



Curriculum Policy

INTRODUCTION:

This policy has been developed by the Governors, senior management and teachers at the college. The policy is written to give a clear indication of the scope of the curriculum offered to the learners at Area 51 Education. This policy should be read in conjunction with:

- The Teachers Handbook and Curriculum Model 2013-15
- Assessment policy and procedures
- Managing Difficult Behaviours policy and procedures

This policy reflects the College's mission statement.

PRINCIPLES:

Determining Curriculum Content:

The curriculum at Area 51 is designed to be balanced, relevant and broadly based and aims to;

- Provide opportunities for all learners to learn and achieve.
- Prepare all learners for the opportunities, responsibilities and experiences of life and education an independence in their world

Aims of the Curriculum:

The college's curriculum will aim to:

- Promote independent learning.
- Promote functional skill in preparation for Adult life.
- Enable pupils to interact and communicate with a wide range of people.
- Enable pupils to express preferences, communicate needs, make choices.
- Make decisions and choose options that other people act on and respect.
- Promote self advocacy or the use of a range of systems of supported advocacy.
- Prepare learners for an adult life in which they have the greatest possible degree of autonomy and support them in having relationships with mutual respect and dependence on each other.
- Increase learners awareness and understanding of their local community, environment and of the world.
- Encourage learners to explore, to question and to challenge.
- Provide a wide range of learning experiences for learners.
- Develop self awareness.
- Endeavour to maintain and improve the skills that the learners already have.
- Enable learners to make progress.

Represented in the curricula of Area 51 Education Ltd will be:

1. A Curriculum for Moving on and Pathways learners that:

- promotes functional life learning skills, working environments and personal growth including, but not limited to:
 - Numeracy



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- Literacy and Communication
- Physical
- Creative
- ICT
- Personal and Social development

Teaching and learning styles will differ from group to group and the content of the timetables will reflect this.

2. A Curriculum for Go FE learners that:

- promotes and develops communication and individualised valued responses that improves life opportunities and access to their wider adult world including, but not limited to:
 - Intensive interaction and Communication
 - Leisure
 - Extended Physical curriculum
 - Soundabout
 - Sensory Integration and Body Awareness
 - Augmented ICT

We will ensure that equal opportunities are provided for each learner to access learning opportunities which take into account the diverse backgrounds of our learners and the widely differing outcomes which are meaningful to individuals.

In addition, all learners will be provided with opportunities to acquire, develop, practise, apply and extend their skills in a range of practical contexts across the curriculum. Such skills include:

- The key skills of communication, application of number, information technology, working with others, improving own learning and performance and problem solving.
- Thinking skills (including information processing, reasoning, enquiry, creative thinking and evaluation).

Providing for Individual needs:

The curriculum at Area 51 will also plan to provide for learners' personal needs. It is recognised that many people with learning difficulties have personal needs which are central to their learning and quality of life. The range of therapeutic needs and paramedical care is wide, and provision for these needs is seen as a legitimate and essential element of the curriculum.

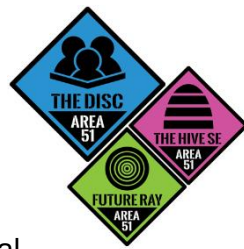
Some forms of therapy, for example, speech and language, occupational and physiotherapy, may be necessary to maintain physical well being or the development of basic learning, health or emotional needs. Careful consideration will be given to the nature and extent of this support for each individual learner.

The planned provision for these therapies will be delivered by therapists working in the College and community with support from college staff under advice from the therapists.

These therapies are provided to enhance individuals' readiness to learn in many ways:



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- By supporting the accurate identification and assessment of individual needs in language and communication.
- To assess and monitor and encourage 24 hour management of learners with regard to posture and mobility working in conjunction with college staff and parents.
- To provide learners with suitable equipment and exercise programmes with an aim to maintain good posture, optimum movement and effective learning positions.
- To encourage development, refinement and maintenance of skills working towards independent mobility and dexterity.
- Promoting relaxation and support to help learners manage stress and anxiety.
- Providing palliative treatments for painful or degenerative conditions to ensure learners' health and well being.
- Promoting learners' autonomy and independence through the use of specialist aids and equipment.
- Helping learners to manage eating and drinking.
- Developing learners' self esteem.
- Allowing learners behaviour and alternative ways of communicating to be acknowledged and understood (ref: Managing Difficult Behaviours Policy)

Music therapy plays a complementary role in the college curriculum for individual learners and is planned for as part of the whole curriculum.

It is recognised that visiting professionals, parents, carers and their families all have a significant part to play in determining the curriculum. To make the most of their contribution, they need to be involved in establishing the curriculum aims and determining key curriculum components.

The college recognises that learners must be ready to learn and therefore we ensure that learners' comfort and well being are attended to as a priority. Appendix 1 sets out Maslow's Hierarchy of Need, which offers guiding principles to ensure a learner's 'readiness to learn'.

