

Curriculum Policy

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1. Introduction

Pictor Academy caters for children aged 2-11 years with special educational needs arising from a range of conditions. Many of our pupils have an autism spectrum disorder. This means they have difficulties communicating and interacting with others. They will also have difficulties with play and imagination. Some of our pupils have physical difficulties whilst others may have a language disorder or have a general developmental delay. As a result, our curriculum has to be flexible in order to meet individual needs and learning style and pace. We place great emphasis on developing our pupils' communication and social skills as well as teaching them how to play and engage with the world around them.

Our curriculum includes the formal requirements of the Early Years Foundation Stage. It also includes the "hidden curriculum", or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. Our logo of "Achievement for all" reflects this view.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow and are relevant for some of our pupils.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Curriculum Aims

Our curriculum intends to:

- provide a broad and balanced education for all pupils that is coherently planned and sequenced, building on previous learning
- enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.

Our pupils benefit from learning key skills through real life activities including visiting the café, cooking, shopping, ...

- promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid basis for lifelong learning;
- have communication, personal, social and emotional development, and physical development at the centre
- support pupils' spiritual, moral, social and cultural development
- support pupils' physical development and responsibility for their own health where suitable, and enable them to be as active as possible
- ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support in order to overcome barriers to learning
- have high ambition for all pupils
- enable pupils to have respect for themselves and high self-esteem, and to be able to live co-operatively with others.

4. Organisation and planning

Our school curriculum is divided into three areas – informal, semi-formal and formal. The curriculum is delivered through a topic-based approach, following a curriculum map to ensure breadth of coverage. Within each of these three types of curriculum each pupil has a personalised curriculum based on the individual learning needs identified as a result of the outcomes identified in their EHCP.

Our informal curriculum is non-subject specific and pupils learn through a broad range of activities. The priority areas of learning are early communication, early cognition skills, social interaction and physical skills and encourage as much independence as possible. Learning is assessed using Routes for Learning, and this also provides guidance on the next steps a pupil may take in their learning development. A range of pupils are engaged in learning at this level, not just pupils with profound and multiple learning difficulties. Many of our young pupils with ASC are learning at this level and progress to learning within a more semi-formal curriculum, whilst some remain within these learning levels.

Our semi formal curriculum is based on an EYFS model. It is divided into seven broad areas of learning. There are three prime areas of learning – Communication and Language, Personal, Social and Emotional Development, and Physical Development – and four specific areas of learning -Literacy, Maths, Understanding My World and Creative Development.

Prime Areas of Learning

Communication and Language
-Speaking

- Listening and Attention
- Understanding
- PECS

Personal, Social and Emotional Development

- making relationships
- self confidence and self awareness
- managing feelings and behaviour

My Physical Wellbeing

- Moving and Handling
- Independence, Health and Self-Care (eating and drinking, personal presentation, personal hygiene, personal safety)

Specific areas of learning

Literacy

- Reading (word level, sentence level, text level)
- Writing (composition, transcription)
- Letters and Sounds (as appropriate)

Maths

- Number (counting, ordering and comparing, representing number, understanding calculation)
- Shape, Space and Measure (incorporating 'a sense of time' which becomes History at formal level)

Understanding My World

- People and Communities
- My World (including a sense of place, which becomes Geography at formal level, and other skills and knowledge that will become Science at formal level)
- Computing
- Cookery
- RE

My Creativity

- Music
- Art

Within each of these areas we have created five bands of statements that reference the skills and knowledge taught. These statements have been grouped together to reflect learning that typically happens around the same time.

Our formal curriculum is based on traditional National Curriculum subjects alongside continued emphasis on developing communication and social skills. Pupils follow the National Curriculum at KS1 according to their learning levels. Although this is more 'formal' learning pupils still need lots of hands on, real

life experiences. Our modern foreign language is French and is studied by our more formal learners.

Our three curriculum types allow pupils to move between them, and some pupils may be working within two eg they may be learning maths at formal, national curriculum level whilst the rest of their learning sits within the semi formal curriculum.

Teaching occurs through individual tasks/activities, daily routines, and a variety of activities linked to the topic and more information can be found in specific subject policies and our Teaching and Learning policy. Timetables vary according to the needs of the pupils eg some pupils will do some focused English and Maths everyday in addition to other subjects, where other pupils will be learning number through snack.

To ensure that our topic-based approach provides a broad and balanced curriculum we have created 'curriculum maps' which provide suggested topics for pupils in KS1 and KS2. These can be adapted to meet the needs and interests of the pupils eg 'May the Force be with you' could be 'pushes and pulls' or 'the Enormous Turnip. We have specialist weeks in the year such as 'book week' or China week' that involves the whole school.

Our KS1 curriculum maps work on a two year cycle whilst our KS2 maps work on a four year cycle. These form our long term plans indicating what topics are to be taught during the year and what areas of learning these address. Each topic has an emphasis on a particular area of learning eg a sense of place/geography, knowledge and understanding of the world/science. Our formal learners work on some science within each topic area. Further information is available within our individual subject policies.

Teachers then produce half termly medium term plans that detail the learning objectives and the teaching strategies they intend to use to teach the topic to their cohort of pupils. Additional half termly/termly plans show how each pupil's individual annual targets will be taught and what resources will be required. They may also be produced, if useful, to show planning for English and Maths. Short term plans are written on a weekly or daily basis by teachers to suit the needs of the class teaching team.

The [SEND Code of Practice](#) no longer makes specific reference to IEPs. Following a review of IEPs in school we now track progress towards annual targets directly within EFL. Resources, support strategies and smaller steps to learning needed to work towards these targets are now kept within teachers' planning.

In the Early Years Foundation Stage we adopt a continuous provision approach to curriculum planning. We plan the curriculum carefully, so that

there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all six areas. Short topics, eg spanning a month, are put together following children's interests and give context to learning. Further information is available within our EYFS policy.

5. Gifted and Talented

We identify children whose abilities are outside the usual range in either a particular area or more generally. Teachers consider these children when planning and use a range of strategies to meet their particular needs.

6. The role of a curriculum leader

Activities for the subject leader:

- Annual evaluation of the subject – identify subject priorities for future development in line with a 3 year vision for improvement and report to Advisory Committee
- Reviewing Planning
- Learning scrutiny: consider standards across all abilities and ages (with colleagues) as part of the monitoring cycle.
- Resourcing:
 - Ensure resources are appropriate/suitably stored/labelled etc
 - Identifying shortfalls in resources: gaps in provision, ensuring resources in school are used
 - Evaluate value for money when resources are purchased and deployed
- Informal monitoring during year – displays, use of resources, photographs, pupil interviews, Evidence for Learning and feedback.
- More detailed monitoring on a 3 year cycle.
- Review and update Scheme of Work for the subject, if necessary
- Arrange school based training, if needed
- Attendance at local conferences and courses, if appropriate
- Dissemination from courses/action research/newsletters, where appropriate
- Provide articles for the school web site.

- Commit to personal professional development in the area of responsibility
- Teaching staff to review and update policy for the subject when required

7. Monitoring and review

The Deputy Headteacher, Assistant Headteachers and Key Stage Phase Leaders share responsibility for the day to day organisation of the curriculum and lead the monitoring of how subjects are taught throughout the school.

Our advisory committee is responsible for monitoring the way the school curriculum is implemented. This group reviews each subject area in its three year cycle of review and development.

8. Links with Other Policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Teaching and Learning policy
- Inclusion policy
- Sex and Relationships Education Policy