



Eden Park Academy
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Curriculum Policy inc EAL 2016/17

The policy should be read in conjunction with the Aims of the School and the values articulated in the school Prospectus. In particular, the policy seeks to support the school's academic aims but its implementation will also promote the fulfilment of many of the personal aims and social aims. The curriculum policy supports the framework of Eden Park Academy as being an Independent School for Students with Challenging Behaviours. It actively promotes the principles of 'inclusion, openness and respecting others'. This policy expresses a key way in which the school can fulfil its role as 'a child-centred school – where Every Pupil Achieves'.

Curriculum aims:

The aims of the curriculum at Eden Park Academy are to enable students to develop and achieve academically and socially, this also includes

- a sense of enquiry, the ability to question, solve problems and argue rationally;
- a willingness to apply themselves and an aptitude for learning;
- knowledge and skills relevant to adult life and employment in a changing world;
- literacy, numeracy and competence in the use of information technology;
- their creativity, critical awareness, empathy and sensitivity;
- self-esteem, self-worth and self-confidence;

Curriculum principle:

As a DfE registered Independent school, we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of Education we can provide. The curriculum also upholds fundamental British values to provide an understanding for students that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

The government has defined British values as being the following:

- democracy



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- individual liberty
- the rule of law
- mutual respect
- tolerance of those with different faiths and belief

These values are central to our school ethos and are promoted not only through the curriculum and its content but through every aspect of school life including student experiences, displays, use of the buildings, assemblies, the behaviour policy, and the fundamentally courteous, respectful and sensitive learning community that we are.

This means that we work to ensure:

- Appropriate levels of expectation and genuine challenge;
- High level support, supervision and inclusion
- Regular monitoring of progress and accreditation for work completed.
- Academic, Social, emotional and behavioural progress is celebrated.
- Students access a diverse source of both historical and contemporary material.

by providing a variety of courses of study and teaching methods which are tailored to the wide range of vulnerable pupils needs, also the interests and aspirations of our students.

All areas of the curriculum are accessible to all students. No student is denied access to any part of the curriculum on grounds of ability.

Curriculum structure

Key Stage 3: Years 7, 8 and 9

Pupils follow a common curriculum comprising

- English and Emotional Literacy
- Mathematics/Numeracy
- Intro to Science
- Art & design



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- Humanities
- Citizenship
- ICT
- Physical Education
- PSHE/Asdan Bronze
- Outdoor education and project work.

Key Stage 4: Years 10 and 11

- English (most students take both language and literature);
- Mathematics (GCSE/Functional skills 1 & 2)
- Science (OCR Entry Level)
- Humanities
- Art & Design
- Caring for Children
- iMedia
- Business Studies
- Citizenship/PSD
- Employability studies/Asdan Silver
- Physical Education
- BTEC Land Based Studies
- Outdoor education

Post 16 Programme

In instances when pupils join EPA having not achieved qualification, we support a package of

- Functional Skills – L1&2 – Literacy & Numeracy
- ICT Skills
- Independence Training



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- Employability and Personal Development
- Work Experience - NCFE Preparation for Work Unit 11
- Introduction to Child Development - Level 1 & 2
- Work Placements
- First Aid in the Workplace

English as an Additional Language (EAL)

In common with the rest of the curriculum, where a child is learning English as an additional language, this is individually planned for, taking into account the particular needs of the child and working with the family to plan how best to facilitate the child's integration into an English speaking setting. If for example, a child at our school was most comfortable with say another language our strategy in understanding how best to enable the child to use English would include observing the child communicating in their mother tongue. As a result of this, key English words would be sent to the guardians or parent, and we would request from them a list of the key words in their mother tongue. This would enable the teachers to be familiar with what the child might be trying to say. It would also assist in preventing the child becoming disheartened having managed to form a word, this being a significant achievement, in the mother tongue and then enable the teachers to encourage the child to transfer the word into English. Our experience is that this individually tailored approach has shown to be highly successful. We offer guardians the option to receive any policies, procedures, newsletters etc. That they would receive in English, translated into other languages.

We aim to raise the attainment of minority ethnic pupils by:

- assessing pupils' English ability and giving pupils with EAL access to the curriculum as quickly as possible;
- providing pupils with EAL opportunities to hear and read good models of English and extend their knowledge and use of English;
- providing additional in-class and withdrawal support to these pupils;
- developing an understanding of and valuing pupils' home languages;
- using visual and auditory resources;
- assessing pupils with EAL to establish their needs and progress;



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- liaising with Special Educational Needs (SEN) colleagues in identifying pupils who may additionally have SEN.

The aims of our (EAL) provision are that all students whose first language is not English:

- become autonomous in all aspects of the English Language;
- are supported so that they gain full access to the full school curriculum that is offered;
- become aware of and can appropriately respond to differences and similarities between their cultures and others;
- progress in their abilities within each aspect of the English Language including speaking, listening writing and reading;
- are supported in their preparations for their next step in their academic careers.

