



Curriculum Policy

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Purpose

At Marshfields School we aim to prepare our young people for the opportunities, responsibilities, and experiences of adult life through spiritual, moral, cultural, emotional, academic, and physical development. We believe that learning is an enjoyable, lifelong process and we will inspire, challenge, and support our pupils by recognising individual needs and talents. By providing a broad and balanced range of learning experiences we will encourage all pupils to achieve their potential and exceed their expectations.

Philosophy

The curriculum we provide at Marshfields endeavours to provide a relevant curriculum which primarily addresses the diverse and complex needs of the pupils at the school and as far as possible.

Equal opportunities & Inclusion

Marshfields offers equal opportunities to every child from all backgrounds, regardless of gender, beliefs, sexuality, disability, and ethnicity in all aspect of the curriculum and school life.

Curriculum Aims:

The curriculum provides opportunities for each pupil to:

- develop literacy, numeracy, ICT, and oratory skills
- develop self-confidence and raise self esteem
- develop emotional literacy and social skills
- develop cooperative skills and a mutual respect for the needs and rights of others
- promote self-discipline, intellectual challenge, high expectations and independent enquiry
- acquire the knowledge and skills relevant to adult life and employment

Marshfields aims to provide:

Continuity of learning and early identification of individual needs by ensuring:

- accurate baseline assessments are made using information from schools and induction assessment.
- parity with mainstream in core subjects.
- close liaison with all schools and involved professional agencies.
- adherence to SEN procedures (see SEN policy)
- cross-curricular development of basic literacy, numeracy, and ICT skills.
- staff understand appropriate progression routes and the links between the mainstream and post 16 curriculums.

Pupils attending Marshfields are offered a curriculum of GCSE, Entry Level and Vocational subjects, additional qualifications, and College placements. This curriculum has been carefully designed to prepare the young people well for their chosen Post 16 pathway, and to give them the best chance of success in their working life.

Marshfields staff are committed to improving the life chances of young people through engaging them in learning that will enable them to achieve and excel.

All pupils are offered a broad and balanced curriculum including English, Maths, Science, Humanities, Computing, Food, D&T, Forest School and Art. Pupils receive an extensive programme of Spiritual, Moral, Social and Cultural (SMSC) learning delivered daily during their timetabled sessions.

A PSHE programme in line with the British Values agenda underpins the whole curriculum. A strong emphasis is placed on English and Maths to raise literacy and numeracy skills, as many of our pupils are low prior attainers in these areas. However, we understand that English and Maths

lessons are a common area of difficulty and issue for our students when they were at mainstream school therefore whilst students receive 4 and 3 lessons of English and Maths respectively a week, they also receive literacy and numeracy throughout our curriculum. This is coupled with extra 1:1 and intervention sessions for students who need extra support in their literacy and/or numeracy. This lessens the risk of refusal to engage with the timetable whilst still ensuring students follow a broad and balanced curriculum that meets their specific needs.

Organisation of the curriculum

Primary Phase

The curriculum complies as closely as possible with the Primary National Curriculum. Learning is linked to key texts and cross curricular links are made wherever possible to facilitate a broad and balanced curriculum.

Below sets out roughly how many sessions are spent weekly on each subject area although cross curricular learning means they may not always be discrete lessons. Depending on the text some weeks may have a heavy subject focus, history, or science for example. The selection of texts is carefully considered to ensure coverage of all subjects over time.

Subject	Primary Phase
English	4
Mathematics	3
Science	3
PE	2
Humanities	2
Art/DT	2
Food	1
PSHE	1
Forest School	1
Computing	1

KS3

At KS3 the curriculum complies as closely as possible with the requirements of the National Curriculum and is currently organised as follows:

Subject	Key Stage 3
English	4
Mathematics	3
Science	3
PE	2
Humanities	2
Art	1
DT	1

Food	1
PSHE	1
Forest School	1
Computing	1

KS4

The KS4 core curriculum is comprised of English, Maths, PE, Science, Art and PSHE. In addition, students in Year 10 have one in-house options choice and one offsite options choice. Students in Year 11 have three in-house options choices. The curriculum is currently organised as follows:

Subject	Year 10	Year 11
English	3	4
Mathematics	3	3
Science	3	3
PE	1	1
Option subjects x 3 (Y10) x 2 (Y11)	3 (9)	2 (6)
PSHCE	1	1
Art	NA	2

