**Values and Purposes Underpinning the Curriculum**

**at Edward Jenner School**

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|  | **Date** | **Signed** |
| **Date reviewed** | **June 2024** | **A Brookes** |
| **Ratified by** | **June 2024** | **P Brookes** |
| **Date of next review** | **June 2025** |

**The Individual as Part of a Wider Caring School Community**

The individual is at the heart of the Edward Jenner Curriculum. The Curriculum provides a scaffolding for each child and young person (CYP) to ensure that they learn and make intellectual, social, cultural, emotional, spiritual, moral and physical progress. The exact learning pathway each child takes through the curriculum is determined by:

* where they are now;
* where they need to be;
* their attendance schedule, age and stage
* how they learn.

Assessment for learning and Quality First Teaching are used to continuously refine and adapt each child’s individual learning journey. This proactive teacher facilitated system maximises progress by:

* Building self-esteem,
* Building study skills
* Building a love of learning
* Preparing children for Lifelong Learning in the 21st Century.
* Building Executive Functioning skills

**The Curriculum Aims**

* **Building an Academic Toolkit for Use Across Subjects Through Bespoke Learning Programmes**

At Edward Jenner School we know that there are certain academic skills which need to be mastered, these then allow children to be excellent at learning. We know children need to practise these core skills every day: reading for information; writing and associated grammar, spelling, vocabulary extension, arithmetic, problem solving and numeracy skills. These skills are learnt best in a focused, quiet, daily, morning session. An individual learning programme is developed and resourced. Every child and young person at Edward Jenner School is then given control of their own route through their planned Maths and English work; it is self-directed. This format allows high quality learning time each morning, whilst freeing up the teacher to focus on individuals, developing skills and clarifying misunderstandings - delivering high quality teaching.

The content of each bespoke learning programme is very carefully planned, structured and monitored by the subject teacher to maximise and maintain progress. The children are involved in this planning process each half term, spending 1:1 time with this learning mentor developing their next steps in their programme.

* **Enthusing and Encouraging Children to Investigate**

Our remaining curriculum is exploratory, exciting and inspiring; it promotes thinking and a love of learning.

We encourage children to make connections between areas of learning to further broaden their perspective and understanding by:

* making educational visits
* using experts from outside the school
* providing time for exploration and reflection
* trying ideas
* sustaining investigations and skill development
* promoting questioning.

The curriculum is designed to be adaptive and ever changing, operating within a flexible daily timetable. We provide an education based on quality outcomes rather than quantity of content.

* **Making Links and Sustaining Ideas**

At Edward Jenner School we enjoy and encourage projects which link and transcend traditional subject boundaries. Children are expected to think, explore ideas and follow an investigation to its conclusion; the teachers facilitate providing information, direction and resources.

* **Sharing and Presenting Information**

If a child is able to teach, explain or present their learning to others, it is widely accepted that the information has been assimilated by that CYP. Children and young people at Edward Jenner School are encouraged to present their ideas to their peers, families and other interested audiences through regular peer teachings, exhibitions, discussions, document sharing and displays.

* **Encouraging Learning in Others - Building Self Esteem**

Children and young people are encouraged to show an interest and become involved in ideas and questions initiated by others. We value inquisitiveness and alternative thinking. On arrival at school there is a free choice of activities, encouraging children to explore and investigate through a range of games, construction, science and technological equipment. Each morning there is a combination of self-initiated play and group inclusion play depending on the mood and individuals present. Quiet spaces are also available.

The first lesson every day is ‘S’ this encompasses: Study; Skills; Support and Soft Start depending on age, stage and needs of an individual. The following are activities which could be included in ‘S’ but it is not an exhaustive list:

In Years 5-9 the activities available could be selected from Stile, IXL, SRA, BBC learning activities, touch typing, group jigsaws, puzzles or visit preparation. In Y10/11 examples could be Maths Watch, English and Science study activities. YP know where to access these activities in school or in their Google classrooms. Each week they plan and specify what they will do each day.

We plan for 1:1 Interventions to happen in S especially for older students, some Game plan meetings will happen then.

