

# The Old Priory School

## Curriculum Policy

Our aim is for all students to achieve academically, emotionally, and socially. We monitor small steps of progress in all areas of the curriculum. Supporting students to manage social-emotional barriers to learning enables improved engagement with the academic curriculum.

Our students are taught in small groups so that we can address personalised needs. Our curriculum is extended to include enrichment activities, school visits and themed weeks where we cover humanities content. Our Keystage 4 (KS4) students take part in our work experience programme.

### Timetable 2022 - 2023

		9.00-9.30	9.30-10.05	10.05-10.40	10.40-11.00	11.00-11.35	11.35-12.10	12.10-12.55	12.55-1.35	1.35-2.15	2.15-3.10	3.10-3.30
		Registration	Period 1	Period 2	Break	Period 3	Period 4	Lunch	Period 5	Period 6	Period 7	Tutorial
Monday	Kingsgate		Maths	Citizenship		English	ASDAN		ICT	Science	PE	
	Pegwell Bay											
	Palm Bay											
	Joss Bay		English	Maths		Science	ICT		ASDAN	English		
	Botany Bay		Citizenship	English		Maths	Science		English	ASDAN	PE	
Tuesday	Kingsgate Bay		English	Maths		Citizenship	Science		ICT	ASDAN		
	Pegwell Bay		Citizenship	English		Science	Maths		ASDAN	ICT		
	Palm Bay		Maths	Science		ASDAN	Citizenship		English	Careers - Jon	PE	
	Joss Bay											
	Botany Bay											
Wednesday	Kingsgate bay		Science	English		ASDAN	Maths		Citizenship	English		
	Pegwell Bay		English	Citizenship		Science	ASDAN		English	Maths	PE	
	Palm Bay											
	Joss Bay		ASDAN	Science		English	Citizenship		Maths	Science	PE	
	Botany bay											
Thursday	Kingsgate bay											
	Pegwell Bay											
	Palm Bay		English	Maths		Science	ASDAN		Citizenship	English		
	Joss bay		Citizenship	ASDAN		English	Careers - Jon		Maths	Science		
	Botany bay		Science	English		Maths	ICT		ASDAN	Careers - James	PE	
Friday	Kingsgate bay		English	Maths		Science	ICT		ASDAN			
	Pegwell bay		Science	ICT		English	ASDAN		Maths			
	Palm Bay		ASDAN	Science		ICT	Maths		English			
	Joss Bay		Maths	English		ASDAN	Science		ICT			
	Botany Bay		ICT	ASDAN		Maths	English		Science	PE	CLUBS	

Off Site Vocational Studies – Park Lane



Our students are encouraged to develop in an emotionally intelligent way, have academic success and improve their critical thinking skills so that they can self-manage, be independent, set themselves high standards and be happy, successful adults.

The Old Priory School consists of two sites, the main school in Ramsgate and our vocational site at Margate. This allows us to offer our students an interesting and varied education.

In addition to the core subjects of English, Mathematics, Science, our timetable includes ICT, DT, Art, Physical Education, ASDAN and Citizenship. These subjects are accredited through GCSE, Functional Skills, AQA Unit Awards, ASDAN, COPE or City and Guilds.

## **English**

### **KS3**

Within the English Department there is a great emphasis in developing the literacy skills of each student. Many of our students arrive with significant gaps in education, so lack the foundation skills to enable them to access the normal KS3 curriculum. Functional Skills is taught from EL1 to L2 and lesson content is relatable and accessible and, wherever possible, interactive.

### **KS4**

Within the English department all students, if capable, undertake the English Language Edexcel GCSE. The emphasis is upon analysing unseen texts from the 19<sup>th</sup> 20<sup>th</sup> and 21<sup>st</sup> centuries. We believe that interactive teaching, covering all learning styles help bring the novels to life. Engagement will only occur when a student enjoys learning and finds it stimulating and fun.

## **Mathematics**

As a core subject area, we offer a variety of accredited courses to support progress across the full ability range of our students. At key stage 3 (KS3), students have access to a personalized learning pathway through a two-tiered KS3 learning program which is assessed using SAT-style written papers to provide robust and accurate levelling data to track progress.

Our more able KS3 students have early access to the accredited Functional Skills course which allows any student to earn a nationally recognized mathematics qualification at any point during their school career. Our key stage 4 (KS4) students have access to both the Functional Skills and GCSE qualifications at both Foundation and Higher tier.

