

Curriculum Policy

Curriculum Philosophy

“education is also about helping pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives, as individuals, parents, workers and members of society”.

(Citizenship the National Curriculum)

Our curriculum policy is guided by the overall principles outlined by the National Association for Special Educational Needs.

We believe:

- ❖ every pupil has an entitlement to personal, social and intellectual development and must be given an opportunity to achieve his potential in learning
- ❖ every pupil is unique in terms of characteristics, interests, abilities, motivation and learning needs
- ❖ educational programmes should be designed to take into account these diversities
- ❖ pupils with exceptional learning needs and/or disabilities should have access to high quality and appropriate education

The curriculum covers all elements of the programme offered at Donyland Lodge as well as the way all those within the Community go about their tasks.

It is through the curriculum that pupils gain knowledge, skills, understanding and experiences which will prepare them for the opportunities, responsibilities and experiences of adult life and equip them to take an active and purposeful part in society.

Curriculum Aims

To provide opportunities for all pupils to learn and achieve

To promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life

To provide a stimulating, caring, positive and purposeful learning environment in which pupils are enabled to experience success and learning may be enjoyed

To provide a varied and differentiated curriculum which provides opportunities to develop the key skills

To provide a broad and balanced curriculum that offers a gateway to further education, training and employment

Curriculum Objectives

Our curriculum aims will have been achieved when:

Pupils are able to develop fully their aptitudes, interests and abilities

Pupils gain self-awareness and awareness of others and form good interpersonal relationships based upon tolerance and respect for others

Pupils accept and overcome challenges and take pride in their achievements

Pupils gain self-respect, self-esteem, self-reliance and are able to adapt to a range of situations

Pupils are prepared to take their place in society and make a positive contribution

Statement of Entitlement

Pupils have an entitlement to high quality learning experiences in a variety of contexts.

Pupils have an entitlement to a broad and balanced curriculum appropriately differentiated through the use of relevant materials and resources, teaching styles, modified approaches to learning and levels of staff support not normally available in a mainstream setting.

Pupils have an entitlement to access experiences and resources that enrich learning opportunities, both within and outside lessons, to facilitate the development of cultural, physical, aesthetic, creative, spiritual and social aptitudes.

Equality of Opportunity

We always strive to ensure a safe, supportive and purposeful environment which gives all members of the school community opportunities to experience success, helping them overcome the damaging experiences of their early lives.

All pupils have equal opportunities to fulfil their full potential, irrespective of their ability, ethnicity, religious belief and social circumstances.

Equality does not mean all pupils get exactly the same curriculum or that they all attain the same level. However, all pupils are treated as individuals and it is the responsibility of all teaching and non-teaching staff at Donyland Lodge to ensure they have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum.

Careers Education

Careers education and guidance, and work related learning are planned and provided in partnership with Connexions and the Trident Organisation. The programme is delivered through the integrated PSHCE curriculum and a discrete Work Related Learning course.

It includes: careers education and guidance; individually tailored work experience placements; managing personal finances; understanding industry and enterprise; wider key skills.

Key Stage 4 pupils have the opportunity to participate in ‘taster’ vocational courses through the Link programme with Colchester Institute.

Citizenship

This element of the curriculum is part of the PSHCE programme as well as being incorporated into other curriculum areas and the Donyland Lodge 24 hour programme.

Young people will:

- ❖ participate in and reflect upon, school and community activities
- ❖ be made aware of local, national and global issues
- ❖ be given opportunities to develop personal opinions, justify them and to listen to the opinions of others
- ❖ Economic Wellbeing and Financial Capability

Curriculum Aims

Pupils to become:

- ❖ successful learners who enjoy learning, make progress and achieve
- ❖ confident individuals who are able to live safe healthy and fulfilling lives
- ❖ responsible citizens who make a positive contribution to society

Organising the Curriculum

The school day is timetabled to cover a range of discrete subject areas including English, Maths, Science, ICT, PE, Humanities, PSHCE, WRL and Art and Craft as well as providing opportunities for individual work on ASDAN programmes and according to Individual Education Plans.

Constructive use is made of learning aids, such as visual, audio-visual and video presentations. Visitors to the classroom from various agencies, plus local resources, are used to enhance and enrich the curriculum. Zoo, theatre and gallery trips as well as leisure and PE activities assist in the development of interaction and social skills and self-esteem.

Pupils are grouped differently according to the activity:

Individually – working on individual programmes, creative music sessions, art therapy

In class groups – most “academic” subjects are organised using this pattern

A number of class groups together – some “non-academic” subjects such as PE and Art and Design are taught in this way

Examinations

All pupils are given the opportunity to prepare and enter for a range of externally accredited, nationally recognised qualifications.

Donyland Lodge is a recognised centre for:

GCSE
ASDAN
OCR Entry Level
WJEC
Edexcel
AQA Entry Level and Unit Award Scheme
CLAIT
City and Guilds

It should be noted that while a small school may be less able to provide the breadth of curriculum of a much larger establishment (Hargreaves Report ILEA 1984) it is capable of offering a more “personal”, individualised and targeted programme. (Metcalf Report ILEA 1985)

Therapy

Therapy at an individual as well as a group level is an essential part of a young person’s day-to-day experience at Donyland Lodge.

Community meetings take place every day providing a consistent time and space to explore and work through, in a therapeutic way, issues that have arisen from living and working together as a close knit community.

All young people have a timetabled individual Art Therapy and Music session each week.

Art therapy sessions enable young people to safely explore good and bad feelings, wishes, fears and fantasies. By creating work that is valued and not judged, young people learn to value themselves more highly.

The music sessions enable young people to become creatively involved with music and to engage with sound and music making, allowing them to express their deep feelings in a creative and contained way.

Young people can receive, as needed, additional therapeutic services from external agencies such as CFCS, NSPCC.

This policy will be reviewed and evaluated annually in April.