|  |
| --- |
|  |
| Newfield School Curriculum Policy 2022 |
| Suzanne Furlong |
|  |
| **September 2023 Review September 2024**  |
|  |

|  |
| --- |
| Newfield Curriculum Policy September 2023 |

**Newfield Curriculum Policy May 2023.**

**Core Curriculum Aims of Newfield School**

The aim of our curriculum is that all pupils who attend Newfield School become:

* Successful pupils, who enjoy coming to school to learn, make progress and reach their full potential.
* Curious independent learners, who are excited to understand key concepts in greater depth both inside and outside of school.
* Confident and resilient individuals who are able to live safe, healthy and fulfilling lives.
* Responsible and respectful citizens who make a positive contribution to society and modern Britain.

 **RATIONALE**

All pupils who attend Newfield School have an Education Health Care Plan. The vast majority have Social, Emotional and Mental Health difficulties as their primary need, although most of them have additional Special Educational Needs. Pupils often arrive at school with a negative attitude to learning and themselves. With good quality curriculum planning and outstanding teaching we aim to help pupils overcome their barriers to learning by filling in the gaps of missed education and promote a positive attitude towards learning and the pupils themselves.

 The school is divided into two areas Lower School (Years 1 – 8) and Upper School (Year 7 – 11). Core Values are promoted in all aspects of the curriculum to help the pupils enjoy learning, widen their knowledge and skills set to help ensure they become healthy and active citizens in today’s society.

|  |  |
| --- | --- |
| **Lower School Values – Key Stage 2 and LKS3** | **Upper School Values. Key Stage UP KS 3 - 4** |
| **TACTIC** | **ACTION** |
| * Teamwork – Autumn Term 1
* Adventure – Autumn Term 2
* Confidence – Spring Term 1
* Talent – Spring Term 2
* Independence - Summer Term 1
* Curiosity – Summer Term 2
 | * Ambition Autumn Term 1
* Confidence – Autumn Term 2
* Teamwork – Spring Term 1
* Independent – Spring Term 2
* Optimism - Summer Term 1
* Negotiate – Summer Term 2
 |

**Cultural Capital: What is Cultural Capital?**

**Cultural capital** is the accumulation of knowledge, behaviours, and skills that any pupil can draw upon and which demonstrates their **cultural** awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. **Cultural capital** is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.

**Summary of the key areas of coverage for each area of Cultural Capital Development**:

1. **Personal development**:
	* Careers and Information, advice and guidance provision;
	* Employability skills, including work experience;
	* Citizenship, Personal, Social and Health Education provision;
	* Growth mind set and metacognition - Resilience development strategies;
	* Transition support;
	* Work to develop confidence e.g. public speaking and interview skills;
	* Activities focused on building self-esteem;
	* Mental Health & well-being provision.
2. **Social Development**:
	* Citizenship, Personal, Social and Health Education provision;
	* Student volunteering and charitable works;
	* Student Voice – Year Group and School Council;
	* Provisions linked to the school’s Healthy Schools’ Accreditation;
	* In school and wider community engagement /charitable days;
	* Work experience.
	* Access to counselling and other therapy.
3. **Physical Development**:
	* The Physical Education curriculum;
	* Healthy Eating policies and catering provision;
	* Anti-bullying and safeguarding policies and strategies, including the student-friendly policy.
	* The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol;
	* The extra-curricular programme related to sports and well-being;
	* Cycling proficiency training and Cycling to School Safely protocol;
	* Activities available for unstructured time, including lunch and break times;
	* The curricular programme related to food preparation and nutrition;
	* Advice & Guidance to parents on all aspects of student lifestyle;
	* The promotion of walking or cycling to school.
4. **Spiritual Development**:
	1. Our collective acts of worship and reflection;
	2. Support for the expression of individual faiths;
	3. Inter-faith and faith-specific activities and speakers;
	4. Visits to religious buildings and centres;
	5. External speakers invited into school to focus on spiritual issues;
	6. School-linking activities – locally, nationally and internationally;
	7. The Assembly programme.
5. **Moral Development**:
	* The behaviour policy framework underpinning the school’s Behaviour Management policies;
	* Contributions to local, national and international charitable projects.
	* Assembly programme.
6. **Cultural Development**:
	1. Citizenship Education;
	2. Access to the Arts, including working towards the Arts Awards qualification.
	3. Access to the languages and cultures of other countries through the curriculum and trips and visits.

