

**Outcomes
First
Group.**

Curriculum Policy



Dibden Park
SCHOOL

Document History

Version	Comments/amendments	Name	Date
1.0	First issue	Matthew Robinson	July 2023
2.0	Update	Matthew Robinson	November 2023
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4.0	Update and HT name change	Lucy Burgess	November 2024

What is the INTENT of our curriculum?

All staff at Dibden Park school are committed to delivering **“the best education for every child”**. The aim of our broad and balanced curriculum is to ensure children leave our school with tolerance and respect for others, emotional resilience, good social skills and the best outcomes possible.



Our ambitious curriculum has four goals and is designed to help our children to;

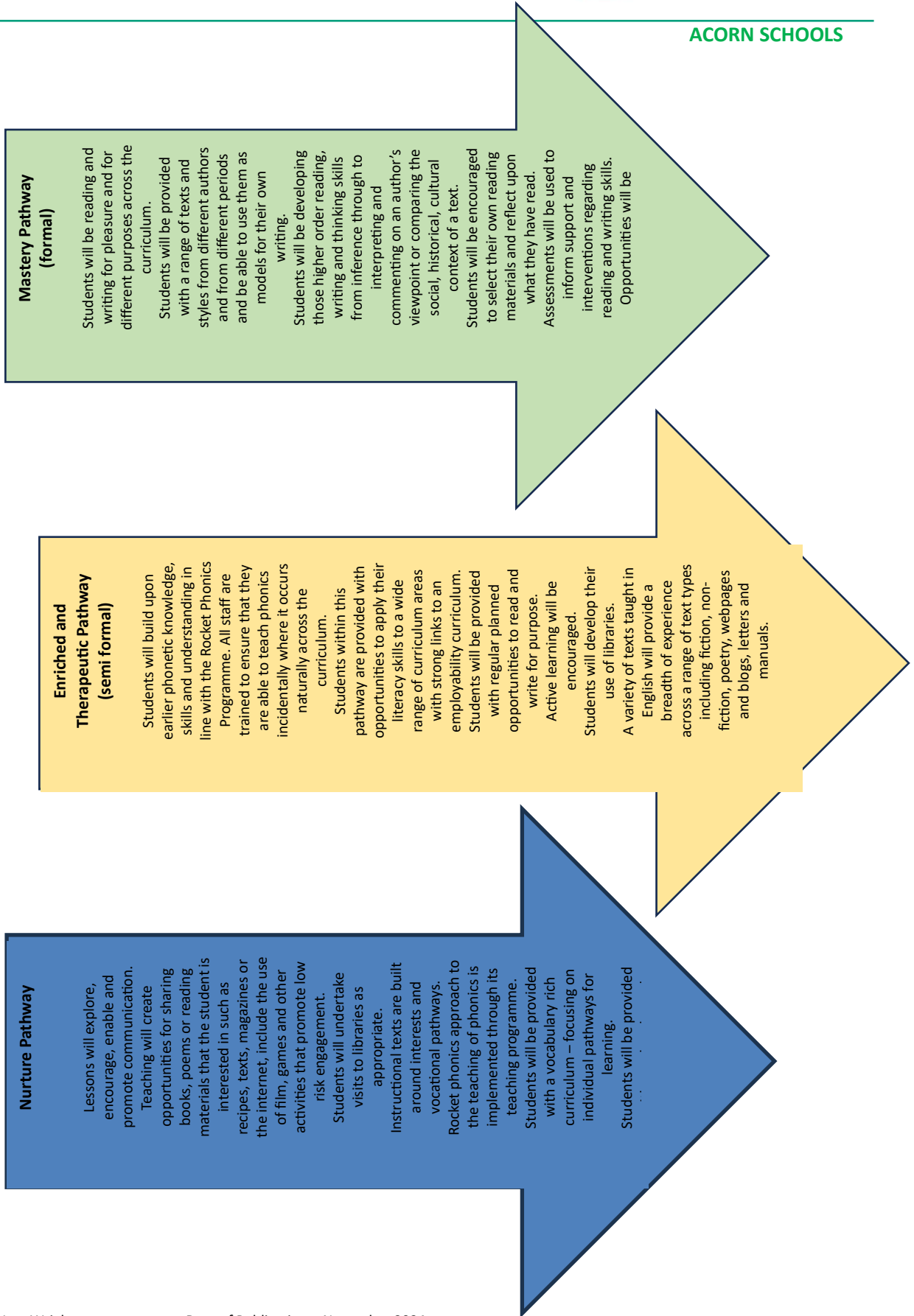
1. **Maintain positive and healthy relationships so they can socialise with others well and experience lifelong friendship and love.** We know that this will help raise self-esteem and lead to a more positive outlook on life, thus helping to ensure the best future outcomes.
2. **Become emotionally resilient.** Prior to joining us our children have found it difficult to understand and regulate their emotions, often leading to behaviour that is challenging. This has led to them being unsuccessful in previous educational placements. It is our ambition to support and educate our children so they are able to regulate their emotions and behave in a way that allows them to be successful in the future. When children leave Dibden Park School we want them to understand their emotions and how best to manage them positively.
3. **Become tolerant and respectful individuals** who will not undermine fundamental British values, including democracy, the rule of law and individual liberty.
4. **Achieve the best possible outcomes.** We know that this is different for every child that attends our school. It is our ambition to ensure ALL learners develop detailed knowledge and skills across the academic, technical and vocational curriculum and therefore achieve the very best results. Careful baseline assessment of each child allows us to create differentiated provision with high expectations for every learner – the leadership team are unwavering in trying to help children secure their very best.

