

BETHLEM AND MAUDSLEY HOSPITAL SCHOOL**CURRICULUM POLICY****Rationale:**

The Curriculum at Bethlem and Maudsley Hospital School supports the mission statement: *“we provide a safe and inclusive environment for young people to achieve and enjoy learning at a difficult time in their lives”*.

“We respect the individual needs of our learners to help them progress as confident, independent young people when they move on” by giving pupils the opportunity to learn and develop in a supportive environment, in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy.

The curriculum is personalised, innovative and flexible, allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the 14-19 Curriculum. Some subjects are taught discretely while others are covered via a personalised curriculum approach.

We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area.

The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think logically and solve problems. It also develops pupils' capacity to work independently and collaboratively.

Aims:

- That pupils make outstanding progress against personal targets.
- That pupils acknowledge their achievements and have a sense of pride.
- That pupils have opportunities to participate in a range of enrichment activities within and beyond the curriculum via working with professionals, for example: sports coaches, musicians, cartoonists, business professionals (Young Enterprise) and by visiting places of interest.
- That pupils develop reading skills through phonics-based reading scheme.
- That pupils develop skills for independence.

- That pupils` use of ICT is encouraged.
- That pupils develop a greater awareness of their local community and make a positive contribution.
- That pupils learn a range of skills for life beyond school.
- That pupils are supported in maintaining links with their home school/college through following their peers` schedule of work where possible.

Literacy and numeracy:

Literacy and numeracy are taught discretely and consciously reinforced throughout all aspects of the curriculum.

Personalised learning:

The personalised learning approach provides pupils with the opportunities to cover a range of learning outcomes and develop personal learning and thinking skills that are relevant and appropriate to what they are studying in their mainstream sessions.

14-19 Curriculum:

We see the development of independence skills and skills for working life as vital to our pupils. To that end, there is a community inclusion focus provided by the hospital teams which gives pupils the opportunity to be supported in the community to learn skills such as shopping and how to travel on public transport. In addition, skills such as basic cooking can be taught and work experience, where appropriate.

PSHE and SMSC:

PSHE is timetabled across the school departments with each session having a different focus.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons, on important cultural and religious festivals and commemorative days.

The development of social and communication skills is also a key part of the PSHE/SMSC curriculum.

Religious education and collective worship:

See Religious education policy.

Sex and relationships education:

See Sex and relationships education policy.

Enrichment:

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences, for example: horse riding, music workshops, educational visits.

Accreditations:

Learning outcomes are accredited via the full range of examination boards. The school is a registered exam centre and hosts significant amounts of examinations for transfer pupils each exam season. The school also prepares pupils for a wide range of qualifications and enters them for external exams independently to mainstream schools. At key stage 4 and 5:

- All pupils have the opportunity to study Maths and English to GCSE level as appropriate.
- All pupils are considered for exams in Functional Maths, English and Science.

Responsibilities:

Class teachers are responsible for:

- medium and short term planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources
- directing the work of teaching assistants
- attending and contributing to training and meetings as requested.

Monitoring and evaluation:

The headteacher and deputy headteacher will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- work scrutiny
- curriculum development and planning
- initiating training/workshop opportunities with specific focus.

Resources:

Resources are allocated in line with the priorities indicated in the School Development Plan and on the size of the pupil population.

CPD:

All staff are provided with opportunities for professional development and training in line with the School Development Plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

Equal opportunities:

See the Single equality policy and accessibility plan.

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