



BREWOOD SCHOOL

Curriculum Statement

Last Reviewed by: Kathy Butterworth, Head Teacher, April 2019

Next Review Date: April 2020

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Rationale

The curriculum at Brewood fully embraces the belief of Horizon Care and Education that ‘with the right care and dedicated support, every child and young person can fulfil their potential.’ In our school we do this by providing our pupils the opportunity to learn and develop in a supportive and creative atmosphere in which there is a focus on recognising achievement, no matter how big or small, supporting progression and in which our pupils feel safe and happy.

The curriculum is individualised, creative, innovative and flexible to allow the needs of each pupil to be met. It aims to promote the social moral and cultural development of our pupils as well as their intellectual and physical development.

The school is committed to providing a broad and balanced curriculum based on the National Curriculum for those pupils of compulsory school age. This approach is then blended with opportunities for pupils to develop functional skills and those life skills needed for independent living and the world of work. Some subjects are taught discretely in our core curriculum while others are covered via our alternative curriculum approach.

The timetable and curriculum are reviewed regularly not only to ensure compliance with current legislation, guidance and best practice within special needs education but to also ensure that we are fully meeting the needs of our pupils and engaging them at their level.

We endeavour to provide opportunities for all of our pupils to stretch and challenge them.

The curriculum is planned to provide continuity and progression for all pupils from the level at which they arrive at Brewood. Our curriculum enables pupils to make connections, transfer skills, to think creatively and to solve problems. It also supports and develops pupils’ ability to work independently and with each other.

Aims:

- **That pupils make outstanding progress against personal targets,**
- **That pupils can acknowledge their achievements and have a sense of pride**
- **That pupils have opportunities to participate in a range of enrichment activities within and beyond the curriculum via working with professionals within the community e.g. sports coaches, cooks, mechanics and by visiting places of interest.**
- **That develop their communication skills**
- **That pupils develop their literacy and numeracy skills**
- **That pupils develop skills for independence**
- **That pupils develop ICT skills**
- **That pupils develop a greater awareness of their local community and make a positive contribution**
- **That pupils learn a range of skills for life beyond school.**

Literacy and Numeracy:

Literacy and Numeracy are taught discretely and are continuously reinforced throughout all aspects of the curriculum.

Alternative Curriculum:

The Alternative Curriculum approach provides pupils with the opportunities to cover a range of learning outcomes and develops their personal learning and thinking skills within an activities based framework.

This framework of activities allows us to engage pupils with a broad range of Science and Humanities topics while reinforcing Literacy, Numeracy and ICT skills.

Key Stages 4 and 5:

The development of independence and work-life skills are vital to our pupils. Therefore, at Brewood we place a strong emphasis on providing opportunities for our pupils to develop them e.g. shopping and budgeting, travelling on public transport. In addition, skills such as basic cooking are taught and, where appropriate, work experience placements are supported.

PSHCE and SMSC:

All pupils have regularly timetabled PSHCE lessons.

The development of social and communication skills is also a key focus of the PSHCE/SMSC curriculum.

Sex and Relationships Education:

Sex and Relationships Education is taught as part of PSHCE at a level appropriate to the understanding of the pupils. Consent is sought from parents for their child to partake in these lessons.

Religious Education and Collective Worship:

RE themes and topics are covered via the Alternative Curriculum as well as through assemblies and PSHCE.

Pupils of any faith and those of no faith are encouraged to value everyone and their beliefs equally and to:

- Show an interest in and concern for members of the school community
- Celebrate special occasions together
- Show concern for the daily happenings in school life, the local community and the wider world
- Share appreciation of worthwhile activities undertaken by groups within the school.
- Reflect upon all the dimensions of human life

Enrichment

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences e.g. Chequers Cookery School, Carmel Mechanics, Astor Theatre, MY: PT, The Motocross Project, Fishing for Schools.

Accreditations

Learning outcomes are accredited via ASDAN Awards, Entry Level qualifications, Functional Skills and GCSEs

Responsibilities:

Classroom teachers are responsible for:

- Medium and short term planning
- Differentiation to meet the individual needs of the pupil
- Summative and formative assessments
- Using a range of teaching and learning strategies, techniques and resources
- Directing the work of the Learning Support Assistants
- Attending and contributing to training and meetings as requested.

Monitoring and Evaluation:

The Head teacher and the Deputy Head will co-ordinate the monitoring cycle. This will include:

- Auditing planning
- Moderating assessment data
- Analysing progress data
- Observing lessons
- Learning walks
- Work scrutinies
- Curriculum development and planning
- Initiating training/ workshop opportunities with specific focus.

CPD:

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

Resources:

Resources are allocated in line with the priorities indicated in the School Development Plan.

Equal Opportunities:

The School supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.