PROCEDURES:

Teaching Times:

Teaching contact times: 9.45-12.45 1.30-3.00

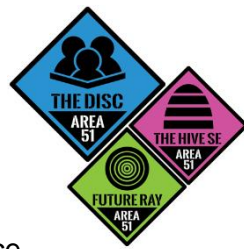
Curriculum Planning:

The college has:

- A policy statement for each programme area, which is reviewed bi-annually on a rolling programme.
- Long term plans, which show how programme area content is to be covered.
- Medium term plans, which define intended learning outcomes for project-based teaching and learning, and the activities through which these outcomes will be delivered.
- Daily plans, which are completed by individual teachers and set out the classroom activities and the individual targets to be achieved.



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- Continuing work statement to identify that learning can take place anytime, anywhere- for example personal care and lunchtimes.

Recognising Progress:

Progress is recognised by:

- The weekly completion of Individual Learner Records (IPR's), which detail the overall progress a learner has made towards their individual targets during that week as observed by the class team.
- Achievement of classroom targets, which is recorded on an Achievement Statement and is subject to internal moderation.

Measuring learners progress is crucial in developing strategies to implement and evaluate effective teaching and learning programmes. Teachers are expected to carry out effective, regular monitoring of learner progress through observations and assessments, both formal and informal; and through regularly reviewing Individual Learner Plans, cumulative assessments and achievement data.

Recognising Attainment and Achievement:

Throughout the learner's course, attainment and achievement are recognised in a variety of ways. These include:

- Accreditation
- Achievement of Individual learning targets
- End of year reports
- Teacher Assessments
- Annual Reviews

The table in Appendix 2 is provided for teachers to help describe possible changes in individual pupils' responses and behaviours as their early perceptions of experiences and their increasing involvement in the learning process develop into areas of knowledge, skills and understanding.

Monitoring the Curriculum:

The curriculum provision will be monitored by the SMT, who will ensure that:

- Lesson plans are monitored by looking at a selection of lesson plans, making sure that all areas are covered and appropriate objectives are set for the learners;
- Observations of lessons take place, giving opportunities for peer observation and providing support with planning and presentation of lessons;
- Monitoring of the use, suitability and provision of resources is carried out.

Systematic monitoring and evaluation is seen as a way to help staff to identify clear priorities for curriculum development and to gather information for review. Targets in the College Development Plan will be set as a result of the monitoring.

The monitoring will be used to ensure:

- Learner's entitlement to meaningful curriculum content is met.



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- The curriculum enables the targets set for learners to be met.
- The curriculum is balanced and offers appropriate pace of learning.
- Curriculum aims are being met.
- The individual needs of learners are recognised and fully provided for.
- The cultural backgrounds of pupils' different ethnic origins and religions are respected and acknowledged.
- Attention is given to the spiritual, moral, social and cultural development of learners.
- Previous learning is built on, practised and applied, and there is provision for continuity and progression.
- Relationships between curriculum policy and practice are analysed.

Good Practice:

It is expected by the college that all support staff contribute to and support the curriculum, through exchange of information, discussions on learning opportunities and providing ways to review learners' progress during regular class meetings.

Whilst learners' entitlements must be protected, the content and modes of delivery of the curriculum should not be too prescriptive. An appropriate balance should be struck between learners' right to a safe and supportive learning environment and the right to take risks in order to promote active learning.

