

Curriculum policy
The Beech House School



Approved by: Camilla McInnes

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The Beech House School General Curriculum Policy

Introduction

At the Beech House School we can take children from the age of 11 up until 18. This covers Key Stages 2-4. Students who stay on beyond the age of 16, will either be trying to complete key stage 4 qualifications or pursuing college courses which can be supported by part-time study at the school. The school is co-educational and is specifically tailored for the looked after children who are residents within the residential accommodation (The Beech House, Cherry Blossom or Willow Lodge).

Philosophy

The Beech House School has a small school philosophy with a small intake of pupils and a high ratio of support staff. The school provides a homely holistic and therapeutic environment that works in sympathy with concerns within the care homes. The school offers a broad and balanced curriculum with an emphasis placed on vocational and social skills. The school seeks to foster caring staff relationships in order to build pupil self-esteem, motivation, empathy and mutual respect. All staff seek to install appropriate and bounded role modeling. Pupil timetables are broad and balanced, support individual leanings and interests and deliver age appropriate learning.

Further Aims

Our curriculum is based on the National Curriculum.

“It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement”

(National Curriculum for England: Framework document for consultation).

The following is taken from “National Curriculum: Values, aims and purposes”: There are two principal aims and four main purposes set out in the National Curriculum documentation:

Aim 1

The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.

- The school curriculum should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils.
- It should build on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively.

- It should equip them with the essential learning skills of literacy, numeracy, and information and communication technology, and promote an enquiring mind and capacity to think rationally.
- The school curriculum should contribute to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society and of the local, national, European, Commonwealth and global dimensions of their lives.
- It should encourage pupils to appreciate human aspirations and achievements in aesthetic, scientific, technological and social fields and prompt a personal response to a range of experiences and ideas.
- By providing rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills, the curriculum should enable pupils to think creatively and critically, to solve problems and to make a difference for the better.
- It should give them the opportunity to become creative, innovative, enterprising and capable of leadership to equip them for their future lives as workers and citizens.
- It should also develop their physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe

Aim 2

The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

- The school curriculum should promote pupils' spiritual, moral, social and cultural development and, in particular, develop principles for distinguishing between right and wrong.
- It should develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
- The school curriculum should pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society.
- It should promote equal opportunities and enable pupils to challenge discrimination and

stereotyping.

- It should develop their awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level.
- It should also equip pupils as consumers to make informed judgements and independent decisions and to understand their responsibilities and rights.
- The school curriculum should promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- It should develop their ability to relate to others and work for the common good.
- It should enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.
- It should prepare pupils for the next steps in their education, training and employment and equip them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside school, including leisure, community engagement and employment.

Key Stage 2

Students will seldom come to us from Key Stage 2, however when they do they normally arrive in the later stages of Primary education, namely Year 6. The Teaching staff will accommodate the pupil in line with the basic structure of the school curriculum but with a Key Stage 2 skew on lessons. Of course, there will be a great emphasis on basic numeracy and literacy and 1:1 support is provided to assist with differentiated work and emotional transitional issues. Individualised lesson plans and Schemes of Work are provided as they are with all other pupils.

Key Stage 3 - 4

The curriculum will be based depending on the students following an assessment. The curriculum will include Functional Skills English, Entry Level 3 and Levels 1 and 2; Functional Skills Maths Entry Level 3 and Levels 1 and 2. We also offer AQA unit awards. Lessons operate in a safe and supportive manner so that the pupil builds in confidence at their own speed, often this may compromise learning speed and some lessons may take far longer to work through than are expected under main-stream conditions. For this reason a great deal of work has to be differentiated through achievable staged outcomes.

Our curriculum model and plans will be set out by the teacher, courses undertaken at the Beech House School are as follows:

Functional Skills English

Entry Levels 1, 2 & 3

Level 1 & 2

Functional Skills Maths

Entry Levels 1, 2 & 3

Level 1 & 2

GCSE English Language

GCSE Maths

GCSE Triple Science (Stand alone GCSE's in Biology, Chemistry and Physics) and GCSE Combined Science

COLLEGE COURSES (outsourced)

Vocational Courses Entry Level 1, 2 & 3, Level 1 & 2 (3 days a week per academic year)

Certificates

In-house Training

Educare courses

AQA's

First Aid (day training)

Work Experience (120+ hours)

Other Statutory concerns

Careers and work-related learning and Sex and Relationships Education are taught within the curriculum and the school receives various visitors and speakers throughout the school year.

Transition between Key Stages

Key Stage 2 pupils would tend to be supported separately more than the rest of the cohort. In Keys stage 3/4 pupils do a lot of whole class work and pair work.

Beech House School Teachers

As The Beech House School Teachers are required to be able to teach across a wide age range and employ a multi-disciplinary subject approach, lessons are sometimes arranged so that subjects overlap in order to facilitate cross curricular learning. The Teachers liaise carefully with each other during non-contact time.

Personalised Timetable

Because we will have a very small school (only three formal class-rooms- which double for academic and practical work) we use a lot of additional spaces throughout the curriculum; an outbuilding will be used for therapies, art and music, Gardening takes place in the House Garden, Playtime occurs in the House garden/ outbuilding and main house. Sports activities and work experience takes place in local leisure centers and College students may be located in different town venues. It is very important that everybody (all staff and the pupils) have a very clear conception of who is doing what, where and when. This makes for a very dynamic learning environment where strong bonds are generated between the school and the house.