



CHURCHILL
SCHOOL

Curriculum Policy

The Curriculum

At Churchill every learner is entitled to a curriculum that is rich and varied, challenging and inspiring, which enables every individual to fulfil her or his potential to the highest possible standard.

All our pupils follow the National Curriculum at a level appropriate to them. However, we also recognise that many of our pupils first need to be equipped with the tools to learn: our Learning to Learn curriculum teaches the basic skills such as focusing on a task, tolerating sitting beside another pupil, that are prerequisites to learning. We teach all areas of the National Curriculum, though not all pupils will study a modern foreign language. The National Curriculum is followed as appropriate, but with flexibility to meet diverse and individual needs. For some pupils in some subjects, the Programmes of Study will be for their Key Stage. For others, the Programmes of Study for an earlier Key Stage may be more appropriate.

Our schemes of work in each subject are designed to ensure that pupils are able to access and progress through programmes of study that are appropriate to their levels of ability.

There is a focus on learning outside the classroom – with increased opportunities to contextualise language development through hands-on learning. The outside learning environment has been enhanced through the development of areas to support curriculum learning .

There is:

- a focus on raising aspiration so that every pupil makes excellent progress both academically and socially, whatever their starting point.
- teaching that engages all pupils so that each one participates, is creative, able to express their views and develops the emotional resilience to succeed even when facing difficulties. Some children, such as those with autism, need a lot of structure and security in order to function well. They need to know exactly what will happen in the day. We use visual schedules in order to help the pupils maintain their awareness of the timetable and use the Meeting Time to go through the day's demands
- a strong drive on improving learning through engaging with carers and the local community values, to support our principles of equality and access, also respect for local people and local culture.
- a strong emphasis on building children's repertoire of communication, spoken and written language so that they become confident and effective communicators, using systems such as visual strategies where appropriate; every interaction is seen as an opportunity to develop language
- personalised planning that enables pupils to access mainstream opportunities. The model is one of truly personalised teaching that capitalises on individual strengths and removes barriers to learning, enabling our students to achieve their potential and stretch their limits.

Organisation

Students are organised into teaching classes of up to a maximum of 11 students, according to a mixture of age and level of need, each with their own class teacher. During lessons a combination of whole class, group and 1-1 teaching may take place on any one occasion according to the demands of the task, supported by two or more teaching assistants.

English

KS2

The Primary Writing Project is used in KS2 to develop positive attitudes towards writing and therefore develop pupils literacy skills further. Writing is taught through model texts which demonstrate outstanding writing, expand vocabulary and help to establish good reading habits.

Guided reading groups help to reinforce the learning connected with the Primary Writing Project. Pupils experience a wide range of texts and genres which are in place to ensure that they have the skills necessary to be able to access the curriculum in KS3.

KS3

Students will study a range of topics throughout the year integrating both reading and writing skills. Each unit will be accompanied by the study of a novel in order to encourage and develop reading skills throughout Key Stage 3.

KS4

It is compulsory for all students to study English Language at GCSE level. The English department aims to inspire and instil a life-long love of literature in all students. We encourage students to read for pleasure, at home on a regular basis as we believe that this will significantly increase their chances of accessing the curriculum and the accompanying examinations. In English Language GCSE, students will study how to read competently a range of fiction and non-fiction literary texts. Students will also have the opportunity to develop writing skills; studying creative writing and writing from a specific viewpoint.

Maths

Students' knowledge, skills and understanding in mathematics develop as they use it in practical activities, to solve relevant and meaningful problems, and to explore the patterns and relationships on which mathematical concepts depend. Planning of teaching strategies therefore draws on practical activities.

KS2

Mathematics is delivered in a variety of ways. A very strong emphasis is placed on understanding of mathematical ideas and concepts, promoting the use of mental strategies for solving problems and developing a range of calculation strategies. The Primary Framework is used to support teaching and learning across the school. Lessons are planned to allow children experience of all areas of mathematics in practical and everyday situations, to suit a wide range of learning styles. Problem solving and Speaking and Listening skills are integral to this approach and the children are encouraged to make links between areas of learning and discuss both strategies and findings confidently. Catch up Numeracy is utilised to ensure that the key concepts of Maths are securely embedded.