*Each subject area makes its own contribution to students’ cultural capital development. Please see individual policies for further information.*

**INTENT.**

Newfield School offers a broad, balanced, bespoke and exciting curriculum which helps to develop the knowledge and skills of the National Curriculum and other areas of learning for every individual pupil.

At Newfield we encourage and develop a strong sense of achievement within all our pupils that will stay with them throughout their lives. We provide a pupil centred curriculum which is adapted to their individual needs, engages them, enables them to thrive, achieve their potential and prepares them for independent living and the world of work.

The wide range of subjects, learning experiences, and accreditation on offer aims to develop pupils socially, academically, emotionally and personally. The learning opportunities and assessment criteria for each year group are set out to ensure progression in terms of embedding key learning, knowledge, skills and addressing any gaps in their learning. We place a great emphasis on our pupils having a careers programme in place to ensure they are well equipped to prepare them for adulthood.

**IMPLEMENTATION:**

**Key Stage 2 – Appendix 1**

All pupils are taught the National Curriculum Subjects. Literacy and Reading are a high priority and all pupils participate in a wide range of literacy activities throughout the school week to develop and refine their reading, writing, speaking and listening skills. All pupils have weekly PSHE lessons to help work towards our core curriculum aims. Our Core Values in lower school (TACTIC) are encompassed in all aspects of our curriculum.

**Key Stage 3 – Appendix 2**

By the end of Key Stage 2, the vast majority of pupils are ready for the next stage of learning and development. During Year 7, SATS interventions are a priority to bridge any gaps in education. The full range of National Curriculum subjects are planned and delivered to all pupils at Key Stage 3. ASDAN, SMSC, and Careers are also taught each week either as part of a formalised timetable lesson or discretely across other subject areas. As part of personal development pupils are encouraged to complete their Newfield Passport of ’50 things to do passport to the future’ before reaching Key Stage 4.

**Key Stage 4 – Appendix 3**

In Key Stage 4 pupils are introduced to a more formal study options which are directed by their personal pathways and linked to their career aspirations, interest and skills. The vast majority of pupils study a range of GCSE/ Functional Skills/ Entry Level formal qualifications.

* GCSE English Language
* GCSE English Literature
* GCSE Maths
* BTEC in Applied Science (Level 1/2)
* ECDL
* Duke of Edinburgh.
* GCSE Art
* GCSE Music
* GCSE PE.
* BTEC in Travel and Tourism
* BTEC Digital Media

A range of accredited short courses are also available at Key Stage 4 including Level 1 and 2 Functional, Entry level or ASDAN courses and Careers.

* ASDAN
* Careers/Unlocking Potential
* First Aid
* National Citizenship Award

Some of our pupil’s access vocational qualifications at local training providers. These are tracked and monitored by a Learning mentor.

All year 10 and 11 pupils participate in 2-week work experience in both years 10 and 11 and develop the skills for independence, further study and employability.

The Key Stage 4 curriculum is planned and differentiated each year depending on the cohort of pupils and their skills set.

**Our Careers Programme**

The School has successfully completed the "Quality in Careers Standard National Quality Award" in Aug 2020. This award certifies the excellent 'Careers Education, Information, Advice and Guidance' (CEIAG) provided by Newfield. As part of the award, Newfield had to show full achievement of the 8 Government guidelines defining the best careers provision in secondary schools - The Gatsby Benchmarks.

