

Curriculum Policy

The Green Room School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
June 2015	June 2016	October 2016	2	October 2017
		January 2018	3	January 2019
		January 2019	4	January 2020

Introduction

The Green Room is an inspirational learning environment for those unable to succeed in mainstream education. Our aim is to meet the needs of young people in the borough and prepare them for adult and working life in the 21st century.

The educational vision and curriculum design for The Green Room recognises that:

- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- The importance of choice is paramount, as the pupils make decisions about their own development. The subjects on offer are defined by the skills and passions The Green Room Staff have, but if a pupil has an interest in pursuing a subject that we don't offer, we will do our best to facilitate it.

The Green Room's curriculum policy is based on the following aims, to:

- Have pupils at its heart, putting their interests first.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Involve the community.
- Involve parents/carers.
- Be in a learning environment that is above all else inspiring.

Curriculum

The curriculum should inspire and challenge all pupils and prepare them for the future. The Green Room's aim is to develop a coherent curriculum that builds on young people's experiences and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap
- Have and be able to use personal, learning and thinking skills (plts) and become independent learners.
- Have and be able to use functional skills, including key literacy, numeracy and ict skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning,
- Value their learning outside of the curriculum and relate to the taught curriculum.

The Curriculum Outcomes

The Green Room's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to further education.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within The Green Room and between phases of education, increasing students' choice during their academic career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life. Help students understand the world in which they live.

Roles and responsibilities

The Head of School will ensure that:

- All statutory elements of the curriculum, and those subjects which The Green Room chooses to offer, have aims and objectives which reflect the aims of The Green Room and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- The procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve.
- All staff have an oversight of curriculum structure and delivery within their key stage
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within the relevant key stage.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with staff on a regular basis and that actions are taken where necessary to improve these.
- Long term planning is in place for all courses and schemes of learning will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.

- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- Staff are informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the SIMS team. This includes meeting deadlines related to exam entries etc.
- Pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- Staff share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs with regard to curriculum planning and delivery

Teaching staff and learning support staff will:

- Ensure that The Green Room curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of pupils.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Pupils will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within The Green Room and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to

meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.

- Be informed about the curriculum on offer and understand the rationale behind it.

Monitoring, evaluation and review

The Board of Advisors will receive an annual report from the Head of School on:

- The standards reached in each subject
- Key stage 4 outcomes (exam results and progression plans)
- This data will analyse any variations between groups of students, subjects, courses and trends over time,
- All pupils are assessed each half term in the core subjects of English, Maths and Science. The outcome of these assessments determines the academic group the pupils are placed in for that half term, ensuring pupils are working at a pace and standard appropriate to their needs.

The qualifications we currently offer are:

- iGCSE English Language
- GCSE English Literature (optional)
- GCSE Maths
- GCSE Science
- Arts Award (all levels)
- The Alternative Edge (Pixl)

This policy is approved by the Head of The Green Room School

Date_____

Head of School_____