

**MELBURY COLLEGE
MELROSE SCHOOL**

Curriculum Policy

The curriculum is the sum total of the experience which a learner receives at school. This experience includes everything that happens to our pupils from the beginning of the school day until they go home. It includes not only the taught or formal curriculum which is organised into programmes of work, but also the informal curriculum, the school culture and climate, its distinctive character, values, relationships, teaching methods and learning styles. This policy statement touches on both the formal and informal curriculum.

*'The curriculum should be designed to give the children the best pathway to the future...
Amanda Spielman HCMI Oct 17'*

What we are trying to achieve

At Melbury College we aim to deliver a broad and balanced curriculum that will enable all our young people to become successful learners who enjoy learning, make progress and achieve. We personalise the curriculum to ensure it meets the needs of our pupils. We aim for the pupils to become confident individuals who are able to lead safe, healthy and fulfilling lives and that they become responsible citizens who will make a positive contribution to society. We aim to widen our pupil's knowledge and their horizons.

All learners irrespective of their race or gender should have genuine equal opportunities which enable them to experience and benefit from all aspects of school life. Equal opportunity is more than access to the curriculum; it places on teachers a responsibility for avoiding sex and race stereotyping and challenging discriminatory or prejudiced attitudes.

The diversity of experience which children and young people bring to school are recognised and learners should feel secure and confident enough to share their personal and cultural experiences with their teachers and their peers in an atmosphere of tolerance, sensitivity and understanding.

We need to be creative in our approaches to learning, as all our pupils require a degree of curriculum personalisation. They are pupils who have failed to engage in mainstream methods and need the curriculum adapted so that they can achieve. Each subject leader is responsible to find approaches that will engage the pupils in learning, but also wherever possible also achieve national standards, engaging with externally accredited qualifications, Entry Level qualifications and GCSE examinations as ultimately these are the standards they wish to achieve and those by which we are judged.

How we organise learning at Melrose School

These aims are challenging given the nature of the pupils that are referred to Melrose school. The vast majority have Educational Health Care Plans (EHCP's) that reflect the pupils' inability to conform within a mainstream setting, with a very small number of pupils still on Statement of Special Educational Needs that are being converted to EHCP's, so our curriculum has developed to reflect the needs of our pupils and help them to develop the skills they need to acquire for them to mature into responsible citizens.

In practice this means that we organise the curriculum into formal taught subject areas in the morning, with the majority of pupils attending recognizable national curriculum lessons. In the afternoons we offer a range of Social Development Opportunities which aim to enrich the learning of our pupils, engaging them in a variety of experiences which relate to the National Curriculum as well as opportunities to widen the horizons of our pupils by enabling them to engage in a wide range of pursuits such as; ice skating, mountain biking, volleyball, indoor climbing or producing their own music cd, to name but a few.

All of our pupils in Y11 are timetabled to engage in off-site education on two days a week, working with our partners in education, who offer a variety of vocational opportunities at local colleges and training providers as well some pupils engaging in extended work experience with local employers. For some pupils who have become disengaged with the curriculum we offer an 'engagement curriculum' of alternative educational programmes ranging from two to five days a week, depending on their individual needs. These include courses in construction, childcare and motor vehicle studies along with tuition in core subjects of English and Maths.

In order to assist our pupils to engage in education we have developed a sophisticated whole school behaviour policy which enables pupils to be rewarded for participating in the educational process. There are well established routines and expectations that aim to assist the pupils to adapt their behaviour and be able to succeed.

In Year 7 students are taught in a Nurture Group environment; in a classroom which is bright and welcoming, catering for students with different needs and ability. Our aim is for the classroom to reflect a healthy emotional environment, aiming to achieve a sense of continuity and stability for our students whose lives may be chaotic and unpredictable. Thus providing them with a more flexible and holistic approach to education in response to their particular needs, ensuring that they are equipped to become successful learners. We have a more flexible approach to the curriculum in an environment which is safe, reliable and nurturing; where they, as students can learn without fear and become more confident, preparing them for Year 8 and beyond. Our focus is as much on the emotional climate of the group as it is on the formal curriculum, ensuring each individual child feels safe in the classroom.

Children entering Year 7 at Melrose School are assessed within the first half term of entry, enabling the teaching to be appropriate to their academic ability and need/s. Students are taught from where they are and not where they should be. The nurture group ensures learning takes place both in a formal and informal way. Students are continuously supported

academically and emotionally, providing them with the emotional intelligence needed to learn and succeed.

