



## **Weston Point College**

### **Curriculum Statement**

#### **Context**

Weston Point College caters for students who have experienced difficulties in engaging in learning in mainstream and other settings because of severe behavioural, emotional and social difficulties. Most arrive seeing education as a negative experience. WPC offers a totally different environment. It is a place of laughter, mutual respect and tolerance. All Staff are expert in diffusion techniques. Conflict is defused at the lowest level possible.

#### **Aims**

Education at WPC is all encompassing, aiming to develop rounded individuals with the appropriate social skills to take an enriching part within society.

The college curriculum offers a broad and balanced education adjusted to meet the needs of students with a wide range of abilities from ages 11 to 16. Weston Point College provides an approach to education that allows consistency, continuity, structure and boundaries. By identifying the learning opportunities both in and out of the classroom each pupil's needs are addressed throughout the day to promote an environment that aims to ensure he or she achieves to their full potential socially, physically and academically.

#### **1. Academic**

- That every pupil fulfils his or her academic potential.
- That teachers and students pursue excellence in teaching and learning.
- That our students develop an appreciation of learning, both individually and with others, and acquire a wide range of learning skills.
- That we create an environment in which students are confident in their ability and increasingly ready to take responsibility for their own learning.
- That literacy is a strand that permeates all subject teaching ensuring our students become more effective communicators through speaking and listening, reading and writing. This aim continues outside the classroom into all their interactions within the home and college and all students and staff are aware of it.

#### **2. Pastoral**

- That every pupil receives excellent pastoral care within an ethos of tolerance and mutual respect.
- That students develop relationships with peers and adults in a way that prepares them for life beyond college.
- That students acquire a sense of responsibility and self-discipline.

### 3. Personal and Social Development

- That our students participate in a variety of physical activities and experience a sense of well-being and self-confidence that arises from good health and fitness.
- That our students benefit from a comprehensive personal and social education that helps them to lead happy and fulfilling lives.
- Staff model good behaviour and appropriate social interaction.
- Staff are friendly, approachable and respectful.
- That our students become more effective communicators through the provision of opportunities for speaking and listening, reading and writing.

### 4. General

- That our students develop a moral, spiritual and aesthetic awareness that makes them receptive to the world around them, bringing with it a sense of wonder and openness to the most important ideas in our own and other cultures.
- That our students develop and demonstrate tolerance to others from different races religions colours, creeds and genders.

### Breadth of the curriculum

The subjects and courses provided in the college at each Key Stage are designed to promote effective learning and personal growth. Medium term plans are grounded in the requirements of the National Curriculum. At Key Stage 4 the schemes of work are based on the syllabus for the AQA and Open Awards Examination Boards. The college curriculum aims to provide all students with an educational experience in the following areas:

<b>Linguistic (Literacy, English, )</b>	<b>Mathematical (Mathematics, Numeric,vocational studies)</b>	<b>Scientific (Science, Environmental awareness)</b>	<b>Technological (ICT, Design &amp; Technology, Home Economics)</b>
<b>Human and Social (Geography, History, PSHE, Citizenship, RE)</b>	<b>Physical (Physical Education/Outdoor Education)</b>	<b>Aesthetic and Creative (Art and Design, D&amp;T,Vocational Studies)</b>	

### Balance of the curriculum

The curriculum is planned to provide sufficient allocation of time for each subject or course of study. In the college, the allocation of subject time is largely based on the needs of the individual students and is under constant review. For example, a pupil who enters Weston Point College after having missed a significant amount of college, been excluded and developed negative feelings and experiences within education may need to start on a restricted academic curriculum until they can cope with the pressures of a college environment.



A range of activities exist on a daily basis to support and diversify the curriculum. These include outdoor pursuits, sporting activities, visits to local attractions. This complements the in- school provision and is a major part of teaching and learning.

### **Size of teaching groups**

The curriculum is organised so that teaching groups are small. The average size of each teaching group is likely to be 2 although the rooms can accommodate more. We aim to provide students with classes made-up of their own year group, however, from time to time students share a Key Stage grouping or a Whole College Grouping. In these circumstances students continue to receive a Key Stage entitlement of educational opportunity (see below).

### **Progression and continuity**

Each subject area follows the National Curriculum guidelines (including Examination Course requirements) in order to provide progression throughout the key stages. A range of qualifications are used to promote success and reward progress.

### **Teaching and Learning styles**

Because of the nature of our students' often-fragmented history and background of previous education they frequently benefit from one-to-one support in lessons or by working in very small groups. However, we recognise the importance of providing appropriate opportunities for students to share experiences and join teaching and learning groups which aim to encourage wider participation. WPC will use any activity as a means to deliver the curriculum. Opportunities to develop literacy and numeracy are sort in any location.

Individual learning styles are assessed and teaching adapted to maximise learning. As Students develop their preferred style is reassessed and further adaptations made as required.

### **ICT Provision**

The College is well provided with computers, peripherals, software and the internet in order to deliver ICT entitlements to students and it is delivered to all students in both the KS3 and KS4. Additionally the requirements and opportunities for ICT are addressed through individual subjects as described in the policies and schemes of work for those subjects.

### **Lesson Plans and Planning**

In order to cater to students individual needs teachers plan lessons on an individual basis using the medium term plans as a basis for their planning. These tracking sheets seek to find the gaps in learning and address them.

