

VALUES

St Francis School is a very special school with a reputation for excellent practice. Our committed learning environment puts the individual needs of each pupil at the centre of our decision making. Our mission is to provide first-class education, therapy, medical support, and independence training for young people with physical disabilities in a caring and supportive environment. Our aim is to meet the needs of young people who have an Education, Health and Care Plan who are unable to access a mainstream provision. As a school we are committed to lifelong learning: therefore preparing our pupils for a successful transition into adulthood where they can make a positive contribution to their community. Our key strength lies in our holistic, multi-disciplinary approach to ensure that all of our pupils are happy, proud and confident individuals.

1. AIMS

1.1 ST FRANCIS SCHOOL

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that offers differentiation and personalisation
- Have specific pathways of learning that take into account the range of needs and abilities
- Engage all learners and promote a positive attitude towards learning
- Challenge all learners to reach their potential
- Develop pupils' independent learning skills that are relevant to them and their needs
- Support pupils' spiritual, moral, social and cultural development
- Provide an inspiring learning environment
- Nurture the talents of all and celebrate success
- Involve parents/carers and the community

1.2 ST FRANCIS STAGES PATHWAYS

The St Francis Stages Curriculum aims to:

- Offer a timetable that covers a broad range of subjects and topics that develop students thinking and learning skills
- Develop their core skills in the areas of communication, behaviour and thinking skills
- Build on the above core skill development to make the best academic progress and achievement they can
- Develop functional literacy and numeracy skills to assist them in everyday tasks
- Have their individual needs, including those set out in their EHCP, met effectively
- Develop the child or young persons ability to access formal learning
- Develop the skills, attitudes, knowledge and independence that they will need to prepare them for the next stage of their education, including accreditation, as appropriate, and for life beyond school
- Demonstrate high quality engagement, achieved through high quality teaching and relationships
- Develop the child or young person's ability to work in pairs, small groups and teams to develop their social and emotional skills
- Develop both their independence and their ability to work as part of a team.
- Offer formal and informal support to students around keeping themselves safe personally and socially, with a specific focus on online safety
- Support students to be able to confidently interact with young people and adults in different environments.

1.3 MAPP PATHWAYS

The MAPP Curriculum aims to:

- Offer a timetable that has a good balance of the 4 areas of the curriculum, these being: Communication, Social and Emotional, Cognitive and Physical and Sensory
- Develop core skills in the above 4 areas of the curriculum
- Support children and young people to make the best possible progress and to achieve their potential
- Provide assessment methods that allow the small steps and often lateral progression to be monitored and celebrated
- Put the child or young person's development at the centre of the teaching and learning experience through setting personalised learning intentions
- Provide a purposeful and meaningful education for each child or young person, ensuring that activities provided are purposeful and functional
- Ensure that teaching is creative and inspiring and resources are motivational and suited to the individual needs of the children and young people
- Develop the relevant skills, attitudes, knowledge and independence that the children and young people will need to prepare them for the next stage of their education and for life beyond school

- Broaden their experiences in the hope that they may find new, or build on existing areas of interest and generalise existing skills
- Develop high quality relationships between staff members and children/young people, staff members and families, children/young people and their families, and between staff members. These are vital to creating the type of learning environment in which our children and young people can be successful

1.4 EYFS

The EYFS Curriculum aims to:

- Provide appropriately for the pupils from their arrival in nursery to the end of the Foundation Stage.
- Provide for the appropriate numbers of hours depending on the confidence and needs of the individual child. This may begin with part-time hours and build up to be full-time, in consultation with parents.
- Build successful relationships with parents allowing us to help our pupils to reach their full potential.
- Recognises the need to have strong links with a variety of other agencies, professionals and settings. These include OT, SLT, physiotherapists, specialist teachers of the hearing or visually impaired, ESCO workers and Social workers. There are links with Local Kids crèches, where some of our pupils attend prior to starting school and other nursery providers.
- Offer a curriculum which offers a structure with a range of starting points.
- Provide content that matches the needs of the youngest pupils within our school.
- Provide a rich and stimulating environment with opportunities for both learning indoors and outdoors.
- Encompass the Early Learning Goals within the EYFS framework
- Carry our baseline assessments and thereafter use the EYFS profile to 'measure' progress. This will then be used when transitioning to Key Stage 1 to inform whether a pupil accesses a MAPP curriculum or a St Francis Stages curriculum.
- Maintain strong links with mainstream schools in instances where a pupil has a shared placement, or work closely with a mainstream school in order to develop a shared placement when appropriate.
- Lead to a successful transition into Key Stage 1 at the end of the Foundation Stage.

1.5 POST 16

The Post 16 Curriculum aims to:

- Provide the relevant opportunities for students to make the best academic progress and achievement they can
- Provide functional literacy and numeracy pathways relevant to ability and need, including accredited courses
- To promote independent thinking and decision making based on their likes and dislikes

- Provide the knowledge and skills to inform decisions about the Post 16 vocational options
- Provide vocational experiences to assist students in making informed decisions for the future
- Where appropriate, offer work experience to assist students in making informed decisions for the future
- Offer independent living and careers sessions to all students to enable them to reach their full potential when leaving school
- Ensure all students are familiar with the Post 16 environments and members of staff
- Have achievements recognised internally and externally
- Provide travel training relevant to the individual needs
- Offer formal and informal support to students around keeping themselves safe personally and socially, with a specific focus on online safety
- Support students to be able to confidently interact with young people and adults in different environments

2. Legislation and guidance

- This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.
- 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](#).
- 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 body will ensure that:

