The Old School House School

Curriculum Policy

TOSH Curriculum Statement

Vision and values

This means the curriculum needs to motivate learners, allowing them to see the value in what they are learning and create a culture of success so they expect to succeed.

Based on Vrooms expectancy theory: **Motivation = value x expectancy**

This means the curriculum is focused on knowledge and skills that pupils will need for next steps in education and independent living.

The use of the unit awards allows us to build on the students' interests, make relevant connections whilst progression charts allow us to monitor learning to ensure a balanced, as well as broad curriculum

This then becomes the focus for adjustments made to the curriculum. This might mean, for example, emphasizing audience and purpose in English and developing typing skills alongside their writing and spelling targets as part of a power point presentation of their history topic.

The curriculum extends out of the classroom into areas such as choosing what they would like for dinner, understanding healthy recipes and helping prepare the meals.

The TOSH Curriculum

Given the needs of the learners and the adjustments that may need to be made, we need an organising structure for the curriculum. If on specific days we may see **adaptions** by the teachers to cover any gaps or take advantage of learning opportunities i.e. linking a study of the Egyptians to counting systems to support a fluent understanding of numbers.

The curriculum is based around **AQA unit awards** mapped to the **national curriculum** and linked to our **knowledge and progression charts**. As far as possible the school will keep to a functional focus especially for English and maths, gradually leading to entry level functional skills practice and the work of the key stage 3/4 classroom.

Assessment sheets allow leaders to identify any gaps in learners knowledge.

The curriculum is progressive as **each unit builds on previous learning** from either the same topic i.e.

- Chronological knowledge
- Different aspects of climate, or
- Developing skills i.e. understanding character creation in one text and applying this to a more challenging text
- Working at a different level i.e. moving from a unit at entry level to a matching unit at level 1

- Connections across the curriculum i.e. a PSHE unit on crime leads to motivating learners to look at America/crime statistics, enabling us to look at how to present data in maths
- Natural links i.e. a study of Pompei in the Rome unit provides a context for teaching volcanoes in the following geography unit

We encourage flexibility and teachers look for learning opportunities as they arise and the small classes mean that teachers can quickly spots gaps in learners knowledge or curiosity, and adapt the scheme of work as appropriate. Assessment sheets ensure that the core knowledge and skills are still covered.

In key stage 3 and 4 learners will follow a **functionals skills curriculum** moving from entry level to level 1 or 2 as appropriate. To add breadth to their curriculum they will also follow a **BTEC first or Introductory BTEC curriculum** in business and applied science.

A broad and balanced curriculum.

There are specific units on art and allocated teaching time. Art and design are also embedded in the culture of countries and historical periods.

RE is taught through drop down days that relate to celebration and festivals. It is also part of the teaching of SMSC which is embedded in the medium terms progression plan.

Computer science is taught through some discrete time but also through the use of technology such as Minecraft Education that supports humanities and science. Technology encountered in everyday activities is covered as part of life skills.

Timetable

For the KS2 classroom this ensures a balanced curriculum and includes a DIRT (Dedicated Improvement and Reflection Time) session every 4 weeks.

For the KS3/4 classroom this is based on the BTEC guided learning hours and functional skills curriculum along with the use of unit awards to provide breadth.

The key stage 2 foundation subject topics, especially science are planned to both provide a broad understanding of the world but also to provide the underpinning knowledge needed for the BTEC first in applied science or to support the functional skills curriculum.

Unit awards

Several AQA Award units are chosen for each subject area and throughout the teaching term **assessments alongside the unit outcomes take place**. Evidence through worksheets completed, student work and photographs of activities are collected to mark the learning taking place.

The units set out clearly what **learning outcomes** need to be achieved and the evidence required. The teacher is free to deliver this content in the most appropriate way for their students: there are no set specifications, schemes of work or resources. The scheme of work will be created based on a relevance and the needs of learners. These will be linked to the progression charts to ensure coverage.