The children are mainly taught in their base environment by their core tutor, however Art, Design Technology, Food Technology and Physical Education lessons are delivered by specialist teachers. At Melrose School students are encouraged to fulfil their full potential and to become exceptional. Every success is celebrated in order to build the students' self-esteem and confidence.

Each curriculum leader has contributed a subject overview to give a taste of what is available in each subject.

English

The English curriculum at Melrose aims to meet the needs of students with a wide range of abilities and attainment. It broadly follows the National Curriculum Programmes of Study at Key stages 3 and 4, with appropriate adaptation and differentiation to meet the needs of learners. There is an emphasis on effective communication in speech and writing and on the value of functional literacy skills. Creativity, imagination, and the significance of literature are essential elements of the learning process. Where there may have been resistance towards English and Literacy we foster students' enthusiasm and engagement through a variety of interactive and inventive teaching approaches.

Students are taught in equivalent year groups to mainstream education. Differentiation for ability and current levels of attainment is made within the small teaching groups. Groups are supported in lessons by Teaching Assistants familiar with the students' levels of attainment and personal challenges regarding Literacy and English. Students normally have five English lessons per week offering the opportunity to address literacy difficulties, Specific Learning Difficulties and age inappropriate levels of attainment due to disrupted schooling.

Computer software programmes such as Doodle Learning, are available and promoted to students to aid their progress and skills.

Programmes of Study are based on the Attainment Targets of Spoken Language, Reading and Writing. Students are teacher assessed termly in both KS3 and KS4.

In KS4 students have the opportunity to achieve external accreditation through Entry Level Certificates, GCSE English and GCSE Literature (available to higher ability students that can cope with the increasingly demanding syllabus) with the AQA examinations board. Students are encouraged to attempt the highest possible level of accreditation.

All students are assessed on arrival for speech, language and communication needs (SLCN) by the Speech and Language Therapist attached to the school. A significant minority of students present with SLCN and are placed on a programme of 1 to 1 support with the school's Speech and Language Assistants. Individual programmes are devised for each student, with progress

assessed each half-term, when speech and language targets are reviewed and new targets agreed. The attached Speech and Language Therapist also works with groups of students using Lego Therapy to promote clear communication, and in Social Communication groups when appropriate.

Mathematics

Maths is National Curriculum core subject, and at Melrose each student is encouraged to reach his potential in this subject. Students follow schemes of work suitable to their age, level of ability, prior knowledge and mathematical fluency. In mixed ability classes this sometimes means students working on different topics or the same topic at different levels.

Pupils in Years 7-9 follow a scheme of work designed to cover the basics of the subject prior to moving on to GCSE. This is adapted as appropriate to suit the learning needs of the individual students at Melrose, and a range of resources and activities are used.

Pupils in Years 10 and 11 follow a range of accredited courses from the Edexcel Examinations Board as appropriate to the needs and ability of each young person. These include the Entry Level Award in Mathematics (a qualification for those pupils who are working towards GCSE), the Foundation level GCSE covering grades 1-5, or the Higher level GCSE covering grades 4-9.

Each student will cover work from all the areas defined by the National Curriculum, for most students there will be an emphasis on the numeracy elements as this often tends to be an area highlighted in their statement of special educational needs. The other areas are: algebra, geometry and handling data.

Students tend to work individually due to the range of ability found in the small classes, but they are also encouraged to work in pairs or small groups if this is appropriate. It is also helpful for students to explain a skill to a member of staff or another student as this can help to consolidate their knowledge.

Science

National curriculum units are carefully followed through Exploring Science (year 7, 8 and 9) at KS3, which corresponds to the QCA Scheme of Work. This provides ideas for lessons and practical work together with assessment materials including SC1 linked to National Curriculum levels. At the end of each unit, progress and understanding are assessed through a short test or quiz according to ability, which is built into the course. Students with literacy difficulties are given help with reading to encourage them to take part in the full assessment process.

As a practice ELC Science activities are offered to the year nine students and in some cases year eight students with the idea of facilitating the GCSE course which they will be starting in

the final term in year 9. As a result of this, they will be gaining the ELC certificate at the end of year 9.