As a small school with small classes we are in an excellent position to address the unique needs of each CYP. The individual nature of our curriculum ensures that every CYP remains the central focus of their own weekly programme. This means that variations in ability are naturally adjusted for and all children and young people are set suitable learning challenges; over learning to build confidence and appropriate stretches to extend learning. All CYP have Individual My Plans which they use to structure their own daily learning. Any child who is achieving outside the expected norms for their age and Key Stage, have materials provided which support the skills and content from the higher or lower Key Stage, within which they are working - true differentiation. Guidance is sort from appropriate experts if unusually slow progress is made, if there are indicators of a more serious learning difficulty or disability, or if English is a second language. (Please see SEND Policy for details). Our Curriculum at Edward Jenner School ensures every CYP is working at a level they can access, this builds self-esteem. Children and young people know they can complete work, they know they are learning, they know they can try again and improve and they are encouraged by their success in the curriculum to strive for even more. We are truly inclusive through careful individual planning; children and young people recognise themselves as learners.

Within our curriculum model at Edward Jenner School we can adjust to the needs of CYP who have been traumatised by previous experiences or schooling. They may need to follow a gentler pace, while we support them to rebuild their confidence and enthusiasm for learning. Priority within the curriculum is given to overcoming potential barriers to learning and assessment. This flexibility also allows us to support children and young people through transitions, to mainstream schools or further education.

* **Developing a High Moral Code reflecting the Best British Values**

Our school curriculum is also designed to develop the CYP’s sense of identity through knowledge and understanding of the social, cultural, moral and spiritual heritage of Britain’s multicultural society. Children and young people are taught to be aware of the local, national, European and global dimensions of their lives. CYP use a range of knowledge, understanding and skills across our curriculum to think creatively and critically, to solve problems and to make a positive difference. The school curriculum aims to develop young person's integrity and autonomy and help them to be responsible and caring citizens, capable of contributing to the development of a just society. An idea which is encouraged in the CYP’s role, helping to evolve the whole school, ideas are listened to and democracy promoted as a British value.

Any child or young person, who needs help to improve their behaviour to enable them to learn effectively, will be guided through our behaviour procedure (See Behaviour Policy). In our experience however, young people who are unable to access the curriculum often misbehave. This is largely prevented at EJS by our adaptive curriculum model and the incorporation in our planning, of work involving a variety of learning styles. Good Home/School communication is very important; this ensures children and young people are well supported through any crisis period or difficulties within their lives. We use ‘Callouts’ to quickly transfer information to and from home about social, emotional and learning issues or celebrations. At least termly meetings or information transfer sessions with parents allows a partnership to develop to share ideas to support children’s learning and well-being.

The curriculum promotes equal opportunities and enables children and young people to challenge discrimination and stereotyping. CYP know about keeping safe; there is zero tolerance towards bullying and children and young people know who to speak to if they are unhappy or worried. Our School Curriculum helps CYP become fully aware of both the differences and similarities of their communities within a fundamental framework of empathy, tolerance and understanding.

* **Social Emotional learning and Mental Health at EJS – Therapeutic Hub TH100 situated at Century House, London Road.**

We know that in order to learn well CYP need to feel safe. We prioritise social emotional and mental health (SEMH) as part of our lifelong learning. Each CYP has a personalised ‘Game Plan’ this is developed together with their key person. Game Plan identifies the small steps needed to make progress through specific SEMH skills. The aim is to develop resilient learners enabled with life skills needed for independent living. This confidence and capability will lead to young people who can work well in a team and the community leading to economic wellbeing in their future. The skills developed in ‘Game Plan’ are echoed across the curriculum and upskill CYP to be able to confidently transition from EJS to the Post 16 course of their choosing.

TH100 is our new Therapeutic Hub. This is available each day as a safe space where YP can ‘Do less to do more’ allowing them a social, emotional or academic reset to prime them to return to 44 (the main school). Based at TH100 are a range of skilled staff and pastoral leads, a solution focussed mentor and our in house Art Psychotherapist. There is a workshop, food preparation area, craft and group spaces. TH100 operates with professionalism, purpose and rigour. Any visits are held to account. YP are part of that process. They need to identify the gap between where they are and where they need to be to re-engage with their learning and help to the best of their ability, to plan how that gap can be filled. This is a structured and guided process and has given us another tool to ensure yp can engage with their learning.

* **Developing physical skills and encouraging a healthy lifestyle**

Our curriculum encourages children and young people to take part in a range of physical activities; allowing each CYP to complete activities at a successful level. We make sure the children and young people have access to alternatives from competitive sport, encouraging them to enjoy the outside and learn how to exercise independently as a skill for life. We aim for CYP to enjoy an active lifestyle, having fun and encouraging others. CYP learn how to keep their bodies healthy, well nourished, fit, safe, free from non-prescription drugs, alcohol and cigarettes. They are taught about good food for snacks and eating a balance of protein, fruit or vegetables and carbohydrate at each meal.

* **Respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity.**

We prepare children and young people for the next steps in their education, training, employment and life; we equip them to make informed choices at school and throughout their lives. We develop tenacity and resilience through sustained projects, high expectations, assessment and improvement. CYP are encouraged to learn from their mistakes rather than see them as an indication of failure. They are assessed on an informal, daily basis. Assessment is also carried out by the teacher in class discussions as well as during individual tuition. As young people grow older they are taught how to work through a more formal assessment process staying calm and achieving at an appropriate level.

* **Growing Character and Purpose - making choices and pursuing interests**

There are many opportunities throughout the curriculum for children to make choices about their learning and the direction they would like to pursue, based on their interests.  Short course ASDAN and Character and Purpose sessions provide two of these opportunities.

Character and purpose sessions offer an interest based learning approach.  Children choose from a selection of learning options which are not necessarily based on traditional curriculum subjects.  These have included microelectronics, first aid, archaeology, photography, bread making, pottery, Star Wars, Lego, carpentry and card making.

Rooted in an ethos of supporting children to enjoy and achieve, these sessions enable children to practise important skills which prepare them for life in 21st Century working world including:

* Independence skills
* Communication
* Knowing your values and goals
* Team working
* Pursuing interest for wellbeing
* Rigorously building expertise in a specific area
* Problem solving

Character and Purpose sessions run twice a week and also contribute towards an ASDAN qualification as children reflect on their learning and build a portfolio of their work.

**The Subjects**

At Edward Jenner School we cover a broad range of subjects giving pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

In KS 1, 2 and lower KS3 Children learn Maths and English in discrete sessions, the remaining curriculum subjects: Science, Information Technology, Humanities, Thinking, CP, PE, Art and Design are covered and supported in very small groups with opportunities for practical activities throughout.Half termlyactivities are planned to support and enhance the curriculum for Key Stages 1-3 these include a wide variety of visits, events, workshops, physical challenges and experiences.

The timetable below reflects the typical weekly coverage for KS1, 2 and Lower KS3:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **M** | S | **Break** |        Maths | **Break** | Science | Read | **Lunch** | PE | Think | Review |  |
| **T** | S | **Break** | Humanities | **Break** | Maths | Read | **Lunch** | English | Create | Create |  |
| **W** | S | **Break** | Science | **Break** | Maths | Read | **Lunch** | English | CP | CP |  |
| **T** | S | **Break** | Maths | **Break** | Science | Read | **Lunch** | English | PE | Think |  |
| **F** | S | **Break** | ICT | **Break** | English | Friday voice | **Lunch** | Maths | CP | CP |  |

**At Upper KS 3 and 4- The Start of Formal Assessment Courses**

Edward Jenner School is a registered examination and assessment centre for Edexcel GCSE, Functional Skills, ASDAN and Arts Award. Some students complete LAMDA drama examinations aiming for a grade 6 qualification by the end of year 11.

Our small environment allows us to provide students with the best conditions and preparation for success. All students are entered at the appropriate level for them. We assess the need for access arrangements on an individual basis seeking guidance from our Special Educational Needs Coordinator, individual experts and inhouse Educational Psychologists, Rebecca and Sian from Insight.

The aim of formal assessments in EJS is to facilitate transition to the next stage of education for each individual. We provide expert teaching throughout the school maximising progress and providing a smooth path towards formal qualifications. Our aim is to ensure each young person is ready to complete assessments, that means equipped with the knowledge, skills and understanding but also mentally prepared to face the challenge that formal assessment represents. This preparation is considered and bespoke, we know that in order to succeed as future learners our young people must be robust and resilient.

Our specific examination entry varies by individual; below is a list of courses being studied within EJS. Students need 5 good qualifications, in order to study Level 3 qualifications at a Post 16 setting those 5 need to include Maths and English at grade 4 or above. Our careers and course guidance and support ensures that young people complete their qualifications at a level that is appropriate for them.

We currently offer:

* Edexcel IGCSE’s in Maths, English Language, English Literature, Double Award Science or Biology and/or Chemistry and/or Physics.
* Edexcel Functional Skills English and Maths – Ranging from Entry Level 3 - Level 2
* ASDAN Level 1 or 2 Personal and Social Effectiveness
* ASDAN Short Course: Science, Computing, Foodwise, Animal Care and History
* Arts Award Discover, Bronze and Silver Award
* LAMDA Solo Acting grades 1-6