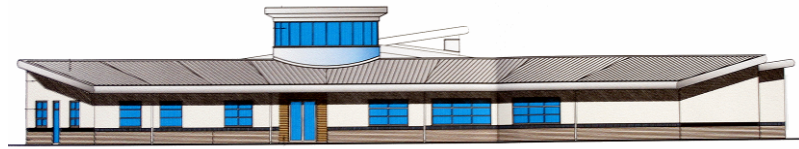


WINDLESTONE SCHOOL



CURRICULUM STATEMENT



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INTRODUCTION

Windlestone School caters for up to 70 students between the ages of 11 and 16 years with a range of social, emotional, behavioural and associated learning difficulties of a degree, which frustrates or seriously hinders progress in mainstream school. Frequently students also experience difficulties in their lives beyond school. Student behaviour is often characterised by one or more of the following barriers to learning:

- anti-social and uncooperative behaviour, which may be reflected in, for example, disruption, failure to observe and accept limits routines and expectations, physical and verbal aggression, and a negative view of adults in authority,
- a poor awareness and/or acceptance of the consequences of behaviour,
- poorly developed social and interpersonal skills,
- mood swings, over activity, and attention seeking behaviour,
- poor ability to cope appropriately with conflict, frustration and pressure, which may be reflected in, for example, disruption within the classroom, and outbursts of temper, and
- poor self-concept, which may be reflected in, for example, bravado, poor ownership of education, low motivation for school work, poor orientation to task and application to work, poor school attendance patterns, and substance misuse.

The school believes the curriculum experiences it offers students within and outside the classroom play a dynamic role in alleviating all their difficulties, and as such is committed to an entitlement curriculum.

SCOPE

This policy document applies to all aspects of the academic curriculum at the school. The school aims to deliver the obligatory National Curriculum in its entirety, albeit within the permitted modifications allowed in Key Stage 4. This policy applies to RE, PSHE including sex and relationship education, and to Rural Science.

It also applies to those aspects of aims for students, which are also delivered during the social day including the extended day and residential day. The messages and values transmitted by the school through its structured environment, ethos and milieu are crucial to students' personal development.

RATIONALE

At Windlestone the pattern of academic education is not fundamentally different from that of mainstream schools. However, it is considered vital to students' academic progress and personal development that the balance between an ordered, calm, caring, and consistent structured environment, and a tolerant, and understanding ethos is achieved. The resulting milieu is the means by which established students thrive and develop personally, and new students settle into school.

AIMS, OBJECTIVES & INDICATORS of ACHIEVEMENT

To develop and maintain an entitlement curriculum.

Objective: To develop and maintain a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation, and progression.

Indicators of Achievement

The extent to which the curriculum:

- brings students into contact with the elements of learning [knowledge, concepts, skills and attitudes] and spiritual, moral, cultural and physical areas of learning and experience;
- ensures that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole;
- embraces the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement;
- takes account of the previous learning of students and their readiness for new experience;
- reflects the broad aims of education which hold good for all students, whatever their capabilities and whatever schools they attend and allows for differences between students, even of the same age and within the same class; and
- is organised so that students' skills, knowledge, and concepts are extended in a systematic way without unnecessary repetition or sharp changes in the levels of achievement expected of them.

Objective: To enable students to increase their self awareness and knowledge, and develop their skills.

Indicators of Achievement

The extent to which students:

- speak, read, write and communicate effectively in the English language;
- have an understanding of a modern language other than English;
- calculate, use the language and apply the concepts of mathematics;
- demonstrate aesthetic awareness and creative and artistic skills;
- use methods of scientific enquiry;
- are aware of the implications of science and technology for both the individual and society;
- are able to use information technology and understand its role in our lives;
- demonstrate an understanding of the major influences on development of our culture and society, and the place of the individual within it;
- demonstrate an awareness and understanding of the variety of life, physical environments and resources, and humankind's role in their development and conservation;
- develop physical fitness and skills and provide opportunity to enjoy opportunities offered by recreation and leisure to pursue a healthy and active lifestyle;
- apply knowledge and skills to the planning, execution and evaluation of tasks and activities;

- have acquired sufficient study skills to be able to continue effectively and independently in various forms of education throughout life;
- are enterprising and self-sufficient, and effective member of a team or group;
- have a basis from which to make informed and realistic choices and decisions at all stages;
- have an informed perspective about the role of the individual in the community, society and the world of work;
- have flexibility of attitude and willingness to learn, sufficient to cope with future changes in society, technology and career patterns;
- exhibit a set of personal values based on honesty and trust, tolerance, understanding, caring and respect for others which allow the establishment of effective personal and social relationships;
- have an appreciation of the dimension of human existence deemed by some to be spiritual, as a framework for that which cannot be explained physically;
- appreciate the need to advocate the basic rights of others, particularly those who are not well placed to promote their own needs;
- appreciate and value the plural, multi-cultural and multi-faith nature of society;
- understand the causes of inequality of opportunity and treatment afforded to many people on account of ethnicity, gender, social class or disability and the need to remove such discrimination; and
- have political and economic literacy sufficient to be able to contribute to the development of society and participate in it.

IMPLEMENTATION

Windlestone School will provide a curriculum for students of statutory school age which meets the above aims, objectives, and indicators of achievement and includes all subjects of the National Curriculum.

<p>Key Stage 3 (11-14 years)</p> <p>English Mathematics Science Information Communication Technology Physical Education Religious Education History Geography Art Design Technology Food Technology Music Rural Science Personal & Social Health Education Careers Education (in Year 9)</p>	<p>Key Stage 4 (14-16 years)</p> <p>English Mathematics Science Information Communication Technology Physical Education Religious Education Art Personal & Social Health Education Careers Education</p> <p>and a range of subject options including</p> <ul style="list-style-type: none"> • Design Technology • Food Technology • Music • Rural Science • PE • Building Trades • Leisure & Tourism • Applied Art •
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Sex and relationship education is taught as modules of PSHE. Parents/carers have the right to choose to withdraw their son from RE and all or some of the modules of Sex Education.

In Key Stage 4 work experience and placements at further educational colleges and other vocational course providers are features of the school's intention to ease progression to education, training or employment after school.

In implementing the whole school curriculum the school will create:

- a school community where the emphasis is on support;
- high expectations from year 7 upwards;
- a suitable environment for learning which includes classrooms, corridors, public and outside areas, in respect of tidiness, decoration, furniture and display; and

establish and maintain

- a learning centre of books and resources of the highest quality school funding permits;
- a resource of audio/visual equipment of the highest quality school funding permits;
- ICT facilities and e-learning resources in all teaching areas and maintain a dedicated information technology centre;
- a central resource where teachers and students can be enabled to present their work professionally - by providing, for example, binding, laminating and duplicating machinery;

and enable staff to

- attend a wide range of courses developing teaching and learning styles.

REVIEW

The curricular arrangements schools make are a dynamic and evolving process. Windlestone is no exception. The process of audit, monitoring, evaluation and review is a feature of both curriculum menu/diet and design process. All school schemes of work in respect of the curriculum will be reviewed regularly, as will this policy.

PM Jonson

Latest Revision
June 2006