

Curriculum Policy

Dudley Port School



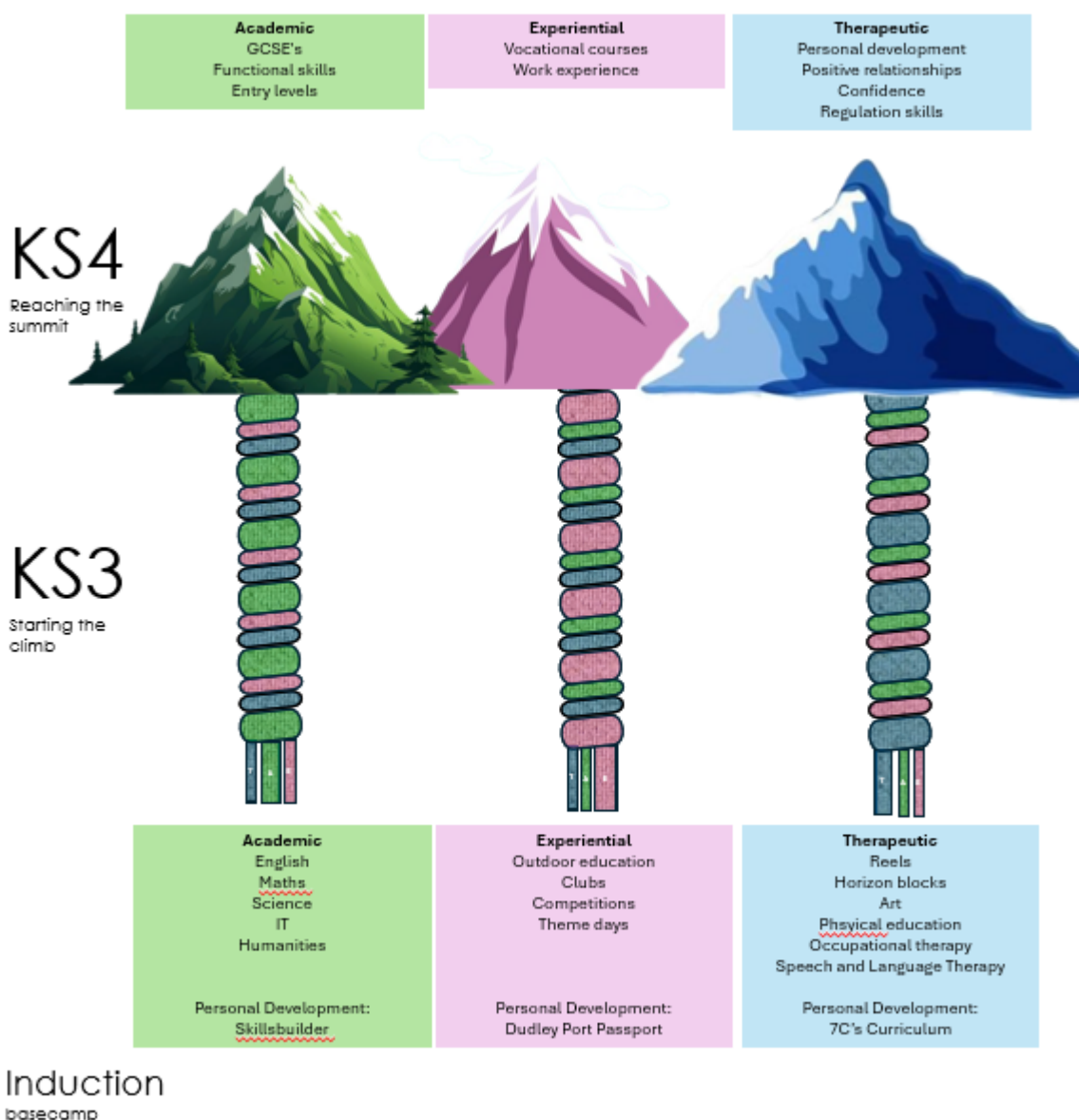
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Curriculum Rationale – Preparing pupils for adulthood

At Dudley Port School, our curriculum is designed to support every learning opportunity from the moment a pupil arrives to the moment they leave. Our primary goal is to prepare pupils for adulthood, ensuring they are equipped to access the next stage of their education and thrive in the adult world. Every interaction with pupils is underpinned by these aims, with staff consistently challenging, guiding, and modelling appropriate communication, behaviour, and actions throughout the school day.