Unit Award Scheme

78501 ANCIENT EGYPT

In successfully completing this unit, the Learner will have

Evidence needed

1 order on a time line at least four important dates in the history of ancient Egypt

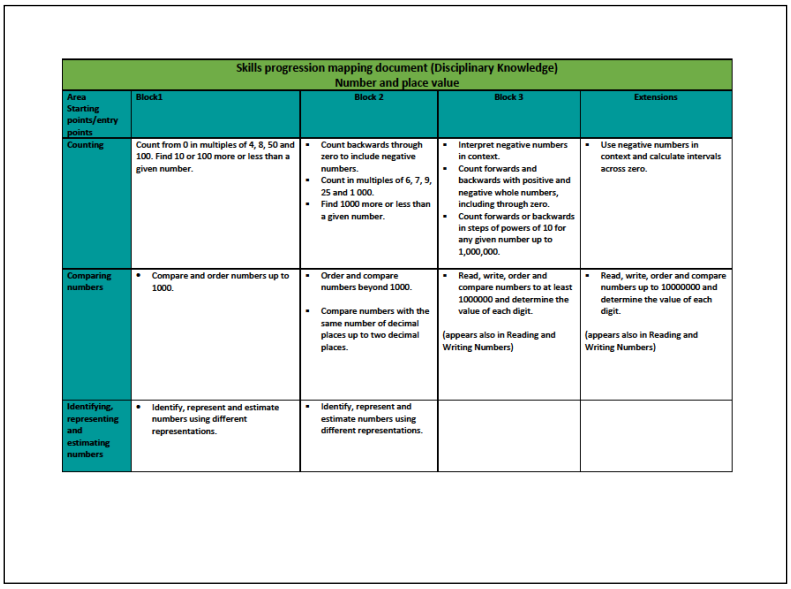
Student completed work

2 identify Egypt and the river Nile on a map

Student completed work

3 why the river Nile was important

<u>The progression documents</u> mean that all learners may be accessing the same curriculum but studying it at different levels of understanding. This means that anybody joining the school can be taught at an appropriate level depending on their prior knowledge and abilities. **This is because no matter what unit they're doing our progression documents enable them to study the topic at an appropriate level.**



Skills progression mapping document (Disciplinary Knowledge)
Number and place value

Area Starting points/entry points	Block1	Block 2	Block 3	Extensions
Counting	Count from 0 in multiples of 4, 8, 50 and 100. Find 10 or 100 more or less than a given number.	• Count backwards through zero to include negative numbers. • Count in multiples of 6, 7, 9, 25 and 1 000. • Find 1000 more or less than a given number.	• Interpret negative numbers in context. • Count forwards and backwards with positive and negative whole numbers, including through zero. • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.	• Use negative numbers in context and calculate intervals across zero.
Comparing numbers	• Compare and order numbers up to 1000.	• Order and compare numbers beyond 1000. • Compare numbers with the same number of decimal places up to two decimal places.	• Read, write, order and compare numbers to at least 1000000 and determine the value of each digit. (appears also in Reading and Writing Numbers)	• Read, write, order and compare numbers up to 10000000 and determine the value of each digit. (appears also in Reading and Writing Numbers)
Identifying, representing and estimating numbers	• Identify, represent and estimate numbers using different representations.	• Identify, represent and estimate numbers using different representations.		

The blocks allow for progression across 3 years

Each term there are clear **Non negotiables**: this is the minimum knowledge that needs to be remembered to ensure progression to the next topic,

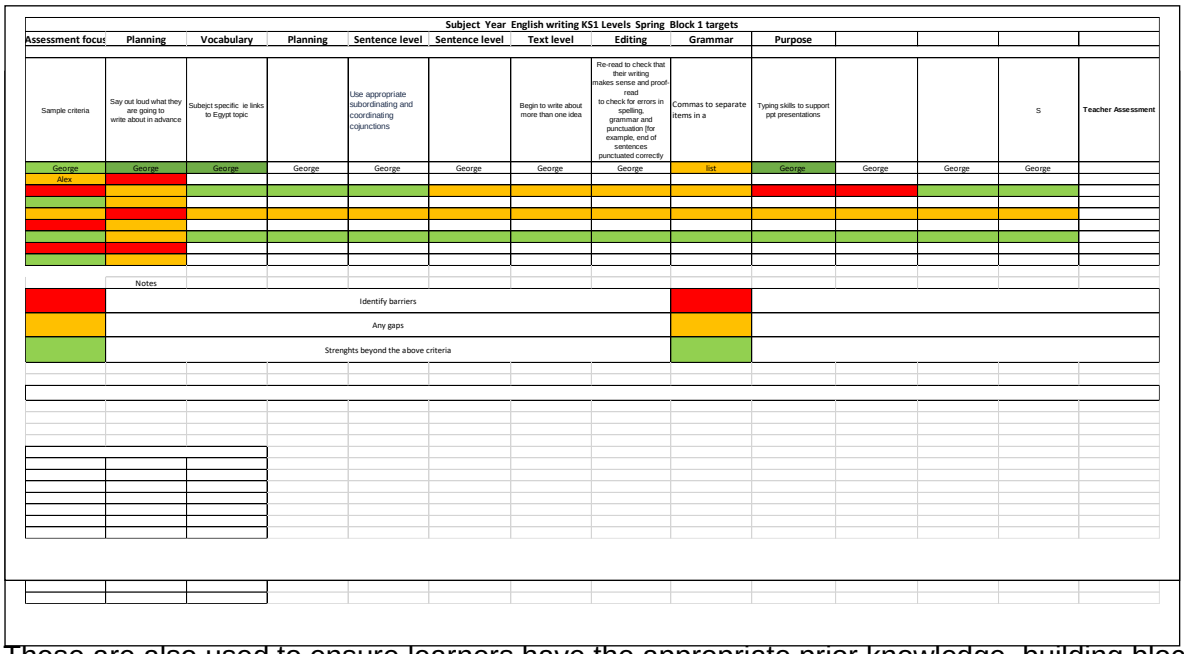
An assessment tracker, allows for progress to be measured in each subject. Units start from pre-entry level, to entry level and then level one and two.