Regular termly assessment for all year groups ensures that any gaps in prior learning are identified early and filled through differentiated support in lessons alongside any additional SEN support strategies as needed on a per-student basis.



## Science

At our school Science is about developing student's ideas and ways of working that enable them to make sense of the world in which they live, through investigation as well as using and applying process skills. We believe that a broad and balanced Science education is the entitlement of all pupils, regardless of ethnic origin, gender, class, aptitude or disability. We adapt and extend the curriculum to match the unique circumstances of our school.

### KS3

There are two programmes of study Collins KS3 books 1, 2, and 3. They include the six key ideas of Science and progression through KS3 yearly teaching objectives are covered by this scheme:

**Book one:** getting the energy your body needs, looking at plants and ecosystems, explain physical changes, explain chemical changes, exploring contact and non-contact forces and magnetism and electricity.

**Book two:** Cells, eating, drinking and breathing, mixing, dissolving and separating, elements, compounds and reactions, forces and their effects and energy transfers and sound.

**Book three:** Variation for survival, health and the effects of drugs, obtaining useful materials, using our earth and in space and waves and energy transfers.

For those that have difficulties accessing the above curriculum we have fun with science which consists of the subject areas of light, sound, weather, machines and movement along with health and the body.

Year 9 will be offered the opportunity to start their GCSE Science programme, if appropriate and when attained levels have been reached.

### Assessment

Is based on end of unit tests, questioning, answering and observation.

### KS4

Will study Combined Science- GCSE AQA Synergy which consists of two books, Life and environmental Science and Physical Sciences.

### Assessment

Four GCSE AQA led examinations. This programme of study is offered to students who attain appropriate levels in KS3.

## Careers

Career's education combines curriculum, information, and focused activities to help young people plan and build an understanding of careers. The curriculum is organised around the Gatsby Benchmarks which provide a framework for young people to make informed decisions about their future.

During KS3 students learn about themselves including strengths and weakness, goal setting, action planning and how to manage their progress and achievements. They learn to cope with future transitions by reflecting on how they handled the transition from primary to secondary school. They also learn about the challenges and opportunities of different life-roles, especially those associated with families,



relationships, Citizenship and working life. They extend their knowledge and understanding of work activities using information and research skills to investigate occupations and organizations which interest them.

Key stage 4 students will be working towards the ASDAN certificate Employability Levels 1 and 2 as well as COPE (Certificate of Personal Effectiveness) Levels 1 and 2. Students have the opportunity in key stage 4 to attend a work experience placement and this takes place in both year 10 and year 11. Work experience gives students the opportunity to find out about the place of work and enables them to think about their own career path.

Formal careers advice for students is organized through the residential homes and takes place during year 11. The school works closely with the residential homes in supporting the college application process and for those students wishing to take apprenticeships. Decisions about the young people's future take place at personal education plan meetings and Annual Review meetings, and initial discussions take place at the beginning of year 10.

### **Assessment**

The scheme of work for KS3 is based on the national framework for careers education and guidance in England which shows progression through the three stages of self-development, career exploration and career management. Assessment is by portfolio of evidence.

The scheme for KS4 is also based on the national framework for careers education and guidance in England which shows how pupils might be supported to progress in their career learning. Candidates must demonstrate their competence in each unit by presenting a portfolio of evidence that clearly demonstrates their ability to meet the standards. The portfolio will be assessed internally at the school by the assessor and moderated externally by ASDAN.

### **ASDAN**

ASDAN "Award Scheme Development and Accreditation Network" qualifications provide our students with the opportunity to gain certification, recognised nationally by the QCA. Wider key skills, Citizenship and Employability; all aim to develop life-long learning skills, essential in adult life. The Old Priory School has been recognised by ASDAN, for high standards in delivering and integrating the course within the school and the local community.

#### **By using ASDAN we aim to:**

- Promote active and experiential learning through project work which can be Tutor led/guided or individual student learning
- Celebrate the diversity of multi-talented young people
- Encourage, engage and motivate learners
- Reward a range of learning styles and contexts
- Develop skills for learning, skills for employment and skills for life
- Make learning relevant and transferable

**To gain the certificate of COPE in level1/2.** Students must demonstrate skills in the following skills units:



- Introduction to working with Others
- Improving Own Learning
- Problem Solving
- Research
- Discussion
- Planning and Giving Oral Presentation.

