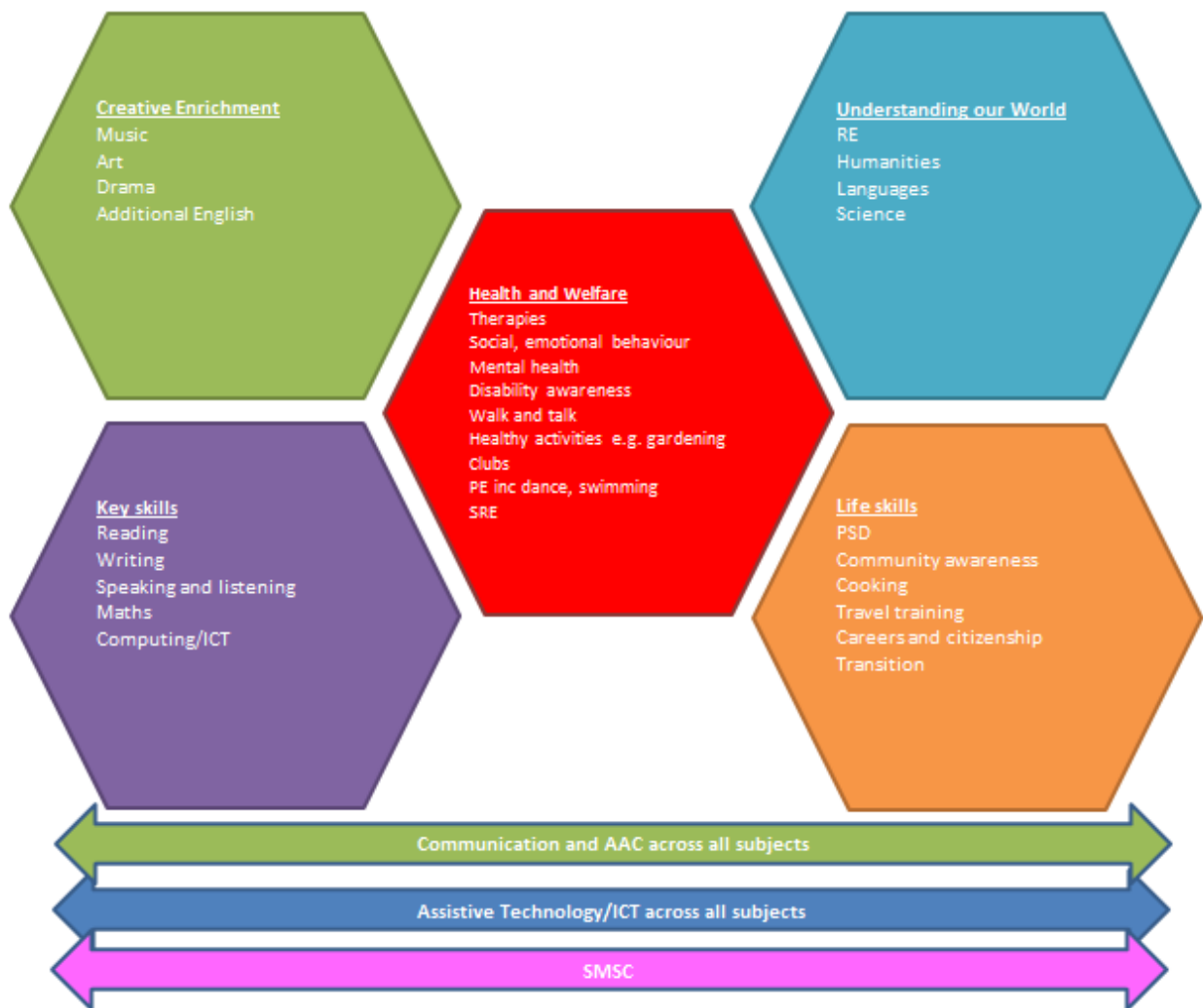




John Chilton School Curriculum Policy

1. Introduction

1.1. At John Chilton School pupils are at the centre of the curriculum, and therefore its design and content aims to maximise the individual’s learning potential. We ensure that pupils’ personal priority needs are the starting point of their education, which we meet through Personalised Plans and Interventions.



1 The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes the formal requirements of the National Curriculum and, importantly, the range of additional priorities, specialist curriculum activities and therapy programmes that the school develops in order to engage, enable, empower and equip the pupils for life. It also incorporates the ethos and environment which promote the vision of the school of developing confident, independent and motivated learners.

2. Ethos and Aims

Our school curriculum highlights the vision and ethos of the school:

At John Chilton School, we strive for the development of confident, motivated and independent learners in an inspiring, empowering and nurturing environment; supported by communication and engagement between home, school and partnerships with the wider community.

