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## 1.0 INTRODUCTION

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Under the Education (Terms of Reference) (England) Regulations 2000, all schools are required to produce a Curriculum Policy.

“As part of a national continuum of provision Jubilee School strives to protect and educate pupils with social, emotional, behavioural, and mental health with associated intellectual and complex difficulties. We provide care, education, therapy, welfare, support and related services of the highest standard. We establish strong links, collaborative working and co-operation with both placing authorities and parent/ carers. Our main objective is to facilitate full inclusion into society and prepare our pupils for integration into the wider community as contributing adults.”

Jubilee School accommodates pupils with a wide range of special educational needs (SEN). This Curriculum Policy describes the curriculum, the rationale behind it and demonstrates how the aims of the school are met and how, in meeting those aims we also provide for the specific individual learning needs of the pupils attending Jubilee school.

Our curriculum incorporates the National Curriculum but is not solely anchored there, and embraces a significant number of contributing factors that flavour our practice, including important considerations such as, Safeguarding, Child Protection, Equal Opportunities, Risk Assessment and Health and Safety and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

## 2.0 CURRICULUM INTENT

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At Jubilee school the curriculum underpins the ethos of the school and provides the context in which our pupils are given the opportunity to achieve well. We intend that students’ personal development, SEMH, EHCP and academic needs are addressed fully, whilst realising that this intention will always be a challenge and require a personalisation of the curriculum. In line with the National and Wider School Curriculum aims, we teach children to: become successful learners who enjoy learning; achieve and become confident individuals; live healthy and fulfilling lives; become responsible citizens who make a positive contribution to society.

Education is provided in a structured and supportive environment and is planned to meet both the academic and pastoral needs of the pupils at each stage of their schooling.

We have a varied curriculum that holds the National Curriculum at its core. It remains as broad and balanced for as long as it can (full coverage of the National Curriculum to the end of Year 9/KS3), and works towards clear, deliberately chosen endpoints at KS4. Endpoints have been chosen to set children up for future life at college, independent living and the world of work. Long term plans sequence learning from the National Curriculum at KS2 and KS3 to chosen accreditation routes at KS4. SEND pupils have access to the full curriculum and appropriate accreditation options at KS4.



Our curriculum goes beyond the National Curriculum with wide ranging Enrichment and Personal Development opportunities that reflect the context of our pupils, giving them the opportunities they have missed and many children in society take for granted. Fundamental British Values and SMSC opportunities are embedded throughout the curriculum to meet the needs (SEMH) of our pupils, whilst ongoing assessment is used to address the gaps in pupils' knowledge many of our pupils have.

We aim to provide consistent, personalised and structured learning opportunities throughout the school day. Since many of the pupils attending the school have experienced a history of failure and disengagement in their previous educational provisions they frequently hold negative views about their ability to succeed in the classroom and school environment. In response, much of the early work focuses on developing a positive attitude to learning and supports basic social skills to enable pupils to remain in the learning environment where they can work in small groups. We maintain high expectations of pupils' success in a wide range of fields and seek to provide every opportunity to develop pupils' potential and encourage them to achieve at the highest possible level.

Jubilee School curriculum is characterised by breadth and relevance to our pupil group, and also by differentiation and progression for the individual learners and cohort groups.

### 3.0 CURRICULUM IMPLEMENTATION

The timetable is structured to provide a balance between academic subjects and the practical, creative and physical aspects of the curriculum. All pupils have access to the traditional academic subjects, and Outdoor Education Programme. In Key Stage 4, timetables also allow for the planning and preparation needed for post 16 transitions.

Timetables are enhanced with enrichment activities, individual music lessons, specialist external providers (sustainability/forest schools. Some are individualised to include horse riding, MOTIV8, bikeability

Lessons are planned and designed to match the needs of the students, their EHCPs, provision maps and the subject being taught. On occasions less-formal lesson planning is undertaken where it is obvious that the planning is accomplished using medium-term plans or schemes of work. In all events lessons have clear objectives and identified learning outcomes, so that recording, and assessment can be carried out.

Long, medium- and short-term planning is in place for subjects. Each subject area follows the school curriculum to ensure equality of opportunity and progression.

To meet the particular needs of our pupils, the school puts a high emphasis on encouraging the holistic development of the individual including healthy lifestyles, positive attitudes, good relationships & social skills through personal development, SMSC activities and visitors, CWRE (Careers and Work Related experience) and dedicated Tutor Time.