Curriculum matters:

Students are placed within mixed ability groups and teachers utilise a variety of differentiation strategies.

On arrival all students complete a series of GL and baseline assessments to establish levels and gaps in academic knowledge. Links are made with previous schools and placements to determine what will support a successful transition to Eden Park Academy. Individual discussions take place with students to determine future aspirations and academic targets.

Throughout the school day there is a high level available to students. The groups are a maximum of 4 students. In addition, individual pupils preferred learning styles are taken into consideration when planning:

- some work well in groups while others prefer to work individually;
- some perform best in long-term projects while others like defined short tasks;
- some respond well to oral work, while others prefer written work;
- some find written communication difficult but work effectively on a computer.



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Subject teachers are responsible for differentiation when planning work. This involves a range of strategies including but not exclusively; adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals that are negotiated by student and staff, offering varying levels of support, and identifying a variety of ways for students to demonstrate knowledge and understanding. In educational jargon, this approach is known as differentiation.

Education, Health, Care Plan (EHCP):

Where a child who has Education, Health and Care Plan (EHCP) needs joins our school, we will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the (EHCP), including the full National Curriculum if this is specified. Thus ensuring that planning and delivery of *“the child young person outcomes”* identified in Sections E, F of EHCP are met. This is reviewed and monitored through EHCP trackers.

We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an EHCP.

The learning environment:

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards and raising expectations. All departments are expected to emphasise good display in their areas and contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where pupils can work effectively and in comfort, that adequate resources are provided and are accessible, and that students treat classrooms, workshops, Allotment rooms, sport facilities with respect.

Schemes of work and lesson planning:

Each department is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. These schemes of work are followed



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by all staff and their delivery monitored by the Head Teacher. Schemes of work set out how the content of the course is structured, so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. The school also has a marking standard which all staff follow. Teachers plan individual lessons, or sequences of lessons, in different ways. The school does not prescribe a single method for short-term or long-term planning. It simply expects that such planning takes place, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential.

Homework:

Eden Park Academy recognises the importance and value of homework as an extension of classwork, and a vehicle to practice skills, acquire new ones and develop good study habits. The school works in conjunction with the children's homes to promote a positive attitude towards homework and echo the standard set by the school. Students are issued with homework diaries that they are expected to be responsible for. Students are given homework weekly by each subject teacher. Emphasis is placed on the importance of homework by staff who ensure all homework is marked in a timely manner and student's achievements are celebrated by the school community.

Examinations:

It is expected that all students who embark on a course leading to a public examination are entered for that examination, unless they fail to fulfil the examination board's requirements in relation to coursework, attendance or other criteria. Departments are expected to identify, at an early stage, pupils who are in danger of failing to meet the requirements, so that they can be supported, guided and encouraged. The school pays for all examination entries for courses for which it has prepared students.

Information and communication technology:

We believe that the development of capability in the use of ICT is an essential requirement of pupils' education and that they have an entitlement to IT resources and teaching of the highest possible quality. ICT is built into each subject and encouraged as part of homework/home based learning. The development of ICT at Eden Park Academy is guided by the following principles:



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- All students have an entitlement to the supervised use of ICT, as detailed in the national curriculum, throughout key stages 3 and 4. They are expected to develop both understanding and practical expertise. Students develop their skills through specific teaching in ICT lessons, as well as a result of the use of ICT in subject areas;
- Staff are strongly encouraged to make full use of opportunities for professional development in ICT. Practical training sessions are held on a regular basis as part of the Staff Development Programme.

Work related curriculum:

An effective work related programme lies at the centre of the necessary experience of all students. The programme seeks to raise aspirations and help all students achieve their potential. We are aware that the changing nature of work requires special skills on the part of our students. As adults, they will need to be able to adapt to changing patterns of employment, operate in a climate of competition and be willing to develop new knowledge, skills and competences throughout their working lives.

Through a structured and progressive programme of learning, we expect students to develop an understanding of the demands and challenges of the workplace, the rewards and satisfaction work can bring, the rights and responsibilities of employers and employees, and knowledge of the requirements of employers and educational institutions and sources of information and guidance. We also expect them to develop relevant skills, including research, problem-solving and decision-making skills, presentational and communication skills, planning and self-management skills and the confidence needed to operate in the employment market place.

The programme operates in all years. Its principal features include

- awareness-raising
- personal strengths analysis
- job application and interview skills/body language
- research skills
- careers meetings
- information and guidance about post-16 and post-school education and career routes



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This work is done with all students in subjects such as ASDAN Awards, Environmental studies, Personal development Award, Life skills, FE award, employability award, International award sessions and meetings with career and training support agencies igen, as identified on the Leeds City Council preferred providers list.

Updated September 2016

Date of next review Sept 2017