A key focus at Dudley Port is on developing the communication skills vital for adult life. Reading is a priority, both as a standalone skill and as an integral part of the wider curriculum. Every pupil is assessed for their phonics level upon entry, and tailored phonics sessions are delivered daily for at least 20 minutes across three stages. Once pupils complete the phonics program, they are encouraged to read for pleasure, supported by everyone reading in class and Respond programmes include ERIC.

Our ambition is not only to provide functional literacy but also to foster a lifelong love of reading. At Dudley Port, we strive to cultivate 'readers for life,' ensuring our pupils leave with the literacy skills and passion for learning that will serve them well in adulthood.



Our Three Peaks Curriculum guides pupils through KS3 and KS4, focusing on Academic, Experiential, and Therapeutic development.

Induction/Basecamp

At basecamp, pupils are equipped to begin their educational "climb" through orientation and reading age, goal setting and assessments. All pupils on entry are assessed in phonics levels, English, Maths and Science and the 7'Cs.

KS3: Starting the Climb

Focus: Building foundational skills for future development.

- *Academic*: Core subjects English, Maths, Science, IT, Humanities, history, geography and RE
- *Experiential*: Activities like outdoor education, clubs, competitions, and theme days, and personal development including Skills Builder. These are selected by and for students based on need.

- *Therapeutic*: Programs for emotional and physical well-being including art, PE, OT, and speech therapy guided by the "7C's Curriculum." Again, selected by and Horizon Block, REALS for pupils based on need.
- The sequenced and interconnected content, covered across these subject areas, enables students to learn and retain knowledge and skills that become the basis of future education.

KS4: Reaching the Summit

Focus: Preparing for life beyond school building on KS3 foundations

- *Academic*: Qualifications including, GCSEs, Functional Skills, Entry Levels.
- *Experiential*: Vocational courses and work experience in a whole variety of settings.
- *Therapeutic*: Continued personal development such as relationship-building, Horizon Block, REALS, boxing, fishing, art, PSHE and pastoral conversations.

Pupils are placed into six tutor groups to support pastoral development, explore feelings, and prepare for the day ahead. This structure fosters strong relationships and personal growth.

Our houses—Regis, Boothroyd, and Hingley—promote teamwork, healthy competition, and belonging. They foster collaboration across ages, creating a cohesive, supportive environment where every pupil is encouraged to succeed.

1. Curriculum Intent

Our curriculum is designed to develop skills and knowledge that will prepare all students for their next stage towards education.

1. Personal Development:

- Confidence and Self-Worth
- Resilience and Responsibility
- Emotional Literacy

2. Social and Interpersonal Skills:

- Communication Skills
- Relationship Skills

3. Practical and Cognitive Skills:

- Independence
- Life Skills
- Learning Skills

To do this our intent is that the curriculum will be:

Be APPROPRIATE for the LEARNERS

The curriculum at Dudley Port is adapted for our learners by promoting the skills they need to progress such as competencies, knowledge and understanding to reach their intended destinations in further education, training and/or employment and prepare them for future life.

Be ENGAGING

Often our pupils have become disengaged in their education. To engage them we strive to provide stimulating lessons, whilst also allowing pupils to access subjects of interest and develop and discover their talents.

Celebrating SUCCESS

We provide opportunities for success for our pupils by providing work that is appropriate to the level of the learners, and that works towards qualifications they can take and pass. Celebrating the pupils' success through praise in the lessons, affirmation of their progress, phone calls home, positive days, and certificates in assembly.

SUPPORT the needs of the pupils

We acknowledge that our pupils may not always progress in line with their age group. Due to past school absences, they often do not meet age-related expectations and have significant learning gaps. (All pupils have EHCPs, and many have experienced trauma that affects their attitudes and engagement with education). We work with this knowledge to support students to catch up.

DEVELOP INTERESTS

We look for opportunities to give our pupils opportunities within the curriculum to discuss or study subjects that they have a personal interest or talent in. This gives them a greater investment and increased engagement in their learning.

BE INCLUSIVE

Our curriculum ensures through all the above that all our pupils are included and provided for within our curriculum and their learning experience. We ensure we adapt and change our curriculum and deliver according to the cohort of learners we have.