Pupils with more significant and highlighted difficulties are offered the opportunity for one-to-one work on social and communication skills. This takes place as an intervention according to need (including the whole group if necessary) or on a 1:1 basis with Speech and Language Therapists.

The school has links with Hampshire Careers Advisory Service, local colleges and training colleges for future pathways and work-related learning. Pupils access a number of vocational courses across a range of providers including: Southdowns College. Pupils get access to an independent careers advisor as well as support as they transition through the 14-19 curriculum.

The vulnerable young people who attend Jubilee need time to settle and develop into the school setting. They need the support and opportunity to learn, conform, process, practice, revise, over-learn and generalise new skills. Our curriculum is increasingly therefore, personalised and tailored to meet individual needs. Jubilee School has good facilities to support learning, these include:



- Design Technology (Resistant Materials) work shop
- Food technology kitchen
- Science lab
- Art room
- ICT resource centre
- Music room

The school has direct access to Jubilee Park which has;

- Hard court play area
- outside fitness equipment
- Playing fields
- Playground

Where the school site is unable to accommodate the required facilities, these facilities are sourced and are located within the local area to ensure that learners are able to access. These have included:

- Horticulture and Forest Schools – Hampshire sustainability centre
- Leisure centre - Sports hall and a fitness suite: Swimming pool
- Extensive Outdoor Education facilities (Climbing wall, Horse riding, Ski centre, Portsmouth Water Sports Centre)

### Key Stage 2

At KS2 the children are taught by the class teacher. The curriculum broadly follows the Year 4, 5 and 6 Primary National Curriculum divided into a three year rolling program of half term topics.

### Key Stage 3

At KS3 there is a mix of primary model classes and secondary model where the children are taught by separate subject specialists. Schemes of work are broadly based on the KS3 National Curriculum.

### Key Stage 4

At KS4 pupils are taught on the secondary model by a subject specialist. The pupils follow the KS4 National curriculum/Program of study for the relevant accredited course.

All pupils have the opportunity to access college, where deemed appropriate, starting with taster sessions in a range of subjects. This experience enables them to make better and more informed choices about further independent college links and courses in Year 11, and for their futures. This programme supports improved behaviour and transition to adult life, and develops confidence and self-esteem. Pupils also have the opportunity to take part in a work experience placement where appropriate.

### English/Literacy

Considerable emphasis is placed on improving the pupils' reading and writing. Great care is taken to provide materials that are appropriate for pupil's age and ability. Their powers of concentration are often limited so there is emphasis on improving their speaking and listening skills and improving their ability to listen to and respect the views of others.

Jubilee School encourages a love of reading for all pupils and the pupils have access to the library and the Accelerated Reading Programme. Specific Intervention programmes to improve literacy are in the planning to be delivered.

All pupils will have an English lesson five days of the week in all Key Stages.

### Mathematics/Numeracy



Many of the pupils come to the school with standards of numeracy well below those of similar aged pupils in maintained schools. Not only is their mathematical experience generally narrow but their knowledge, understanding and confidence in applying the basic skills is well below that expected. Emphasis is placed on developing the pupils' skills in numeracy, improving their confidence to practise and apply them in a variety of situations and their checking on their own learning as they go along.

Pupils will benefit from the use of ICT. In part there will be the use of programs which will develop and re-inforce their basic skills e.g. in areas like multiplication and division. Opportunities will be found to use ICT to develop their numeracy skills- e.g. awareness of shape and space. Pupils' self-esteem should be improved by their ability to produce numeracy work which looks well produced and may mask their individual problems with presentation.

All pupils will have a Maths lesson five days of the week in all Key Stages.

### Science

As a practical activity, science offers the pupils great opportunities to explore the subject through first hand experiences but this will be tempered by the fact that the safety of the pupils and staff is paramount. Risks are reduced by nurturing an atmosphere of sensible behaviour and planning carefully appropriate activities. Suitable opportunities will be found to extend and consolidate the pupils' knowledge and understanding.

The pupils will carry out activities which develop appropriately their knowledge and understanding of scientific concepts and "understanding" of "the scientific process". The pupils will be encouraged to develop other personal skills such as being able to work collaboratively and to carry through and complete a task. This subject will also support the pupils in their acquisition of literacy and numeracy skills.

### The creative Subjects

**These** play an important role as both an academic subject and as a therapeutic intervention for the pupils. Pupils are provided with opportunities for experiencing both the practical and intellectual basis of the creative subject. Many pupils can achieve high standards in subjects such as Art, Food Studies and this can play an important role in raising their self-esteem. The pupils have regular weekly lessons. Some pupils in KS4 will then follow an accredited course.