Key Stage 4 Optional Subjects

GCSE Art
BTEC Sport
GCSE Photography
WJEC EL Humanities
GCSE/NCFE Food
GCSE Design
Open Awards Science
ASDAN COPE
Artsmark Performing Arts
Open Awards Computing
IMEI Motor Vehicle Level 1
Level 1 Small Animal Care

- Option courses are reviewed every year to ensure that the courses offered continue to meet the needs of each particular year group
- The options system is currently organised on a free choice basis with blocks constructed to enable the maximum number of students to be placed on their preferred courses
- Selection by ability forms no part of the options placement process at KS4. However, guidance around which pathway is most suitable for is made in consultation with staff based on a student's achievement in that subject area

Post 16

The Post 16 curriculum is designed to follow-on from Key Stage 4 courses by allowing SEND students to develop the skills they will need to live and work independently. For some students this

can be achieved in one year, when they then transfer to a post-16 college provider. Other students require longer to embed these skills, and these students can remain at the Post 16 provision at Marshfields until Year 14.

Marshfields Post 16 provision offers the following courses:

Course and qualification	Post 16
Functional Skills English, Entry Level 1, 2, 3	3
Functional Skills Maths, Entry Level 1, 2, 3	3
GCSE Art	3
ASDAN COPE	2
BTEC Sport	3
Land Based Studies, Entry Level 1, 2, 3	3
CACHE Childcare E3/L1	3
Computing, Entry Level 1, 2, 3	3
Hospitality, Entry Level 1, 2, 3	3

Students also have the opportunity to study for a course which is provided off-site at - City College Peterborough, Hospitality & Catering. These courses have been chosen to support students in making the transition to further education successfully. A member of Marshfields staff attends the sessions with students to ensure that they are supported and make the progress required to pass the course.

Work Experience

Work Experience is an integral part of the Sixth Form curriculum. It provides students with the opportunity to gain insight and experience of the world of work. They will be expected to attend their work experience on time, with their relevant equipment. This ensures that work experience also prepares students for when they gain employment later in their lives.

Work experience also gives students a firsthand opportunity to develop skills needed to work successfully as part of a team.

Work experience also contributes to school-based studies and qualifications, particularly the ASDAN COPE qualification.

At Marshfields we ensure that each Sixth Form student will take part in work experience for at least one school day throughout the academic year.

For some students this will be in a group-based activity supported by school staff. Most students will progress onto an independent placement as and when their confidence and independence allow.

Preparing for adulthood

Our varied curriculum in gives room to learn, develop and practice vital skills needed for students to prepare best for a productive adult life. We look to help improve their life outcomes by giving them as many experiences possible in their time with us. The four areas of Preparing for Adulthood are:

- **Employment** – ensuring Marshfields students are ready and able to access the world of work.
- **Independent Living** – ensuring all Marshfields students begin to understand the skills they will need to live on their own. This includes managing money and keeping themselves safe and

clean.

- **Friends, relationships, and community** – Marshfields students will form positive relationships during their Sixth Form experience, not just with their peers but with employers, local colleges, members of the community and social care services which are available to them.
- **Good health** – learning about caring for themselves independently, knowing when to seek help from health providers.

These four areas form the intention of whole school curriculum: to ensure our students are employable, healthy, independent members of their communities.

Grouping arrangements

- At all key stages' subjects are taught in groups according to need
- Any changes to groups made throughout the academic year should be communicated to parents verbally or in writing via the SIMs system
- Selection of groups is based on a variety of sources, including:
 - Prior and current attainment
 - External tests and achievement data, for example KS2 SATS, CATS and KS3 tests
 - Teacher assessment based on all skills, not solely written skills
- Student behaviour is not a criterion for selection. Requests for students to be moved groups should be thoroughly discussed and focus on the impact on the student's motivation and learning. All teaching groups must be designed to maximise learning outcomes
- All stakeholders: students, teachers and TAs should be involved in the process determining effective groupings. Consultation should also include SLT line managers
- Alphabetical codes (e.g., Group A – Group C) are attached to groups for purposes of timetabling
- It is permissible for departments to have single sex groups provided it can be justified that, in doing so, it is going to raise standards of attainment for both genders
- A range of teaching strategies based on knowledge of students' prior learning and preferred learning styles
 - Differentiated resources
 - Within class groupings
 - In-class support
- Use of more able as "lead" learners – involving students in their own learning
- It must be remembered that students gain a sense of personal improvement by being exposed to regular formative feedback within the same group. Because Marshfields hopes to develop both self-esteem and attainment of all students, Departments will:
- Review their teaching groups on a termly basis (particularly after end of unit assessments have been recorded), taking action to support groups or individuals in attainment is below expectations
- Plan opportunities for students to move groups, informing parents/carers to strengthen the home-school partnership as well as other appropriate external agencies that may be supporting a student.

