



INDEPENDENT EDUCATIONAL SERVICES Ltd.

CURRICULUM POLICY

At Independent Educational Services Ltd, we see access to the curriculum as the right of all young people, despite any obstacles their special educational needs or personal histories may present.

The young people who attend Independent Educational Services Ltd have not succeeded, or struggle in a mainstream environment. With this in mind we need to provide a curriculum which provides opportunities to improve students' literacy and numeracy skills at the core, as well as a strong focus of social skills, but which also engages them and provides them with ample opportunities to succeed and feel proud of themselves. Structure and routine is often missing from many of our students' lives in general and so with a well thought out curriculum, we can provide a structured and safe environment for learning with many opportunities for AQA accreditation. Given our small school we are able to design, from thorough assessment at point of entry, a personalised and be-spoke curriculum.

Many of our young people have difficulties with literacy skills which, in turn, has made access to the curriculum extremely challenging for them. The fear of being seen as failing by themselves and their peers means that many of them have responded to this challenge by actively rejecting the curriculum on offer and becoming defiant and confrontational in their original settings. Therefore, to effectively address their needs, we aim to make sure that they are offered a sound educational experience where activities are set at a level they can access and then build upon. We would expect to make appropriate provision for any student for whom English is not their first language or language used at home. We have trained TEFL staff at IES.

In addition to the above there is a proven and inextricable link between poor literacy and numeracy skills and anti-social and offending behaviour. We therefore regard the improvement of functional skills as a priority and the responsibility of all staff, working towards the goal of all young people being literate and numerate at the earliest possible opportunity. The process begins on entry to school when all pupils are tested in literacy and numeracy to establish a baseline from where progress can be measured. This information can then be used to inform individual education plans as each pupil moves through the school. This is reflected in the curriculum structure of the school as set out below.

As a school we deliver KS2, KS3 and KS4 National Curriculum, as well as the AQA Unit Award Scheme and ASDAN accreditations, as we are an accredited centre for GCSE and Entry Level Certificates (from Sept 2014). Many of our young people have educationally been on reduced time or no time at all in their (often recent) past and so to attend for a 25 hour week is quite a challenge in itself. There is a log kept for each child stating how many hours access they have to each curriculum subject. This is available upon request from the Timetable Coordinator.

Independent Educational Services Ltd aims to broaden the opportunities for all its pupils in order to help them reach their individual potential and to achieve personal success, self-esteem, confidence



and accreditation up to Entry Level/Functional Skills/GSCE. They will appreciate life-long learning and life skills in their own communities, taking responsibility for themselves and others.

Curriculum Structure

We follow the National Curriculum for our young people according to specific need.

Our full formative assessment enables to plan personally for each of our young people. GCSE's and Entry Level Certificates are studied. Work is clearly differentiated to reflect starting points and assessed to reflect progress.

The AQA Unit Award Scheme is also used in many subjects and additional areas to allow students from both KS2, KS3 and KS4 to achieve accreditation for their work.

Key Stage 2 & Key Stage 3

Maths, English and Science

These subjects follow the NC Orders for KS3 adapting the materials to suit the individual needs of our young people.

ICT

ICT is taught at IES and links this also in community projects, making use of libraries.

All staff have a responsibility to teach include ICT in teaching methodologies as well.

Personal, Social and Health Education (PSHE)

This is taught to all students in KS2, KS3 and KS4 (Entry Level Certificate) as it underpins the philosophy of the school. It encompasses citizenship, sex and relationships, emotional wellbeing and many other areas. We aim for pupils to lead confident, healthy and responsible lives as individuals and members of a community.

PE

Active involvement in physical activity brings confidence, awareness and enjoyment for young people. Every young person is encouraged to join clubs, teams and societies outside school as well as to have a healthy lifestyle. Young people are offered the opportunities to engage in other activities such as swimming and the gym at Atherstone Leisure Centre, swimming at Everyone Active in Nuneaton and Bedworth, the gym at Dave's Gym in Atherstone, Measham Leisure Centre, and bowls and badminton at Arley Sports Centre and Baddesley, as well as basketball, table-tennis, short-tennis and football. Angling is offered by a Level 2 angling coach at a variety of fisheries. All off-site trips are covered by thorough risk assessments.

