



Farney Close School Curriculum Policy

What educational regulations and legislation affect the school?

Farney Close follow the National Curriculum in order to ensure that our pupils are not disadvantaged when they leave school for college or employment. This means that our pupils experience a similar educational provision to those pupils in mainstream schools and a sense of inclusion.

What does the school's curriculum include?

The school provides full-time education through fully qualified teachers for pupils of compulsory school age. We use subject matter that is appropriate to the ages and aptitude of the pupils, including those with additional special educational needs. What follows is an outline of how each subject is interwoven into the curriculum.

Linguistic:

We teach linguistic skills, knowledge and understanding primarily through English. The aim is to develop pupils' communication skills and increase their command of language through listening, speaking, and reading and writing. Further, we aim to extend English into GCSE and other externally accredited examinations, and to help pupils of lower ability to understand the written and spoken word effectively as they move into employment or college.

Naturally, English skills are employed across the curriculum in a wide variety of other subjects, but to help pupils understand how language is used socially and address elements within some pupil's EHCP, where for example pupils might have a Speech and Language diagnosis, or a social communication difficulty, those pupils have access to individual Speech and Language Therapy. The school also

has a Dyslexia specialist who helps pupils who have dyslexia or difficulties with literacy in general.

To support this further, pupils also participate in two Progress Units lessons of 45 minutes a week, topping up the normal curriculum. The lessons are designed to improve pupils' basic reading or number skills, which in turn improves their access to the curriculum or helps them prepare for exams. Our Care and Education staff assist with all these lessons and work together to support pupils in the classroom.

Pupils with English as an Additional Language (EAL)

English as an additional language (EAL) refers to pupils whose first language is not English. The pupil may already be fluent in several other languages or dialects, which is why the term English as a second language. Pupils who come to Farney Close with EAL will be properly supported to access the curriculum and to expand their understanding and use of English. In addition, we will look to further develop their use and understanding of their own language and to help them access examination courses in that language in Key Stage 4

Mathematical:

Lessons in Mathematics are designed to help pupils make calculations; understand and appreciate relationships and patterns in number and space; and to develop their capacity to think logically and express themselves clearly with number and abstract calculations. Pupils' knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, problem solving, exploration, and discussion. Mathematical skills are also reinforced, extended and developed in more concrete, practical ways through other areas of the curriculum in subject such as PE, Design Technology and Food Technology.

Scientific:

Science lessons focus on increasing pupils' knowledge and understanding of nature, materials and forces. We also develop the skills associated with investigating science as a process of enquiry, for example, observing, forming hypotheses, conducting experiments and recording findings. Areas of science in other subjects are also reinforced in PSHE, Relationship & Sex Education, PE, Food Technology and Design Technology.

Technological:

Design Technology and Food is an important part of the curriculum, helping pupils learn how to develop, plan and communicate ideas. The process of working with tools, equipment and materials to produce good quality products through a process of evaluation also forms a vital part of Technology.

Pupils learn about Information and Communication Technology (ICT) as both a discrete subject and an integrated subject within the curriculum. To support the subject, we have a modern, purpose-built IT room and all classrooms have an interactive whiteboard. There are also several additional laptops in each classroom which stand alongside a range of PC's also available.

The school has a comprehensive range of software available for pupils, including specialist programmes to support literacy and numeracy, and other subject specific software to support teaching and learning throughout the curriculum up to and including GCSE

Human and Social:

This area of the curriculum focuses on people and their environment, and how human action has influenced events and conditions. In our school, these issues are mainly covered by History and Geography.

Other areas of human and social interaction, including intra and inter-personal interaction, are dealt with in PSHE, Citizenship and Relationship and Sex Education, and Tutor time. This element in particular is supported through the 24-hour social curriculum: defined by the day to day experience of living in a small community. This plays a key role in developing pupils' understanding of the social impact they have on themselves and other people. Religious Education also forms part of the weekly curriculum, and focuses on types of faiths, tolerance and understanding.

Farney Close School recognises the importance of equality. As such, we promote equality both through the formal school day curriculum, and the 24-hour curriculum. This supports and reinforces learning and helps pupils connect information and experiences through a 360-degree approach.