We know that this will help our children move on to the best post 16 destinations available to them.

We are committed to ensuring our children leave Dibden Park school ready to access either;

- The highest level of post 16 education possible appropriate to their ability, interests and aspirations.
- Relevant and considered employment and/or training that broadens horizons.

Implementation across three Pathways



Curriculum Phases available (based on developmental needs not age):

Phase A)

Four year plan based on EYFS / KS1 / KS2 –
Quality First Teaching, Nurture, National
Curriculum & NATE Alternative Curriculum
for English

Phase B)

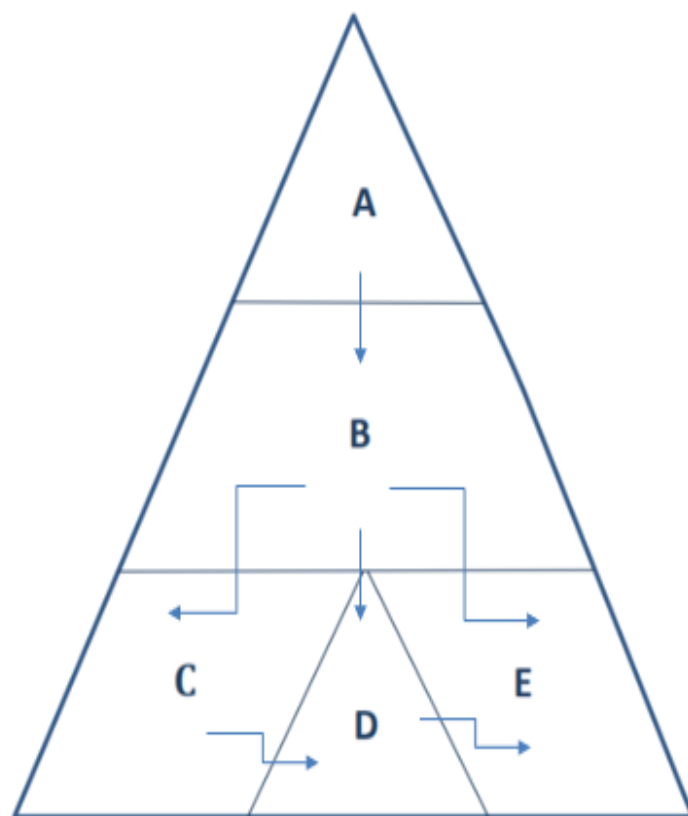
Three year plan based on KS3 Years 7-9
• Semi-formal Pathway -based on EQUALS
Communication
• Formal Pathway -based on National
Curriculum
Including (if appropriate)

