



Policy Status	Statutory
Review Cycle	1 year
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16/11/16	AB	Detail added for each subject area
16/11/17		

Curriculum Policy

Our Aspirations:

We aspire to be an oasis of excellence where young people learn to value themselves and others, learn to change themselves and wider communities and become happy confident self directed citizens. By engaging young people's curiosity, imagination, creativity and enthusiasm we hope to switch people on to life long learning and personal development.

Our Aims:

- That we create successful learners who enjoy and achieve;
- That our pupils become confident individuals who are able to live safe, healthy and fulfilling lives;
- That our pupils become responsible citizens who make a positive contribution to society
- 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 and organisations within the community for example: sports coaches, outdoor activity leaders, charities and a range of therapeutic support agencies.
- That pupils develop their personal, health and social competencies
- That pupils develop their literacy and numeracy
- 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

Our Methods

Manchester Settlement School aims to provide a happy, stimulating, safe, orderly, caring and challenging environment where young people learn to grow and to recognise themselves as greater than they ever believed possible. High standards of education, hard work, respect for all and appropriate behaviour are promoted at all times. Emphasis is placed on providing a challenging range of tailored educational opportunities and resources to pupils of thirteen to sixteen who have experienced social exclusion, behavioural, emotional or other difficulties. The school is very much a part of the local society which allows pupils to give to the life of the local community as well as being recipients of the goodwill and facilities within it.

The development of each pupil is further enhanced by a commitment to working in partnership with parents and carers. We are concerned about all aspects of pupil development and we encourage parents to join us in making this a happy, successful and fulfilling period of education.

In order to offer the best quality support to our students, the curriculum is tailored to meet individual needs. We have devised a programme aimed at working on core GCSE subjects – Maths, English and Science alongside work on developing lifeskills through setting ambitious but achievable targets. Our primary focus is to engage students in learning, teach vital listening, communication, self discipline and teamwork skills to address many of the root issues resulting in non attendance or exclusion from school. Our aim is to motivate young people to engage, learn, and achieve improved levels of self-esteem and social development in a safe, inspirational learning environment.

The curriculum has been designed to enable students who have struggled to achieve and make progress within a traditional school setting to become successful learners. The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.

Our pupils often have a mix of educational and social development needs which may be compounded by difficult life circumstances. In addition to the academic curriculum, the pupils are given a variety of educational and personal development experiences designed to develop their confidence and resilience.

We know that our pupils are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents. To this end, we tailor our support to each.

The Curriculum

Core Subjects

Maths is taught at GCSE for all KS4 pupils. The school currently teaches to the Edexcel Framework

Pupils:-

- will learn to use mathematical methods and concepts to make informed decisions and solve problems in real-life situations, recognising the importance of mathematics in their own lives and to society.
- will develop knowledge, skills and understanding of mathematical methods and concepts, including working with numbers, algebra, geometry, measures, statistics and probability

English is taught at GCSE for all KS4 pupils. The school currently teaches to the AQA Framework.

Offering a skills based approach, students are expected to:

- investigate and analyse language
- experiment and use language creatively

Science is taught at GCSE for all KS4 pupils. The school currently teaches to the Edexcel Framework

This GCSE qualification in Additional Science encourages students to be inspired, motivated and challenged by following a broad, coherent, practical, satisfying and worthwhile course of study. It encourages learners to develop their curiosity about the living, material and physical worlds and provide insight into and experience of how science works. It enables learners to engage with science and to make informed decisions about further study in science and related subjects and career choices.

Literacy and Numeracy:

Literacy and Numeracy are reinforced throughout all subject areas

Art:

We aim to use Art as a tool to develop pupils self awareness and confidence. All pupils will complete an Art Identity Project

ICT:

All pupils will use ICT regularly in all of their lessons developing a range of competencies for progression

PSHE and SMSC:

PSHE is a timetabled session every week with each lesson having a difference focus.

A programme of visiting speakers is organised from a variety of supporting organisations to promote (sexual health, drug and alcohol awareness, fire safety, implications of crime)

Our Social Moral and Spiritual Curriculum is at the heart of everything that we provide. The way we manage conflict is always restorative, we develop community awareness through work with local charities, and we engage in shared weekly celebrations of pupil achievements.

British Values:

British Values are consistently demonstrated throughout the provision, and can be seen in the way we promote group responsibility, respect for all other members of the school community and other communities. Our distinct British Values policy explains our approach in more detail.

Sex and Relationships Education:

Sex and Relationships Education is taught in PSHE lessons at a level appropriate to the level of understanding of the young people.

We liaise closely with partner organisations for specialist individual input and support.

Parents may request that their child is excused from Sex Education.

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: Gallery and Museum Visits, group meals out, and outdoor education activities. There are end of term reward trips to a variety of locations – Ice Skating, Theme Parks etc.

Interventions

The school designs and delivers a range of intervention programmes using appropriate resources to develop the ability of pupils to access the curriculum. Interventions may be focussed around behaviour, literacy, numeracy, anger management, attendance or other areas of need. Intervention programmes will be planned around a fixed timeframe and will be subject to a review of effectiveness.

Outdoor Education:

We place significant emphasis upon the benefits of outdoor education, as such all pupils at KS4 will access 1 day per week of this programme every alternate half term. KS3 pupils will have more occasional access. All activities are provided by a licensed provider, supported by our staff.

Accreditations:

Learning outcomes are accredited via GCSE's in Maths, English and Science, plus Open Awards – Skills for further learning and employment.

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 are requested

Monitoring and Evaluation:

The Head teacher and Lead Teacher will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- work scrutinies
- 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.

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:

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

The curriculum is additionally assessed for its suitability for pupils with other needs, such as due to their home circumstances, first language or other needs not defined by equal opportunities characteristics.

Our classes

KS3 Full Time Interventions group:

The curriculum followed in this group follows a core of English, Maths, Science, plus opportunities from Humanities, Food Technology and PE. Students also have access to the Read, Write, Inc. reading recovery programme if this is a need that has been identified. In addition students are taught a wide range of PSHE skills to develop their social understanding and focus on the specific behaviours and needs that led to their placement at the Manchester Settlement School. The expertise and knowledge of the staff will be used both as a vehicle for teaching subject content and to manage and modify students' behaviour in the most positive ways to re-engage them in learning. A range of teaching strategies will engage and motivate the students so that they learn and make at least good progress.

KS3 part-time group:

This student group attend for up to 3 days per week. For the remainder of the week students are based in their own mainstream setting.

KS4 full-time:

The curriculum followed by the KS4 groups varies depending on the options selected within the mainstream setting. All students within KS4 access a core of English, Maths, Science, PSHE, PE, Food Technology and Skills for Employability.