Level two is the equivalent of a GCSE, so the levels prior are taught to help prepare our pupils and give them the opportunity to reach further qualifications. The tracker is used to record which units have been completed and which can be used taught next to ensure progress is being made. The progression document helps teachers match the units to NC outcomes, plan the subject content for future years and to be able to show that the learners will be able to progress through the content, ideally progressing through the levels to reach level 2.

Assessment is via the floor books, AQA unit awards and the tracking documents

Assessment grids are used to record learning and progress made throughout the terms.

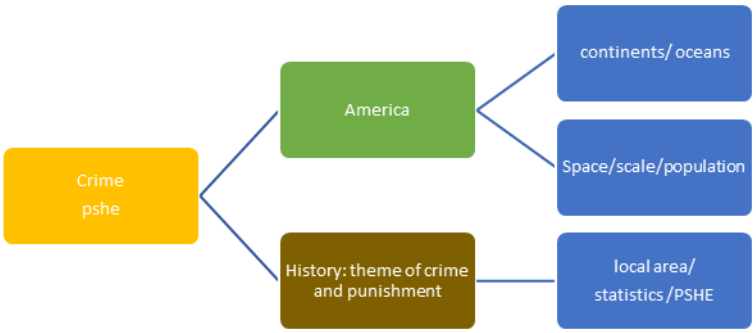
Sample assessment sheet :



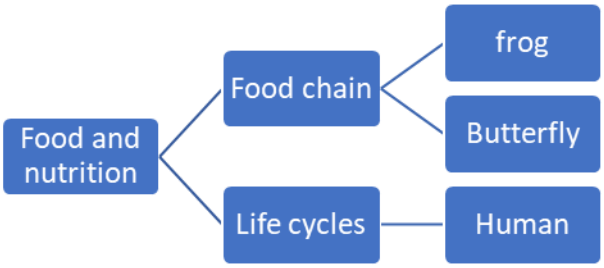
Subject Year English writing KS1 Levels Spring Block 1 targets													
Assessment focus	Planning	Vocabulary	Planning	Sentence level	Sentence level	Text level	Editing	Grammar	Purpose				
Sample criteria	Say out loud what they are going to write about in advance	Subject specific ie links to Egypt topic		Use appropriate subordinating and coordinating cojunctions		Begin to write about more than one idea	Re-read to check that their writing makes sense and proof-read to check for errors in spelling, grammar and punctuation [for example, end of sentences punctuated correctly	Commas to separate items in a	Typing skills to support ppt presentations			S	Teacher Assessment
George	George	George	George	George	George	George	George	list	George	George	George	George	
Alex													
	Notes												
	Identify barriers												
	Any gaps												
	Strenghts beyond the above criteria												

These are also used to ensure learners have the appropriate prior knowledge, building blocks to undertake the next unit. We see building blocks as partly knowledge and skills but also in terms of interest and motivation.

