

THE PRIORY SCHOOL, SPALDING

WHOLE SCHOOL CURRICULUM POLICY

The Priory School exists to provide an education for pupils with a wide variety of special educational needs centred on learning difficulties and/or autistic spectrum disorders. Staff and governors are committed to ensuring that the education offered by the school is of the highest quality as described in the school's Mission Statement and Aims of the School document.

As part of this process, The Priory School is committed to providing staff with the resources and time to further their own professional development and expertise. This is achieved by supporting staff following distance learning and other in-service training courses and timetabling regular non-contact time for all staff.

Parental involvement is considered crucial to pupil progress and the school makes every effort to ensure that parents, guardians and carers are kept fully informed and given every opportunity to become active partners in their children's education. (The size and nature of the school's catchment area presents additional challenges in achieving this aim, but the school is committed to working to minimise such difficulties).

The Priory School operates a curriculum that seeks to combine a full National Curriculum entitlement for all pupils and Work Related Learning at Key Stage 4, in preparation for the challenges of life after school, including further education and the world of work. The whole school curriculum thus includes a strong emphasis on developing basic skills, broadening pupils' experiences and aiding their personal, social, emotional and moral development.

At Key Stage 3, the curriculum embraces the full National Curriculum and Religious Education. Pupils' entitlement to a modern foreign language is delivered particularly through the teaching of French. European and International awareness feature across the KS3 Curriculum and much work has resulted in the school gaining a number of International and National awards for the curriculum and language.

The midday meal is considered to be a central part of the school day and, especially at Key Stage 3, an important teaching opportunity. (The school's lunchtime policy outlines how this is achieved)

In Key Stage 4 pupils will follow a Work Related Learning Curriculum. 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 colleges, local businesses, Connexions Service and The Careers Advisory Service, to ensure that pupils make good progress towards taking a useful and active role in society.

To ensure the Key Stage 4 curriculum keeps up to date we are part of the Lincolnshire pilot of the Foundation Learning Tier and we continually update it to meet National Guidelines. A unit of work has been introduced this academic year to fulfil requirements for Economic Wellbeing and Financial Capability.

The Priory School is committed to offering an inclusive curriculum. Everything the school does is considered part of the curriculum. All pupils have equal access to the whole school curriculum with suitable differentiation where necessary. In particular, no pupil is excluded from any school activity because of financial considerations or special educational or physical needs. (The School Fund is used to support and realise these aims) 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 arranged.

Curriculum activities, wherever and whenever possible, give pupils the opportunity to have practical learning experiences in real-life contexts. Full use is therefore made of links with other schools and educational establishments, employers and other associated organisations and the local community.

Class teachers are responsible for monitoring the educational progress in the National Curriculum and non-statutory subjects, as well as social, emotional, economic and financial well-being of the pupils in their particular class group, as described in the school's Role of the Class Teacher document. This includes the formulation of an Individual Education Plan 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 achievement.

Subject Co-ordinators are responsible for formulating, monitoring and evaluating subject policies throughout the school as described in the school's Role of the Subject Co-ordinator document. They are also responsible for ensuring that the Governing Body, through the Curriculum Sub-Committee, is kept fully informed of all developments and issues affecting their specific curriculum area.

Monitoring and evaluating the whole school curriculum is an on-going process, involving the whole school community and described in the school's monitoring policy document.

This policy was agreed by the Curriculum and Standards Committee of the Spalding Special Schools Federation on 19th March 2013. It is due for formal review not later than March 2016