KS3

Students consolidate and extend their mental and written methods of calculation. They develop their understanding of fractions, decimals, percentages and ratios. Students further explore properties of groups of numbers, such as squares, primes and cubes. In algebra students develop their ability to manipulate algebraic expressions and solve equations. They explore connections between sequences, functions and graphs. Students discover shape and space and apply angle properties of 2D shapes and parallel lines. They learn how to transform 2-D shapes and calculate areas, perimeters, volumes and surface areas. Students also increase their understanding of a variety of measures. Students develop strategies for collecting, presenting and analysing data. They also explore theoretical and experimental probability.

KS4

GCSE Mathematics consolidates and builds upon concepts introduced in KS3. Through the study of number; algebra; ratio; proportion and rates of change; geometry and measure; probability and statistics students will learn to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems

- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Understanding mathematics is an essential life skill. The curriculum and teaching addresses not only the mastery of basic skills and recording but also has a progressive focus on real life mathematics and the more advanced concepts. Mathematics provides a means for organising, communicating and manipulating information. The ability to communicate mathematically is fundamental and students learn how to communicate with others using the language/medium of mathematics.

Useful strategies include:

- Presenting tasks in context, e.g. weights in domestic science, money on an outing
- Teaching repetitive tasks such as counting and timetables to enable pupils to master some basic skills
- Giving concrete examples and opportunities for over learning activities
- Making records, e.g. keeping visual records, using graphs and symbols

Science

In Science the children are encouraged to develop enquiring minds through exploration and observation of the world around them. Children are given opportunities to make predictions, test their ideas and draw conclusions through a range of practical and hands on experiences. We have a range of resources available to support the teaching of Science, and the school grounds are used to help develop an understanding of the natural world.

KS2

In Key Stage 2 science is taught through project work, carefully adapted from the International Primary Curriculum.

KS3

In KS3 students follow a scheme of work designed to increase their experimental and analytical skills whilst developing their knowledge of specific biological, chemical and physical concepts. Students are encouraged to apply and improve their scientific communication and ICT skills throughout the course. The Key Stage 3 science units of work are developed from the Activate schemes of work. The schemes of work include excellent class resources, practical exercises, homework tasks, on-line assessments (with feedback), progress quizzes, revision quizzes, practical projects and an on-line textbook which all pupils can access using their Kerboodle log in. Many of the units offer pupils experiences outside of their everyday lives.

KS4

Science is a compulsory subject for all pupils in Key Stage 4. It is a valuable, practical-based and informative subject. Science allows pupils to gain an in-depth understanding of the world around us and beyond. It will give pupils an understanding about the 'how' and 'why' of many different concepts from curing diseases to predicting climate extremes.

The majority of pupils will study the AQA GCSE Science courses throughout Key Stage 4. Pupils will study equal proportions of Biology, Chemistry and Physics. Pupils will complete a variety of different practical activities while covering the concepts. Different mathematical concepts will also be covered in the course. The pupils will complete external examinations at the end of their course.

Useful strategies:

- Allow pupils to explore through taste, touch and smell
- Record findings in a visual way- keep a photographic record
- Be sensitive when organizing group activities
- Consider Health and Safety issues- remember that pupils with ASD can be unaware of danger and the consequences of their own actions
- Link sensory activities to everyday activities, e.g. sampling hot and cold food
- Where possible use a special interest to develop scientific knowledge.

Geography

KS2

Children are taught about the world around them, the physical features, weather, land use and countries. Children are taught to have a sense of place, why environments are as they are, how settlements are developed and to compare and contrast other localities with their own.

KS3

In KS3 students study the following units:

- What is a Geographer?
- What skills and attributes does a Geographer have?
- Extreme environments
- The development gap
- Populations
- Climate change
- Natural disasters
- Flooding
- Tourism

KS4

GCSE Geography is very exciting and dynamic. The course will consist of two elements; 15% of the course will be comprised of fieldwork. This will involve collection and use of primary and secondary data, then also formulating an enquiry and argument based on the data gathered. The knowledge and skills gained from these investigations will be examined in a 'Geographical Skills' exam. The remaining 85% of the course will be split into 4 distinct sections:

- Place: processes and relationships
- Physical geography: processes and change
- People and environment: processes and interactions
- Human geography: processes and change

These topics will cover a vast range of contemporary case studies covering a local, national and global focus. This is a very exciting course to be part of in our ever changing world.