Phase C)

As required during KS3 or KS4
• AQA ELC Step Up
• AQA Functional Skills Entry Levels 1,2, 3

Phases D) & E)

Two year plus cycle based on KS4
Qualifications options – progressive or linear
according to student needs
D) Functional Skills Levels 1 and 2
E) KS4 Qualifications GCSE – GCSE grades 1-3, GCSE 4-9



Foundation Curriculum (KS2 & 3)

The skills learnt in our foundation curriculum prepare our children for KS4 (Options Curriculum). The curriculum at KS2 & 3 (foundation Curriculum) includes, English, mathematics, science, physical and outdoor education, computing, art and design, design and technology, geography, history, RE, PSHE and careers education, relationships and health education.

Options Curriculum (KS4)

In KS4 all children will be offered options alongside a core curriculum of English, Maths and Science, physical and/or outdoor education, relationships & health education, which is based upon their interests and future career aspirations. Students will get the opportunity to choose from a range of vocational, technical and academic qualifications including (but not limited to);

- GCSEs in a range of core subjects, such as English, Maths and Science
- BTEC qualifications in subjects such as Food Technology
- Short courses such as AQA unit awards

Dibden Park School Curriculum strands

To help ensure that we offer the BEST education for every child, Dibden Park School has 10 strands of education within the school, each with a Strand Lead, who oversees the provision for that area, and ensures that the planning allows for clear sequence and progression in the knowledge, skills and understanding required for success in each subject that falls under their strand. The Curriculum strands at Dibden Park School are as follows (lists of subjects are not restrictive):

- Maths
- Science – encompassing Biology, Chemistry and Physics
- English – encompassing an overview of reading across the school, literacy, speaking and listening, media and both English Literature and Language GCSEs
- The Arts – encompassing art and design, performing arts and drama.
- Technologies – encompassing design and technology, catering, textiles, computer science and graphic design
- Health and Wellbeing – encompassing physical education, health studies, food and nutrition, dance and first aid
- Outdoor Education – encompassing outdoor education, John Muir Award and Duke of Edinburgh award.
- Humanities – encompassing history, geography and RE
- Enrichment – Allowing our children to choose activities such as stop motion, games workshops and STEM.
- Personal Development – encompassing PSHE, careers education, SMSC and relationships and sex education

Curriculum strand leaders are responsible for the sequence and progression of the curriculum from the Key stage 2, through to Year 11, clearly identifying the key objectives at each stage of a child's education whilst at Dibden Park School.

How do we measure the impact of our curriculum?

At Dibden Park School staff use an online platform called SOLAR (Special Online Academic Records) to record student attainment and assessments across all subjects taught at the school. This system uses the Dibden Park Steps Assessment Framework. Dibden Park Steps covers a broad range of ability, from the 'Foundation Learning Skills' (FLS) through to the main 'Steps' curriculum that takes students from year 1 through to year 11 and GCSE criteria, broadly in line with the National Curriculum. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the curriculum, and to ensure that learning builds upon prior attainment.

Within the framework, students are assessed at three levels against each objective – emerging, developing or secure. Teachers use their judgment and evidence from work completed to assess student progress. Our expectation is that no child is judged to be secure in their knowledge of an objective until there is a minimum of three pieces of evidence of them completing the given skill, with an appropriate degree of independence. This evidence can be shown via teacher notes, photograph of the work or referencing work located in a student's book.

