

Westfield Arts College

13 Curriculum Policy

Reviewed by committee	Quality of Education	Policy type: Statutory
Adopted by Governing Body	Autumn 22	Review cycle: 3 years
Date for next review	Autumn 25	Signed by Chair: 

WESTFIELD ARTS COLLEGE

CURRICULUM POLICY

Rationale:

The curriculum is the sum of all the experiences we offer pupils when they become part of our school community. The curriculum extends beyond the classroom; it encompasses a holistic approach to education and the ethos of the school itself. Every aspect of our curriculum addresses elements of the United Nations Convention on the Rights of the Child (UNCRC) and is committed to supporting every pupil to be “...the best person they can be”.

All pupils at Westfield have an Education, Health and Care plans (EHCP) – which reflect their individual needs. A personalised curriculum is developed for each pupil, in partnership with parents and carers, which aims to provide the best preparation for the next stage of their education and into adulthood.

The curriculum focuses on 4 key areas:

- The core curriculum (National Curriculum 2014)
- The experiential curriculum – including spiritual, moral, social and cultural (SMSC) development
- The therapeutic curriculum
- The Personal Skills Development

Aims: To enable pupils to

- Develop into confident, independent young people who are able to live happy, fulfilled lives.
- Develop into informed young people, able to make successful life choices.
- Develop to their full potential – and make a valuable contribution to society.

Implementation:

- The school community works together to develop an ethos which guarantees that every pupil will be accepted, supported, given stability and security and kept safe. Pupils are also taught about their rights and corresponding responsibilities in line with the “Rights Respecting Schools” agenda.
- The school works in partnership with all other parties relevant to each pupil’s wellbeing and education - parents, the multi-disciplinary team of support agencies, the educational community and the wider community.
- Each pupil has an Active Learning Profile (ALP) which contains documents relevant to the pupils’ specific needs. It has five sections – Section 1 includes the most recent annual review and annual report, Section 2 contains needs, views and aspirations (one page profile, Dorset STEP documents, health/therapy needs, emergency care/health plans, intimate support plan, PEP, personal emergency evacuation plan. Section 3 – behaviour (anxiety map, therapeutic risk management plan, serious incident records, RAG charts) Section 4 – Learning journey to meet outcomes (YR – Y9), (Y10 – 14 Preparation for Adulthood Action Plan to meet EHCP outcomes) Assessment targets. Section 5 – observations (wow moments, class records).

- Pupils are taught in class groups that can provide the best possible learning environment and curriculum for their needs (eg: an ASD specific group, a KS4 group working towards accreditation or a group with an emphasis on providing a therapeutic, nurturing or sensory curriculum).
- A wide variety of age-appropriate teaching and learning styles are used to deliver the curriculum best matched to each individual pupil and class group.
- Pupils will all have access when appropriate to the excellent facilities that Westfield has to offer in a wide range of curriculum areas. These include – purpose-built sports hall, climbing wall, gym, caving simulator, sensory room, radio station, allotment and specialist resourced rooms (eg: art room, science laboratory, music room, design and technology room and two kitchens for cookery).
- The use of technology to enhance learning is given high priority at Westfield and the school aims to ensure each pupil has regular access to a suitable device in all lessons (eg: laptop, desk-top or tablet). This enables pupils to use and develop their computing skills across the curriculum.

The Core Curriculum (National Curriculum 2014)

- Pupils at Westfield are taught the full National Curriculum, but this is modified as appropriate. Pupils usually work on developing skills from a Key Stage lower than their chronological age, but every effort is made to teach these in an age-appropriate way and to ensure that the skills learnt can be generalised across contexts. All learning experiences offered are carefully selected and adapted to take account of each pupil's developmental, emotional and social stage and ability.
- Cross-curricular learning is vital to developing skills in generalization and flexibility of thought. A key aim for all teaching at Westfield is that pupils will be able to apply what they learn in the classroom in the outside world. The basic skills of literacy, numeracy and computing are consolidated and applied across all subjects and as part of many school routines.
- From Key Stage 1 to lower Key Stage 3 pupils are taught a topic-based curriculum which ensures coverage of all areas over the 3-year topic plan (**See Appendix 1**). There is additional discrete teaching in English (particularly phonics and basic skills), Mathematics and Computing.
- There are three levels of planning for all curriculum areas – Long-Term Planning (to ensure coverage of all National Curriculum content), Medium Term Planning (termly overviews) and Short Term Planning (weekly and/or daily planning by subject/class teachers)
- From upper Key Stage 3 to Key Stage 5 pupils will have discrete subject teaching and work towards a range of accreditations (including GCSE, Functional Skills, Entry Level Awards and Vocational Courses).
- Continuous teacher assessment records are kept on each pupil's academic progress and achievements and assessment for learning is central to classroom dialogue and feedback (See Assessment and Recording and Marking Policies).