Useful strategies:

- Take advantage of visual aspects of subject, e.g. maps and timetables

- Let pupils keep a photographic record of a local area or country abroad
 - Let pupils use the Internet to find out about different countries and cultures
 - Use food technology to develop an understanding of different countries
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- Use pictures, artefacts and DVD/video
 - Use drama and music to extend knowledge of different cultures.

History

KS2

Children are taught to recognise the difference between the past and the present, that change occurs over time and to have an understanding that the present is affected by the past. Topics taught include Explorers and Adventurers, Money and Trade, Stories People Tell, Here and Now, There and Then and much more! Children are encouraged to contrast and compare with the present day and to use artefacts and original evidence.

KS3

During KS3 the students will study the following topics :

- What do we know about the Anglo-Saxons from what they left behind?
- Why did William win the Battle of Hastings and how did he keep control of England?
- What was life like in Medieval England?
- Why does Martin Luther matter, and what was reborn in the Renaissance?
- How did life change under different Tudor monarchs?
- Why was there an English Civil War and why do people disagree about Oliver Cromwell?
- How did the Industrial Revolution change Britain?
- Should we apologize for empire?
- What should Billy Joel have included in 'We Didn't Start the Fire'?
- How far can we generalize about the experiences of African slaves?
- Who was most significant in ending the slave trade?
- Why did the world go to war in 1914?
- What makes a source useful to a historian?
- Who won votes for women?
- Why was WW1 not the 'war to end all wars'?
- What was the most significant event of WW2?
- How best should we remember the Holocaust?
- How did people's experiences of the Cold War differ?

Useful strategies :

- Use artefacts, photographs, maps, symbols and carefully selected film
- Make visits to museums, sites of historic interest and places of worship
- Use ICT to record observations, to list and sequence collections of objects and to categorise them
- Use stories and role play to develop an understanding of past events and people's feelings
- Make things as visual as possible

Religious Education

Children have the opportunity to be involved in religious education lessons throughout the school, where they learn about different religions and cultures, and are encouraged to show tolerance and empathy for them. Arrangements for the act of collective worship are made through assemblies in accordance with the requirements of the Education Reform Act 1988, and with the Suffolk Agreed

Syllabus. In this community school, collective worship and religious education are non-denominational in character. Parents may, if they wish, withdraw their children from the arrangements for worship and from religious education. Please talk to the Headteacher if you wish this to happen. You will be asked to put your request in writing.

Useful strategies include:

- introducing the sensory aspects of different religions using incense, candles and music.

ICT

Because we want all our children to be technologically advanced, ICT is woven through the whole curriculum so that it becomes integral to the way pupils work.

In order to help pupils gain basic and advanced skills, resources have been designed that enable pupils to progress through the National Curriculum, either working 1:1, through self-directed study or in a group.

Through this programme we are able to offer our pupils a differentiated curriculum developing independent learning, creative thinking and problem solving skills. Each class has access to an interactive whiteboard or touch screen which enables a wider use of ICT in different subjects across the curriculum.

At KS4, the students study for the INGOTs qualification. This course develops and accredits ICT skills such as making spreadsheets, sending emails and creating powerpoint presentations.

Art

KS2

Art and Design encourages children to develop their creativity and imagination and allows for freedom of expression. Children are given opportunities to explore the art forms of different times and cultures and to focus on the work of a variety of different artists, craftspeople and designers. Through this they develop their critical awareness. Pupils are taught specific skills enabling them to feel confident using different media and processes to create work in 2 and 3D. Children are encouraged to express their ideas and feelings through observation, imagination and memory and to think about the impact of their – and others' – artwork on the environment.

KS3

In KS3 pupils develop the important skills in order to improve technique. They do this by studying art around the world as well as exploring and employing techniques used by a range of famous artists. For example, pupils research African art and make masks and look at Picasso's blue period. The artistic styles students develop include portrait painting, printing, surrealism and still life. Art has proved to be an effective way to help improve both fine and gross motor skills.

KS4

The art and design course follows a Fine Art route leading to a GCSE in Art and Design. This allows students the freedom to explore many different types of art specialisms whilst on the course and choose their own direction of study. This enables us to build a personal curriculum around the interests of each individual student and at the same time rapidly develop with them high order technical and creative skills to guarantee they achieve very high standards.

Strategies that help can include:

- Visual details of the sequencing skills required to construct a model or carry out an activity

- Keeping a portfolio of work to boost self-esteem and to encourage discussion and interaction with others.
- To instill a sense of pride and achievement, students' work will be promoted in high profile art displays around the school.