We also work in partnership with Elevate, Liverpool City Region Enterprise Partnership and Connexions to ensure we provide a high quality programme of careers education. Pupils have a weekly lesson using the scheme Flying High. This is introduced in Year 7 and builds skills significantly through to Year 11.

* Individual Careers guidance is offered from Year 9 through our connexions adviser.
* All Year 10 and 11 pupils completed a 2-week work experience placement, which enables them to experience the ‘world of work.’
* We plan college taster days for all Year 11 pupils.
* External stakeholders come into school to complete mock interviews with the pupils.
* We make every effort to ensure that all pupils reach a destination at Post 16.
* Year 10 and 11 work towards Level 1 in Careers

**Extra-Curricular/ SMSC/British Values/ Personal Development**

We know what pupil’s personal development is as important as their academic success. Weekly PSHE lessons help all of our pupils develop as individuals in a wider society. Our pupils learn to understand themselves, physically, emotionally, socially and sexually to understand their relationships with others. We support our pupils to help them have an understanding and opinion of British Values as part of our SMSC activity passports and across the timetabled lessons.

A variety of enrichment activities take place at Newfield across all key stages. Forest and Coastal school activities, residential and local trips, community projects, learning celebrations, themed lunches, fundraising activities are some of the discrete lessons that take place in Newfield. Visits from external stakeholders in the community are often and very well received by both pupils and staff. All of these learning experiences help pupils develop their social skills and leave to become more active citizens within the school community and beyond.

**MFL**

*MFL is not taught as a stand-alone subject however is embedded into the Humanities curriculum, encouraging pupils to learn about language and culture. All teachers are expected to evidence cross curricular links for MFL in their planning and assessments for pupils.*

*At key Stage 3 or 4 if pupils are showing a keen interest in learning a secondary language then we ensure they have access to the appropriate teaching resources to help them achieve qualifications*

**IMPACT**

All teachers have high expectations for all pupils and are expected to set ambition target

Academic and pastoral information are received from pupils’ past schools regarding progress and targets. All pupils are baselined upon entry using GL assessment, Lexplore for reading, PASS (Pupil Attitudes to Self and School).

We use a variety of measures to assess how well our pupils are making progress and to judge the impact on the curriculum.

* Termly formative assessments which is monitored and tracked on SIMS
* Teacher assessments
* Pass – (Pupil Attitudes to Self and School)
* Pupil Questionnaires.
* Case Studies
* Outcomes
* Interventions both therapeutic and academic.
* Attendance to school and lessons
* Teachers are encouraged to use retrieval practises within lessons to help consolidate learning into pupil’s short term memory by embedding this into the knowledge and skill acquisition of pupils This is monitored through lesson observations, drops in and learning walks.

Pupil progress is discussed on a termly basis by all staff to ensure that all pupils are working towards or reaching their targets. Interventions are a key area which all staff are responsible for implementing, monitoring and reviewing.

The curriculum is monitored and tracked by the Senior Leadership team at Newfield School and progress is regularly discussed with all staff. It is important to recognise that as the cohorts are ever changing in Newfield, we are able to adapt our curriculum to meet the individual aims of the pupils.