Relationship to other policies

The school policy on the curriculum embraces policies and procedures for admissions, assessment, charging and remissions, collective worship, drugs, equality, health and safety, homework, lettings,

nutritional standards, performance management, school visits, SEN, sex education, staff discipline, and teaching and learning.

Roles and responsibilities of Headteacher, Deputy Headteacher, other staff and the Governing Body

The **Headteacher** will ensure that the Deputy Headteacher will be responsible for the curriculum and ensure:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking, and listening), and the use of information and communications technology
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements, and students and their parents/carers receive information to show how much progress the students are making, how they compare with school or national expectations, and what is required to help them improve

The Governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum. It is the responsibility of the headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

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

The **Governors** will ensure that:

- it considers the advice of the Headteacher and Deputy Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- parents and carers receive timely reports on the progress of their child against clearly defined expectation
- Partner schools (as above for parents and carers)
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand that political issues must be presented to students in a balanced way.

Arrangements for monitoring and evaluation

Monitoring the effectiveness of the curriculum

- the DHT in charge of curriculum is responsible for monitoring how the curriculum is implemented across the school
- the link SLT is responsible for monitoring the effectiveness of the curriculum in the areas for which they are responsible

- monitoring of the curriculum and its effectiveness on student learning takes place throughout the year using a variety of tools such as lesson observations, internal and external progress data, book looks and department reviews
- the governors monitor the effectiveness of the Curriculum:

The Governors will receive an annual report from the Headteacher on:

- the standards reached in each core subject (Maths and English, by every year group)
- the standards achieved at the end of each key stage by gender and ethnicity, the standards achieved by students with special educational needs and groups deemed to be vulnerable
- the number of students for whom the curriculum was disapplied, the arrangements which were made, how students and parents were informed, how progress was monitored, and the progress made by those students
- the evidence of the impact of external intervention and support and national strategies on standards
- the views of staff about the action required to improve standards
- the nature of any parental complaints

LITERACY AND ENGLISH

PRINCIPLES: -

- At Marshfields, English language education is recognised as an integrated and fundamental component of the whole KS3 and KS4 curriculum.
- All teachers at Marshfields share responsibility for the teaching of literacy across the curriculum and recognise their statutory responsibilities as outlined in The National Curriculum / National Literacy Strategy.
- Students will learn to communicate effectively through spoken and written language to enable them to function in everyday life.
- We accept the fundamental principle that literacy is the key to improving learning and raising standards of attainment. It enables students to gain access to the subjects studied in schools and to read for information and pleasure.
- Poor levels of literacy impact negatively on what students can achieve and how they see themselves.
- We believe that literate students will ultimately emerge as confident and articulate communicators, fully prepared to enter the adult world.

AIMS: -

Our main aim at Marshfields is to ensure that all students have full access to a broad and balanced English curriculum, whilst meeting individual needs and being given every opportunity to become effective readers, writers, and communicators. We aim to recognise and maximise the potential of each student, to raise individual literacy levels at every level of ability whilst developing independent, confident learners.

STRATEGIES: -

- To adopt a whole - school approach to literacy;

- To enable students to reach their potential in all the key literacy skills areas including speaking and listening;
- To raise staff awareness of key literacy strategies;
- To encourage staff to develop literacy in their own subject areas (through the inclusion of appropriate schemes of work and lesson planning);
- To support the development of literacy through the deployment of a range of resources in the school e.g., Learning Resource Centre, ICT etc.;
- To identify specific roles and responsibilities within the school about the development of literacy work;
- To establish procedures for monitoring across the curriculum.