Humanities (History, Geography, RE)

All young people are taught about the history of their local communities and the geography of the area. We feel this is very important for our young people who will often be working and living in their



local areas – to have a knowledge and understanding of the industries and opportunities in the future by reflecting on the past and present. The local communities we serve are very rich in tradition and culture that we aim for all of our young people to appreciate and have pride in where they are from and who they are. Pupils cover a range of diverse topics such as The Holocaust, Slavery and Witchcraft to reflect on the importance of remembering and understanding History.

RE, Citizenship and Cultures

We believe that RE, Citizenship and Cultural Studies are integral to our work at Independent Educational Services Ltd. Living in our diverse culture, our young people are taught not to be judgemental and accept people for who they are. In this subject area, we aim to work in the community to research the festivals and celebrations for all faiths. In this geographical area, we are rich in opportunity for exploring diverse cultures and faiths. We aim to do this by working to calendars of a range of cultures. This will include the foods, costumes, traditions and practices of a range of faiths. Every staff member will be responsible for promoting an awareness of RE, Citizenship and Cultures and may be responsible for doing visits, project and assemblies on a rota basis.

Art and Music

Art and Music are a way of showing expression for our young people who often use the subject in a therapeutic way as well as fulfilling the orders of the NC. All pupils will be accredited through AQA Units at KS3 and GCSE at KS4.

Social, Moral Spiritual and Cultural

SMSC is incorporated into each specific subject policy and discussed during each lesson to allow our students the opportunity to expand their knowledge of the wider world. One way we do this is by holding trips to theatres and Mosques which we record in our Gazette.

Other Opportunities

Young people have had access to several alternative activities which engage them, many of which provide opportunities for accreditation. Individualised programmes are reviewed regularly and activities such as Arts Award, Social Skills Through Play, Orienteering, Angling, Construction, Mechanics, Wide Games and Den Building are just some of the opportunities which have been offered.

Additional for Key Stage 4

The KS4 Curriculum matches where appropriate from assessment the requirements of the National Curriculum.

Pupils are offered examinations for GCSE in **Maths, English, Science and ICT as well as Unit Awards**. We offer additional GCSE's to suit the young person's needs.

PSHE is designed to cover aspects of Work Related Learning, Careers and Citizenship and students can complete a course from Entry Level to Level 2. Students are also offered Functional Skills in Maths and English as well as Entry Level subjects where available.

Independent Educational Services Ltd

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Assessment and tracking

The pupils' curriculum learning targets are set and monitored by each subject teacher through rigorous records of progress. These are available centrally. The data can then be readily accessed for use at annual reviews, parent meetings, annual reports to parents, open evenings and meetings with individual pupils. We monitor progress against National Curriculum Levels on a termly basis.

As with mainstream schools, we recognise that good/ expected academic progress is moving two academic levels (or bands) from end of Key Stage 2 (Year 6) to end of Key Stage 3 (Year 9) and outstanding /progress would be additional. In spelling and reading ages we define good progress as improving the age by a year within an academic year, and outstanding progress as beyond this - i.e. closing the gap.

This said, we are a special school and all of our students have EHCP's which often cite MLD, SLD, and other complex needs posing barriers to linear routes of progression one may expect to see in mainstream schools. Therefore, teacher assessment in tandem with a comprehensive battery of baselines is extremely important, and progress is considered good when they move up towards their academic targets set by staff from their starting points, their age, their capacity to access the curriculum; thus progress is highly individualised. What is good progress for one will not be for another. Outstanding progress is when targets are surpassed. Here, they are reset to develop the pupil as they close the gap.

RM Integris is used to monitor and track pupil attendance and behaviour.

As part of our on-going testing and assessing staff record and monitor attainment in lessons and adjust planning accordingly. All pupils are given a range of assessment following a half term. All pupils are given a reading, numeracy, learning styles, writing and spelling baseline assessment on entry to the school and at least twice a year to monitor progress.