The nature of the special needs of our pupils means that they can make themselves vulnerable to many of the issues identified in the "Keeping Children Safe in

Education, September 2018". This means that we need to make pupils aware of a range of safeguarding matters, for example around the matters such as Sexual Exploitation and Radicalisation, in order to help them better protect themselves now and in the future. To achieve this, we focus on these matters through PSHE, visiting speakers, and educational theatre productions, and at all opportunities within the 24-hour experience of being at school.

Similarly, we look to promote British values with all of our pupils, focusing on:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those of different faiths and beliefs

Again, this work is achieved through special assemblies, visiting speakers, special whole school awareness days, visiting theatre groups and, more formally, through PSHE lessons and our SMSC programme which underpins much of what we do all of the time.

Physical:

Through Physical Education, we aim to develop pupils' physical control and co-ordination, as well as their tactical skills and imaginative responses. As with all curriculum areas, the process of evaluating presentation and performance is key to teaching and learning. Pupils are also expected to learn about the basic principles of fitness and health, meaning that pupils develop an understand in the importance of maintaining a healthy lifestyle by finding a sport/s they can pursue either as a leisure activity or at a competitive level. To support this further, the schools evening activities often feature sports and outdoor pursuits, such as cycling and swimming, in support of this endeavor.

Aesthetic:

The aesthetic and creative learning element of the school's curriculum is found through subjects that promote making, composing and inventing. Although these aspects can be found within many subject in the school's curriculum, they will be found mainly in subjects such as Music, Art, and Drama (within English).

Are there any non-statutory additions to the curriculum?

In addition to the curriculum, the school has an active enrichment programme based on outdoor education. The aim of this is to provide pupils with an opportunity to learn outside of the classroom, and to promote team work, physical fitness, emotional well-being, build resilience, confidence and self-esteem.

For many pupils the programme will provide them with opportunities that bring new life experiences and develop new skills. In turn this will allow them to build positive relationships with their peers and staff alike. An important factor of the programme is that everyone can achieve something in the outdoor education setting and this will be evident as the pupils' self-esteem begins to develop.

How do we meet pupils' individual special educational needs?

The work undertaken by the SEND team enables Literacy strategies to be embedded into the daily curriculum. The Educational Passports are created by the SEND department, with the young person, from outcomes identified in their EHCP, identifies personal goals to help them achieve both academically and socially. This information is disseminated as efficiently as possible to ensure that young people's individual needs and views are kept at the heart of class and subject teaching.

Teachers are then able to plan and discuss teaching strategies, that will be effective in lesson, helping pupils to overcome their areas of difficulty. All tasks are differentiated to provide for the individual pupil's need and learning style. Through assessment pupil progress is monitored and evaluated. This then allows us to review the EHCP, generating new objectives as the pupil develops. Every pupil also has a Behaviour Support Plan and Risk Assessment, which supports planning, and teaching and learning, helping pupils to achieve and manage well throughout the school day.

Pupil's with identified literacy or speech, language and communication difficulties work to an Individual Education Plan, receiving 1:1 support, or by working in targeted small groups. This may be for an intensive period of time, especially upon entry, allowing pupils to make rapid progress, with the aim of enabling them to access the full curriculum, or regular session throughout a pupil's time at Farney, depending on their need.

At Farney there is an emphasis on sharing information, knowledge and good practice. It is vital that information is shared between the teams- Care, Education, and Therapists, in order to know and understand our young people, and adapt the provision accordingly to meet their daily needs.

Does the school's Equality policy affect the curriculum?

The school's Equality policy has a global effect on the school and is supported within the curriculum. For example, it affects the Role of Education at the school, the Recording and Assessment policy, the schemes of work for PSHE, and many other subjects to different degrees. For further information, please refer to the Equality Policy in the school's PPP manual.

How does the school ensure that its curriculum is sufficiently broad and balanced?

The breadth and balance of the curriculum is dictated by guidelines from the Department of Education. The Department sets out the clear, full and statutory entitlement to learning for all pupils, which means that a balance must be maintained in order to achieve full coverage of all of the elements of the curriculum. In order to achieve this, we have carried out our own analysis of the time we allocate to each individual subject area and compared these allocations to those in the Department quartile scales. This analysis shows that the time allotted to all subjects taught at the school is at an acceptable level, with many falling within the higher quartile section, meaning essentially that pupils have over and above the advised minimum and that as such they have further opportunities for an enriched curriculum.

