Curriculum Policy

Statement of intent

As an Independent School, Norton College upholds the Independent School Standards (2014). We deliver a curriculum which gives students experience in linguistic, mathematical, scientific, technological, human, and social, physical, and aesthetic and creative education.

As a school offering Alternative Provision for students of compulsory school going age our curriculum offers subjects and learning activities that parallel those on the National Curriculum.

This policy outlines the school curriculum: its principles; the values behind it; its delivery; monitoring and review.

Approved by: ___Anna Phillips_____ Date: _01/09/2020___

Chair of Directors___Edward Morris_____ Date: _01/09/2020___

Review Date: _01.09.2021___

1.   Our Students

1.1   Our students are all referred to us by agencies such as Local Authorities and other schools because they have not managed to cope in a mainstream environment.

1.2   Roughly 65% of our students have a diagnosis of Autism or ASD, ADHD, PDA or attachment and anxiety issues.

1.3   Students usually meet at least one of the following characteristics: they have been or are about to be excluded from a mainstream or SEN school; they have an Education, health and care plan (EHC); they have social; emotional and mental health (SEMH) difficulties or PTSD characteristics; they are in care; they have been out of education for significant periods of time.

2.   Barriers to Learning

2.1   Through consultation we looked at the various situations that had caused students not to thrive in previous educational establishments and found many common strands. These became known as the "barriers to learning".

2.2   By consciously removing these barriers we have created an environment that is both nonconfrontational and relaxed, whilst also being warm and supportive. This environment allows students to feel they can confidently engage and participate, with the learning process.

2.3   By transforming the way an educational provision looks, the way we deliver the curriculum, and the way we deal with young people, we expect to transform the outcomes.

2.4   Each student is provided with a personalised and bespoke learning package built around his or her particular interests and including the core subjects of Maths, English, IT and Science.

2.5   Our experience has shown us that poor behaviour is often the result of environmental factors outside of the students' control, that influence the way they approach and deal with situations.

2.6   These environmental factors may have been created unwittingly by other learning providers. Therefore, we have made a conscious decision to remove these barriers to learning and to create an atmosphere where students are able to achieve, both educationally and personally, regardless of ability and background.

2.7   Our aim is to create a caring, reassuring and stimulating learning environment where good, respectful behaviour is modelled and expected by all. Our multi-professional team aims to teach students the life skills they need to be able to develop independence and confidence, while also supporting and encouraging strong educational achievement

3.   Values

3.1   Our values are stated clearly through the school's mission statement:
- "our mission is to give the most challenged and challenging students and young people the educational, social and vocational skills to enable the move into society built on a sustainable model'

4.   Exceed Expectations
4.1   When students are referred to Norton College, most of them will have struggled to achieve in mainstream due to their learning difficulties, disabilities, or emotional and social skills issues.

4.2   When they join the Norton College community most students have low self-esteem and the belief that they cannot achieve as well as others. Our aim is to rebuild their confidence and demonstrate that they can achieve their full potential and produce better results than previously expected.

4.3   Through the work of our skilled tutors our students consistently exceed their expectations and those of society by achieving outcomes which are exceptional considering their starting point.

5.   Respect for all
5.1   To promote an appreciation of diversity and good citizenship, the Executive, Acting Head of School, SMT, Directors and staff of Norton College show respect for all.

5.2   Students feel valued and that feeling initiates their journey towards gaining back their confidence and self-respect.

5.3   Respect is a tangible aspect of our school ethos and coupled with excellent support it is the reason why our students' overall development is so outstanding.

6.   Challenge conventional wisdom
6.1   As an Independent School it is expected that we operate in a manner which is different from mainstream schools, giving students who have SEMH, challenging behaviour and other social issues a real chance to achieve as well as their peers.

6.2   At Norton College our teaching methods, the activities we use to deliver the curriculum, the way we relate to our students, the support we provide for our students is unique.

6.3   We challenge conventional ways of working in everything we do, thus offering a bespoke individualised curriculum, always with the objective of building our students' confidence and supporting them as they achieve exceptional results.

7.   Curriculum Principles
7.1   Norton College upholds the following principles.
- The subject matter should be appropriate for the ages and aptitudes of students.
- Students should develop literacy, numeracy and communication skills.
- The curriculum will fulfil the requirements of each pupil's Education Health and Care plan (EHC).
- The curriculum will include personal, social and health education (PSHE).
- The curriculum will lead to the spiritual, moral, social and cultural (SMSC) development of students.

