

**Red Rose School Cardiff Limited**

**Curriculum Policy**

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| Policy Details |
| Author: Sarah Dowell |
| Date effective from: June 2021 |
| Next review date: June 2022 |
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**Introduction**

All students have access to a broad, balanced education which provides continuity, progression and takes individual differences into account. Red Rose School’s curriculum aims to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. Red Rose School adopts the Independent Schools Wales Standards in supporting the curriculum areas of; Linguistics, Mathematics, Science, Technology, Humanities, Social Science, Physical Exercise and Aesthetic & Creative. The curriculum framework provides learning opportunities for all its pupils at different stages of their development from Routes to Learning through to Entry Pathways.

The curriculum includes all the planned activities that Red Rose School organises to promote learning, personal growth and development. It includes not only the formal academic requirements of the Welsh Assembly, but also a range of vocational and life skillsdesigned to benefit and enrich the experiences of the students. There is a strong focus on learning to learn, as a foundation for accessing the curriculum. We foster a culture that is reflective, evaluative, collaborative and outward looking to provide our pupils with skills for life beyond Red Rose School.

The curriculum at Red Rose School is informed by and planned to meet the requirements of the Welsh Assembly Government,the objectives on our pupils Statement of Educational Needs, and most importantly, the learning needs of the students themselves. We offer a full curriculum from a commercial provider, along with ASDAN qualifications, and WJEC Entry Pathways. (See Appendix 1 for a year group breakdown).

**Curriculum Aims**

Through its curriculum, Red Rose School aims to:

* Cater for the needs of individual students
* Develop the pupil’s full potential at a pace they can manage
* Address the objectives listed on each pupil’s Statement of Educational Needs
* Facilitate students’ acquisition of knowledge, skills and qualities
* Help them to develop intellectually, emotionally, socially, physically, and morally so that they may become independent, resilient, responsible, useful, thinking, confident and considerate members of the community.
* Create and maintain an exciting, enriching and stimulating learning environment for all students.
* Ensure that each individual student’s education has continuity and progression.
* Ensure that there is a match between the student’s current knowledge and skills and the tasks they are asked to perform; whilst simultaneously ensuring that new learning takes place.
* Provide a broad academic, vocational learning curriculum including the development of life skills.
* Recognise the crucial role which parents and carers play in their children's education and to actively encourage parental involvement in the educational process.
* Treat all students in a dignified way.
* Offer opportunities for individual, paired and group learning

**Additional learning needs**

The curriculum will take into account the individual learning needs of all pupils, in order to make sure that all pupils make progress. Where pupils have additional learning needs, programmes will be put in place to address these needs.

**Curriculum Objectives**

The objectives of the curriculum at Red Rose School are:

* To promote a positive attitude towards learning
* To enable all students to learn and develop their skills to the best of their ability; how to work independently and as members of a team
* To provide a fun and stimulating environment with a curriculum that promotes the acquisition of skills for life and a sense of wellbeing for all our pupils.
* To develop the ability to make reasoned judgements and choices
* To teach students the skills of literacy, numeracy and information technology and to enable them to use these skills in a range of real-life situations (see Literacy, Numeracy and ICT policy).
* To enable students to be creative and to develop their own thinking and enquiring mind
* To enable students to develop a geographical, historical and social knowledge of their environment
* To enable students to be positive members of our community
* To allow students to acquire a set of moral values; such as to understand right from wrong; and the importance of truth and fairness
* To enable students to have respect for themselves and others; and to develop a high self-esteem
* To enable students to live and work co-operatively with others
* To develop a student’s physical co-ordination and confidence in and through movement
* To enable students to know how to apply the basic principles of health, hygiene and safety

**Organisation and planning**

The pupils follow a one-week timetable. Targets are set, shared with pupils, parents/carers and reviewed half-termly. We use Tracking and Planning sheets (TAP sheets) to review each pupil biannually, to coincide with biannual assessments. Our lesson planning is used to set the learning objectives for each session, show differentiation, identify key-skill development and to identify what resources and activities we are going to use in the lesson, to ensure a good variety of resources and teaching methods are used.