Our schemes of work are designed to ensure that students build and retain knowledge (concepts) and skills progressively over time, enabling them to apply these independently across a range of contexts. To foster 'deeper learning,' teachers carefully plan diverse learning opportunities that encourage students to make meaningful connections between their learning and understanding. This approach helps students link the knowledge and skills they acquire to real-world applications, fostering purposeful action.

In our lessons, all students typically engage with the same challenging content. Teachers provide additional support to those who need it, ensuring everyone has the opportunity to succeed. Higher-attaining students are challenged to produce work of greater depth and sophistication, rather than moving on to new material prematurely. This ensures that all learners are stretched and supported appropriately, building a strong foundation for future learning.

2. Curriculum Implementation

At Dudley Port, we ensure learning is relevant, helping pupils progress in core subjects like English, mathematics, and science while engaging with a broad curriculum. PSHE, including relationships education, and SMSC development, are central to our approach.

We are passionate about fostering a love of reading and improving early reading skills. Phonics is our preferred strategy, tailored to pupils' starting points, from letter sounds to decoding. For some, phonics continues throughout their school years.

We use 'Abigail Steel' materials alongside an age-appropriate reading scheme to engage pupils and encourage reading for pleasure.

Teaching at School

Pupils are taught in small groups of about five, ensuring individualised attention. KS3 focuses on building essential skills, with classes organised by stage and social development. Lessons last no longer than 40 minutes to maintain engagement.

School Week

Monday to Thursday		School Week	Friday	
8.50 – 9.20	Soft Landing		8.50 – 9.20	Soft Landing
9.20 – 10.00	Tutorial		9.20 – 9.40	Assembly
10.00 – 10.40	Lesson 1		9.40 – 10.20	Lesson 1
10.40 – 11.00	Phonics		10.20 – 10.40	Phonics
11.20 – 11.20	Clubs		10.40 – 11.00	Clubs
11.20 – 12.00	Lesson 2		11.00 – 12.40	Golden Time
12.00 – 12.40	Lesson 3		12.40 – 13.00	Lunch
12.40 – 13.30	Lunch/Clubs			
13.30 – 14.10	Lesson 4			
14.10 – 3.00	Lesson 5			

Assessment

Assessment at Dudley Port is adaptive and responsive to our pupils' Special Educational Needs. Our approach integrates a variety of assessment methods that cater to the diverse learning needs of our students, including verbal responses, Viva-style discussions, short written tasks, and experiential activities. These assessments help establish learning levels across subjects while ensuring pupils can demonstrate their skills, abilities, and knowledge without unnecessary stress.

Progress is assessed mid-way and at the end of each unit of work, typically every six weeks. Targets are set based on GL Assessments, ensuring a data-driven approach to academic progress tracking. Pupils receive individual academic targets as well as 7C's targets, which are evaluated at the end of each half-term.

Every pupil undergoes a phonics and reading age assessment upon entry to Dudley Port. These assessments are conducted each term, guiding students through three phonics stages before advancing to a structured reading and spelling programme.

Our approach to teaching and learning follows a structured progression through the **introductory, developing, and mastery.**

3. Curriculum Impact

Through our curriculum we support our pupils to be able to prepare for their adulthood.

The impact of our curriculum is for our pupils to have developed and become

- Confident in their abilities
- Possess a positive attitude to learning which will enable them to be lifelong learners
- Confident to give things a go and do not give up due to the fear of failing
- Pupils able to make POSITIVE CHOICES in life including in relationships
- Pupils who can COMMUNICATE EFFECTIVELY
- Pupils with QUALIFICATIONS to enable PROGRESSION to work or college.
- LITERATE for life pupils with qualifications in English
- NUMERATE for life pupils with qualifications in Maths
- Pupils with an APPRECIATION of the ARTS
- Pupils with INDEPENDENT living skills
- Pupils able to make HEALTHY LIVING CHOICES

- Pupils with LEADERSHIP SKILLS

Pupils are able to lead themselves and others and are aware of their leadership skills

SMSC

At the Dudley Port we recognise that spiritual, moral, social, and cultural education is an essential part of our curriculum which will enable our pupils to play a successful role in their community as local, national, and global citizens.