- It considers the advice of the head teacher when approving this curriculum policy and when setting strategic targets
- Progress towards annual targets is monitored
- It contributes to decision making about the curriculum
- It seeks assurances about the balance, quality and challenge of the curriculum
- It seeks assurance about the impact of the curriculum on individuals
- It seeks assurance about the progression of pupils within the curriculum and that interventions are in place where progression is below expected

3.2 The head teacher will ensure that:

- All statutory 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 students will be met. This will include how the subject will be taught and assessed
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually. This will be part of the curriculum and wellbeing meeting
- Where appropriate, the individual needs of some students are met by disapplication from the national curriculum
- The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on strategic targets in order to make informed decisions
- The curriculum pathways challenge pupils working at all levels
- The rigorous system is being maintained when setting and assessing individual targets

3.3 The assistant head teachers will ensure that:

- They have an oversight of curriculum structure, delivery and assessment methods
- A rigorous system is in place when setting and assessing individual targets
- The curriculum pathways challenge pupils working at all level
- Students are following the relevant assessment pathway
- Develop the relevant timetables that allow the delivery of the curriculum
- Detailed and up-to-date schemes of learning are in place for the delivery of courses
- Schemes of learning are monitored and reviewed on a regular basis
- Levels of attainment and rates of progression are discussed with middle leaders and class teachers on a regular basis and that action is taken where necessary to improve these
- With support from the TLRs responsible for curriculum, oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility

3.4 The TLRs with responsibility for curriculum will ensure that:

- The curriculum pathways challenge pupils working at all levels
- Teachers are supported in rigorously setting and assessing individual targets

- Long term planning is in place for all subjects/courses across the different pathways. Such schemes of learning will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources
- Schemes of learning have clear progression maps
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular subject/course
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students
- Where necessary an appropriate combination of qualifications/pathways or alternative qualifications/pathways can be offered which best suit the needs of learners
- Assessment is appropriate to the pathway and the students following particular pathways. There should be consistency of approach towards assessment
- They keep the appropriate Assistant Head informed of proposed changes to curriculum delivery
- To lead termly support meetings that identify underachievement within identified cohorts
- All relevant information/data is shared with the Assistant Head responsible for whole school data. This includes meeting deadlines related to exam entries etc
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- They share best practice with other colleagues in terms of curriculum design and delivery
- Alongside the Assistant Head Teachers, oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility

3.5 The teaching staff will ensure that:

- Ensure that the school curriculum is implemented in accordance with this policy
- Ensure they follow the robust target setting system and complete termly assessments with the middle leaders
- Keep up to date with curriculum knowledge, skills and pedagogy
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum

- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities

3.6 The learning support staff will ensure that:

- Work alongside the teachers to ensure that the school curriculum is implemented in accordance with this policy
- Share and exchange information about best practice amongst their colleagues
- Participate in high quality professional development, working with colleagues to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities

3.7 Students will:

- Be treated as partners in their learning; contributing to the design of the curriculum
- Be offered challenge through their appropriate curriculum pathway
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge
- Be given additional support if they start to fall behind in their learning; helping them get back on track quickly
- Receive quality information, advice and guidance that support decisions about their next steps.

3.8 Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives. Confidence will be assured through regular communication including parent surveys and pupil voice.
- Be informed about the curriculum on offer and understand the rationale behind it.

4. MONITORING, EVALUATION AND REVIEW

4.1 Governing body

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Lesson observations across the 3 pathways
- Seek assurance about rigour and challenge
- Informal school visits
- Meetings with assistant head teachers and TLRs responsible for the curriculum
- Attendance at curriculum and data training sessions
- Attendance at termly standardisation meetings
- Attendance at curriculum and wellbeing meetings
- Detailed curriculum report provided to the full governing body
- Detailed curriculum reports presented termly by the assistant head teachers to the curriculum governing body
- Whole school governors reports provided termly by all teachers

The full governing body will receive an annual report from the head teacher on:

- The previous school years data analysis covering whole school attainment in English and Maths (across all pathways and as overall figures)
- A year on year comparison of the above data
- Attainment of those students on Pupil Premium including year on year comparison
- A summary and evaluation of any curriculum changes that have taken place
- A summary of curriculum and data development areas for the coming year

The Curriculum governing body will receive an update from the assistant head teacher with responsibility for data at the end of each full term on:

- Detailed presentation covering the previous terms data analysis including whole school attainment in English and Maths (across all pathways and as overall figures)
- Term on term comparison of the above data
- Attainment of those students on Pupil Premium including details of how they are being supported and interventions in place
- Update on those students where there is cause for concern, and details of interventions in place
- Presentation of work books and/or standardisation work

- A summary and evaluation of any curriculum changes and development areas that have taken place across the different pathways

4.2 Assistant head teachers

The Assistant head teachers monitor the way their subject is taught throughout the school by:

- Regular meetings with the TLRs and classroom teachers
- Learning walks and lesson observations
- Leading on half termly area meetings
- Planning and work scrutinies
- Standardisation meetings
- Staff reviews and monitoring CPD needs

4.3 TLRs

The TLRs with curriculum responsibility monitor the way their pathway is taught throughout the school by:

- Termly assessment meetings with teachers
- Leading informal planning meetings
- Supporting teachers with planning and CPD
- Regularly reviewing the curriculums on offer
- Carrying out relevant research to enhance their responsible pathway
- Providing curriculum updates within the whole school teachers meetings

4.4 Teachers

The teachers monitor the way their subject is taught throughout the school by:

- Completing student baselines using the relevant assessment pathway
- Formal and informal classroom assessments
- Attendance and contribution at half termly area planning meetings
- Termly classroom standardisation assessments
- Attendance and contribution at termly standardisation meetings
- Regularly reviewing planning

This policy will be reviewed yearly by the Assistant Headteacher with responsibility for the curriculum. At every review, the policy will be shared with the full governing board.