



<u>Curriculum Policy</u>	
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Signed by	



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1. Why do we have a curriculum policy?

- To give teachers a framework to build a coherent curriculum
- To have a shared understanding
- To have a consistent approach to curriculum planning
- To offer guidance to subject leads

2. What do we want it to do

Help ensure that:

- All students have access to a broad and balanced curriculum
- All students have access to a curriculum that meets their individual needs
- All staff understand the design, rationale, values and expectations of the curriculum
- All staff have a clear and common curriculum framework
- The school meets statutory requirements



3. Intent

3.1 Aims

Les Voies' curriculum aims are to:

- Provide a broad and balanced education for all students that is intelligently planned and sequenced to ensure that essential knowledge and skills prepare students for future learning and employment
- Ensure that students have a curriculum that is underpinned by building upon prerequisite knowledge
- Support pupils' spiritual, moral, social and cultural development
- A curriculum that is ambitious and engaging for all students not matter their starting point
- A curriculum that has high expectations for all learners and is fully inclusive
- Promote a positive attitude towards learning
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Ensure that the curriculum is agile enough to adapt to meet the specific needs of students
- Develop a culture and love of reading

Les Voies' curriculum has been meticulously planned to ensure that all students have high expectations of them whilst preparing them for the next stage in their life. Les Voies has created a curriculum specific for the SEMH learners of Guernsey. Its curriculum also encompasses Guernsey Big Picture Curriculum (see appendix) and subject entitlement documents.



3.2 Rationale and Design

Rationale

The philosophy behind Les Voies' curriculum is to ensure that students are able to meet their full potential no matter their starting point. Les Voies' curriculum rationale ensures that:

- All learners are prepared for their next steps in their learning
- Staff are able to understand gaps and next steps in learning
- The curriculum is clear to all stakeholders
- To ensure that no matter what stage in a students learning, students are able to succeed

Design

The curriculum has been specially designed so that it meets the individual needs of a student whilst not putting a ceiling on any students potential.

At Les Voies we believe that each subject should be carefully and intelligently scaffolded to make sure that all learners are able to access the curriculum. The curriculum has been designed to identify an accurate starting point for each student; identifying what the students know and what comes next in the learning sequence. To do this each subject should build upon prior knowledge.

Learning has been sequenced from KS2 to KS4. The curriculum considers both the composite skills needed to be successful for qualification in each subject, whilst continuing to develop the whole child based on their individual needs.



3.3 Organisation and Planning

The curriculum has been deliberately designed to meet the needs of students with SEMH needs. The curriculum is **not a conveyor belt** in design, rather a layout of expected experiences and knowledge and skills at certain points throughout school life. Where there are gaps in knowledge, the curriculum has been organised to be agile enough to stretch, support and engage the most challenging to reach students.

There has been a particular focus on closing any gaps in literacy and numeracy through interventions and the use of specific programs chosen specifically for students at Les Voies; Read Write Inc: Fresh start phonics, Complete Maths and Number Sense.

Each subject curriculum has been organised in the following way:

Document	Description	File Root
<u>Overview Document</u>	Low specificity document. To be displayed for stake holders on walls and websites.	Google Drive > Shared Drives > Les Voies > All staff shard > Teaching & Learning > <u>New Curriculum</u>
<u>Curriculum overview handbook</u>	Printed publication of each subject's low specificity document.	
<u>Curriculum document</u>	A subject's complete handbook containing all information regarding a subject.	Google Drive > Shared Drives > Les Voies > All staff shard > Teaching & Learning > New Curriculum > <u>Curriculum Documents</u>
<u>Content map</u>	A scaffolded and sequenced knowledge map for each subject. This should contain a detailed version of what students should be learning	Google Drive > Shared Drives > Les Voies > All staff shard > Teaching & Learning > New Curriculum > <u>Content Maps</u>
<u>Medium term plan</u>	Medium term plans are for the academic term or, more usually, half term, setting out what specific aspect of the curriculum will be covered.	Google Drive > Shared Drives > Les Voies > All staff shard > Teaching & Learning > <u>Planning > relevant academic year > relevant staff initials</u>

A subject curriculum document framework can be found in the appendix 1.



3.4 The Curriculum and SEND

Whilst the curriculum should meet the needs of all learners, it should be delivered in conjunction with each student's individual MEAP+. Planning should be informed by both the understanding of a student's starting point and their specific SEMH needs.

Where there are further concerns, staff should seek support from the SENDCO.

3.5 The Curriculum and Reading

Les Voies prioritises reading in all aspects of the curriculum. Les Voies has a clear strategy for developing reading across the entire curriculum and can be found in the Reading Policy and Literacy Policy.