All assessments recorded by staff are subject to both internal and external moderation practices. As well as Heads of Faculty continuing to strengthen local partnerships for moderation, the SOLAR system also allows all staff to send evidence files out to all other SOLAR schools for moderation, and are encouraged to complete this at a minimum of once per term.

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes, Functional Skills, and Entry Level Qualifications. The aspirational goal for all students is that they leave with the highest level of appropriate qualifications they can access, within their areas of interest and ability.

Meeting Additional Needs

All pupils attending Dibden Park School have a Statement of Special Educational Needs related to social, emotional and communication difficulties and associated challenging behaviours that have proven too severe to have been successfully addressed within mainstream schools.

Specialist support for the children and young people, through both the delivery of the programs of study and personalised learning programs, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Person Centred Counselling or Cognitive Behaviour Therapy for example. The curriculum is delivered by qualified, skilled, empathetic and experienced staff operating in a warm, safe, nurturing and state of the art learning environment.

Where individuals require additional support in learning and behaviour it is highlighted on the 'One'. This document identifies classroom strategies, curricular targets, behaviour targets and trigger points. They are child-centered documents and are updated half termly after having structured conversations with the pupil. Any specialist intervention will focus on specific areas of difficulty, identifying appropriate strategies, assessment methods and time scales for evaluation.

The school believes that it is of particular importance that all who work within the learning environment develop positive relationships. Thus, all those involved in course delivery, management of pupils and the provision for individual needs work together to ensure learning. This will include not only staff from the school and the pupils themselves but also parents/carers and external providers such as college, work experience placements, etc.

Social, Moral, Spiritual and Cultural Education

At Dibden Park School we are committed to developing our students Social, Moral, Spiritual and Cultural Education. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson observations and monitoring of planning and the curriculum where appropriate. All staff at Dibden Park School, and visitors, will be regularly reminded that it is inappropriate to share partisan political views with any students or their families. Any breach of this will result in disciplinary action being taken at an appropriate level. Dibden Park School is committed to enhancing the cultural capital of its pupils. Pupils will be offered a wide range of trips, visits and experiences to develop their knowledge and understanding of the world.

Fundamental British Values

Dibden Park School actively encourages pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at Dibden Park School, however are also explicitly taught through assemblies, PSHE and through the students taking an active role in the school council.

Specifically, we aim to ensure that pupils have an understanding and knowledge of:

- How citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government

An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviours.

- An understanding of the problems of identifying and combating discrimination

Appendices

Appendix 1 – What does excellent teaching and learning look like

What does excellent teaching & learning (implementation) look like at Dibden Park School?

All staff at Dibden Park school are dedicated to delivering “**the best education for every child**”. Each lesson is another step towards helping our children to achieve the **four goals** of our curriculum;

1. **maintaining positive relationships** – developing social skills
2. **becoming emotionally resilient** – understanding and regulating emotions & building positive coping strategies
3. **becoming tolerant and respectful individuals** – following Dibden Park School community expectations
4. **achieving the best possible outcomes** – always doing your best

All of our children have really struggled to engage positively, regularly and safely in education prior to joining our school so it is imperative that our staff are highly skilled in addressing each child’s needs so they can begin to form and sustain a positive attitude to their learning.

Excellent planning will;

- Be based on knowledge of the children’s reading age, current assessment and progress, EHCP and academic targets and subject vocabulary.
- Plans will focus on gaps and the next steps in that topic alongside the child’s individual needs
- identify students’ current attainment and progress and set appropriate curriculum targets
- identify any student underperformance and actions around addressing this
- identify learning objectives linked to the sequence and progression of skills found on SOLAR, relevant to the subject being taught

Our teachers will;

Our teachers are well trained in not only academic but therapeutic approaches, who understand how to flexibly adapt the lesson to the needs of the pupils. They focus on engagement and use their passion for learning and professional skills to maintain positive relationships with those in the classroom.