The experiential curriculum

This includes:

- The provision of engaging activities which give pupils the opportunity to succeed, to develop spiritually, morally, socially and culturally and to enjoy learning.
- Learning which is extended beyond the classroom with a planned programme of community visits, residential trips, clubs, field work, competitions, Sports and Arts Enrichment days, links with the wider community, work experience and college link courses.
- Adults other than teachers regularly invited into college to work with pupils. These include artists, storytellers, craftspeople, engineers, parents, professionals, employers, groups from the community, volunteers and trainee teachers who enhance the experience of the pupils and school community with fresh ideas, expertise and enthusiasm.
- Assemblies and daily collective worship in class groups ("Thought for the Week") which encourages pupils to look at the world beyond the school community, consider moral issues, explore their own beliefs, and develop understanding and compassion for those less fortunate than themselves.
- Lunch times and play times are time-tabled as integral parts of the school day and staffed accordingly. These times are seen as central to the teaching of independent living skills and in supporting the development of play and social skills.
- **Broadening Horizons Curriculum (Appendix 2)** Underlying Westfield's commitment to the experiential curriculum outlined in "Broadening Horizons: Opportunities and Challenge" is a belief in the importance of providing a broad, balanced and engaging education for each pupil that develops and generalizes their learning across contexts and develops their self-confidence and well-being.

The Broadening Horizons passports focus on 5 key areas – 'High Five'

- Taking Part
- Road Safety
- Working in the Community
- Taking on Responsibility
- Exploring our Locality

The therapeutic curriculum

This entitles pupils to:

- Have their individual needs met – including their sensory, social and emotional needs. These needs may be identified in their ALP's
- A range of therapies as appropriate. These may delivered as part of a programme in class, by an external therapist or by the Westfield Interventions Team.
- Access to the full range of support agencies as appropriate.

Personal Development Skills

Character skills or so called “soft skills” are a very important part of our work at Westfield. Inspired by the work of Bill Lucas at Winchester University we believe that raising the profile of these skills within the school environment will help our pupils to maximise their personal potential in terms of future employment and their own development as well rounded members of society.

We focus on 6 keys areas;

INDEPENDENCE, RESILIENCE, CREATIVITY, FOCUS, EMPATHY, COLLABORATION

We aim to highlight, teach, improve and embed these skills into the fabric of the curriculum and indeed the ethos of the school.

Other Documentation:

- All curriculum Subject Policies and Statements
- Assessment, Recording and Reporting Policy
- Marking Policy
- Single Equality Policy
- Personal and Social Education and Citizenship Policy
- The National Curriculum 2014
- United Nations Convention of the Rights of the Child (UNCRC)

UNCRC Article 29: All children have a right to an education which helps to develop their individual potential

TOPIC-BASED CURRICULUM: OUTLINE OF TOPICS ON A 3 YEAR CYCLE (From Autumn 2020)
Appendix 1

