

**Curriculum Policy**

**The Valiant School**

**Approval and Review**

|  |  |  |
| --- | --- | --- |
| **Approved by:** | The Management Committee |  |
| **Last reviewed on:** | 1st June 2023 |
| **Next review due by:** | 1st June 2025  |

|  |  |  |
| --- | --- | --- |
| **Version Control**  |  |  |
| **Version**  | **Date** **Approved**  | **Changes**  | **Reason for Alterations**  |
| Initial  |  |  |   |
|   |  |  |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |

**Contents**

1. Aims, Intent & Implementation 3

2. Legislation and guidance 6

3. Roles and responsibilities 6

4. Organisation and planning 7

5. Inclusion 7

6. Impact 8

7. Monitoring arrangements 8

**………………………………………………………………………………………………………………..**

**1. Aims & Intent**

**The Valiant School aims is to provide a high quality, inclusive and exciting curriculum entitlement that follows the statutory Early Years Foundation Stage Curriculum 2021 and the ambitions of the National Curriculum for the subjects taught at The Valiant School.**

Every pupil admitted to The Valiant School has been on a unique educational journey. We are committed to being a positive and stabilising setting that bridges to continued education, whether that be another mainstream school or a specialist setting.

Pupils are with us for varying amounts of time. Our curriculum therefore needs to be flexible, personalised and designed to enable pupils to progress to the next stage on their educational journey.

Our aim is to provide a curriculum that is rooted in understanding yourself, understanding the world, raising aspirations whilst enabling each child to shine in their individual talents.

We aim to provide a nurturing and supportive environment where our pupils can all become successful learners. Each pupil’s individual needs are addressed through adaptive teaching strategies to enable full access to a quality education.

**Curriculum Content**

* All areas of the EYFS curriculum are covered through planned, purposeful activities in an enabling environment.
* English, mathematics, science and PHSE is the core curriculum provision alongside the prime areas of the EYFS curriculum.
* High focus on PSED/ PHSE and developing pupil’s social, emotional and mental health within supporting pupils’ spiritual, moral, social and cultural development.
* Expressive and Creative arts (EYFS & KS1 and key stage 2) and Human and Social EYFS understanding the world geography and history are linked to the story topics and the school’s values curriculum.
* Computing and PE are taught linked to the story topics where appropriate but are taught in discrete lessons. (EYFS focus on understanding the world and physical development see below)

**The curriculum is designed to:**

Re -engage all pupils as learners

Enhance the self – perception of pupils as learners and important members of their community

Inspire and motivate pupils, fostering a curiosity to learn

Enable all pupils to make progress from their individual starting points and to have success in learning underpinned by a focus on developing pupils’ social development, emotional wellbeing and mental health.

Support all pupils to lead healthy, active and safe lifestyles

Support all pupils to develop the skills, emotional resilience and positive attitudes to learning that will enable them to reintegrate to and be successful in the next phase of their education

In- depth understanding of attachment theory, child development and neuroscience underpins and informs all aspects of The Valiant School. Using this evidenced based research and theory ensures the greatest outcomes for our learners (for both academic and personal development).

The principles that underpin our pedagogy and all curriculum learning are:

* Positive relationships are the priority
* Children’s learning is understood developmentally
* The school provides a nurturing environment that ensures the sense of safety to enable pupils to explore and learn
* All behaviour is communication
* The importance of transition in children’s lives

The PSED/ PSHE curriculum and embedded SMSC will ensure that The Valiant School fulfils all our statutory obligations under equality legislation.

**Implementation**

In any one classroom at The Valiant School we will have children from different mainstream primary schools, we recognise that they will all have experienced very different curriculums before joining us, and they may be returning or moving onto another setting with a different curriculum again. Therefore, we have designed a rich curriculum that will focus on the core learning fundamentals, with reading at the heart of everything whilst being immersed heavily in STEM (Science, technology, engineering and maths) and PSED / PHSE (Personal, health, social and emotional development) to ensure the children that attend The Valiant School are then equipped with key knowledge and skills to take with them onto the next stage of their school journeys. The Valiant school are committed to its children attending everyday to keep up with their mainstream peers.