**Accreditation**

Accreditation with external awarding bodies is currently sought through various ASDAN courses and the WJEC Entry Pathways courses. Pupils also have the opportunity to access accreditation through other, third-party providers, such as First Aid and Food Hygiene and E-safety and assorted sporting bodies.

**Curriculum Delivery**

The curriculum is delivered in a manner that it is both age appropriate and relevant to the capabilities of the student. We aim to engage students in their learning and develop their confidence and self-esteem. We want all pupils to develop resilience in their attitude to learning, to attempting new and challenging topics or subjects and to perceive mistakes as part of learning.

Our aim is for all pupils to be part of a group as often as possible. Children may be grouped according to their ability, age or social and emotional needs. The teaching methods used will use a variety of whole class, group and individual teaching methods.

**Enriching the Curriculum**

Red Rose School takes steps to ensure that pupils gain access to a wide range of curriculum enriching activities. For example:

* Large parts of the timetable are focussed around the transition to and preparing for adult life.
* Careers advice is given through curriculum activities and via Careers Wales who attend all PCR meetings for pupils in Year 9 and above.
* Off-site activities are regularly used to link with learning in the classroom.
* External partners offer a wide range of learning opportunities that Red Rose School uses, including Llanover Hall Arts Centre, Cardiff House of sport, Boulders, Pedal Power and others.
* Personal and Social Education is delivered through ASDAN Short Courses and through curriculum content in PHSE lessons, pupils are assessed bi-annually to ensure areas which need development are addressed.
* Regular visitors to the school are used to enhance classroom-based learning through sharing their experiences and values (such as the Police and local PCSOs, Fire Service, Military personnel and members of the local community etc.)

**Monitoring and review**

The curriculum that is delivered to students is not static and is reviewed and developed continually, always responding to the needs of students. Whilst a formal review of the curriculum and the Curriculum Policy takes place annually there are also many other opportunities that Red Rose School takes to review and develop its curriculum throughout the academic year. Teaching staff are encouraged to review the curriculum, its content and delivery on an ongoing basis. This is essential as the needs of each group are varied. The working environment at Red Rose School is organic and constant feedback and discussion allows teaching staff to constructively develop the curriculum as required.

Assessment, recording and reporting are considered to be an integral part of the curriculum. Assessment informs the teaching and learning process so that learning approaches and activities can match individuals’ needs and abilities. Assessment is both formative and summative. Records are kept of a child’s progress, not only as a matter of reference, but also to inform teachers’ future planning.

Feedback is given to parents and carers twice a year, at the end of the Autumn and Summer terms.

**Parental Curriculum Complaints**

If a parent wishes to complain about the curriculum a child is following at Red Rose School, then is policy should be read in conjunction with the Complaints Procedure Policy.

Curriculum Overview

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| Year group | Curriculum Areas | Enrichment Activities |
| KS2 | Red Rose CurriculumPSHEPhysical EducationSpanish/French conversationIndependent Living SkillsASDAN Stepping Stones | *Farm**Cardiff Dogs Home**Community Action**Swimming Lessons**Guest Speakers* |
| Y7 | Red Rose CurriculumPSHEPhysical EducationSpanish/French conversationIndependent Living SkillsSpecialist Maths and EnglishASDAN Key Steps | *Farm**Volunteering**Community Action**Swimming Lessons**Guest Speakers**Peer Mentoring**Off-Site Sports**Sports Leadership* |
| Y8 | Red Rose CurriculumPSHEPhysical EducationSpanish/French conversationIndependent Living SkillsASDAN Short Courses in Animal Care & FoodwiseSpecialist Maths and English |
| Y9 | Red Rose CurriculumPSHEPhysical EducationSpanish/French conversationIndependent Living SkillsASDAN Short Courses in Animal Care & FoodwiseWJEC Entry Pathways English, Maths ICT |
| Y10 & Y11 | WJEC Entry Pathways English, Maths ICT, Independent Living Skills, Healthy Living and Fitness, Creative Media, PSHESports Leadership Spanish/FrenchASDAN Short Courses |
| Post 16 | WJEC Entry Pathways English, Maths ICT, Independent Living Skills, Healthy Living and Fitness, Creative Media, PSHEASDAN Bronze Silver GoldSpanish/French |