Design Technology

KS2

Design and Technology offers children the opportunity to develop their designing and making skills. At school, children are encouraged to explore and evaluate existing products and structures and to plan and create designs of their own. Through this subject, children will be acquiring and refining their practical and creative skills – working safely with materials, components, tools and processes – as well as applying cross-curricular skills such as questioning and explaining, interpreting and evaluating, fair testing and measuring. Children will also develop their use of ICT, using controls to make things happen and handling data.

KS3

At Key Stage 3, pupils rotate between each area of Design & Technology and Food & Nutrition. In each subject they will complete design and make their products.

KS4

At KS4 students follow the GCSE Food Technology scheme of work. A wide range of skills will be taught to cover all basic skills such as fruit and vegetable preparation, meat preparation and cookery, up to more advanced skills such as sauces, pastries, enriched bread dough making and shaping. This will allow pupils to be able to independently produce a range of dishes both sweet and savoury.

Performance Arts (Music and Drama)

KS2 and 3

In music, students have the opportunity to develop a variety of skills focusing on both practical and theoretical aspects of music. They learn to play a variety of different percussion instruments as well as develop their skills on the keyboard. Through the practical elements they also learn about some of the more technical aspects of music, including composition, and develop a growing musical vocabulary.

Drama and Music lessons feature on the weekly timetables for students at Key Stage 2 and 3. During these sessions students are engaged in a variety of different activities from music appreciation to music production, using and performing with play scripts to learning to use the lighting/sound desk for a performance and creating props/costumes and scenery.

Physical Education and Drama

PE is a unique part of the curriculum that lends itself to developing physical, emotional and social qualities. As a consequence of full engagement in the school PE programme, the potential for students' learning in other aspects of the curriculum is enhanced. PE also promotes a physically active and healthy lifestyle, both in and beyond school. Some pupils develop negative feelings about PE as they do not enjoy the pressure of competition or the close working of a team or even the wide open space of the sports field.

Pupils at Churchill are offered a feel good programme of carefully selected activities.

The Feel Good PE Programme

Through unique timetabling, pupils at Churchill school are able to access an alternative curriculum to suit their individual requirements. The programme aims to enable students to have:

Fun, Enjoyment, Endurance, Laughter, Growth, Ownership, Options, Direction

The activities on offer to make Physical Education an enjoyable, safe and positive experience are:

- Rebound Therapy – this is a blend of gymnastics and trampolining which is used to facilitate movement, promote balance, promote an increase in muscle tone, promote relaxation, promote sensory integration, improve fitness and tolerance and to improve communication skills.
- Outdoor Adventurous Activities (OAA) – involving orienteering activities, walking, following trails or taking part in treasure hunts which can contribute to a sense of wellbeing within school and the surrounding environment.
- Fitness & Circuits - Static but high energy activities using our extensive fitness equipment including weight machines, free weights, bikes, rowing machines, battle ropes, kettle bells and much more.
- Boccia - an adapted boules type game using fine motor skills.
- Tee Ball - an adapted rounders game using principles of striking and fielding taken from rounders, softball and cricket.
- New Age Curling - an indoor version of curling which again uses fine motor skills.

An important aspect of the PE programme is opportunity to engage in therapeutic programmes, based on advice from the school's Occupational Therapist, to improve students' fine and gross motor skills.

In PE/Drama/Dance, teachers may need to consider difficulties in fluidity of movement, imagination, gross motor co-ordination, balance, team games and rules.

It is vital to make an assessment of need before planning physical activities. Each pupil is unique and some pupils will have very poor co-ordination whilst others are great athletes. Teachers will need to be sensitive of needs during team or group activities.

Strategies that help include:

- Work positively with pupils' abilities and interests.
- Consider the environment- are there likely to be any sensory distractions such as echoes in the hall?
- Offer guidance and support to pupils who find it difficult to find their way around apparatus

Life Skills

Life skills are taught throughout the curriculum and in addition our Life Skills Coordinator develops skills through enrichment sessions and bespoke sessions to meet individual students' needs.

At KS4 and KS5 life skills follows the AQA unit award Independent Living Programme and the ASDAN Personal and Social Development Award respectively. The Unit award scheme is accredited and the ASDAN award is a Level 2 qualification. Both schemes of work develop skills associated with living independently.