We have two main mixed age classes, known as phase 1 (EYFS & KS1) and phase 2 (KS2), the curriculum is designed to provide learning that is highly adapted to meet the needs appropriate to each child’s stage of development and the Valiant School recognises that many of the children may not be working at age related expectations for attainment due to previous lost learning, but will always strive for the highest expectations of progress for every child to achieve their greatest potential to catch up and then keep up. Children in the EYFS will learn through a balance of adult directed and child initiated activities alongside a rich, enabling environment.

All children at The Valiant school will be supported by an identified key worker, children in EYFS will be taught with a specialised EYFS teacher.

A robust induction process ensures the sharing of transfer information from their own or previous school, parents, carers and baseline assessments of maths and EYFS literacy/ English. This allows an accurate plan to meet the needs of every individual child.

Table to show the Valiant School Values Curriculum linked to all areas of learning.

Communication and language is the core of all intent.

|  |  |  |
| --- | --- | --- |
| Child friendly values statements  | Intent & impact  | Area of learning  |
| Be Me  | PSED Value and understand themselves as individuals, become independent learners and emotionally independent though ability to co and self-regulate. | PSED/ PHSE, SMSC, emotion coaching  |
| Be Healthy  | PSED Healthy lifestyles – body and mind  | PSED/ PHSE, SRE, PE, science, emotion coaching  |
| Be Curious  | Understanding of the World Explore, be curious , investigate, enquire to make sense of the world around them and beyond their own lives  | UTW Science, careers, Expressive arts/ art, UTW / Human & Social (UTW , geography and history) |
| Be Kind  | PSED empathy, understanding and care of themselves, others and their local, national and international communities  | PSED, PHSE, SRE, UTW / Human & Social UTW , geography and history.  |
| Be Brave  | PSED emotional resilience and self recognition and raise self esteem through hard work and recognising success. | PHSE, SRE, emotion coaching  |

The Valiant School Core Curriculum for Phase 1( EYFS & key stage 1) and Key stage 2 Entitlement

* Linguistic : Literacy & Communication and Language / English, including phonics.
* Mathematics
* Scientific : Understanding of the World / Science
* Technological : Understanding of the World / Computing
* Physical Development / Physical Education
* Aesthetic and creative education : Expressive arts & Design
* Human and social : EYFS Understanding the World / KS1 & 2 Geography, History, PSED/ PHSE
* Personal Social Emotional Development /PHSE
* Key events and celebrations, people and artefacts of different religions are taught and experienced within PSED/ PHSE, English, Expressive Arts, visits and visitors.

**Half Termly Story Topic Themes**

Marvellous Me

Heroes

Once upon a time

All creatures great and small

Inventions

Ay Up Duck

For further details of each subject and the EYFS curriculum , please see the organisation and planning in section 4.

# 2. Legislation and guidance

This policy reflects the requirements for schools to provide a broad and balanced curriculum.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), Early Years Foundation Stage

# 3. Roles and responsibilities

**3.1 The Management Committee**

The Management Committee will monitor the effectiveness of this policy and hold the headteacher/ head of school to account for its implementation.

The Management Committee will also ensure that:

* A robust framework is in place for setting curriculum priorities and aspirational targets
* Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
* The school implements the relevant statutory assessment arrangements
* It participates actively in decision-making about the breadth and balance of the curriculum

**3.2 Headteacher**

The headteacher / head of school is responsible for ensuring that this policy is adhered to, and that:

* All required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
* The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
* They manage requests to withdraw children from curriculum subjects, where appropriate
* The school’s procedures for assessment meet all legal requirements
* The Management Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
* The Management Committee is advised on whole-school targets in order to make informed decisions
* Proper provision is in place for pupils with different abilities and needs, including children with SEND

**3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

It is the responsibility of the staff at the school to deliver highly effective education to all pupils who attend. Alongside the formal, academic curriculum, pupils are also taught how to appropriately manage their emotions and to co and self -regulate their behaviour .

All staff follow the primary curriculum in order to support pupils to make better than expected progress in English, maths and Science. Pupils’ work is recorded, marked and fed back to them to support their progress in learning. Specific interventions are in place for those pupils who need additional support as identified through gaps in their learning.

There are also regular opportunities each term for parents to talk with their child’s lead staff to discuss the progress of a pupil and to visit the school for events which showcase the achievements of their child though out the term.