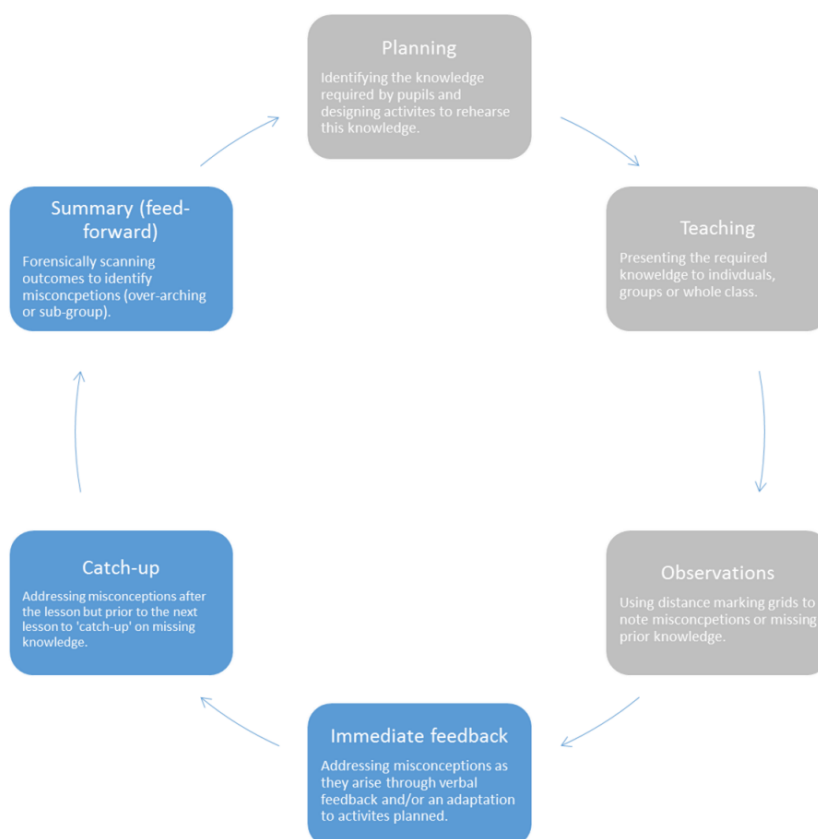
They are professional and fully committed to helping every child achieve their best by encouraging and maintaining positive relationships with everyone in the room. They understand how best to help any child who may need emotional support and are flexible to how this might change in a lesson. They are passionate about their subject, inspiring their students to engage positively in the learning process so they make excellent progress.

Our lessons will;

- be a vibrant and fun learning environment where ALL of our children feel safe and well looked after
- be high in both nurture and structure with predictable routines, expectations and responses to behaviour
- engage each child from start to finish, ensuring progression and developing curiosity and interest
- have learning objectives displayed throughout, with visuals to support understanding
- have differentiated keywords displayed throughout with symbol supported text where appropriate for the learner
- have clear plenary activities to check in on each student's learning
- be part of a progression towards an aspirational outcome
- have all learners immersed from start to finish in any aspect of the 4 goals of our curriculum

Our marking and feedback cycle will;

- make use of good practice approaches (EEF toolkit; DfE 2016) to ensure that students are provided with timely and purposeful feedback that furthers their learning.
- Our cycle enables teachers to gather assessments that enable them to adjust their teaching both within and across a sequence of lessons.
- Feedback occurs at one of three common stages in the learning process:



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Our Teaching Assistants will;

- be fully immersed in the learning experience
- provide both nurture and structure, alongside predictable routines, expectations and responses to behaviour
- understand how best to support each child in the lesson be skilled at forming positive relationships
- take a non-judgmental, curious and empathic attitude towards behaviour.
- respond to behavioral issues in a way that focuses on the feelings and emotions that might drive the behaviour, rather than the behaviour itself
- support teachers in forming a positive learning environment in every lesson



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Acorn Education And Care
National Fostering Group
Options Autism

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