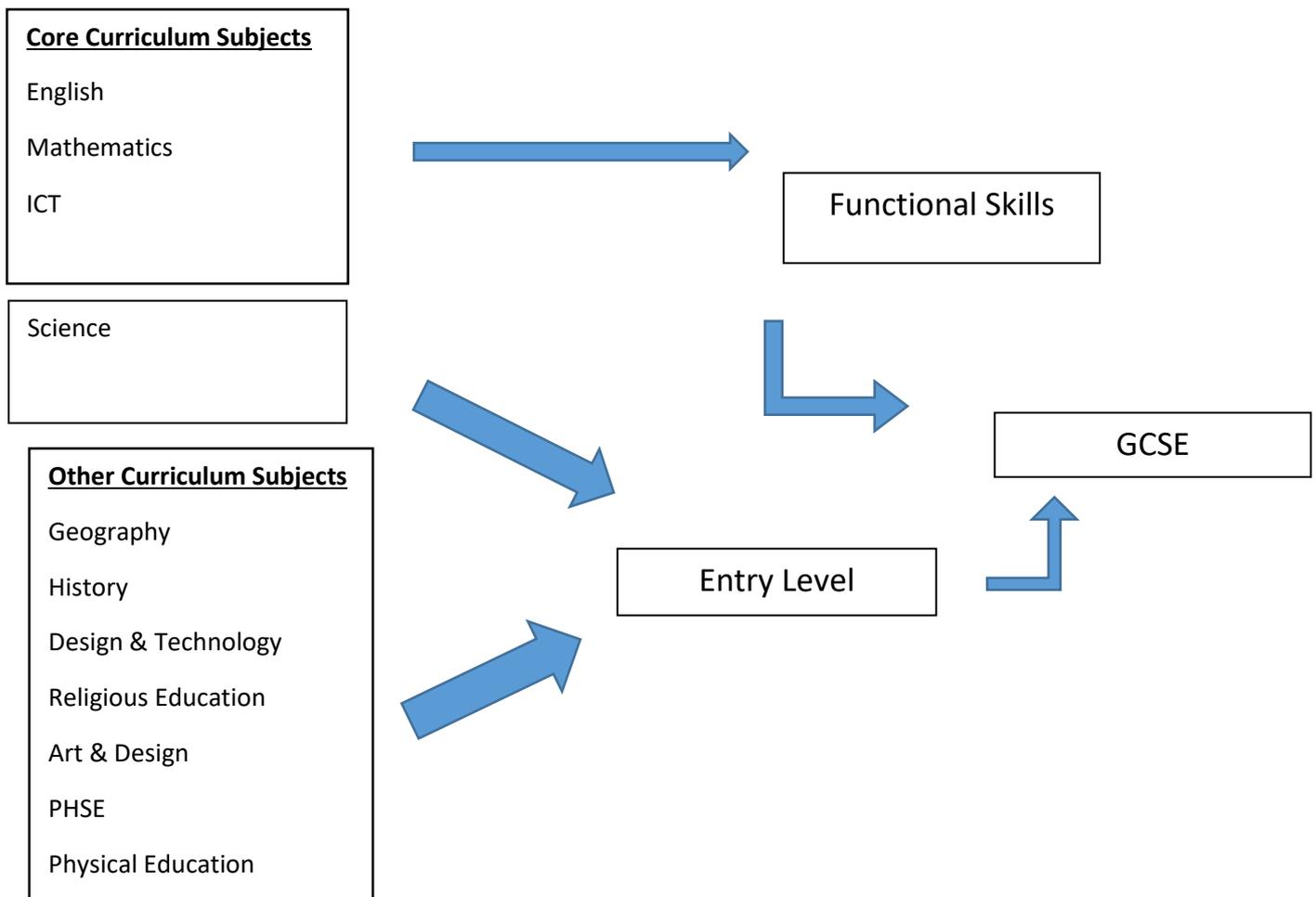
### Key Stage 3 Entitlement

Students in Key Stage 3 are taught a broad and balanced curriculum , the academic part is based on the National Curriculum Programme of Study. The Personal and Social development needs of each student are also monitored and assessed. Activities and lessons are geared to developing improving respect, tolerance and self esteem. The curriculum is designed to take into account the pupil's individual needs and an Access Plan is provided for each pupil. The timetable ensures each pupil receives education between the hours of 9am and 3.00pm.

### Key Stage 4 Entitlement

At Key Stage 4 the core curriculum subjects are compulsory at Weston Point College, while the rest of the timetable is designed around the needs of the individual. The scheme of work for each subject is based on the syllabus provided by the appropriate Examination Board.

Depending on the students' abilities and choice of study they can study qualifications that range from Entry Level Certificates, Functional Skills examinations in English, ICT and Maths, Open Awards qualifications in Skills for Further Learning and Employment, AQA Awards in Personal and Social Education and GCSE's in a range of subjects.





See Subject Policy documentation for full details of programmes of study and medium term plans.

The following Policy documents are all part of the Entitlement Statement so should be read in conjunction with this document:

- The Equal opportunities Policy
- The Special Educational Needs Policy
- The Assessment, Recording and Reporting including Marking Policy
- The Behaviour Policy

**Date: July 2009**

**Reviewed on: January 2013**

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