At Key Stage 4 Science continues to develop on the foundations established in KS3, through offering GCSE (Single and Double Award), following the AQA Combined Science syllabus at year 10 and 11. This will allow them to gain two (double award) GCSE qualification at the end of year 10. Those who remain at school for year 11, are encouraged to gain a second GCSE qualification by offering them a Biology, Physics or Chemistry course, which is also conducted by the AQA exam board. We cater to the spectrum of needs of our diverse student population according to their ability. Those who need literacy help in the exams, are assessed by the borough Educational Psychologist and get them approved by the JCQ, before facing the public exams. This process usually takes place in year 9, and provides access arrangement in exams accordingly.

Regardless of choice of qualification, all students are offered core learning experiences through all three areas of Science and examined by the AQA examination board before leaving Melrose.

Where possible, science is taught practically, engaging the students in their world around them. AQA Science books which are exclusively endorsed and approved by AQA are used throughout the course. AQA bite size GCSE Science programs, AQA revision books and London Grid For Learning are mainly in use, in order to complete the above areas of the curriculum.

It is the aim of the science department to increase participation and enjoyment of science, and have more than one qualification in this subject when they leave school.

Computing

All pupils are taught in classes of the same year group and each class has two 35-minute Computing lessons a week. These lessons are used to introduce pupils to the basic skills within Computing covering the strands of; communicating and handling information, numeric modeling and basic computing. All this work is taught in a specialised ICT room.

All pupils are encouraged to take an interest in the more knowledge based aspects of the Computing curriculum by offering a mix of topics that includes; e-safety, computer hardware, desk top publishing, image manipulation, numeric modelling and communication. All pupils will be given the skills and knowledge to be competent and safe digital users.

At KS3 the units of work are developed in-house. Pupils are encouraged to use video tutorials as well as tailored resources, both electronic and paper, to learn basic skills and apply these to short creative pieces. KS4 builds on the skills acquired in KS3 and is focused on the Functional Skills qualifications.

Pupils are encouraged to take examinations as soon as possible; Edexcel Functional Skills Entry Level 3 and Edexcel Level 1 Functional Skills in years 9/10 and Edexcel Level 2 Functional

Skills in years 10/11. Functional Skills qualifications cover the basic computer skills needed to function in the modern work place environment, and indicate a level of competence in the three areas of: Using the Computer, Finding and Selecting Information and Developing, Presenting and Communicating Information.

Physical Education

The aim of Physical Education within the school is to offer an inclusive and wide ranging sporting curriculum which provides opportunities for students to learn purposeful physical activities that will lead to their own physical, social, mental and emotional growth. It is also an aim of the PE department to instill a lifelong love of sport and physical activity which will see students being physically active long after they have left Melrose School.

In Physical Education at Melrose School all pupils are taught in classes of the same year group. Each KS3 class has a maximum of three 35 minute lessons a week and KS4 has four. Depending on the activity being cover, lessons are either taught in the gym, the school playground (incorporating a basketball court), the AstroTurf or the neighboring common which is used for athletics during the summer months.

All students are taught a variety of competitive games, according to the PE National Curriculum. These include (but are not limited to); invasion (football, basketball, rugby, hockey and ultimate frisbee); striking/fielding (cricket, softball); and net/wall games (tennis, badminton, table tennis and volleyball). In addition, Athletics and Health Related Fitness are also taught each year. The Outdoor and Adventurous Activities component of the National Curriculum is fulfilled through OAA lesson in KS3 and a variety of different SDOs.

Students are strongly encouraged to participate in interschool and intra school sporting fixtures at Melrose School. We have a successful football and table tennis team which regularly competes against local SEN and mainstream schools. In addition to this, we also enter students into the annual borough athletics championship. Every July the school holds its annual Sports Day at a local Athletics track. This is a whole school event where every student participates in individual and team athletic disciplines.

In Key Stage 3 students are assessed at the end of each unit of work using 1- 9 PE levels on the Doodle Learn computer software package. Students are RAG rated against the technical and tactical skills of that sport, so they have a clear understanding of what they are capable of and what they need to do to improve their performance.

In Year 9 students are entered for their Entry Level qualification for which we use the OCR exam board. For this qualification students are assessed in three different sports and also have to analyse their performance in one of their chosen sports.

When students reach Key Stage 4 they undertake the BTEC Level 1 qualification in Sport and Active Leisure. This is an entirely coursework based qualification covering units such as; How the Body Works, Taking Part in Sport and Assisting a Sports Leader in delivering a sports coaching session. In Year 10 students work towards achieving the Level 1 Award (which they

need 7 credits to achieve) and in Year 11 they work towards the Level 1 Certificate (which is another 7 credits).