- The curriculum will promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- The curriculum will provide appropriate careers guidance for students .
- The curriculum will provide students the opportunity to learn and make progress.
- The curriculum will provide adequate preparation of students for the opportunities, responsibilities and experiences of adult life.
- The curriculum will inspire students to achieve much more than they originally believed they could personally achieve.

8. The Curriculum

8.1 Subjects and Activities Available
- Functional Skills English Edexcel E1; E2; E3; L1; L2
- Functional Skills Mathematics Edexcel E1; E2; E3; L1; L2
- Functional Skills ICT Edexcel E1; E2; E3; L1
- Entry level Science AQA E1; E2; E3
- Entry Level Art Edexcel L1, L2
- Science AQA Combined GCSE
- Biology AQA GCSE
- Chemistry AQA GCSE
- Physics AQA GCSE
- Maths Edexcel GCSE
- English Edexcel IGCSE
- Geography Edexcel GCSE
- Religious Studies Edexcel GCSE
- Statistics Edexcel GCSE
- Certificate in Digital Animation NFER L1
- Construction BTEC EL; L1 Award; Certificate
- Sports and Active leisure BTEC EL; L1 Award; Certificate
- Home Cooking skills BTECH EL; L1 Award; Certificate
- Visual Arts OCN EL; L1 Award; Certificate
- Craft skills OCN EL; L1 Award; Certificate
- Performing Arts OCN EL; L1 Award; Certificate
- Employability and Development skills OCN EL; L1 Award; Certificate

8.2 Non – Qualification Activities
- Work Placement – for Year 11 students
- Work/College Preparation – for Year 11 students
- Information Advice and Guidance
- Sports
- Enrichment Activities
- Educational Visits
- Music Technology

- Spiritual, Moral, Social & Cultural Skills and the promotion of Fundamental British Values Citizenship
- Personal, Social and Health Education
- Duke of Edinburgh
- Kayaking
- Paddle boarding
- Fishing
- Sailing
- Archery

9. Planning

9.1 A central collection of schemes of work for the subjects available at our school is available to all staff as a hard copy and on the school's intranet and company share drive.

9.2 The schemes of work are meant to offer guidance about teaching strategies, learning activities, resources, methods of assessment and differentiation for all the subjects we offer.

9.3 The schemes of work also help tutors with ideas of how they can make links across the curriculum subjects and in particular with spiritual, moral, social and cultural skills(SMSC); citizenship; personal, social and health education (PSHE)

9.4 Staff are supplied with student 'I Can Sheets', Target sheets and Tracking sheets to build into a planning format for educational sessions

9.5 Tracking information is compiled in student files and on the college's central student database

10. Delivery of the Curriculum

10.1 The curriculum at Norton College is delivered at a pace and style that is appropriate for the individual learner.
- 1 to 1 Educational sessions with a tutor or teacher on college site
- 1 to 1 Educational sessions with a tutor or pastoral worker off the college site
- Twilight sessions for anxious students
- Home study packages
- Vocational activities
- Adapted sessions

11. Literacy & Mathematics

11.1 At Norton College we have adopted the government's commitment to ensure that all children, young people and adults, whatever their learning route, should be equipped with the functional English, mathematics and ICT skills needed for success in further learning, in employment and adult life in general.

11.2 Literacy (reading, writing and speaking and listening) & mathematics skills (problem solving) will be developed during Functional Skills sessions and across the curriculum embedded in other subjects and learning activities. During observation of teaching, learning and assessment observers monitor the development of Functional Skills across the curriculum.

11.3   These subjects form part of the "Core Curriculum" for students at the school and students' achievement of both Literacy and Mathematics qualifications is one of the school's key measures of attainment

11.4   Student's progress in Literacy and Mathematics is another one of the key measures of attainment at Norton College.

11.5   Students' achievement of level 1 and 2 qualifications in Literacy and Mathematics is another key measure of attainment, introduced to ensure that we stretch and challenge students even if they are join us as low-attainers.

11.6   Accurate initial assessment at the beginning of each pupil's programme is combined with diagnostic assessment to identify the starting point for each pupil in English and maths and highlight the areas they need to improve in order to make progress. Tutors then focus on those areas and track the pupil's progress towards achieving a qualification. The initial assessment is completed at the beginning of every year.