Does the school provide a range of options at Key Stage 4?

The school provides a range externally accredited qualifications as options at either GCSE, Entry Level or, in relation to vocational education, at Pathways Entry Level, and Laser Learning. The amount of choice depends on the number of pupils in the year group, however there are a range of compulsory subjects including English, Math's, Science, RE, PE and PSHE, including Relationship and Sex Education. Other options that may be offered include: ICT, Design Technology, Graphics, Art, 3D Structure, Junior Sports Leadership Award, Food, History, Numeracy and Music. Further information on option subject in Key Stage 4 can be found in the Subject Options handbook in the General Information section on the school's website

Are vocational options available to pupils ?

At the school's recently built Copperthwaite Centre, pupils can take vocational options. Through this facility we offer Vehicle Mechanics, Construction, Painting & Decorating, Catering and Hospitality, Horticulture, and Creative Media to exam level. Further information on option subject in Key Stage 4 can be found in the Subject Options handbook in the General Information section on the school's website

How will the school monitor and evaluate the work set for the pupils?

The work of all pupils is differentiated where necessary. This encourages success and allows pupils to achieve in every area of the curriculum. Work is marked at regular intervals, with the marks recorded in teachers' planners along with other information that will support planning and help to improve pupils' attainment. Teachers' planners are regularly checked by the Deputy Head. When work is marked, comments and feedback are given to each child in a way that is critical yet supportive. The aim is to help pupils see what they need to do to make further progress. End of Programmes of Study Assessments are completed for all pupils and recorded centrally using the Classroom Monitor Software Programme. Further information on pupil assessment can be found in the school's Assessment Policy.

How does the school maintain high curriculum standards?

All teachers at Farney Close are qualified in their specialist fields. To maintain their subject knowledge teachers receive in-service training. In-service training also focuses on helping teachers and Classroom Assistants to address some of the extra difficulties that our pupils face, such as Dyslexia, Speech and Language, Autism, and social, emotional and mental health difficulties. This approach helps teachers to adapt their plans and delivery methods, and to effectively identify appropriate levels of support through classroom assistants, IT support, specialist therapists, or other physical resources.

Farney Close only uses nationally recognised examinations, such those identified above. This is because we firmly believe our pupils are entitled to access a range of nationally recognised examinations. It also clearly sets pupils a level of expectation, and ensures that that they are not disadvantaged in any way by

attending a special school. This means that when pupils have the same experience as their friends and family at home, and so they are less likely to feel marginalized or disadvantaged. In order to decrease anxiety and stress, Pupils taking examinations are given mock exams so that they can realistic experience of what is to come. It also means that they can then discuss strategies to help them cope and be more successful.

Will pupils have access to work-related learning?

We want every pupil to go on to a college placement or regular employment after they leave the school. To this end, we have our own independent careers and college advisor who works with each pupil in Years 10 and 11. The advisor also liaises with Further Education Colleges in each pupil's local area in order to facilitate a smooth transition from school to college as pupils move on. As part of this the advisor attends annual reviews and meets on a termly basis with all pupils in these year groups to identify what they would like to do after leaving school.

At the same time, we have a Careers Coordinator who assists pupils in making college applications and finding work experience. Importantly, pupils are fully involved throughout the process at all times, helping them develop personal responsibility and independence skills.

All pupils in Year 11 have work experience on Fridays. This is to give them a good understanding of the expectations of work after leaving school.

- Relevant work experience was rated by 66% of recruiting employers as being a critical or significant factor looked for in candidates (UKCES Employer Perspectives Survey 2014)
- 31% of young people starting their working lives do not feel they have the appropriate skills, citing a lack of work experience (71%) as being their main weakness (CBI/Pearson Education and Skills Survey 2013)

Work experience forms a consistent part of the curriculum for pupils in Year 10, who have a least one week's work experience that normally takes place in the summer term.

Does the school have links to local colleges?

Yes. To support pupils' development, we have links to Central Sussex College, Brighton Met', and Plumpton College. Theses colleges are used mainly by our

Sixth Form pupils although they sometimes support Key Stage 4 pupils' access courses.

How does the school self-evaluate its subject policies and procedures?

