

Curriculum Policy

Red Boots School



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1. Curriculum aims

Our curriculum intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

These curriculum aims are underpinned by our values: At Red Boots we are **NICE**

➤ **NURTURED**

➤ **INCLUDED**

➤ **CONFIDENT**

➤ **EMPOWERED**

➤ Our school values the importance of feeling nurtured, included and cared for, so our curriculum promotes kindness and understanding of one another. The diversity of the group enables us to function as a team empowering each individual whilst sharing mutual respect and celebrating our differences.

➤ Our school values confidence, so our curriculum is based upon scaffolding knowledge children need to prepare them for their future success

2. Legislation and guidance

Academies, including free schools, that do not follow the National Curriculum insert:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes Conductive Education, English, Maths, Science, Physical Education and topic based subjects which contains Relationship and Health Education (RHE), British Values (BV), Social, Moral, Spiritual and Cultural (SMSC), History, Geography, Music, Religious Education (RE), Art and languages.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Each Child has a key contact member of staff who is responsible for Liaising with parents, shared placement schools if applicable, sharing of targets, outcomes, reports and attending Annual Educational Health Care Plan (EHCP) reviews.

The Practise Tutor (PT) is responsible for the Conductive Education (CE) element of the curriculum including the task series and pupil profiles. It is also the responsibility of the PT to oversee the progress and development of CE students.

The Classroom Co-ordinator (CC) meets with staff before and after school to facilitate team discussion on how the curriculum intent will be implemented in a conductive manner. They also oversee the daily operations of the classroom in terms of toileting, medication, curriculum delivery, team cohesion and professional appointments

All staff are responsible for the marking of children's workbooks, the termly setting, ongoing monitoring and renewing of targets in accordance to their individual EHCP and curriculum pathway.

There are subject leads for English, Maths, Science, Physical Education and Topic. English, Maths and Science leads are responsible for the Bsquared assessment of all children's progress for those subjects which is marked off on the Bsquared database and printed out each term. This forms progression evidence within their annual report. All other subjects use Bsquared criteria to mark progress against EHCP targets.

4. Organisation and planning

- Our curriculum is unique and combines Conductive Education and aspects of the National Curriculum to help the progression of targets detailed within each child's individual EHCP.
- It comprises of three pathways:

Engagement Steps

This supports 'The Engagement Model.' It has been created for pupils working below the pre-key stage standards who aren't engaged in subject specific learning.

Early Years - Early Years Foundation Stage (EYFS) and Early Learning Goals (ELG)

This covers the range from birth to the ELG. The framework links to the EYFS 2021 Framework and the new 2020 Development Matters

Primary Steps

This supports pupils in primary schools that are either working below year 1 or out of their year group. It supports teachers to show progress and identify next steps

Our Curriculum Approach

Our active curriculum is designed to enable children to access aspects of the National Curriculum via creative topic based projects at individual level of ability and progression.

The conductive element of our curriculum is thematic and based around Energetic English, Maths in Motion and Synergetic Science. This is followed by a discreet lessons in each of the subjects.

Physical Education is based on developing the physical skills of each child at their level of ability, progression and sometimes regression due to medical interventions.

Topic projects are based around British Values; Spiritual, Moral, Social and Cultural; Relationships and Health Education. They also include elements of history, geography, music, art, languages and religious education. Please refer to following policies:

- Relationships and health education
- Spiritual, moral, social and cultural development

- British values

The adapted design and sequence reflects events in the local community and wider world in terms of our funding agreement, other statutory requirements and to suit our local context. For example the Commonwealth Games hosted in Birmingham and The Kings Coronation

All subjects are fully inclusive and differentiated and at times delivered in split groups dependent on activity and abilities

The curriculum meets the needs of both full and part time children. Please refer to our Curriculum Statement

The Long-term Plan is an annual overview of the topics to be delivered throughout the academic year

The Medium term plan is a half termly overview detailing the **intention** and **implementation** of the curriculum

The Short term plans detail actual lesson planning, delivery and **impact** according to the topic delivered and individual differentiated EHCP targets

Available resources include online, Twinkl, Clicker, subject specific materials and resources, reading books and work sheets, writing practice books, conductive equipment to support curriculum delivery

See our EYFS policy for information on how our early year's curriculum is delivered.

5. Inclusion

Conductive Education (CE) is about **active learning**. It presents as a positive discipline, based on the strong belief that children with physical disabilities can learn new or different ways of approaching and dealing with everyday tasks through a greater knowledge of their own abilities. CE philosophy is based upon the influence and motivation of the group. Individual aims are set to reflect Educational Health Care Plan targets and outcomes. Although the group functions as a whole differentiated targets are set throughout the day's activities. Teachers set high expectations for all pupils. Lessons will be planned so that teaching opportunities help pupils to develop their communication and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

6. Monitoring arrangements

The Head Teacher, Practice Tutor and Head of Training and UG Programme Director Conductive College monitor the way in which conductive Education is taught throughout the school by:

- Formal Lesson observations
- Informal lesson observations
- Team facilitation
- Parent survey, sharing and feedback to inform future planning
- Pupil folder, subject folder and pupil books audit and feedback
- Curriculum evaluation
- Morning briefings and evening de-briefs

All staff have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the head teacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- SMSC and British Values Policy
- EYFS policy
- Assessment policy
- SEN policy and information report

- Statement of Equality information and objectives
- RHE policy