12.   British Values; SMSC and therapeutic approach
12.1   The school promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs across the curriculum in order to develop the following amongst students:
- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law; • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination

12.2   SMSC is developed across the curriculum by embedding it in various subjects and learning activities. Through the development of SMSC we aim to:
- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of the United Kingdom;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in the United Kingdom;

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in the United Kingdom.

13.   Character building skills

13.1   Being ready to learn… Being a resourceful learner… Being a responsible learner… Being resilient… Being reflective

13.2   All students are assessed against the five 'Character building' areas for learning. This highlights their areas of strength and indicates target areas for the pastoral team and teaching team to work upon; thus enabling the students to access learning opportunities with greater ability and self-confidence.

14.   Support for Special Educational Needs

14.1   Special educational needs (SEN) affect a child's ability to learn and access the full curriculum. Roughly 65% of our students have a diagnosis of Autism or ASD, ADHD, PDA or attachment, anxiety issues and SEMH. As such Norton College has members of the SMT, who are SEN professionals, who manage our provision for students and young people with SEN

14.2   All students with an Education Health and Care (EHC) plan undergoes a process of review and target setting. Each student's personalised provision is compiled using recommendations from their EHCP, background information from Local Authority, Social care, parents/carers and the expertise of the SEN professionals.

14.3   The college conducts online Dyslexia characteristics assessments for students. Dyslexia is a Specific Learning Difficulty which affects learning literacy skills which can affect anyone of any age. If diagnosed with characteristics of dyslexia, an individualised teaching/learning programme and key resources are then prepared to reinforce literacy skills.

15.   Support for Social Emotional and Mental Health difficulties (SEMH)

15.1   Social; Emotional and Mental Health difficulties can prevent students from accessing the curriculum.

15.2   Management and staff at Norton College are committed to removing barriers to learning and encourage students and young people to achieve and "exceed expectations".

15.3   All staff members are encouraged to employ a preventative approach when it comes to behaviour, maintaining an awareness of each student's specific needs and following the relevant support strategies that limit the incidence of disruptive behaviour. In addition staff actively promote and reward good behaviour using the behaviour policy.

15.4   Management and staff also work closely with support organisations such as Child and Mental Health Services (CAMHS) to provide additional support for students who need it.

16.   Pastoral Care

16.1   Tutors, Teachers and the Pastoral team offer advice and guidance on a 1 to 1 basis regularly. Students and young people are encouraged to approach tutors with their concerns as they arise.

16.2   Pastoral care and positive staff student relationship is a key characteristic of Norton College

17.   Monitoring & Review

17.1   The curriculum is reviewed once a year or when relevant government policies that influence the curriculum are introduced.

17.2   The annual curriculum review involves an analysis of subject success rates; tutors feedback on what works and what needs improvement; the resources or training requirements of tutors.

17.3   The observation of teaching, learning and assessment serves not only to monitor the quality of teaching but the suitability of the curriculum to pupil's needs

17.4   This policy should be read in conjunction with the Teaching and Learning flow chart Appendix A; Assessment policy.

Appendix A

NORTON COLLEGE

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'I can and I will succeed!   '

Learning Approaches Utilised To Fast   -Track Learning:

Personalised Learning Approaches(+ 2 months)   One to One Tutoring(+ 9 months) Educational visits (+ 3 months)

Instant effective feedback (+ 9 months) Metacognition & Individual Learning Strategies (+ 8 months)

Cooperative Learning Strategies (+6 months) Mentoring (+6 months) Parental Involvement (+6 months)

TEACHING & LEARNING POLICY

Academic Opportunities

Functional Skills GCSEs A Levels

Vocational Opportunities

BTEC Qualifications

Real Life Skills

Being Ready To Learn

Being A Resourceful Learner

Being A Responsible Learner

Being Resilient

Being Reflective

RESPECT

TRUST

Character Building Skills

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'I can 't do! '   'I won 't do! '

A student experience of failure, rejection and exclusions

10

Mark Scheme

LO	Learning Objective (Written or verbalised)	SCᵥ	Success criteria achieved.
VF	Next steps shared verbally with student	**T ....**	Next steps recorded on school work
SP	Spelling corrections required	**P**	Punctuation to check
C	Capital letters to check	**E**	Editing and improving required
.	Error to check	**√**	Question correct