The Valley School

For Exceptional Learners

Curriculum Policy

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THE VALLEY SCHOOL

POLICY – CURRICULUM

KEY PRINCIPLES

"Different for Different"

Curriculum Intent

What is The Valley aiming to achieve through its curriculum?

- To provide an outstanding education, which is personalised to the needs of each student.
- To provide a calm, learning focused environment, which is safe, caring and nurturing.
- To provide a holistic education, which incorporates guidance and strategies from support agency partnerships e.g. speech and language therapists, occupational therapists etc.
- To increase resilience and develop Students' ability to self-regulate.
- To ensure The Valley Values are at the heart of learning. These include:
  - developing students' essential life skills, their knowledge and the 'cultural capital' they need to succeed in life (personal development).
  - promoting physical and emotional well-being.
  - preparing students for the next stage of their education.
  - ensuring all students leave The Valley School with outcomes that reflect the best of their ability.
  - ensuring that all students receive an education that is in line with the statutory guidance outlined in the SEND Code of Practice 0-25.

Implementation

How is the Valley School's curriculum delivered?

Curriculum Delivery

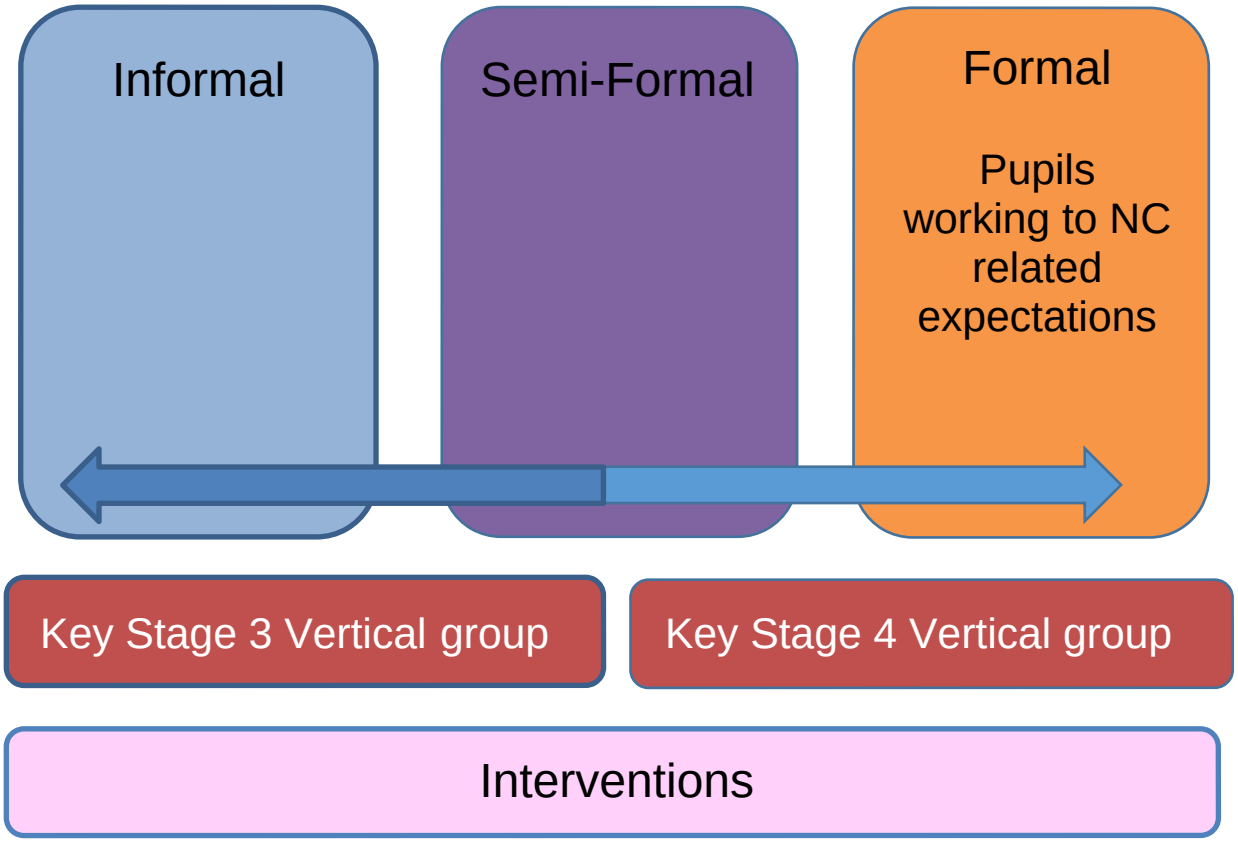
- Students have full access to a broad and balanced curriculum including the National Curriculum which is differentiated to meet students' learning needs and styles. Our curriculum is designed to be challenging and appropriate to each student's stage of development.
- Our curriculum offers significant cross-curricula learning opportunities to ensure students undergo significant personal development.
- Knowledge is broken down into composites and components so that underpinning knowledge can be mastered and put together confidently and securely. Through the way our curriculum is organised, we help pupils make meaning of the world, develop their vocabulary and broaden, deepen and enhance their experiences and knowledge.
- Our curriculum is structured sequentially in a way that ensures students experience progression throughout their time at the school. This structure enables them to learn more and remember more over time and is reflected in our learning journeys.
- Our curriculum covers a wide range of core and foundation subjects.