### **Assessment**

Units for each qualification will be assessed by the class teacher against the standards and guidance for the specific unit. Units of work will then be submitted to the appointed internal moderator, who will repeat this process. Units of work will then be submitted to the external moderator. Regular standardisation meetings organised by ASDAN will be attended to ensure standards are met, good practices and resources are shared.

### **Citizenship**

Although Citizenship is not a core subject it is an essential aspect of the education delivered at the school. The syllabus is rich with content necessary for students to become informed and active members of society. Students learn about their rights, their responsibilities, individual liberty, law and order, the democratic process, respect and tolerance and the importance of political literacy. The lessons support students in developing key skills such as research, evaluation and discussion and debate, which will support their learning across the curriculum. Relationship and Sex Education and Personal, Social and Health Education is also covered through the Citizenship curriculum, delivered by a specialist teacher in small groups with a high level of support.

The Citizenship programme includes the opportunity to earn Award Scheme Development and Accreditation Network (ASDAN) Short Course qualifications in conjunction with the discrete ASDAN lessons also taught at the school.

### **Spiritual, Moral, Social and Cultural Learning and Religious Education**

Spiritual, Moral, Social and Cultural (SMSC) learning underpins all aspects of school life and the values of the school. The school has taken account of statutory requirements guidance when planning at all stages.

Religious Education is linked with the thematic units. Parents/Carers do have a right to withdraw their children from R.E. Where parents/Carers choose to exercise this right, the school will discuss with them alternative work for the pupil.

### **ICT**

Information Communication Technology:



This strand of the curriculum equates to what was most of the areas from the old ICT scheme of work. ICT is used within most lessons around the school by use of laptops. Students should understand that technology is everywhere, be able to identify the technology they encounter and have a basic understanding of how it works.

Appropriate activities include word processing, creating images, taking and using photographs and video, creating music and animations, using and creating databases, producing websites and contributing to blogs. As well as creation of digital materials pupils should have experience of manipulating and editing their own work and resources from elsewhere. They need to know how to use the tools available but also to have an element of digital literacy – awareness of audience and good design principles. Pupils should experience a range of different applications and software, initially the teacher will select the programs they use but over time pupils should be encouraged to make decisions themselves.

Pupils also need to know how to store and organise their files so that it can easily be found again. They need an understanding of the devices they can use including hard drive and USB sticks.

#### Digital Literacy:

Students need to be able to use technology safely. They need to keep their personal information private and treat other people with respect. If something goes wrong or they see something they do not like they should know what to do and where to go for help. As students get older, they need to know about how to use technology responsibly. As well as thinking about how their online behaviour affects others they need to be aware of legal and ethical responsibilities, including respecting copyright and intellectual property rights, keeping passwords and personal data secure and observing terms and conditions for online services. They need to understand the main risks relating to:

- Content – being exposed to illegal, inappropriate or harmful material
- Contact – being subjected to harmful online interaction with other users
- Conduct – online behaviour that increases the likelihood of, or causes, harm

#### **Assessment**

Is continual to enable students to be entered into Functional Skills. When the student has completed Level 1 they will progress onto Level 2.

Functional Skills ICT is covered alongside AQA Award units.

#### **Vocational Studies**

##### **Park Lane Curriculum:**

Park lane is our vocational site and KS 3 students attend this provision two days per week and KS 4 attend this provision one day per week.

The curriculum subjects delivered at Park lane include: Design and Technology, Art and Design and construction.

#### Subject Planning



Subjects complete a curriculum overview which outlines the topics/subjects that will be planned for and delivered over an academic year for each year group.

Art and Design and Design and Technology assessment is completed for both AQA and leads into the ASDAN qualifications. This is overseen by the ASDAN teacher.

Construction curriculum is delivered through City and Guilds and students are awarded the level 2 certificate qualification if completed. Students that are with us for shorter periods will be entered for separate unit awards for City and Guilds.

As a vocational subject, students participate on the construction course, following the AQA Unit award system.

All students start with Entry Level 1 (EL1) moving on to Unit awards 2 and then Unit awards 3.

This allows the students to grow in confidence from EL1 basic construction skills. Advancing to units 2 and 3 working from models, then drawings to produce a finished product, using their skills gained incorporating a range of different materials.