### Careers

Jubilee School sees appropriate careers advice to be central to the present and the future career options of our pupils. Independent Careers advice is 'bought in' from the careers service in Hampshire and all pupils in Year 9 and above have direct support from a careers advisor twice each academic year. The wide range of subjects offered give pupils a chance to experience a range of potential future career opportunities. This is reinforced through ASDAN where employability skills and research into a range of college and job options/requirements is undertaken. Some pupils attend college on a part time basis in Years 10, 11 to broaden their experiences and develop particular skills. Work Experience placements also give pupils an opportunity to experience the world of work.

### Music

Is on an individual or small group basis and offered as part of Enrichment.

### Enrichment

Enrichment activities are part of the school day, as a school we believe that this can extend the range of educational experiences for our pupils, broadening horizons and helping them to discover hidden talents by trying new things.

The school week provides an opportunity for deep immersion in an enrichment activity or activities on or off site and there is plenty of opportunity for pupils to opt into activities together.

The enrichment programme gives pupils the opportunities to get involved in a range of projects and activities in sport, creative and performing arts as well as academic subjects. Activities are run by our own staff, but we also work with specialist providers and external organisations to ensure a high-quality offer for our pupils.



We encourage our pupils to take part in at least some of these activities to enrich their experience and enjoyment of learning as well as foster the development of skills such as communication and commitment, interests and friendships.

A range of after school clubs give pupils the opportunity to socialise with the other Key stages in a range of activities such as computing, football and creative craft.

Whole school battle of the bands concerts give pupils to opportunity to perform their music and sing in front of a live audience.

There are a variety of school trips throughout the school year of educational value which relate to the curriculum and reward based trips centred on the positive praise system. Regular weekly whole school assemblies and weekly themes in tutor time provide PSHE enrichment. Golden time centred around the school's positive praise system offers weekly reward onsite activities and off-site trips which include Game, bowling and play zone. There are also a variety of whole school events which all pupils participate in such as World Book Day and an afternoon tea events which the pupils prepare and cook for inviting parents, carers and members of the local community .Eg McMillian coffee morning, raising money for charity and supporting charities through activities like food bank. Guest speakers are invited into the school throughout the year e.g. Paralympian athletes and theatre companies for topics such as racism. There are also SMSC days e.g. kindness day

### PSHE and British Values

A structured program of PSHE (that also includes ASDAN CoPE and AOPE ) is offered to all pupils and will be an essential element in securing positive and appropriate attitudes to a wide range of issues that face contemporary pupils. Much of the work will be tackled through discussion following an initial input. This will provide the pupils with opportunities to express their own views and to develop respect for the views of others. At appropriate times careers education and work experience will form part of this programme. The pupils' emotional development will also be considered in this subject.

All students will have at least one lesson a week plus a "Tutor time theme" which will focus on a variety of PSHE topics appropriate to each Key Stage

The school delivers a full curriculum of SMSC and Fundamental British Values though a variety of curriculum areas. Staff plan lessons looking for opportunities to include these values in their teaching as to integrate these areas seamlessly into the curriculum. These curriculum areas can provide specific lessons on the law of this country and how it affects people through PSHE as well as a school council representation.

Pupils will be taught about different religions and visit appropriate religious buildings. This will also support the personal development of pupils by encouraging tolerance and respect for other people's beliefs.

The school uses a range of visitors, educational trips and special curriculum focus days to enrich the SMSC curriculum within the school.

### Teaching and Learning:

Teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion. Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently. The subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards defined end points

## 4.0 CURRICULUM IMPACT

At Jubilee School pupils are assessed regularly which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group they are working at and provide live feedback which enables each pupil to make progress within the lesson and overtime. Individual progress is tracked and reported to parents and carers at least three times a year. Jubilee School monitors the impact of the curriculum throughout the year. Individual subjects are monitored: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward,



celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Pupils will feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to progress and who have enthusiasm for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners. Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds. Impact will be evaluated through the monitoring and scrutiny of:- · Destination Data · Accreditation Data · Progress Data (Academic and Personal) · Parent/Pupil/Professionals/Staff surveys · Annual Review/PEP Meetings · Rewards Data · Pupil achievement data · Attendance rates · Behaviour · Pupil questionnaires · Pupil voice at all levels within the school; Lead Teachers, SLT, Headteacher and Governors.

## 5.0 EQUAL OPPORTUNITIES

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- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage students in all subject areas.
- By careful monitoring we encourage those underachieving in certain areas.

### Special Needs

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress