



Iffley Academy Curriculum Policy

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Signed: Head Teacher	_____
Chair of Trustees	_____



Curriculum Policy

This curriculum policy exists to ensure that pupils, parents and staff have a clear guide as to our aim for an outstanding curriculum offer for all our pupils at The Iffley Academy.

At the Iffley Academy we are proud of the broad and balanced curriculum offered to all our learners, which gives them the opportunities they require to learn new skills in a targeted, structured and often innovative way.

We recognise that equality is not always about inclusion and that sometimes equality is about changing the approach according to the needs of the pupils. A traditional curriculum model with discrete subjects taught across the week does not suit our learners with their complexity of individual needs. This model does not provide sufficient time and opportunity to rigorously tackle individual teaching programmes with sufficient frequency for our learners to embrace new skills. Therefore, our learners benefit from a deeper learning model.

The findings of the Rochford Review (2016) recognise that SEND pupils do not always make progress in a linear way but can make lateral progress by applying existing concepts and skills to a broader range of contexts. With this guiding principle in mind, we have created a curriculum which is fit for purpose by:

- meeting the needs of all our learners, enhancing their social and academic development
- being engaging, relevant and motivating
- preparing our learners for the opportunities, responsibilities and experiences of later life
- allowing our learners to make connections across the curriculum whilst maintaining the integrity of the key element of each subject
- ensuring that curriculum drives assessment and that the application of knowledge, understanding and skills should be recognised in a range of different contexts

Our core curriculum provides daily opportunities for individual and group learning in English (Sound Reading System advanced synthetic phonics programme), Mathematics (Thematic approaches linked to problem solving or vocational contexts) and social communication (non-verbal communication, conversation skills, assertive behaviour) with students working towards outcomes from their Education, Health and Care Plans (EHCPs).

The curriculum is planned and developed in line with the requirements from both the primary and secondary National Curriculum.



Organisation of the curriculum

Thematic Approaches to Learning (TAL)

Tate Modern and Louvre Galleries

Our curriculum comprises a thematic, cyclical approach to curriculum coverage to provide a meaningful context for the development of the pupil's basic skills, knowledge and understanding, whilst delivering the relevant National Curriculum requirements. This ensures a broad and varied curriculum that remains interesting and stimulating for all our pupils. Each term the galleries work around an agreed focus, question or theme, e.g. 'How are our oceans changing?' and meaningful skills and concepts are identified from four subject areas to encourage links with the National Curriculum and opportunities for deeper learning and connections to be made.

The class teachers teach Sound Reading, English, Communication and Mathematics as discrete subjects and specialist sports coaches teach PE twice a week.

Skills for Life (SfL)

Guggenheim Gallery

A Skills for Life curriculum is delivered in a similar thematic approach to the earlier galleries but the focus of the learning 'topics or themes' are linked to:

- pupil aspirations and outcomes from their Education, Health and Care plans
- independent learning behaviours and skills
- out of school and work based learning
- the National Curriculum statutory requirements

Again the class teachers teach Sound Reading, English, Mathematics and Science as discrete subjects and specialist sports coaches teach PE twice a week.

The SfL curriculum comprises the following subjects:

- Humanities, including RE
- Design Technology
- Art
- Performing Arts – music, dance and drama
- Religious Education
- Communication
- Vocational Learning
- Science
- PSHE, including Sex and Relationships Education

- Computing

The MCA Gallery

A Skills for Life curriculum continues to be delivered but here the acquisition of Independence Skills is paramount. English, mathematics and ICT are core subjects in addition to a selection of the following (dependent on learner needs and interest):

- Enterprise
- PSHCE, including Sex and Relationships Education
- Workskills
- Sports and Leisure
- Hospitality
- Art
- Land Based Studies
- Retail
- Work Experience
- Communication
- Independence

Individualised Teaching Plans

Each gallery will work collaboratively to design a termly framework of work. The medium term plans are moderated each term to ensure:

- The theme makes learning more motivating
- The theme deepens student understanding
- The integrity of each subject's key concepts and skills have been maintained (National Curriculum competencies)
- Students are making connections between the subject areas
- The plans guarantee appropriate coverage and progression in the subjects involved
- Medium term planning dovetails learning between the subjects effectively

This approach provides consistency throughout the school but also gives individual teachers the opportunity to design and implement highly structured teaching programmes to meet the very specific individual needs of each child in their class. It equally provides guidance for achieving a balanced selection of appropriate teaching objectives across the curriculum areas. This individualised approach not only considers the age of the child but also the nature and degree of their specific disabilities and barriers to learning.

Long Term Planning

Tate and Louvre galleries have a 3 year planning cycle following a Thematic Approach to Learning. Each term a theme is identified and 4 subjects are selected from: History, Geography, RE, Art, Design and Technology and PSHE.



The Guggenheim gallery plans for a 2 year cycle, encompassing Functional and Independent skills (Skills for Life) in addition to core subjects, delivered by highly individualized programmes personalized to learning goals.

The MCA gallery operates a 2 year cycle, identifying needs in the 6 key areas of: World of Work, Independent Living, Social Activities, Practical Projects, Problem-solving and Exam skills.

Medium Term Planning

Each gallery is responsible for the majority of planning for their learners; led, designed and resourced by designated gallery teachers. English and maths are planned by designated Learning Managers and are differentiated by individual class teachers.

The Tate and Louvre galleries, although sharing a theme, produce separate plans to reflect the needs and abilities of the different students within their gallery, when it is appropriate to do so.

Plans are all standardised by the use of a planning proforma and are available for review by the gallery leads, Curriculum Learning Managers and the Learning Manager for Curriculum and Innovation. Written generalised feedback is offered to ensure that teaching staff have opportunities and time to differentiate generic plans for their groups of learners.

Short Term Planning

Short term planning should reflect the intended learning outcome, use of previous assessment, differentiated tasks and outcomes and consideration of TOPs (Termly Outcome Plans) and allocation of staff. Good short term planning will detail potential barriers to learning and consideration of individual learning styles and strategies.

Assessment

Assessment is built explicitly into lesson planning, with a strong focus on assessment for learning strategies that involve pupils in self and peer assessment. Assessment is in line with the national Assessment without Levels guidance. Learning will be reviewed regularly during lessons and across sequences of lessons. The curriculum planning will ensure that pupil progress evidences a deepening understanding and mastery of skills and knowledge, rather than moving on to work of a greater difficulty. *(Refer to Assessment Policy)*

Accreditation

The students access a wide range of accreditation, dependent on their specific learning needs and stage of learning.



Students may gain accreditation from year 8 onwards, but the main acquisition of accreditation take place in the Guggenheim and MCA galleries, where students achieve Entry level, BTEC, NOCN, ASDAN and AQA awards. (*Refer to Appendix A: Accreditation map*)

Monitoring

The Senior Leadership Team and where appropriate, the Curriculum Learning Managers, monitor the planning and delivery of the curriculum in the following ways:

- Whole school learning walks
- Subject specific learning walks
- Planning moderation meetings
- Subject specific moderation meetings
- Subject specific book scrutinies
- Governor learning walks
- Lesson observations
- Progress data analysis
- External moderation e.g. SEND review, Exam board verification visits
- Raising Achievement Plan interim reviews

The Iffley Academy governing body monitors the implementation of the curriculum and receives termly updates via the Teaching and Learning Committee.

Policies which support the Curriculum policy:

- Teaching and Learning policy
- Assessment policy
- SEN policy
- Equalities policy
- Vocational Learning policy