Personal, Health and Social Education (PSHE)

Personal, Health and Social Education (PSHE) concerns the personal development of the individual. This part of the school curriculum is designed to underpin the school pastoral system, and support the school aims by raising pupils' self-esteem and developing interpersonal skills, both of which are vital in preparing pupils for adult life

PSHE also explores the important cross-curricular themes of citizenship, environment, health, finances and sexual education.

Within this framework, pupils are encouraged to investigate and develop skills which enable them to become good citizens, to follow healthy lifestyles and to be aware of how systems function on local community, nationwide and even worldwide levels, which may impact on their current and adult lives. Hopefully pupils will be subsequently equipped with the skills necessary to manage these impacts and be able should they choose, to help shape their own futures. The school has developed a network of external agencies such as Catch 22, ADAD, Metro Boys and Young Men Project and the Metropolitan Police that come in at various times during the school year to deliver sessions during PSHE.

Careers Education and Guidance and Work Related Learning

Careers education and work related learning concerns the personal development of the individual. This includes the encouragement of resilience and self-reliance, an awareness of personal strengths, weaknesses and aptitudes and an increased perception of other people and their values and feelings.

The aims of Careers Education and Guidance are for each pupil to:-

- develop knowledge and understanding of themselves and others as individuals, their strengths, weaknesses, abilities, skills, personal qualities and attitudes.
- develop knowledge and understanding of the world in which they live
- understand the options available to each pupil in further training, employment or further education;
- to learn how to make considered choices and judgements;
- manage effectively the transition from school to adult life.

Careers Education is embedded as part of the tutor time routine where once a week students have the opportunity to discuss with their tutors their ideas for the future. Key Stage 3 students may focus on a 'Career of the Month' whilst Key Stage 4 students can request support in CV writing or finding the college that offers the course they want to do. This is supported by tutors using 'Careersbox', an interactive website where students can research their potential career path and listen to young people already in the job.

Students are offered the opportunity of Key Stage 4 work experience when they are ready for it, rather than a set time of the year. Melrose School is building and has already established links with local businesses for potential work placements and workshops to be completed in school.

All pupils in year eleven, and occasionally in year ten and younger also have the opportunity to engage in off-site education provided by a variety of our partners. These cover a range of accredited courses in vocational areas to enhance the curriculum on offer to our pupils and to assist in their preparation to leave school. Current partners include Carshalton College, SILC, Road to Success, Rise, and Just Learn. Courses available include; childcare, engineering, motor vehicle mechanics, construction, plastering, painting and decorating, woodwork, plumbing, electrical installation. A designated Melrose Teaching Assistant is on hand to support our Year 11 students at Carshalton College and to support them in making applications to colleges and for apprenticeships. Key Stage 4 students have further opportunities to visit Career Fayres, Apprentice Workshops and College Open Days so that they can make informed decisions as to what is right for them. A part time pastoral support worker also assists in tracking students once they have left Melrose to support them remaining in Education, employment and or Training.

Art and Design / Textiles

Art education helps to develop young people's aesthetic understanding. Art deals with emotional landscape and view, and aspects of a person's 'seen world' in terms of inner and outer world reality, the inter relationship of size, shape, line, space, texture, shade, tone, colour and distance in a painting can reveal the reality of the self which is a key factor in child development.

Art education ranges across a wide variety of mixed media techniques and processes and provides opportunities for personal and group expression through experimentation and practical experience. Providing a base for pupils to access key stage 3 and key stage 4 national curriculum levels. Most students participate in and pass their Edexcel GCSE Art and Design course. This enables students to acquire qualifications, self-confidence self-esteem through attainable and achievable tasks. They also have an understanding and insight into other cultures and values allowing them to develop a caring respectful and positive attitude within their own society.

Key stage 4 students are encouraged to self-assess their progress using the Assessment Objectives mark scheme. This information, together with teacher observation is used to complete the termly assessments and reports and to set targets for each student.

Design Technology

Design Technology is a foundation subject of the National Curriculum and a creative process using human knowledge and physical resources to solve problems in a practical way.

Design Technology should enable learners to devise, plan, design and execute tasks in a range of different circumstances, beginning with closed practical tasks, and later developing investigative and research skills. Open ended design briefs lead to the making of a product and the evaluation of outcomes and effects.

