procedure

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

An element of choice can be introduced to enable learners to explore subjects more fully. All learners study the core curriculum of English, Mathematics, Science, Art as a minimum. The pathways are dependent on learner attainment.

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

As a specialist school, learners are provided with a varied curriculum alongside therapies in Speech and Language, Occupational, Equine, Music and Psychotherapy. All learners are offered the chance to explore a range of disciplines including citizenship, study skills and an introduction to Google for Education.

The core GCSE curriculum is English Language & Literature, Mathematics and Science. Learners can study Science as a Functional Skill, Double or Triple award subject (Physics, Chemistry and Biology). The core curriculum provides continuity and progression of learning.

Learners can also study other subjects, including: Art, Media Studies, Geography, Spanish, Drama, Food Hygiene & Nutrition and Home Cooking Skills. GCSE examinations are taken in all academic subjects except IT (where learners follow a discrete curriculum).

PSHE and Careers run alongside the curriculum which helps to develop learners' next phase of learning.

Learners have the opportunity to study A-Level, GCSE, BTEC, Functional Skills, Entry Level Certificate and other accredited subjects specific to their learning pathway alongside their EHCP.

English as an Additional Language

Learners 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 learners' English language skills and communicative ability and to build the learners confidence to succeed in an English-speaking environment.

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

All learners at Edith Kay join the school with an EHCP and we strive to review new learners 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 learner's previous school. Learners recognised as high-achieving are provided with opportunities to extend their knowledge in 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 learner 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 learners 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 learners are given individual support. Information is available to all learners and by the school which provides support and advice as well as facilitating additional visits to Further Education Colleges, 6th 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, Careers Adviser, Prospects Harrow and Lead Mentors.

Academic Ethos

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