

## 1. Rationale

The Priory School is a Special School for children with a variety of special needs and, as such, has to cater for a very wide range of aptitudes and abilities. In order to do this we employ the full National Curriculum but modify our methods and approaches to cater for the needs of the individual, with an emphasis on literacy, numeracy, independence and life and daily living skills and work related learning skills.

At the Priory school, we believe that all pupils have a right to a purposeful, stimulating and enjoyable curriculum that prepares every one of them for the challenges of life after school. The curriculum includes:

- Breadth of learning areas and experience,
- Balance
- Relevance to the pupils aptitudes, experiences and interests
- Differentiation through teaching styles and contexts
- Opportunities to promote spiritual, moral, social and cultural developments.

The curriculum of The Priory takes account of the individual's needs and abilities and aims to provides pupils with opportunities to develop to their full potential, Furthermore, the curriculums should take into account gender, cultural diversity and individual special needs.

The over-riding aim is to prepare pupils for the challenges of life after school as they move into further education and the world of work.

## 2. The Curriculum Offer

There are three curriculums in place at The Priory School for the following cohorts of pupils:

- KS3 – Year 7
- KS3 – Years 8 and 9
- KS4

### 2.1 Key Stage Three – Year 7

The curriculum organises essential knowledge and key skills into the subject areas taken from The National Curriculum 2014.

The curriculum in place for pupils in year seven enables teachers to plan the curriculum through a topic based approach, using cross-curricular themes, rather than teaching subjects individually. The pupils have the majority of their lessons in their tutor base. This supports the students transition to and settling in at The Priory Schools. Once staff feel pupils are ready they will start to move the lessons to the specialist teaching rooms. This approach embraces the thematic delivery and allows the teaching staff to incorporate an array of learning styles within teaching and learning resources appropriate to the curriculums and themes in place and the individuals needs and abilities.

### 2.2 Key Stage Three – Years 8 and 9

A two year cycle forms the remainder of the key stage three curriculum framework. Literacy and numeracy are taught as discrete subjects during the morning. These lessons are set across the two year groups by ability. Within the Literacy lessons pupils will also engage with phonics, spelling, punctuation and grammar depending on their individual requirements. The remainder of the National Curriculum and Religious Education is embraced throughout the rest of the teaching time.

Pupils in year 9 are ability grouped for Science, and Computing . These two subjects run alongside Art to provide a three way spilt. In Science and computing the pupils will start an accredited course..

In additional all pupil in Key Stage three will be participating in Forest School. Initially the themes for these lessons will be linked to Humanities and Science. However, it is expected the forest school environment will be used throughout the curriculum to enhance experiences and support the development of independence and working together skills.

## 2.3 Key Stage Four

The Key Stage four pupils follow a curriculum of Skills for Working Life and Adulthood. The emphasis is put on giving pupils the skills, qualities and knowledge to successfully move onto the different opportunities available to them after The Priory School. Close links are fostered with outside agencies such as; local schools, educational establishments, employers and other associated organisations in the local community to ensure that pupils make good progress towards taking a useful and active role in society and fully engage with further education appropriate to their needs.

In Literacy and numeracy lessons, every morning, pupils in Key Stage four are split into five different ability groups. They are taught a broad curriculum with the aim of supporting them in achieving accreditation at a level appropriate to them. Delivery covers functional skills from Entry Level through to (Higher) Level Two and GCSE's.

For the Computing and Science elements, Pupils in year 10 are also in ability groups. These two subjects run alongside Enterprise to provide a three way split. Pupil's will continue with their accredited course at a variety of levels.

The remaining curriculum enables pupils to gain accreditation through a variety of awarding bodies. With particular focus on preparing pupils to live independently through course like, first aid, e-Safety, health and safety, travel training, financial capability and Duke of Edinburgh.

In Key stage four pupils will select a two year option course from the following:

- Music and Drama
- Art
- Horticulture
- Sports leaders
- Hospitality and Catering.

These qualifications range from WJEC Entry Pathways at Entry Level 2 and 3 to BTEC level 1 and 2.

## 3. Key Stage Three and Four Phonics and Reading

### 3.1 Phonics

Phonics is taught regularly throughout the School using the Letters and Sounds scheme. Phonics is used to help our students with their reading at any age through the use of segmenting, blending and decoding to teach students how to read and interpret meaning from books. Pupils who are working beyond Phase 6 of phonics follow schemes of work based on the 2014 National Curriculum for Spelling, Punctuation and Grammar. The SPaG lessons are in line with pupils current PIVATs level.

### 3.2 Reading

Reading is an important part of the Literacy curriculum, and pupils are encouraged to read regularly in class and at home. Reading books, for Key Stage 3 pupils are from the Rapid and Rapid Plus schemes and for Key Stage 4 are from the Fast Lane scheme. We also have a range of 'free reader' books for those pupils who have completed the schemes available. Identified pupils receive more targeted intervention for their reading in the form of one to one sessions outside of class with a member of the Intervention Team.

## 4. Inclusive Curriculum

The Priory School is committed to offering an inclusive curriculum. Everything the school does is considered part of the curriculum offer. All pupils have equal access to the whole school curriculum with suitable differentiation where necessary. No pupil is excluded from any school activity because of financial constraints, special educational or physical needs. However, there may be occasions when an activity is considered inappropriate for some pupils. A decision will be made in consultation with parents or carers. Where possible, an alternative activity will be arrange.

## 5. Teaching British Values

The DfE have recently reinforced the need to “create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

At The Priory School these values are reinforced regularly throughout the curriculum delivery. Pupils learn about:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of different Faiths and Beliefs

This is achieved through enhancing pupils’ understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

## 6. Spiritual, Moral, Social and Culture Development

At The Priory we recognise that the spiritual, moral, social and culture development of pupils plays an important part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

## 7. Educational Visits

A wide range of educational visits are planned and used to enhance the curriculum experience

## 8. Time Allocation and Planning

Each tutor group has a timetable which clearly identifies the allocation of time to subjects. The core subjects of Literacy and numeracy are delivered every morning. Teachers produce detailed Medium Term plans which include, learning questions, remember to lists (success criteria), differentiated tasks and activities and a variety of learning styles and effective and appropriate teaching and learning resources.

## 9. Subject Co-ordination

All subject co-ordinators, are responsible for writing subject specific policies. These include assessment, planning, delivery, recording, monitoring and the reporting of their subject throughout the school. Co-ordinators are responsible for writing curriculum development plans (by the end of the first term) which reflect whole school data analysis and are in line with the whole school development plan. The role of subject co-ordinator is clearly specified in the Subject Leaders Job description this includes ensuring that the Governing Body via the curriculum sub-committee is kept fully informed of all developments and issues affecting their curriculum area.

## 10. Monitoring and Evaluation

Tutors and subject teachers are responsible for monitoring the educational progress in National Curriculum and non-statutory subjects, as well as social emotional, economic and financial well-being of the pupils in their teaching groups as described in the ‘Role of the Class Teacher: document. This includes the formulation of Education Health Care Plan Targets for each pupil and the compilation of annual reports and other information for Annual Reviews. Pupil progress is carefully monitored and evaluated to ensure high expectations and achievements. This monitoring also quickly identifies pupils who are ‘falling behind’ and in need of specific intervention.