# 4. Organisation and planning

EYFS Literacy & Communication and Language / English :

Phonics : Phonics is used to teach reading. Children will be supported to adapt to their mainstream school’s phonics scheme on transition back to their own school. (Twinkle Phonics Programme DfE approved). EYFS and Key stage 1 children will be taught separately for phonics.

Reading : half termly story topic units are devised around a key text to extend and develop vocabulary, sequences of lessons in the English schemes of work are linked to fiction, non-fiction and poetry.

Every child receives daily individual reading with an adult.

Daily shared whole class reading linked to topic or for enjoyment. Reading areas are throughout the whole school for all ages. EYFS designated reading area.

Writing : sequences of lessons are planned within the English schemes of work and linked to the key topic texts with opportunities to write in a range of fiction and non-fiction genres. Spoken language, grammar and spelling are also integrated into each English topic scheme of work. EYFS opportunities for writing in purposefully planned learning environment.

Maths : The maths scheme sequences lessons in all areas of mathematics with a priority on fluency and reasoning. Initial assessments and information shared from school determine the starting point. (White Rose Maths scheme of work). EYFS opportunities for maths in purposefully planned learning environment.

Understanding the World / Science : knowledge is taught alongside working scientifically and enquiry skills in each topic theme. EYFS UTW in purposefully planned learning environment.

PSED / PHSE : prioritised for increased timetabled lessons and opportunities linked to all areas of SMSC and SRE. (PHSE association scheme of work adapted to build from the EYFS curriculum with progression to key stage 1 ). EYFS PSED in purposefully planned learning environment.

Understanding of the World / Computing : Timetabled at least once weekly. ( NCCE scheme of work adapted to build from the EYFS curriculum key areas (National Centre for Computing Education)) .

Physical Development / PE : timetabled at least once weekly. EYFS access daily physical development within a purposefully planned environment.

Express arts and design : timetabled at least once weekly for art. EYFS access daily expressive arts and design opportunities in a purposefully planned environment.

Human and Social / EYFS Understanding the world EYFS people culture and communities- , Geography and EYFS past & present History Ks1 and ks2.

Religious Education is not taught as a curriculum subject however key people, places of worship , festivals and celebrations, similarities and differences are taught within many areas of the curriculum in the school for example : EYFS Understanding of the world / Communication and language / PSED / Expressive arts and design - PSHE/ art / English stories and speaking and listening during visits and visitors. Children will be taught that Christianity is the principle religion of England, they will also learn about many other religions including Islam, Hinduism, Sikhism and Judaism.

During the afternoon sessions students will have opportunities to access:

* Personal / Physical , Health and Social Education (PSED / PHSE)
* Sex and relationship education (SRE) (if applicable)
* Spiritual, moral, social and cultural development (SMSC)
* British values

# 5. Inclusion

Staff set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

* More able pupils
* Pupils with low prior attainment
* Pupils from disadvantaged backgrounds
* Pupils with SEND
* Pupils with English as an additional language (EAL)

Staff will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Staff will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

**6. Impact**

Student achievement and attainment is a key measure for impact. See the assessment, marking and record policy for more detail on how pupils are assessed.

Impact aims of curriculum impact :

Pupil Engagement will be high – sharing learning, pupil voice, attendance, SEMH / boxhall progress measures / scaling.

All pupils will make accelerated progress from starting points and feel their own success in their learning – pupil progress information, sharing learning pupil voice and books.

All pupils will make progress in their SEMH development and how to live a healthy life – sharing learning in PSED/ PHSE (pupil voice, observations, pupils work), analysis of behaviour logs, Boxhall profile data and individual emotional development targets.

All pupils will have the skills, attitudes and behaviours that enable successful reintegration in a mainstream school – measure and report to directors the number of pupils that successfully move back to their own a or a new setting/ phase of education.

# 7. Monitoring arrangements

The Headteacher / head of school will monitor the implementation and impact of the curriculum throughout the school using a range of sources of evidence including:

* Sharing of learning : pupils’ work
* Learning observations
* Pupil voice

This policy will be reviewed every 2 years by the Headteacher. At every review, the policy will be shared with the Management Committee