



*Elmley Dray
School*

The Curriculum Policy

With appropriate teaching and a caring environment, The Elmley Dray School helps learners re engage with education, take responsibility for their learning, developing essential skills and acquiring confidence to learn on a pathway to success.

This policy works in conjunction with the following policies and procedures:

- Admissions Policy
- AfL (Marking) Policy
- Behaviour Policy
- CEIAG Policy
- Equality, Diversity and Inclusion Policy
- Health, Fire, Safety and Welfare Policy
- Online Safety Policy
- Safeguarding Policy
- SEND Policy and Code of Practice

This policy works in conjunction with planning and preparation documents:

- Schemes of Work, Specifications and Frameworks
- Planning Documents
- The Elmley Dray School Development Plan
- Personalised Learning Target Sheets
- Educational, Health and Care Plan Personal Outcomes
- Personalised Learning Programmes (Timetables)
- The Elmley Dray School Brochure
- Internal Quality Assurance : Progress Pathways, Result Reports

Access Statement

The Elmley Dray School is committed to a fully inclusive educational provision and aims to give students the life, social and emotional skills to be able to access inclusion throughout all aspects of their future lives. Learners enter the Elmley Dray School from a wide range of settings and most commonly have failed to access education for a period of time.

Individual strengths and needs in terms of ability, special educational needs and personality are recognised and access to learning is facilitated by use of individualised programmes supported by The Elmley Dray School.

The Elmley Dray School Curriculum Policy ensures that we provide a curriculum that meets individual needs, that gives scope for students to enjoy and achieve in their learning experience, to ensure the curriculum offers them opportunities, to ensure academic, emotional and future economic well-being and to make a positive contribution to society.

The Elmley Dray School aims to

- provide the holistic full time educational provision which will support learners' preparation for reintegration within mainstream education at key stage transitional opportunities where appropriate.

Curriculum Intent

Our curriculum is set to ensure that students achieve levels of achievement which will prepare them for assessment. Our vision is to provide our students with a range of learning experiences in the Core Curriculum of English, Mathematics, Science, Information and Communication Technology, Personal and Social Development. Further curriculum areas to be studied are Humanities (Geography and History), MFL, RE, Relationships and Sex Education, Cooking, PE, Expressive Art, Design and Craft. Beyond the classroom, we also provide opportunities of learning through the Forest and Coastal Schools experience which are designed in order to prepare our learners for greater levels of inclusion in the future. PE is offered at the local leisure centre and includes swimming instruction and ball games. Walking, jogging and cross country running is completed in a range of parks and coastal pathways on the island.

Students who attend the Elmley Dray School find difficulty in accepting praise and often have a host of negative experiences to draw upon from their educational career so far, so enabling them to celebrate achievement and to accept praise based on their own journey of success is paramount within the holistic approach to the core curriculum with the Elmley Dray School.

Reading and vocabulary development is fundamental to our learners succeeding and therefore a love of books, research and language is promoted. Whilst the curriculum is very much designed around the needs of the children, the intent is that it will enable learners to achieve within core subjects and are encouraged to identify areas of the curriculum which inspire them such as psychology, astronomy and criminology to name a few.

Working towards positive attitudes towards learning, The Elmley Dray School wants every child or young person who attends the school to have opportunities of choice at key transition points in their education and employment.

Curriculum Implementation

Our curriculum has been designed to ensure that the core subject together with non-core subjects are timetabled to ensure a broad and balanced curriculum, which provides opportunities to learn for life. The curriculum will include SMSC, Mental Health Awareness, Life and Social Skills as well as therapy supported learning through occupational therapy, speech, language and communication and wellbeing.

Our curriculum provides our pupils with experiences and opportunities which best meet their learning and developmental needs. Through clear strategic planning, our curriculum provides not only memorable experiences which will enrich their lives and give them a firm platform to move forward independently.

The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting learning journey for every child and young person, ensuring that it enables students to reach Key Stage 4 and 5 assessment opportunities through GCSE and GCSE equivalent qualifications.