4. Implementation

For the curriculum to be delivered in the way it was designed it is critical that staff are following the most up to date pedagogy and are constantly refining, honing and developing their teaching practice.

To ensure the highest quality delivery of each subject, staff are expected to use the curriculum in the following ways:

The curriculum should:

- Be used for planning high quality lessons
- Be used to identify a students starting point
- Be adaptable to meet the needs of the individual student needs
- Be a clear journey from starting point to finish

4.1 Curriculum Offer

The subject offer at Les Voies has been carefully considered and is adapted to meet the needs of an individual student. The curriculum offer is reviewed each year based on the individual needs of students.

KS2 offer:

English	Maths	Science	Computing
Physical Education	History	Geography	RPSHE
Outdoor and Adventurous Activities (OAA)	Swimming	Food Technology	
Citizenship	Art & Design		



KS3 offer:

English	Maths	Science	Computing
Physical Education	History	Geography	RPSHE
Outdoor and Adventurous Activities (OAA)	Swimming	Food Technology	
Citizenship	Art & Design		

At Key Stage 4, each subject has a minimum of 2 pathways. This is to ensure that students are placed on an appropriate qualification based upon their need.

KS4 offer:

English (language & literature)	Maths	Science
Computing	Physical Education	Sport Science
RPSHE	Art & Design	Links Course (CFE)
ASDAN	Outdoor and Adventurous Activities (OAA)	Food Technology

Les Voies encourages students to avail themselves of the Island Schools Peripatetic Music Service Provision and other music tuition made available through the music department.

Les Voies has chosen the subject specifically to support learners with SEMH in Guernsey. Subject offers are annually reviewed based on students' needs.

Find the full breakdown of Les Voies' curriculum offer in appendix 1.



4.2 Roles

Subject lead

The role of the subject lead is to:

- a. Create a curriculum document for their subject area that is relevant and up to date
- b. Support and offer advice to colleagues on issues related to the subject; monitor pupil progress in that subject area;
- c. Keep up to date with relevant CPD and practices in their subject area
- d. Be acutely aware of their curriculum and be able to talk confidently what and why topics have been planned
 - i. Leaders should be able to talk with precision about where each of their students are at in their curriculum and at what point each student is at in their subject. See assessment framework policy for more information.

For further information of the above, please see appendix 1.

Classroom teacher

The role of the classroom teacher is to ensure that

- Lessons are planned from the curriculum
- Lessons are adapted to meet the needs of the students
- Deliver high quality lessons from the curriculum
- In class assessment and reporting of the subject
- Planning is complete and accessible

SLT

The role of the senior leadership team is to:

- Quality assure the planning and delivery of the lessons
- Quality assure student progress
- Staff have sufficient professional development to improve their curricular knowledge and expertise



5. Impact

5.1 Monitoring and review

Planning will be monitored by subject leads in conjunction with the curriculum lead. Delivery of the subject will be monitored in line with the Quality Assurance Policy.

Student interviews and work will provide a valuable tool in the monitoring and reviewing. When subject leads are looking through student books, they are looking to see whether what is planned is being delivered and adapted.

Student interviews and work should be looking for whether students through elaborative interrogation:

- Can recall and share what they have learned/are learning/will learn
- Can link learning across the curriculum
- Understand where they are in their own personal learning journey and what they need to do to work towards this
- Whether they enjoy the subject
- If there is anything that the student might suggest as a development area for that subject

Feedback will be supported through QofE leads (Curriculum and assessment/teaching and learning) to others who are delivering the subject or the subject lead themselves; this will form part of the targets for the subjects' development plan and/or CPD.



5.2 Assessment of the Curriculum

Measurements of the curriculum will be through:

- Nationally examined data
 - KS4 data will be reviewed at the start of each academic year.
- Internal assessments
 - GL assessments
 - Mock exams
 - Planned summative assessments
 - Classroom assessments
 - Termly report
- Quality of Education review process (see Quality Assurance Policy) which includes by the Quality of Education leads:
 - Student interview and student work
 - LSA interviews
 - Department Drop Ins

Information gathered will be used to identify themes and trends within the school. Any particular areas for development will be used to support the school CPD programme.