Design and Technology is currently delivered at Key Stage 3 with a focus on Resistant Materials and Graphic Products as well as some basic Electronics where students are encouraged to use practical solutions to problems through imaginative thinking. At Key Stage 4 students currently embark on the legacy GCSE in Graphic Products, this is currently set up for Year 11, whilst Year 10 are starting the new GCSE in Design and Technology. During year 10 they will embark on a number of projects aimed at increasing their skills and knowledge in preparation for the NEA (non-exam assessment) project. Learners will use a range of tools, materials, skills and techniques to explore, design and make products and systems that meet human needs.

Food Technology

Food Technology is part of Design and Technology in the National Curriculum. At Melrose, we focus on essential skills such as: stocking your store cupboard and your fridge and freezer, knife safety, food safety and hygiene, shopping for food and planning ahead, preparing ingredients and understanding food labels. Our main aim is to educate about healthy eating and teach the pupils how to produce balanced meals, how to budget for the costs and to prepare the pupils to cook for themselves in adulthood. We also aim to build on these essential life skills and give the students the professional skills and knowledge that they will need to begin working in the catering industry. They will work towards completing the BTEC Level 1 or Level 2 Awards in Home Cooking Skills which have been developed by Pearson in partnership with Jamie Oliver.

World Studies

World Studies comprises History, Geography and Religious Education which is taught as a carousel, with each KS3 year group having two lessons a week for one term of each subject. It provides opportunities for exploration of themes across Geography, History and Religious Education and helps students gain an understanding of links between environment, humanity and history whilst also allowing students to develop empathy for situations both past and present. Key topics, knowledge and skills of all subjects are organised as units and lessons are designed to have students uncover learning rather than directly through teaching. Performance tasks set either as classroom activities or assignments provide opportunities for students to explore the natural links between subject areas and learn independently.

History

As part of our history programme we have recently been looking at the life of Nelson Mandela and his struggle for equality of the indigenous South Africans prior to becoming the president of South Africa.

Whilst the inclusion of Black History in primary and secondary education will never stamp out racism, it will help children with a black or ethnic minority cultural background realise where they come from and where they are going. It will also help children from other backgrounds understand each other's culture.

Religious Studies

Religious Education is an important curriculum subject here at Melrose. It equips our boys with unique contributions to spiritual, moral, social and cultural development of themselves and supports a wider community cohesion. We cover the following unit of studies: Why Do We Suffer; Moral Dilemmas, Why Religion Is Important, Seeds of Unity and World Religion

How we evaluate whether we are meeting our aims

We need to be able to make learning and teaching more effective so that learners understand quality and how to improve. Assessment needs to be fit for purpose and integral to the teaching and learning situations. At Melrose all teachers complete termly assessments in their curriculum area(s). Pupils are set targets using a learning platform called Doodle, which are reviewed at the end of each term. Pupils complete a self-reflection for each subject area which is then sent home to parents. At the beginning of each term parents/carers come into to school with their child to set the Individual Education Plan targets in conjunction with the form tutors, this is an opportunity for them to also see subject teachers if they wish. Each teacher updates the progress for each child to enable all pupils to show progress over time, by rag rating against their end of year target. The targets are related to the accreditation that they are ultimately working towards, which can be GCSE levels 1-9, Entry level 1, 2 or 3, or BTEC L1 or 2. The curriculum targets need to be visible to the pupils over the duration of the term and should be placed on their folders or exercise books or be on display in the work area. These targets also need to be understood by the pupils, so that they know what they need to be able to demonstrate, in order to achieve them. The pupils need to be involved in the assessment process so that they begin to take on responsibility for their own learning.

Attendance is often an issue for pupils with SEMH. It is therefore monitored closely and other agencies are involved where necessary. For some pupils we have personalized the timetable to help them settle into the routines of school life.

For some pupils we aim to assist them in reintegrating into a mainstream school, for this to be effective they need to make the move before the end of year nine, as after this time it would be difficult for them to access GCSE courses.

Ultimately we aim for all pupils to leave Melrose at 16 having attained five GCSE and or Entry Level Qualifications or equivalent qualifications such as a Level 1 in Construction, or to have been reintegrated in to a mainstream school before the start of year 10. On leaving Melrose, we aim to have provided the necessary support to start them on the next phase of their life, be that in College, at a training provider or in work, and for them to become responsible citizens who achieve economic wellbeing and make a positive contribution to society.

Updated Policy submitted to Governors Outcomes Committee

Policy reviewed Spring term 2018