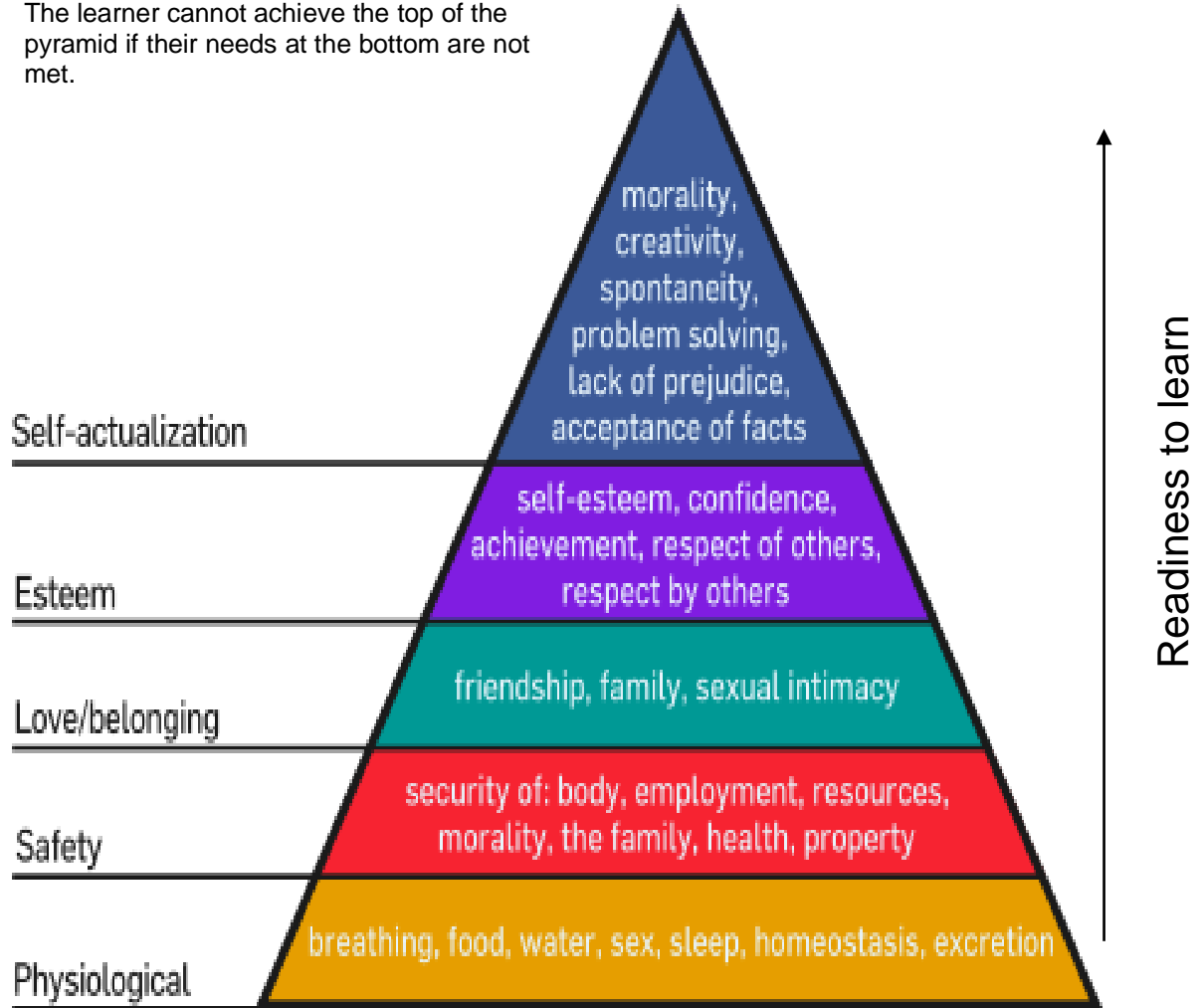
Any curriculum has major implications for professional development. There should be a sharing of good practice, co-operation, shared learning and expertise between all those involved. Staff need pedagogic understanding based on sound principles, as well as knowledge of curriculum content. Teachers are expected to identify areas of continuing professional development and take active measures to continuously improve their knowledge and skills.

Original Policy	-	June 2013
Next review	-	June 2014
Next review	-	June 2016



Maslow's Hierarchy of Needs

The learner cannot achieve the top of the pyramid if their needs at the bottom are not met.





APPENDIX 2

The framework below is used by the school to help teachers recognise attainment. It describes changes in individual pupils' responses and behaviour as their early perceptions of experiences and their increasing involvement in the learning process develop into areas of knowledge, skills and understanding.

A Framework for Recognising Attainment:

Encounter:	Pupils are present during an experience or activity without any obvious learning outcome, although for some pupils, <i>for example, those who withhold their attention or their presence from many situations</i> , their willingness to tolerate a shared activity may, in itself, be significant.
Awareness:	Pupils appear to show awareness that something has happened and notice, fleetingly focus on or attend to an object, event or person, <i>for example, by briefly interrupting a pattern of self-absorbed movement and vocalization</i> .
Attention and response:	Pupils attend and begin to respond, often not consistently, to what is happening, <i>for example, by showing signs of surprise, enjoyment, frustration or dissatisfaction</i> , demonstrating the beginning of an ability to distinguish between different people, objects, events and places.
Engagement:	Pupils show more consistent attention to , and can tell the difference between, specific events in their surroundings, <i>for example, by focused looking or listening; turning to locate objects, events or people; following moving objects and events through movements of their eyes, head or other body parts</i> .
Participation:	Pupils engage in sharing, taking turns and the anticipation of familiar sequences of events, <i>for example, by smiling, vocalizing or showing other signs of excitement</i> , although these responses may be supported by staff or other pupils.
Involvement:	Pupils actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of the other pupils, <i>for example, by making exploratory hand and arm movements, seeking eye contact with staff or other pupils, or by speaking, signing or gesturing</i> .
Gaining skills and understanding:	Pupils gain, strengthen or make general use of their skills, knowledge, concepts or understanding that relate to their experience of the curriculum, <i>for example, they can recognize the features of an object and understand its relevance, significance and use</i> .