Our SMSC intent is that our pupils:

- hold and develop their own values and opinions;
- understand the difference between right and wrong, both legally and morally;
- develop an awareness of how their own behaviour can impact others;
- be responsible and caring members of society;
- develop positive attitudes and beliefs;
- respect and celebrate the diversity of their community;
- value everyone equally;
- develop relationships based on self-esteem and mutual respect;
- become responsible citizens who are active within our democracy;
- appreciate the contributions of others in society;
- have an understanding of the world we live in and how humans, countries and the environment are inter-dependent;
- are able to make independent decisions on moral and spiritual dilemmas; and
- have an understanding of other faiths and cultures.

Staff are aware of the role they play in developing the SMSC that permeates through our school including in our assemblies, PSHE, leadership opportunities and Votes for Schools.

British Values

All pupils are taught the four British values of

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual respect and tolerance for those with different faiths and beliefs or those with no faiths.

These British values are introduced through assemblies, Votes for Schools and PSHE lessons. According to the Department of Education guidance, "actively promoting the values means challenging opinions or behaviours in school that are contrary to British values. Attempts to promote systems that undermine British values would be completely at odds with schools' duty to provide SMSC.

Through teaching British Values, we provide our pupils with:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) will be accepted and tolerated, and will not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination

Careers

As part of our Careers curriculum

- Years 7 to 9 are introduced to elements of careers in their PSHE lessons
- From year 9 to 11 pupils have access to independent careers advice
- Years 10 and 11 have Work Experience as part of their curriculum which is focused on Careers
- Pupils develop their CVs and develop interview skills

Leadership Opportunities

Through providing leadership opportunities across the school, we build in our pupils

- Raised aspirations
- Recognition of their talents
- Recognition of their leadership skills
- Self-confidence and self-esteem
- Ability to lead themselves, others, and their communities

The ability to lead starts with leading oneself and our cohort of pupils can be vulnerable. Leading oneself will enable our pupils to understand when they are being influenced by peers or others, whether in person or online. It will discourage them from becoming followers and encourage them to develop their own routes and responsibilities.

Therapeutic Education

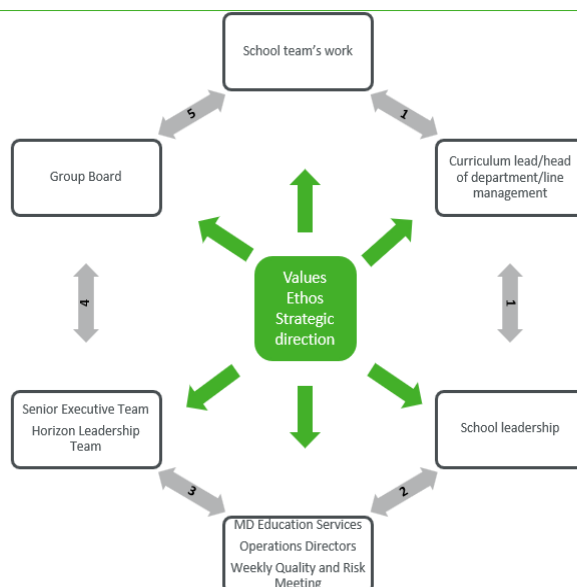
Our pupils have access to therapist sessions as required; however, therapy sessions alone are not enough support for our student community. For this reason, therapists are an integral part of our staff community and provide us with the tools we need to support our pupils in their school week. Therapists provide input in briefing and debrief sessions, and the training of staff. This has the impact of improving the therapeutic environment

within our classrooms.

Roles and responsibilities

The Proprietor will:

1. Information is passed up through the line management structure to the school's leadership team – this varies according to each school's organisational structure.
2. The Head Teacher reports activity to the Operations Director and Managing Director for Education Services.
3. The Managing Director reports activity to the Horizon Leadership Team and the Senior Executive Team at the weekly Quality and Risk Meeting and at monthly Operations Reviews (the Chair of the Proprietor forms part of these bodies).
4. The Senior Executive Team reports activity to the Group Board.
5. The flow of information up and down the structure makes sure that the school's work informs the Board's decision-making, and that the Board's decisions inform the school's work.



All of our activity is informed by our values, ethos and strategic direction.

Head teachers report key data to the Operations Director and Managing Director every week. The data are then aggregated into a monthly report.