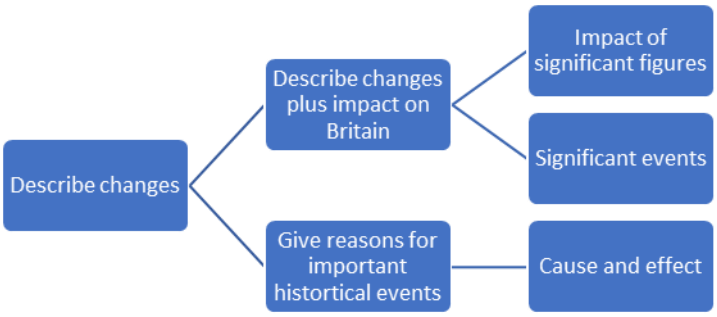
Examples of different types of building blocks :



This means by studying crime we introduce cities in America and we use these as a basis for map work etc. Crime links to a historical concept of crime and punishment which allows us to look at crime statistics in the local area as part of PSHE



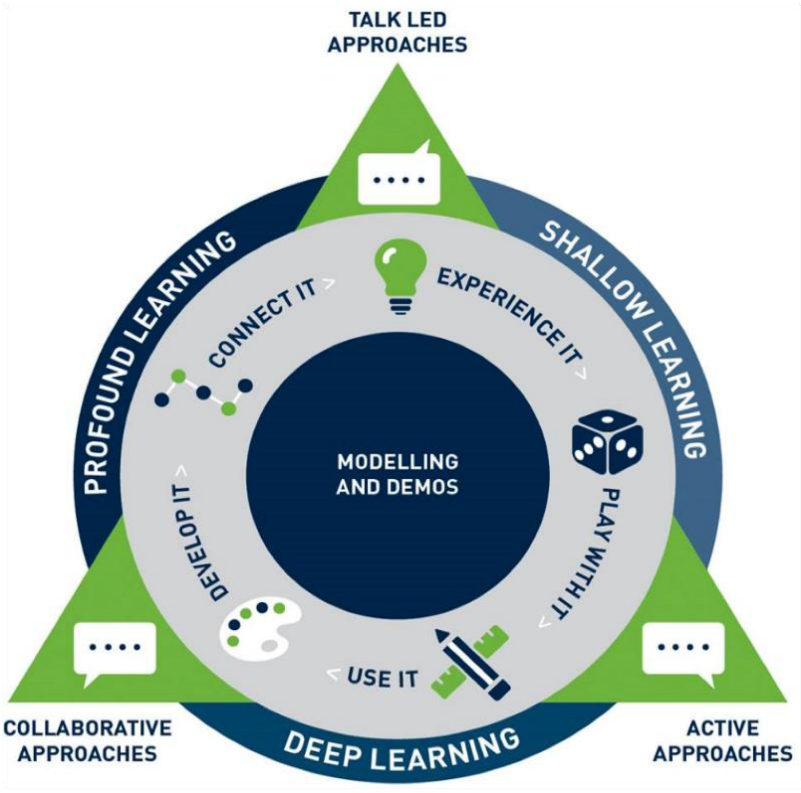
Building on prior knowledge and applying this to specifics



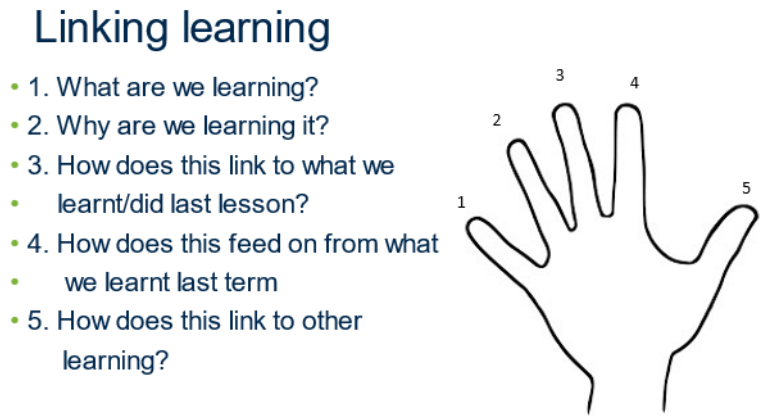
Building on disciplinary knowledge

Pedagogy

To help learning staff will use the Path to Success as a model to support schemes of work



Prior learning is supported by the 5 fingers diagram:



Date of last review	Date of Next Review
January 2024	January 2025
Responsibility for Review and Monitoring	
Sharon Ramp, Head Teacher & Sue Clark, Deputy Head Teacher	