The 2 main courses are:

- a) Skills for Working life; which encompasses Health and Safety, the use and identification of a range of tools, use of the correct tools according to specific projects, fire & safety, completion of projects using a variety of sanding methods.
- b) Painting and decorating from preparation to completion and finishing. These both take on the concept of working from planned drawings and sourcing information using technology.

### **Assessment**

We use AQA unit awards to assess met needs and requirements.

### **PE**

Here at The Old Priory School we cover many different aspects of PE which hopefully inspires all pupils to succeed and excel in sports and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Our Aims

to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in sports and activities
- lead healthy, active lives.



## **Assessment**

Inserted into AQA units

## **Accreditation and Certification**

Our current range of accreditations include:

GCSE English Language (AQA)

Functional Skills Maths (Pearson)

Functional Skills ICT (Pearson)

Functional Skills English (Pearson)

GCSE Maths (Edexcel)

GCSE Combined Science (Synergy) (AQA)

ASDAN Employability

ASDAN (Bronze)

ASDAN Certificate of Personal Effectiveness (CoPE)

City and Guilds Vocational Course

Various AQA Unit Awards:

*Colour mixing and painting*

*Using Carpentry tools*

*Basic Algebra (Unit 1)*

*Using ICT (Unit 1)*

*Mathematics: Algebra expanding and simplifying equations*

*Badminton Skills*

*Painting a work piece using acrylic paints*

*Installing guttering and downpipes*

*Basic woodworking skills*

*Health and Safety in ICT*

*ICT and its impact on the way we live – these are a few of the AQA units that we offer*

### **Themed weeks and extracurricular:**

To include aspects of Humanities subjects we plan and organize a Themed week which takes place at the end of each Term. We may plan an overarching theme for the whole year and broken into smaller and more specific themes for each term or have very separate theme for each term. The Themed weeks enable us to include in our curriculum choices of study made by students particularly in the areas of religious studies, geography, or History, make use of our local environment for study, cover aspects of the SMSC curriculum and the FBV curriculum. Each subject area in the school plans and delivers a different subject based on the chosen themed week, including our vocational curriculum.





We run a number of lunch time clubs in response to student suggestions and staff expertise and these are flexible and are updated termly. We also design an alternative curriculum for Friday afternoons and students choose which extracurricular activity they wish to join. Our current plan includes: Football at Ramsgate football with a qualified football coach, Hair and beauty ASDAN course, Drama club and Dungeons and Dragons club.

## **SEN**

We comply fully with the requirements set out in the SEN Code of Practice in providing for children with special needs and our curriculum is designed to provide access and opportunity for all children who attend our school. We provide resources and educational opportunities which meet the child's needs within the normal class organisation. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in collaboration with the professionals, carers and parents involved with the child.

## **Equality Statement**

At The Old Priory School, we ensure our obligations under the public sector equality duty by having due regard to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

We will not discriminate against, harass, or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age • Gender. • Race. • Disability. • Religion or belief. • Sexual orientation. • Gender reassignment. • Pregnancy or maternity.

The Old Priory School aims to promote pupils' Spiritual, Moral, Social, and Cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity through all aspects of our curriculum and this is a key part of our planning when designing our curriculum.

## **Monitoring and Review**



The Head Teacher is responsible for the design of the curriculum and the implementation through classroom/teaching observations.

#### Special Educational Needs Co-Ordinator (SENCo)

- Supporting the professional development of staff.
- Leading on National and Local Policies related to SEN.
- Reviewing and monitoring school systems and resources
- Providing an SEN perspective across the school framework.
- Initiating and developing approaches in the classroom.
- Overseeing the day-to-day operation of the school's SEN policy.
- Liaising with and advising staff.
- Co-ordinating provisions for pupils with Special Educational Needs.
- Overseeing SEN pupil records/PEP/EHCP/CIC/AR.

#### SALT

Our Speech and Language Therapist (SALT) works closely with the SENCo, school staff, pupils, residential home staff, Social Workers and other healthcare professionals.

The SALT will assess a young person through:

- Understanding of spoken language and body language
- Expression through speaking and body language
- Production and use of sounds
- Ability to use language in a social context
- Play skills
- Eating, drinking and swallowing

This may include formal and informal assessment such as observation.

Following assessment's, the outcome will be discussed with the school and a written report will be sent to the parent/carer and the school/referrer. The therapist may need to share this information with other people for the child's benefit. This will be discussed with the parents/carer and referrer.