***Lower School Core Values:* Teamwork Adventure Confidence Talent Independence Curiosity**

**Curriculum at Key Stage 2 – Appendix 1**

**PE**

Functional skills Level 1 and 2 and Entry Level

**DT**

Functional skills Level 1 and 2 and Entry Level

**English**

Functional skills Level 1 and 2 and Entry Level

**POLICE**

**CAMHS**

**EDUCATION PYSCOLOGIST**

**SCHOOL NURSE AND HEALTH**

**ADDACTION**

**MABLE THERAPY**

**CELLS PROJECT**

**ART THERAPIST**

**CONNEXIONS**

**MUSIC SERVICE**

**Active Soccer**

**NCS**

**External Agencies supporting our pupils**

**Computing**

Functional skills Level 1 and 2 and Entry Level

**RE**

**Science**

Functional skills Level 1 and 2 and Entry Level

**Maths**

Functional skills Level 1 and 2 and Entry Level

**Geography**

Functional skills Level 1 and 2 and Entry Level

**Reading**

**History**

Functional skills Level 1 and 2 and Entry Level

**Art**

Functional skills Level 1 and 2 and Entry Level

**Music**

Functional skills Level 1 and 2 and Entry Level

**PSHE/ RSE and SMSC**

**Curriculum at Key Stage 3 – Appendix 2**

***Upper School Core Values:* Ambition Confidence Teamwork Independent Optimism Negotiate**

**DT**

Functional skills Level 1 and 2 and Entry Level

**PE**

Functional skills Level 1 and 2 and Entry Level

**Geography**

Functional skills Level 1 and 2 and Entry Level

**English**

Functional skills Level 1 and 2 and Entry Level

**Maths**

Functional skills Level 1 and 2 and Entry Level

**Science**

Functional skills Level 1 and 2 and Entry Level

**External Agencies supporting our pupils**

**Princes Trust**

Re engagement/Life Skills

**Extended work experience**

Various placements

Re engagement

Entry Level PE

**Educare**

Motor Mechanics, Art, Sport

Entry Level PE

**Cornerstones**

Level 1 and 2 Construction

**External providers for alternative education**

**Active Soccer**

**NCS**

**CONNEXIONS**

**MUSIC SERVICE**

**MABLE THERAPY**

**ART THERAPIST**

**CELLS PROJECT**

**ELEVATE**

**POLICE**

**CAMHS**

**SCHOOL NURSE AND HEALTH**

**ADDACTION**

**EDUCATION PYSCOLOGIST**

**RE**

Functional skills Level 1 and 2 and Entry Level

**Computing**

Functional skills Level 1 and 2 and Entry Level

**Reading**

Functional skills Level 1 and 2 and Entry Level

**Music**

Functional skills Level 1 and 2 and Entry Level

**Art**

Functional skills Level 1 and 2 and Entry Level

**History**

Functional skills Level 1 and 2 and Entry Level

**Life Skills Curriculum – Compulsory**

**PSHE/RSE**

**ASDAN**

**Careers**

**English**

GCSE

Functional skills Level 1 and 2 and Entry Level

**Curriculum at Key Stage 4 –Compulsory –Appendix 3**

***Upper School Core Values:* Ambition Confidence Teamwork Independent Optimism Negotiate**

**Maths**

GCSE

Functional skills Level 1 and 2 and Entry Level

**Computing**

ECDL

Cambridge Nationals

**Science**

BTEC Applied Science

Level 1 and 2/Entry Level

****

**Options**

**External providers for alternative education**

**Extended work experience**

Various placements

Re engagement

Entry Level PE

**Princes Trust**

Re engagement/Life Skills

**Educare**

Motor Mechanics, Art, Sport

Entry Level PE

**Cornerstones**

Level 1 and 2 Construction

**Pathways**

Functional English and Maths

**External Agencies supporting our pupils**

**Careers**

Preparation for working life Entry Level Level

**PSHE/RSE**

Entry Level AQA Awards

**DofE**

Duke of Edinburgh Bronze

**NCS**

**Life Skills Curriculum – Compulsory**

**Music**

GCSE and Arts Award

**CONNEXIONS**

**MUSIC SERVICE**

**MABLE THERAPY**

**ART THERAPIST**

**CELLS PROJECT**

**ELEVATE**

**POLICE**

**CAMHS**

**SCHOOL NURSE AND HEALTH**

**We are with you**

**EDUCATION PYSCOLOGIST**

**PE**

GCSE Short/Full Course

Entry Level PE

**Travel and Tourism**

BTEC Travel and Tourism

Entry Level PE

**Art**

GCSE Art

**Everton in the Community**