ENTITLEMENT: -

We recognise that students spending time at Marshfields arrive with varied literacy levels and experiences of language:

- many students have a low self-esteem, which prevents them achieving at the level of their ability-such students are often resistant to engaging with learning, as they imagine in advance that they will experience failure and this may manifest through a variety of challenging behaviour;
- most young people who have difficulties in the classroom have not fulfilled their potential and have often fallen behind any individual or class level of achievement;
- other students may have had problems with attendance, and so have missed learning;
- students may have had negative experiences in their previous school and been placed in inappropriate sets;
- there is often a need to acquire strategies for coping that enable a young person to approach and cope with a new challenge where instant success is not guaranteed;
- flexibility in methodology is essential, to suit the young person and the situation, and should always include an element of self-assessment;
- some young people have already found the challenge in this subject satisfying, and need to feel there is opportunity for progress;
- some students can achieve in the subject but lack motivation.

PRACTICE:-

We will offer the following opportunities in English, depending on what a student has already covered at school and how confidently learnt:

- to engender greater awareness of communication as a crucial life-skill amongst children, their parents, and other adults;
- students work at their own level, according to their own needs and preferred learning style.

Students will be given the opportunity to: -

1. increase in confidence in their own literacy ability
2. learn more thoroughly skills that s/he wishes to improve upon
3. gain more understanding of how to enjoy and how to learn language

Teachers - work towards the centre's aims by: -

1. freely and generously give feedback, encouragement, praise, and rewards

2. provide access to nationally recognised qualifications as appropriate
3. provide opportunities to develop literacy across the curriculum

MATHEMATICS AND NUMERACY

PRINCIPLES

We recognise that students spending time at Marshfields arrive with varied experience of mathematics:

- many students have a low self-esteem, which prevents them achieving at the level of their ability. Such students are often resistant to engaging with learning, as they imagine in advance that they will experience failure. This may manifest through a variety of challenging behaviour.
- most students who have difficulties in the classroom have not fulfilled their potential and have often fallen behind any individual or class level of achievement;
- other students may have had problems with attendance, and so have missed learning
- students with difficulties in the classroom are often placed in lower 'sets' in order not to jeopardise the learning of other students, this increases the level of frustration, because they find themselves revisiting previously learned material;
- there is often a need to acquire strategies for coping that enable a student to approach and cope with a new challenge where instant success is not guaranteed;
- flexibility in methodology is essential, to suit the students and the situation, and should always include an element of self-assessment;
- some students have already found the challenge in this subject satisfying, and need to feel there is opportunity for progress
- other students can achieve in the subject but lack motivation.

Mathematics: understanding the score (taken from Mathematics: understanding the score - Improving practice in mathematics [secondary])

At Marshfields it has been recognised that improving practice is on-going and below are some of the main points that need to be taken into consideration:

- The development of students' understanding of the key concepts is vital
- Teachers need to have high expectations of students' enjoyment and achievement and students' need to be challenged to think hard.
- A spirit of enquiry, developing students' reasoning skills through approaches that encourage problem solving and investigation is integral to learning mathematics.
- Students need to make sense of ideas and reason and justify their methods and solutions, which needs to be a regular part of their learning.
- Using and applying mathematics means teaching for understanding.

AIMS

At Marshfields we aim to:

- raise the standard of mathematics
- ensure that individual students achieve their potential in mathematics;
- improve the teaching, knowledge and understanding of the mathematics curriculum;
- support whole school planning, classroom organisation and the use of ICT;
- produce greater awareness of mathematics as a crucial life-skill amongst children, their parents, and other adults.

- to reflect the aims and content of the National Curriculum Mathematics document, Key Stage 3 Mathematics Strategy and GCSE syllabus
- to enable mathematical development for the young people, each at their own level, according to their own needs and preferred learning style.

PRACTICE

We will offer the following opportunities in Mathematics, depending on what a student has already covered at school and how confidently learnt:

- increase in confidence in their own mathematical ability
- learn more thoroughly skills that s/he wishes to improve upon
- gain more understanding of how to enjoy and how to learn mathematics
- look at new work that brings a positive step forward in understanding
- explore mathematics through a variety of resources, including ICT when appropriate

Teachers - work towards the centre's aims by;

- freely and generously give feedback, encouragement, praise, and rewards
- provide access to nationally recognised qualifications as appropriate
- provide Mathematical opportunities across the curriculum