Key Stage/ Class	Autumn Term	Spring Term	Summer Term
Cycle 1			
EYFS/KS1	Once upon a Story (Traditional Tales)	Toy Time Traveller (Toys and games in the past)	Discovering Dorset (Study of our local area)
KS2	Land of Make Believe (Imaginary Worlds)	Horrible History: Revolting Romans	Mind the Gap (Study of Dorset & London)
KS3	Flights of Fancy (Fantasy stories)	Horrible Histories: Gruesome Greeks	Home and Away (study of UK and Africa)
Cycle 2			
EYFS/KS1	You Are You (All About Me)	Dungeons & Dragons (medieval times)	Paws, claws and whiskers (A study of Animals from around the World)
KS2	My Life, My Story (All About me and my home life)	Horrible History: Viking Longboats	Faraway Places (Geography) (including in-depth study on a non-European country) Multi-Faith Stories (RE)
KS3	Horrible Histories: Vicious Victorians	Sport and Outdoor Activity (Science/RSHE) Easter Gardens (RE)	Small Blue Planet (Physical Geography) Mulit-Faith Stories (RE)
Cycle 3			
EYFS/KS1	Celebrations (RE) <i>Festivals of Light (RE)</i>	Houses and Homes (History) <i>Easter Eggs (RE)</i>	<i>Beside the Seaside</i> (Geography) Judaism (RE)
KS2	Celebrations (RE) <i>Festivals of Light (RE)</i>	A Time-Walk in Dorset Contrasting Study: The Mayan Civilization (History) <i>New Life(RE)</i>	<i>A Dip in the Ocean</i> (Geography) Islam (RE)
KS3	Festivals and Anniversaries (RE/History) <i>Festivals of Light (RE)</i>	The World at War <i>New Life (RE)</i>	<i>Jurassic Park</i> (Geography) <i>Hinduism (RE)</i>

APPENDIX 2

Introduction to the Broadening Horizons Curriculum

- The central aim of Westfield Arts College is to “broaden the horizons” of all its pupils, and to enable them to live a life that is as fulfilled and independent as possible – both whilst they are pupils and when they eventually leave as young adults
- Underlying Westfield’s commitment to the experiential curriculum outlined in “Broadening Horizons: Opportunities and Challenges” is a belief in the importance of providing a broad, balanced and engaging education for each pupil that develops and generalizes their learning across contexts and develops their self-confidence and well-being.
- The Broadening Horizons curriculum describes both the opportunities that the school offers to pupils at different stages of their education and also presents challenges for pupils to achieve (eg: performing to an audience or the Jubilee Challenge). The three different levels of challenge are described in terms of Bronze, Silver and Gold so that each pupil will be provided with the opportunities most relevant to them - regardless of their age. However some of the opportunities are age-related in that they are part of the curriculum for certain age-groups (eg: Duke of Edinburgh award or a residential away from the UK mainland)
- Westfield has a significant percentage of pupils in receipt of Pupil Premium and a proportion of this money is used to enable them to participate in experiences their families might otherwise find difficult to afford (eg: residential visits and theatre outings). Supporting pupils to learn appropriate ways to behave in social situations (eg: going to a shop or a café) can also be central in improving the quality of life of both pupils and their families.
- The five key areas are; artistic and sporting performance, road safety and independent travel, local and global responsibility, care and empathy in our community, exploration of local and national settings. Pupils can access these areas of their own differentiated levels. An on-going record of each pupil’s engagement will be maintained with the aim of this creating a celebratory narrative of experience and achievement. When a pupil is considered to have participated fully in the opportunities/challenges at each stage (Bronze, Silver, Gold) then a certificate will be awarded by the school.

BRONZE					SILVER					GOLD																												
1. Watch a live performance in school					1. Represent the school in a sports or artistic event					1. Take part in the Jubilee Challenge, creative /drama projects or Duke of Edinburgh award																												
DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>													DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>													DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>												
2. Behave sensibly on my way to and from school					2. Be aware of road safety and be able to cross the road independently					2. To travel to and from places independently																												
DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>													DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>													DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>												
3. Recognise how we should treat living things					3. Actively engage in looking after living things responsibly					3. Assist in some community/fund raising charity work																												
DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>													DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>													DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>												
4. Acting responsibly within the school setting					4. Take on a responsibility around the school, including Sports Leader, School Council, Eco Club, Mentor					4. To take responsibility for how my actions effect the planet																												
DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>													DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>													DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>												
5. Explore the local community					5. Explore places further away from school					5. Independently plan and visit new places																												
DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>													DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>													DATES <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table> DETAILS <table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>												



BROADENING HORIZONS

PERSONAL DEVELOPMENT