All classrooms are well structured, planned and personalised to the student, highly focused so that all learners are able to reach their full potential regardless of their starting points.

Annual, interim and transitional reviews ensure that parents and carers play an active part in the implementation of the curriculum. Feedback to learners is completed in every lesson via the Assessment for Learning Policy. Learners will have regular opportunities to express their feelings on their strengths and support target making for next steps, creating a more independent approach to learning. Students will learn and understand about learning objectives, learning outcomes, success criteria, self and peer evaluation.

The use of learning resources and ICT developed to allow children and young people to work independently and successfully. Students' work will be displayed on the website, and will be available for parents and carers to view and discuss with my friends. Due to the nature of the provision, all students will follow a bespoke curriculum timetable.

Curriculum Impact

With the use of AfL, students will be assessed during every lesson across the core subjects. Next steps will be designed based on this assessment. Every lesson will have set learning objectives, success criteria and encourage learner assessment. Individual progress is tracked and reported to parents and carers at annual, interim and transitional reviews, with evidence of progress.

The impact of the curriculum is reviewed half termly and progress is measured against end of year outcomes for individual learners. The curriculum impact will also celebrate the enjoyment of learning, achievement, confidence and good behaviour. All students

will feel safe to try new things within a supportive and guiding provision which holistically supports the development of the individual.

The Learning Environment

Learning from Key Stage 2 to 5 is organised in a way that is appropriate to age, maturity, ability and aptitude. Lessons are set in 45 minute lessons and cover core curriculum and student choice subjects in a small group learning experience with qualified ASC teachers and higher level teaching assistants.

Health, Safety and Welfare

The Health, Fire, Safety and Welfare Policy supports the provision of the curriculum.

Independent Study and Homework

The Elmley Dray School identifies that homework is one of the principal ways in which student achievement can be raised, that it improves independence within learning and prepares students for examination processes within Key Stage 4 and above. However, homework and independent study will be introduced when the learner has the emotional resilience, academic confidence and motivation to work independently.

Bolt On Education Opportunities

These are personalised learning and tutoring programmes which develop learners' talents and support their aspirational goals for the future. These are agreed with the local authority, parents, carers, The Elmley Dray School and of course are ultimately within choices made by learners.

Learning outside the Classroom

This includes the bolt on Educational Opportunities as well as the Forest and Coastal School.

The Curriculum for Life

We want everyone who learns with us to appreciate and celebrate how unique and special each and every person is. As a learning and caring community, we are dedicated to establishing high aspirations, a love of learning which will enable all of our young people to be confident, caring and to develop independent life skills. Alongside this the school also promotes the voice of the learner, and the aspirational goals for the future of each and every student, by working with them to overcome barriers to inclusion.

We nurture and guide our children and young people in their individual learning journeys so that they are happy, confident and knowledgeable about the world they live in. The curriculum whilst being focused in three sections, the core curriculum, the

bolt on experiences and the access to learning outside the classroom (Forest and Coastal Schools), it is bespoke and promotes engagement, inclusion and progress. See our Equality, Diversity and Inclusion Policy.

Personal and Social Development Curriculum

This forms part of the curriculum for life programmes and covers areas of

- Drug and Substance Misuse Awareness
- Relationships and Sex Education
- Cultural, Moral and Religious Awareness
- Environmental Studies
- Presentation, Discussion, Communication and Expressive Arts
- Healthy Lives
- Safeguarding and Online Safety
- Employability and Occupational Studies
- Mental Health Awareness
- Suicide Awareness

The curriculum provides opportunities to develop skills of research, discussion, presentation, working with another and problem solving.



