

## **Curriculum Policy**

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, RE & PSHE but also the individual communication development work and inclusion arrangements, the range of creative and sporting activities, educational visits and workshops that the school provides to enrich the experience of the children. It also includes learning from the way the children are treated and expected to behave.

### Royal Cross Mission

- We believe 'communication is the key' to personal & social development and academic success.
- We provide an inclusive communication environment and personalised learning approaches.
- We recognise the importance of a peer group and role models in developing a positive self- identity.
- We prioritise safeguarding issues in order to protect our school community.

The curriculum reflects the essential role of the school in meeting the individual SEN of pupils so that they can be healthy, stay safe, enjoy & achieve, make a positive contribution and develop skills for the future.

The content and organisation of the curriculum embraces the school priorities for pupils as follows:

- developing language /communication skills (including ICT)
- nurturing emotional well- being and self- esteem
- promoting protective behaviours for personal safety
- ensuring all pupils make progress, achieve and enjoy learning

### **Our Curriculum Aims**

We aim for pupils to be successful learners, happy and confident individuals, independent and responsible citizens.

These aims are achieved through a curriculum that is:

- Creative – to enhance motivation & enjoyment thus raising attainment /achievement
- Connective – with opportunities for cross-curricular learning and reinforcement
- Broad, balanced and relevant
- Rich in language with an emphasis on communication development including individual programmes of work

- Personalised to take account of individual needs / learning styles
- Differentiated so that tasks are matched to individual abilities
- Fun, stimulating and challenging

and also:

- Prioritises PSHE – including Deaf Studies and protective behaviours for personal safety both online and ‘out and about’.
- Ensures continuity and progression
- Maximises the potential of ICT and minimises the risks of new technology
- Is flexible in response to pupils needs – experiential, practical, visual
- Reflects high expectations through encouraging independent learning and self discipline
- Establishes a mutually supportive partnership with families, governors and staff
- Promotes awareness and respect for diversity of cultures, beliefs and abilities
- Creates a caring community of learners where every child feels safe and valued
- Ensures all children have full and equal access to the curriculum
  - Through appropriate pace and style of curriculum delivery
  - Through appropriate use of communication methods / equipment

So that everyone feels included and can perform at their best.

Our whole curriculum enables pupils to develop:

- Skills and strategies to overcome communication difficulties
- Personal & social confidence and safety
- Independent learning and academic success

## **Organisation and Planning**

Royal Cross has developed a Creative Curriculum in terms of content, planning and delivery. Pupils experience music, dance, art and drama through regular teaching sessions, whole school art days, ‘circus’ afternoons, workshops, theatre visits and participation in Arts Festivals.

The curriculum is planned and delivered in themes covering a rolling 4 year programme. Each subject area has a policy and scheme of work. At the start of each year teachers should check the overall balance to ensure sufficient time is allocated to each subject in order to meet National Curriculum requirements and identify where discrete teaching is necessary.

When completing timetables the allocation of teaching time should take account of individual communication programmes, deaf studies, inclusion arrangements, creative &

sporting activities and educational visits. Lesson plans should include pupils' IEP targets and allow for PSHE issues.

Subject leaders are responsible for monitoring and evaluating teaching and learning in subject areas and feeding back to the curriculum coordinator (Deputy Head) to inform school improvement planning.

See also

- EYFS Policy
- Teaching and Learning
- Language Communication & Culture Policy
- Assessment Policy
- Subject Policies