Every three years each subject department within the school produces an action plan that outlines its plans for the curriculum. Also, at the half way point between action plans, each department performs a series of evaluations based on the M.I.C. Self-Assessment plan. This focuses on progress that has been made and areas for development moving forward. We also expect departments to highlight strengths and weaknesses, and to identify any new initiatives that need to be introduced during the next cycle of planning.

How is teaching and learning monitored and evaluated throughout the school?

A range of methods are used to monitor teaching and learning in the school. For example, teachers are observed on a number of occasions through the year by the Deputy Head, the Senior Teacher and an external advisor, using Ofsted guidance. A teaching and learning guidance document about this is available in the school's PPP manual.

In addition, we assess all pupil's attainment and progress by using a range of data, including attainment in relation to National Curriculum guidance, marking of pupil's work, target-setting information, teacher observations, formative and summative assessments, pupils' work and how they record their work.

We always involve pupils in the process and communicate a summary of this information to the parents/carers and referring Local Authorities, and where appropriate, to others working to support an individual pupil such as Social Workers. As part of this there are "light touch" reports to parents and carers at the end of the Autumn and Spring terms, and then a fuller report at the end of the Summer term. In addition, pupils receive reporting information for their yearly annual statutory EHCP review. Nevertheless, parents/carers can have information more regularly if they contact senior managers who are on duty during the evenings.

Finally, we assess each pupil at the end of each Programme of Study. This data and information is used to make changes and improve teaching and learning. These

evaluations and assessments also allow us to measure rates of attainment and progress from the pupil's initial baseline assessment which took place soon after admission. The data is used in a similar way to measure the progress of individual year groups, attainment by gender, the comparative attainment of LAC children, attainment in relation to ethnic diversity, and attainment by subject. (Further information on this can be found in the school's Recording and Assessment Policy within the PPP manual.)

What does the School Day Timetable look like?

A review of the timetable on page 11 below will identify what the everyday experience for a pupil at Farney Close looks like in both Key Stage 3 and Key Stage 4.

Does the school offer subject options in Years 10 and 11 ?

Yes, there are a good range of vocational and academic subject available to pupils. Further information on Year 10 and 11 option subjects can be found in the Options Handbook for pupils in the General Information Section on the school website.

What other school policies relate to this document?

- The Aims document for each subject
- Programme of Study Documents for each subject
- The Curriculum Map for each subject
- The Assessment Policy
- The school guidance on good assessment
- The Monitoring and Evaluation Policy
- The Role of Education
- The school guidance on Teaching and Learning
- The school Equality Policy

	TL	CJ	DAVE	SB	JT	CW				CH
Thursday Progress Units - Voc Ed 10's										
Lesson	7LW	7VO	8HO	8CW	9/10 TE	9TL	10KT	10SB	10RC	11CH/CJ
PROGRESS UNITS										
1	MATHS	SCI	MATHS	RE	PE	ENG	Construction	Horticulture	Hospitality	Eng
	LW	RC	TL	CW	CH	TE				KT
2	RE	ENG	SCI	LITERACY	Eng	MATHS				MATHS
	CW	TE	RC	KIM	KT	LW				TL
3	MATHS	PE	ENG	SCIENCE	MATHS	ENG		Horticulture	Motor	PSE
	TL	CH	TE	RC	LW	KT				SB
4	FOOD	Eng	GEOG	PE	HISTORY	MATHS	Media	Horticulture	Motor	SCI
	VO	TE	SB	CH	CW	LW				RC
5	PE	MATHS	FOOD	ENRICH	MATHS	SCI				RE
	CH	LW	VO	DAVE	TL	RC				CW
Friday										
Lesson	7LW	7VO	8HO	8CW	9/10 TE	9TL	10KT	10SB	10RC	
1	MATHS	FOOD	SCI	ENG	ICT	GEOG	MATHS	PE	ENG	
	TL	VO	RC	TE	HO	SB	LW	CH	KT	
2	Eng	SCI	ICT	GEOG	Literacy	PE	ENG	MATHS	MATH	
	TE	RC	HO	SB	VO	CH	KT	LW	TL	
3	Geog	MATHS	MATHS	ENGLISH	FOOD	ICT	PE	ENG	SCI	
	SB	LW	TL	TE	VO	HO	CH	KT	RC	