Reviewed by Hayley Furnell, Director,
on behalf of the Elmley Dray School

Dated: September 2024

Next review: September 2025

Key Stage Two Curriculum Statement

We aim to give our children the best possible start to their upper KS2 education, building on the skills and knowledge they acquire in their previous schools whilst preparing them for the next stage in their education. We offer a broad and balanced curriculum, which provides opportunities for children to learn both in and outside of the classroom using a variety of teaching styles and resources, developing independence, interest and resilience throughout the key stage. By laying the foundations of a love of learning and inquisitive nature, we are preparing our pupils to be successful both in the classroom and beyond. During the transition period, we work closely with transitional school colleagues or with the Tutors in Key Stage 3 to develop our learners' strengths and continue to build on these from Year 5 onwards.

All students follow the appropriate National Curriculum programmes of study. The subjects studied are English, Mathematics, Science, PSHE, RSE, History, Geography, R.E, Music, Spanish, Art, Food Technology, PE, ICT, Natural world and reading.

Teaching is undertaken by an ASC specialist teaching team who are experienced in the KS3 curriculum.

The children are taught by a range of qualified teachers on a daily basis; this allows for smooth transition towards next steps in education but still have most of their non core subjects with their tutor as this helps to build a strong teacher-pupil relationship. We liaise regularly with our main feeder schools so that we have a sound knowledge of the children joining us.

Reading is undertaken in timetable sessions at least twice a week and a reading record is maintained. It is also embedded into the curriculum to take a more holistic approach to the subject.

The Key Stage Two curriculum is delivered in a two year rolling programme of work which enables students to join the school at differing points of the year and to be able to join their peers in Key Stage 2 for their lessons.

Key Stage Three Curriculum Statement

This stage of the curriculum requires our learners to work with a greater range of specialist teachers, and supports the provision of independent movement breaks which will help learners regulate themselves throughout the day. This curriculum is focused on Year 7 and 8 and is a two year rolling programme of study.

Students follow the National Curriculum at a level appropriate to their individual starting points. With greater challenges to managing learning outside of the classroom, students are able to develop confidence and experience of a range of learning environments.

Building on the skills and knowledge they acquire in their previous schools or from the Elmley Dray School Key Stage 2 provision, the Key Stage 3 starts to prepare them for more focused learning in Key Stage 4 and 5 respectively. whilst preparing them for the next stage in their education. The Elmley Dray School offers a broad and balanced curriculum, which supports more peer and self assessment to enable learners to have a greater awareness of their own skills and how to plan their independent learning. Year 9 is a transitional year, where skills of working with others, independent learning, discussion and communication, problem solving, presentation to others and research is practice in readiness for Key Stage 4 preparation for examinations and assessment.

All students follow the appropriate National Curriculum programmes of study. The subjects studied are English, Mathematics, Science, PSHE, RSE, History, Geography, R.E, Music, Spanish, Art, Food Technology, PE, ICT, Natural world and reading.

Teaching is undertaken by an ASC specialist teaching team who are experienced in the KS3 curriculum.

Reading is undertaken in timetable sessions at least twice a week and a reading record is maintained. It is also embedded into the curriculum to take a more holistic approach to the subject.

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Key Stage Four and Five Curriculum Statement

The curriculum within Key Stage 4 and 5 is made up of the core subjects (English, Mathematics, Science) as well as Personal, Social and Health Education, RSE, Information and Communication Technology, Art, Food Technology, History, P.E as well as Employability.

Additional choice subjects will be available to students further down the line as the student cohort and staff team expands.

Teaching is undertaken by an ASC specialist teaching team who are experienced in preparing students for examinations and accreditation in Key Stage 4 and 5. NCFE programmes are also available at GCSE equivalent qualifications to support learners who find examinations very stressful. These programmes will run alongside the GCSE studies for Food and Nutrition for example. Students will follow the Trinity College, London Arts Award at Bronze and Silver Level for Art, Design and Craft.

Students have up to five years to achieve their GCSE portfolio, Students in Year 10 and Year 12 are encouraged to try some work experience, and this provision is personalised to the learner.

A study club will be available within school weekly to support independent working as most students find working at home difficult. The Key Stage four curriculum is delivered on a three year rolling programme, but can be extended to five years where necessary to make up 'lost education time' and to enable the learner to achieve outcomes needed to prevent them being NEET.