

# Waverley School Secondary 4 Department Curriculum Policy

## **Introduction:**

The Secondary 4 Department staff believe in achievement, ambition and progress for all students. Staff aim to meet the needs of individual young people through highly effective teaching and learning. They work in a flexible way to develop effective partnerships with students and their parents/carers, post 19 provisions, social care and the school's therapy team. Staff use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all students.

## **Principles:**

Students in the Upper Curriculum range from 14 to 19 years. The emphasis in the Department is on students developing life and independent skills, which are promoted throughout. The students are placed in classes according to their needs, abilities and age. As far as possible, they will be placed in the class catering for the correct Key stage according to their age, but occasionally, some students might be placed in a class with both KS4 and KS5. In that instance, post 16 students will access the same opportunities as other post 16 students in the department and take part in integration sessions with KS5 peers from other classes.

## **Key Stage 4 Curriculum:**

Students follow a three year cycle, based on the Equals curriculum. They are assessed internally against the P levels and challenging targets are set for all students. Samples of work is moderated both internally with colleagues from other departments and externally with colleagues from other special schools, ARPs and mainstream schools.

## **Key Stage 5 Curriculum:**

Students follow a three year cycle, based on the Equals curriculum. They are assessed internally and accredited externally against the Equals set levels – see appendix 2.

Students also engage in college placements (Capel Manor), work experience placements (Waverley and Durants shop) and integration with Post 19 providers.

**Years 12 & 13:** students will be accredited through AQA units of work for their work experienced placement (83250).

**Year 14:** students will be accredited through AQA units of work for their transition work into adult provisions (---). They will also compile a portfolio of evidence, comprising of all their achievements and a record of their extended school experience (the shop, work experience, access to college, transition)

The curriculum for both key stages focusses on the teaching of English and communication, Maths skills, functional skills, life skills and PSHE (including RSE), vocational and enterprise opportunities and college and work experience opportunities at KS5.

In addition, students with **PMLD** follow a bespoke PMLD curriculum focussing on their unique needs, and which aims to develop the students' cognition, communication, physical development and PSE development. The students are also assessed against the P levels and Routes for Learning (see appendix 3), which are internally and externally moderated. KS5 students with PMLD will also access the Waverley Post 16 extended opportunities and gain external accreditation from Equals.

### **Guidelines:**

In addition to the Equals scheme of work, which is a 3 year rolling programme that encompasses all the curriculum areas and include vocational and enterprise opportunities (see appendix 1), students follow more detailed schemes of work (divided into KS4 and KS5) in the following curriculum areas:

- **English and Communication:** communication opportunities are cross curricular and include the use of PODD, PECS, Makaton. English is also taught as a discreet subject through communication sessions and through an English curriculum 3 year cycle (see appendix 4), giving students to use a variety of texts to develop their literacy skills.
- **Maths:** students follow a 3 year rolling programme which is thematic, and with the addition of number and calculations taught throughout the cycle in a cross-curricular manner (see appendix 1).
- **Computing:** is taught as a cross-curricular subject with key skills developed through curriculum areas, including mouse/switch skills (as well as switch progression) and other devices, internet use, iPads, tablets and laptops, interactive whiteboard, all taught within the classroom and in our ICT suite if appropriate.
- **PSHE and RSE:** will be taught across the curriculum but also as a discreet subject through 30 minutes weekly sessions, with a focus on PSHE in Autumn/Spring/Summer terms 1 and RSE in Autumn/Spring/Summer terms 2.

### **Good practice:**

Extra-curricular activities and experience will also include borough sporting events, horticulture and gardening (school based in KS4 and at college in KS5), integration with other schools and post 19 establishments.

For post 16 students, the evidence collected within the sessions for Equals will be added to the students' portfolio of evidence.

**This policy was reviewed and agreed by SLT and Curriculum Group of the Governing Body on ..... and will be reviewed every three years**

**Original Policy - April 2015**

**Amended -**