- Our KS3 curriculum is a thematic-based curriculum which offers students access to teaching in a way that supports them to make excellent progress, linking learning across different subjects in a sequential and progressive path.
- Reading and Number are promoted across the school in all subjects with the support of the English and Numeracy lead, this is monitored through lesson observations and a focus of `Poppins'.
- Our KS4 curriculum provides opportunities for students to attain a range of accreditations appropriate to their abilities alongside the acquisition of essential life skills.

- Our curriculum is designed to build and expand on previous skills and subject knowledge, over a five-year period. Throughout the curriculum there are opportunities for repetition to embed knowledge, increasing the students' ability to recall information.
- The Valley School offers a wide range of qualifications, which are selected to appropriately challenge students, based on their stage of development.
- We offer curriculum time to students in Year 11 to attend a weekly college link, developing appropriate work experience opportunities for students in Key Stage 4.
- We provide additional extra-curricular activities at lunch time and after school.
- Access to these is facilitated by offering transport home at the end of the day.

Teaching and Learning

- Our students are taught in a primary model in Key Stage 3 with core learning delivered by Primary trained teachers. Other subjects are delivered by subject specialists.
- In Key Stage 4 students are taught by subject specialists.
- Students are broadly grouped by learning ability and will follow a subject specific curriculum which is informal, semi-formal or formal according to the level of learning which they are able to access.
- Movement between groups is encouraged where students show strengths or additional need.
- Our planning is based on the Equals curriculum to foster progress for all students.
- Our staff are highly trained, possessing a wide range of qualifications. Staff are provided with regular and varied CPD opportunities to remain up to date with subject pedagogy and knowledge. They are also encouraged to visit other settings to experience and share good practice.
- Teaching staff are encouraged to deliver practical and well adapted lessons which enable pupils to develop their knowledge and apply this knowledge as skills in practical situations.



Curriculum – Executive Summary

• Our four Whole School objectives

- Every student will make good progress
- Every lesson every day is good or better
- High quality CPD for all staff
- 360 degree wrap around care for students and their families

These are designed to ensure that The Valley School adds value to students' lives. Based on teacher standards and social and emotional development, staff and students have collaborated to design bespoke criteria for 'Outstanding Teaching and Learning at The Valley' which inform our monitoring and evaluation.

• The curriculum is adapted with an ethos of 'different for different'; with learning based upon the students' individual needs and level of competence.

• When a student is required to remain off school for three or more days, (but is well enough to learn), the school initiates home learning. This may be a short- or long-term plan depending on the individual needs and ensures students continue to receive a full curriculum if unable to physically attend.

Three Tiers

• We have a 3-tiered approach to supporting each student's learning experience. These include:

- Universal – this is the education diet a student receives from transition/subject teachers that include adaptations to match learning needs.
- Targeted– this is where it is appropriate for students to receive additional short term special educational provision to remove or reduce obstacles to students' learning.

- Specialist – this is where it is deemed necessary to seek specialist advice and/or regular support from a specialist professional to plan for the best possible learning outcomes for a student.

Culture Capital

We define Culture Capital as the accumulation of knowledge, behaviours and skills that a student can draw upon and which demonstrate their cultural awareness, knowledge and competence. We work tirelessly to build our students' aspirations and expose them to a range of experiences to help them achieve their goals.

We recognise that students need to be given rich and sustained opportunities to develop their cultural capital and we do this in many ways, for example, through our curriculum, extra-curricular activities, trips, visits and external speakers and workshops.

There are six key areas of development that are interrelated and contribute to building a student's culture capital: Personal, social, physical, spiritual, moral and cultural. At The Valley School we ensure our students are supported to be the best they can be within our ever changing, diverse and eclectic society.

Assessment

- Both the academic and the social and emotional learning of each student is carefully monitored throughout their time at The Valley School.
- Checks on progress take place formally at set intervals through the year and informally throughout the school day.
- Analysis of progress data shows that student underperformance is rare but addressed where found.
- Assessment opportunities follow the following format:
  - The Valley analyses internal and external data from a range of sources to effectively evaluate each student's performance. This allows us to determine whole school performance, moderate our own practice and plan for further improvement.
  - Students bespoke academic `Flight Path' is used to track the progress of the learner and determine expected outcomes from different starting points.
  - Our Assessment Mapping highlights the range of accreditations available and how they relate to each other.
  - Teachers and senior leaders use a range of formative and summative assessment procedures to assess academic progress and attainment.
  - A social and emotional assessment tool is used to measure personal growth, which complements academic progress.

Impact

How does The Valley's curriculum add value to our students?

- Assessment data shows that most of our students meet or exceed their expected progress.
- Assessment data shows that most of our students meet or exceed their expected outcomes in Year 11.

- Subject leaders are responsible for the monitoring of the teaching of their subjects across the school, provided with meeting time and support to quality control the consistency and effectiveness of delivery and subject content.
- When students transition from The Valley in Year 11, they leave with externally accredited qualifications that reflect the students' potential.
- On leaving The Valley in Year 11 all students have been prepared for their transition to post 16 learning. All students are supported within school and through external agencies to ensure they access appropriate destinations.
- Detailed analysis of outcomes and student progress indicates that there is no statistical significance between the performances of key groups.
- The spiritual, moral, social and cultural development of students is at least good, with many outstanding features.
- Students develop learning behaviours and self-regulatory practices over their time at the Valley School.
- SEL assessment data shows that we add value in students' social and emotional development.