It is the means by which we achieve our objective of educating pupils in a holistic way to lead fulfilled and independent lives. We are committed to finding ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching and support staff are expected to ensure that, wherever possible, students who are having difficulty or becoming unmotivated are identified early. Appropriate support, encouragement, guidance, different teaching styles, differentiated resources, learning opportunities and work is provided, so that they might continue to participate as fully as possible at the appropriate level. We ensure that all pupils have access to the curriculum by using individualised systems of support.

John Chilton School aims for its pupils to:

- Leave the school with the skills, abilities, potential and confidence to meet the challenge of adult life in a fast changing world, including where to get help;
- Increase their awareness of mental health and emotional well-being, to be in control of their lives and be able to self-regulate;
- Gain independence skills including, travel, community and cooking skills wherever possible;
- Understand and cope with the emotional stresses often associated with disability and be armed with the skills, knowledge and attitude to take responsibility for managing their needs into adult life;
- Develop lively, enquiring minds and have the opportunity to achieve nationally recognised qualifications;
- Communicate effectively and confidently with a range of people in a variety of contexts, including carers;
- Use the Internet safely and with purpose;
- Develop positive attitudes towards healthy lifestyles, promoting activity, creativity and competition through sport and leisure; develop an awareness and appreciation of art, music and the environment.
- Be an active member of society either in work or by using community groups and facilities productively;

3. Organisation and planning (see also separate subject group policies)

At John Chilton School we recognise that the pupils present with complex learning difficulties; and as such, need access to a curriculum that is more diverse than the National Curriculum.

An importance is placed on health and wellbeing, which includes social and emotional support, therapies, leisure skills and PE. This will continue to improve the dedicated therapy times which have developed over the last couple of years; and strengthen the work of the Social, Emotional & Mental Health team. Pupils' mental health and development of behaviour for learning skills are seen as paramount to improving progress in academic subjects and as such are given a position of importance in the model.

The subjects of the curriculum have been organised into areas of learning that are similar between Primary and Secondary Departments and will lead to certification in a range of subjects as well as an emphasis on life skills and independent living. (See plan above) Within Phase 3 Blue and Primary Blue Groups the curriculum will be delivered using themes similar to the Early Years, Foundation Stage model.

The Foundation Learning Curriculum (years 9-11) for pupils with complex difficulties recognises the need to emphasise the knowledge, skills and understanding that the students will need to live as fully an independent adult life as possible. Themes are chosen that will enable students to develop and generalise functional skills in English, computing and mathematics, as well as concentrating on living skills such as cooking, cleaning clothes, shopping, managing money, travelling, accessing leisure opportunities and healthy living. Throughout this, pupils receive appropriate information, advice and guidance.

On an individual needs basis, pupils have the opportunity to access courses at Alec Reed Academy if appropriate.

4. Subject leadership

John Chilton School operates on two sites: the Secondary department is situated within the all-age Alec Reed Academy (ARA), where subject leaders manage budgets and collaborate with SLT to triangulate evidence through Deep Dives for evidence towards Quality of Education. The Primary department, located on Vernon Rise in Greenford, works on a joint subject leadership system due to the nature of the cohorts and the number of experienced teachers. The team review subjects on a rolling programme ensuring that the quality of education is high across the curriculum. A few subjects have individual teachers as leaders as they solely lead this subject across both sites (careers, music, ICT/programming)

5. Assessment

The curriculum will be assessed using “I Can” statements that are written in line with the programmes of study and accredited units, to monitor and evaluate academic progress. These statements will be monitored using the Onwards and Upwards system; and with the lateral levels of learning developed for measuring progress within a statement, will give a comprehensive and realistic profile of a pupil’s rate of progress and next steps in learning.

The Blue Engagement Pathway through the school measures progress against non- subject specific assessment statements in line with the engagement model.

6. Diversity

Our school proudly celebrates the diverse community; we recognise that the curriculum must accommodate and adapt for individuals.

We value the uniqueness of every pupil and promote respect, cooperation and understanding of the cultures, religions, genders, races and communities they represent through British Values. We ensure that the school environment celebrates the achievements and promotes the diverse backgrounds of families within the community. The curriculum resources, displays, assemblies reflect these values. We actively encourage parents and other guests to visit the school to bring new experiences.

We work consistently with families to develop links that support pupils’ learning and encourage parents to take an active role in the school, and their child’s education. We run parent/carers’ courses and workshops to develop their own skills and understanding. The school employs a Family Worker to assist in improving links with the families.

7. Monitoring and review

7.1. The Governing Board is responsible for monitoring the way the school curriculum is implemented and the relevant policies. They receive a report every term on the Quality of Education.

7.2. Deputy Headteachers share responsibilities in overseeing the curriculum, with one focusing on the quality of education and the other on behaviour and attitudes. They both play a role in personal development and together they manage the overall organisation of the curriculum, monitor subject leaders and ensure relevant professional development.

7.3. The Quality of Education is monitored through Deep Dives, scrutiny of planning and evaluating progress