There is independent verification of the school's performance through the work of the School Improvement Partner and via visits undertaken by senior colleagues from outside of the school.

The Head teacher is responsible for:

- implementation of the curriculum through the timetable;
- review and revision of the curriculum and timetable annually and throughout the year;
- working alongside the Curriculum Lead to develop Option Choices;
- organising and providing training for staff regarding the curriculum for pupils;
- monitoring the teaching and learning of their subject alongside the Curriculum Lead, providing support for staff where necessary; and
- ensuring common standards are met for recording and assessing pupil performance.

The Curriculum Lead is responsible for:

- liaising with subject leaders/subject teachers to develop and implement the curriculum throughout the school;
- liaising with the Head Teacher to ensure appropriate training is in place to ensure the quality of teaching and learning;
- monitoring the teaching and learning of their subject alongside the Head Teacher, providing support for staff where necessary; and
- working alongside the Head Teacher to develop Option Choices

The SENDCo is responsible for:

- effectively using the EHCP to advise staff on how best to support pupils' needs;
- advising staff on the inclusion of curriculum objectives in pupils' individual

education plans;

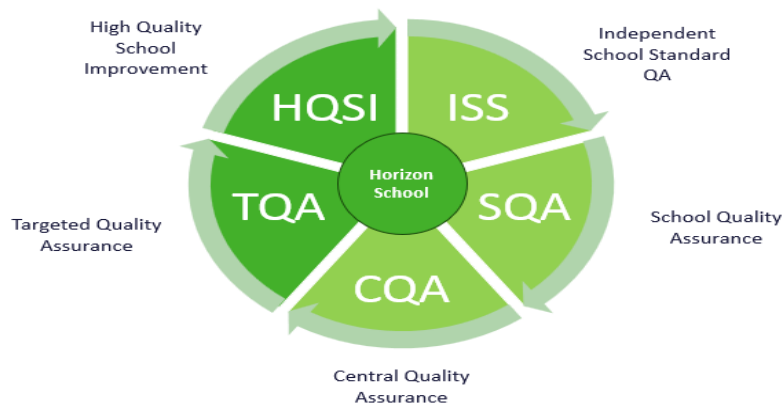
- advising staff on the use of Teaching Assistants to meet pupils' needs;
- advising and assisting staff in completing annual review documentation; and
- leading on, and coordinating, the EHCP annual review and PEP process alongside the Pastoral Deputy Head Teacher and communicating progress information that is required from the local authority.

Teachers are responsible for:

- reviewing how their subject area can support, enrich, and extend the curriculum;
- monitoring the ways in which developments within their subject area can be assessed and records maintained;
- reviewing how their subject area can benefit the aims and objectives of the whole academy;
- reviewing changes within their subject area and advising on their implementation in the curriculum;
- ensuring the curriculum in their subject area is adequately planned and all teaching staff are aware of the curriculum and lesson sequence;
- ensuring the continuity and progression from year group to year group;
- encouraging staff to provide effective learning opportunities for pupils;
- helping to develop colleagues' expertise in their subject area;
- organising the deployment of resources and carrying out an annual audit of all subject-related resources;
- liaising with subject teachers across all year groups in their setting;
- ensuring there is consistency in the delivery of their subject area;
- communicating developments in their subject area to all teaching staff;
- leading staff meetings and providing staff members with the appropriate training;
- organising, providing, and monitoring CPD opportunities in their subject area;
- advising on the contribution of their subject area to other curriculum subjects, including cross-curricular links and extra-curricular activities; and
- collating assessment data and setting new priorities for the development of their subject area in subsequent years.

All teachers, if they teach a subject, are considered a leader of that subject.

Monitoring Arrangements



High Quality School Improvement – this is carried out by an external School Improvement Partner commissioned by Horizon Care

ISS Quality Assurance – this is carried out by senior members of the company’s education division to ensure continuing compliance with all independent school standards

Targeted Quality Assurance – Safeguarding Network – consultant visits, resources, training and DSL network support

Central Quality Assurance – this is carried out by senior members of the education division to ensure quality assurance in areas such as Safeguarding, Phonics, QuEd, Assessment, SEN provision.

School Quality Assurance – this is carried out at a school wide level and included internal checks and quality assurance in a wide range of areas including curriculum, pedagogy, assessment and environment.