

SCHOOL POLICY FOR THE CURRICULUM AND TIMETABLE



The three 'I's of intent, implementation, impact, work hand in hand with the three core aspects of successful learning based on planning, observation and assessment.

Intent – what you want pupils to learn

Implementation – how you will teach them

Impact – what they have learnt

Primary Curriculum Statement YR R – YR 6

Intent

It is our intention to provide all pupils in the Samuel Cody Primary Department with a broad and balanced curriculum tailored to meet the diverse special educational needs of all. This curriculum will also provide a wide range of enrichment opportunities enabling pupils to experience both their local community and the wider world around them.

We are committed to supporting each and every pupil to develop their communication and independence skills to enable them to access learning opportunities and experiences as fully as possible.

Implementation

The whole school ethos of 'all different, all equal, all achieving' is embedded across the primary curriculum to support and enable every pupil to reach their full potential and become as independent as possible.

Pupils follow tailored National Curriculum content appropriate for their abilities whilst ensuring an ambitious level of challenge. Early Years pupils follow the EYFS seven areas of learning and development.

- Personal, Social and Emotional Development (PSED)
- Communication and Language (C+L)
- Physical Development (PD)
- Literacy (L)
- Mathematics (M)
- Understanding the World (UTW)
- Expressive Arts and Design (EAD)

In addition to this we will ensure that all pupils have as many real-world learning opportunities as possible. These include offsite trips related to termly topics, experiences in school led by external providers and after school clubs with a range of themes.

Transitions

We recognise the importance of carefully managed and effective transitions both into and through the school. These include pupils joining the school from mainstream or other specialist provisions as well as transitions across the year groups, key stages and onto the secondary department or other secondary provision.

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Impact

Our aim is for pupils to develop their communication and independence skills as fully as possible, to enable them to successfully access learning, and develop important life skills to prepare them for their secondary education and beyond.

Key Stage 1 & 2 Curriculum Design

All pupils study the following areas:

Taught as Discrete Subjects

English & Phonics
Maths
Science
PSED
PE
Computing
RE

Taught as a Termly Topic

Design Technology
Art
History
Geography
Music

Primary School day

8.40	Pupils arrive at school
8.50	Independent tasks
9.00	Registration
9.10	Lesson time
10.15	Play
10.30	Social skills
11.00	Lesson time
11:45	EYFS/SLD/KS1 Lunch
12.00	Key Stage 2 Playtime
12.15	EYFS/SLD/KS1 Playtime KS2 Lunch
12.30	EYFS/SLD/KS1 Independent tasks/1:1 Reading
12.45	KS2 Independent tasks/1:1 Reading
12.55	Registration
1.00	Lesson time
2.45	School ends

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Secondary Curriculum Statement YRs 7-11

Intent

It is our intention to provide all students at Samuel Cody Secondary School with a broad and balanced curriculum tailored to meet the diverse special educational needs of each individual. This curriculum will also provide a wide range of enrichment opportunities enabling the students to experience both their local community and the wider world. We are committed to supporting each and every student to develop their social, communication, independence and life skills, to enable them to access learning opportunities and experiences as fully as possible and to move towards being confident, resilient learners, with good core values, who are able to make progress and achieve at an appropriate level.

Implementation

The whole school ethos of 'all different, all equal, all achieving' is embedded across the secondary curriculum to support and enable every student to reach their full potential and become as confident, resilient and independent as possible.

Students follow the full National Curriculum, differentiated to meet their individual needs and pace of learning. This ensures that curriculum content is suitable for their abilities with an appropriate aspirational level of challenge.

The curriculum is delivered via six timetabled subject lessons each day. The school operates as a standard secondary model, which means most students move round school from lesson to lesson. Those students with more complex needs, for whom moving round school would be detrimental to their well-being, engagement and progress, are taught a bespoke curriculum in a specialist classroom.

In addition to this, students in all year groups can build their social capital by taking part in a variety of enhancement activities and experiences, including residential or day trips and engaging in activities provided by external visitors to the school.

Transitions

We recognise the importance of carefully managed and effective transitions both into and through the school. These include pupils joining the school from our own or other Primary schools in Year 7, annual year group transitions, key stage transition from KS3 to KS4 at the end of Year 9 as well as transition on to further education for Year 11 students.

Impact

Our aim is for students to have academically achieved to the best of their ability at an appropriate level, to have moved towards becoming more confident and resilient learners, and to have developed their social, communication, independence, and life skills, throughout their time at Samuel Cody Secondary School.

We also aim for students to leave with good core values which will help prepare them for their further educational settings and future life.