Appendix 1

Curriculum Document Framework:

Intention

1. (your subject) at Les Voies - Intention

- 1.1 What are the reasons why we teach XXXXXX?
- 1.2 XXXXX and SEMH learners in Guernsey

2. Sequencing and Content

- 2.1 KS4 outcomes and pathways beyond school
- 2.2 Rationale for sequencing content map
- 2.3 Content maps
 - Key Stage 4 (Route A & B)
 - Key Stage 3/2
- 2.4 Extra curricular and wider opportunities (including community)

Implementation

3. How do we deliver XXXXXX at Les Voies?

- 3.1 Key delivery principles (pedagogy)
 - 3.2 Risk assessments
-



Impact

4. How do we measure XXXXXXX at Les Voies?

4.1 How do we identify the success of the curriculum intent and implementation will be measured

4.2 How does XXXXX meet the 4 core principles outlines in the bailiwick curriculum?

Role of the subject lead:

a. Create a curriculum document for their subject area that is relevant and up to date

The curriculum document provides a strategic lead and direction for the subject. Each subject leader is expected to follow a curriculum framework in which to create their document (see appendix for framework).

It is expected that each subject lead has created a curriculum document that includes:

- A sequenced content map of knowledge and skills
 - This map includes skills outlined in the Big Picture Curriculum and knowledge from locally created entitlement documents
 - An understanding of composite knowledge and skills at Key Stage 4 and beyond that is broken down throughout the school years
- A quality assurance process before delivery
 - Process includes an external verifier to ensure relevance and appropriateness for delivery
- Opportunities and access for qualifications for learners no matter their starting point
- Cultural capital opportunities that is commensurate with their peers
 - Including visits to local and national trips to art galleries, museums; sporting fixtures and access to local opportunities on the island
- A delivery guide for the subjects delivery with a specific focus on SEMH learners
- Assessment methods to inform planning and delivery in line with the assessment policy

Each subject lead is expected to collaborate with a local Curriculum Alignment Lead (CAL) to ensure that their subject is up to date and appropriate.

b. support and offer advice to colleagues on issues related to the subject; monitor pupil progress in that subject area;

The subject lead is responsible for all delivery and assessment of their subject even if they are not directly teaching a group. This includes any key stage crossover. The subject lead is expected to (with support from Quality of Education leads):

- Student interviews with student books/work
- Elaborative interrogations as part of the teacher development cycle
- Strategies for delivery and CPD support



- Use and monitoring of the delivery of the curriculum document
- Attitude, progress and attainment

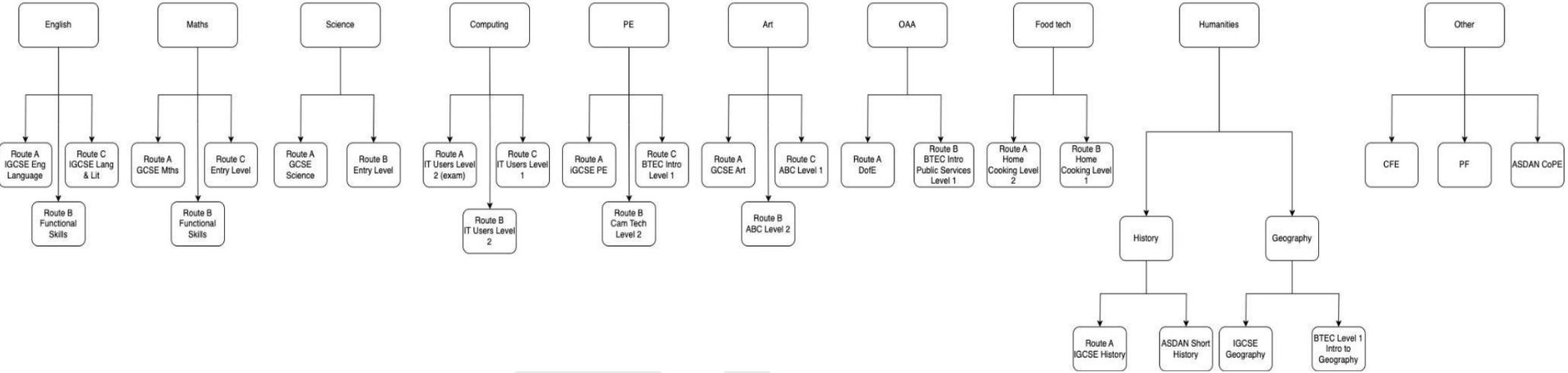
The QoE leads will support all staff when assuring that the subject is being delivered to the highest quality. Where there is only one person delivering the entire subject, the curriculum lead will support the above process.

e. Keep up to date with relevant CPD and practices in their subject area

This area refers to both the subject lead and those who are delivering the subject. The subject lead should be aware of any relevant CPD needs they may need themselves and then divulge this information to other staff that may need further support.

Subject leads should use school systems to ensure that they are booked on relevant courses or training.

Les Voies Curriculum Offer



Draft