Sex Education

For pupils with difficulties in understanding relationships and personal space, this is a difficult area. Some pupils do not understand the concept of social distance and inappropriate behaviour, for example not stroking a stranger's hair. Growth and change at puberty can be a difficult experience for youngsters who have emotional issues. Teaching aims to promote a healthy, well-balanced and moral life-style, covering

- Personal relationships and responsible behaviour
- Developing self-esteem
- Family relationships
- How bodies change; reproduction and methods of birth control
- Developing their ability to make informed and responsible decisions

Careers Education and Work Experience

The Careers programme is designed to prepare our pupils for adulthood and working life enabling them to take their place in society as responsible independent citizens. All pupils from Year 9 follow a basic Work Related Learning programme which encompasses Careers Education and Guidance and is integrated into PSHE lessons and supported throughout the whole curriculum. The aims are to develop a self-awareness that results in a realistic, but positive, appreciation of abilities, skills, values and potential.

Specialist information and advice can be accessed through our partnership with Samuel Ward Academy and the local authorities. A comprehensive programme of Work Experience begins in Year 9 with all pupils having equal access to work shadowing.

Enrichment

We believe that enrichment opportunities are an essential part of our pupils' education. Three afternoons a week after end of the formal day there are opportunities for pupils to access a programme of curriculum enrichment activities. For those who are able to integrate into the Academy pupils are able to access the Samuel Ward enrichment programme and choose from over 60 after school activities and clubs. Enrichment is also offered within the Churchill environment.

Post 16

What is offered at Churchill?

If students decide to stay at Churchill they will be able to follow one of four pathways. These are outlined below.

Pathway 1*

This is for students who wish to study the most academic A –levels. These include maths, chemistry and physics. Students would need good GCSE grades and these must include Maths and English. They should have at least a grade 6 in the subjects they choose to do at A-Level. These students should be able to access Samuel Ward Sixth Form largely independently but with occasional support from Churchill and specialists to meet objectives listed in statements or EHC plans.

Pathway 2 *

These students will study less traditional A and AS Levels including photography and food and technology. Students would need an average of grade 5 and this must include English and Maths. Students should again have at least a 6 grade in the A Level subjects they choose. As above these students should be able to access Samuel Ward Sixth Form largely independently but with occasional support from Churchill and specialists to meet objectives listed in statements or EHC plans.

Pathway 3 *

This is a predominately BTEC route and contains applied or vocational courses that are not dependent on very specialised pieces of large equipment. (E.g. mechanics etc.). Students would usually have at least 4 GCSEs 9-4 and these should include Maths **or** English at 4 or above. The school will provide support for students to access some of these courses in the sixth form although the exact nature of this support will depend on the numbers of pupils taking each option. BTECs offered at Samuel Ward include sport, public services and health and social care. For those students who do not attain GCSE Maths and English to a grade C or above this must be achieved and may therefore need to be studied again.

*= Importantly students could do a mixture of Pathways 1, 2 and 3. This is common, so long as the criteria are met. Students could do as many or as few qualifications as suits them.

Pathway 4

For a very few students, Level 1, 2 and 3 pathways would be too difficult or they will have not yet attained GCSEs/ Level 2 BTECs. In this instance, we may consider doing Level 2 qualifications (GCSE's) in Years 12 and 13.

If a student enters Pathway 1, 2, 3 and/or 4, it is imperative that as a school we start looking at what comes next. The support we provide for our students will not stop with their formal education here at Churchill. As our students enter year 12 we will start a dialogue with appropriate Universities, Colleges, apprenticeships and work placements that would best support/provide for young adults on the Autistic spectrum.

Beyond Churchill

Students may decide that their needs are best met at another college because the course they wish to study is not offered here. Other pathways are outlined below

Pathway 5

Students who wish to do a vocational course not offered at Samuel Ward such as mechanics or hairdressing. This will need to be done at a provider other than Samuel Ward.

Pathway 6

Some students may wish to access an apprenticeship. Apprenticeships take 1 to 4 years to complete depending on their level. An apprenticeship has an equivalent education level and can be:

- Intermediate - equivalent to 5 GCSE passes
- Advanced - equivalent to 2 A level passes

- Higher - can lead to NVQ Level 4 and above, or a foundation degree

Review

This policy will be reviewed in line with the school's policy review programme.

Author	Date	Frequency of Review
Georgina Ellis	Spring Term 2018	Three Yearly
Reviewed Date: Signed	Reviewed Date: Signed	Reviewed Date: Signed