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Key Stage 3 subjects studied:

English	Art
Maths	DT
Science	French
History	Music
Geography	PSHE
PE	RE
Computing	Food Tech

Plus a carousel of enrichment activities including: forest school, swimming, team sports, woodwork, singing, art and mindfulness

KS4 Subjects studied by all:

English- GCSE, functional skills or AQA Unit Awards
Maths- GCSE, Entry level, or AQA Unit Awards
Science- GCSE Combined science, Entry level
PE-core- AQA Unit awards
PSHE
RE

KS4 option subjects offered:

Music - GCSE or AQA Unit Awards
Art - GCSE
History-Entry level Certificate
Geography- Entry level Certificate
Life skills
Sports Leaders Award
PE- GCSE
D of E- Bronze
Horticulture- Laser level 1 certificate in garden horticulture
Photography- GCSE or AQA Unit Awards
Food Technology- BTEC level 1 or 2
French- GCSE
Tech/Craft- skills based with AQA Unit awards throughout.
Princes Trust- Personal Development and Employability skills, and Developing Resilience awards. These are part of the Achieve Programme.
Digital media- skills based with AQA Unit Awards throughout.

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Secondary School Day

8.50	Tutor Time Registration to be completed and students set up for the morning
9.05	Lesson 1
9.50	Lesson 2
10.35	Break
10.50	Lesson 3
11.35	Lesson 4
12.20	Lunch
12.50	Tutor Time Registration to be completed and students set up for the afternoon.
13.05	Lesson 5
13.50	Lesson 6
14.45	End of school day

Cody Oaks Curriculum Statement YR 5 – YR 11

Intent

At Cody Oaks we aim to deliver a broad and balanced curriculum to support both the academic and social development of the students we work alongside. The curriculum provides a platform for students to develop their cultural capital, careers knowledge and ambitions; opportunity for the development in areas of their individual social, emotional and mental health (SEMH) needs whilst allowing full access to a differentiated national curriculum.

Our intent includes providing enrichment opportunities beyond the national curriculum which support the development of our students and gives them opportunities to become active citizens.

Implementation

The whole school ethos of 'all different, all equal, all achieving' is embedded across the curriculum in all key stages to support and enable every pupil to reach their full potential and become as independent as possible.

The national curriculum is sequenced in a way that allows for staff to effectively diagnose the ability of learners and the gaps in their knowledge. This then allows staff to support students to progress and achieve. The national curriculum works alongside a literacy strategy which prioritises both reading and tiered vocabulary to allow students to both access the curriculum and engage in day to day activities.

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The SEMH needs of the child are also prioritised, with the planning of lessons giving opportunity to develop the social skills of the learner to allow for communication, emotional regulation and the specific needs of each learner to be developed. Our therapeutic curriculum underpins every aspect of the unit, including the curriculum.

Our cultural calendar and detailed curriculum planning provide opportunities for students to develop both the cultural capital and careers knowledge in a safe environment. In addition to this, our enrichment programme provides a platform for learning beyond the classroom. This includes opportunities to engage in a diverse curriculum and experience situations that allow for social engagement.

Key Stage 2 & 3 subjects studied:

English/Literacy	Art
Maths/Numeracy	DT
Science	History
Music	Geography
RE	Computing
Food Tech	PSHE
PE	

Impact

The measure of our curriculum is that students leave us as confident, active citizens, with a social and emotional toolkit to engage in the next steps of education, employment, independent living and to live a rich and fulfilling life.

Students will leave with the adequate knowledge and a portfolio of outcomes which allow them to successfully transition and access the provision they select, whether this be college, apprenticeships or straight into the workforce.

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Primary		
09:00 - 09:20	20	Tutor/ZOR/Settle
09:20 - 09:50	30	Session 1
09:50 - 10:20	30	Session 2
10:20 - 10:40	20	Break (In at 10:35)
10:40 - 11:00	20	Ready to Learn
11:00 - 11:30	30	Session 3
11:30 - 12:00	30	Session 4
12:00 - 12:30	30	Lunch (in at 12:25)
12:30 - 13:00	30	Literacy
13:00 - 13:40	40	Session 5
13:40 - 14:00	20	Break
14:00 - 14:40	40	Session 6
14:40 - 15:00	20	Ready to Learn

Secondary		
09:00 - 09:20	20	Tutor/ZOR/Settle
09:20 - 09:50	30	Session 1
09:50 - 10:20	30	Session 2
10:20 - 10:40	20	Ready to Learn
10:40 - 11:00	20	Break (in at 10:55)
11:00 - 11:30	30	Session 3
11:30 - 12:00	30	Session 4
12:00 - 12:30	30	Literacy
12:30 - 13:00	30	Lunch (in at 12:55)
13:00 - 13:40	40	Session 5
13:40 - 14:00	20	Ready to learn
14:00 - 14:40	40	Session 6
14:40 - 15:00	20	Ready to Learn