

Le Murier School Curriculum Policy Statement



Policy statement

Le Murier school provides a skills-based curriculum which is tailored to meet a wide range of students. The curriculum is flexible in order to respond to the individual needs of our students. It provides opportunities for all students to learn and achieve, as well as promoting the key aspects of the Guernsey Curriculum.

These aspects are;

Learning to become successful learners

Confident individuals

Responsible citizens

Effective contributors

By providing a breadth of experience, both within and outside school, we will enable our students to make choices, live as independently as possible, understand the world they live in and recognise and manage change.

We believe that collaborative learning opportunities with our partner school, St Sampson's High School, are valuable and these are being carefully considered to ensure that joint learning ventures are of benefit to both student groups.

This policy should be read in conjunction with the *Baubigny Schools Collocation Policy*.

Across the Baubigny Schools, the following shared aims have been developed:

Baubigny Schools Aims

Learning together we will develop a community of:

- Happy and successful learners
- Confident individuals
- Responsible citizens

We will provide:

- A range of challenging opportunities
- Support and friendship
- A safe and stimulating environment
- Encouragement of lifelong learning

Le Murier Curriculum Philosophy

The aim of Le Murier is to enable our students to be active, productive members of the community and to be fully included within society. We do this by creating an environment where everyone has equal value and opportunity, and where all will be encouraged to develop positive attitudes, essential knowledge and the skills to become life-long learners.

Curriculum

The main emphasis is on the development of the students' basic skills which are Numeracy, Literacy and Information Communication Technology (ICT).

The curriculum is divided into 11 core skills; these provide a framework to develop the essential skills and knowledge needed to maximise independence for our students.

The core skills are:

1. Locating
2. Being Safe
3. Participating
4. Thinking and Problem Solving
5. Observing
6. Organising
7. Following Instructions
8. Using and Applying
9. Respecting and Valuing
10. Co-ordinating
11. Communicating

Lessons focus on developing these Core Skills alongside the Basic and Functional Skills of Numeracy, Literacy and ICT

The aim is to develop students skills to enable them to be as independent as possible. Students begin by following the Life Skills Pathway through Years 7,8 and 9 and may then move onto the Work skills Pathway in Years 10 and 11, when they have shown significant competence in the majority of core skills in the Life Skills Pathway. The Work Skills Pathway is designed to give students the opportunities to develop employability skills and move on to employment or college.

Through the delivery of a skills based curriculum, which includes a structured residential programme, Le Murier is committed to providing opportunities for its students to develop communication, literacy and numeracy skills that will be relevant and useful to them in their everyday lives; these learning opportunities seek to match their needs and to enhance their quality of life.

We believe that it is necessary to be clear about what our students are learning and why, and as such we recognise that not all of our students can make sustainable progress in reading, writing and numeracy. Therefore for some, communication and other more appropriate skills areas will form their core curriculum.

Curriculum Focus within the school

Although Le Murier is departmental in its structure, there are increasing incidences where a student may access more than one department or alternative learning environments to best meet their needs. Multi-disciplinary input, through referral, is also school-wide for assessment, monitoring, guidance and joint classroom working.

Departmental structures:

The Middle Department (KS 3) (Years 7 - 9) is for students aged 11 - 14.

Here the students work in small groups with a team of teachers, and much of the work is centred on a theme for each term. The students are grouped according to their needs in all areas of the curriculum. A special emphasis is placed upon providing the correct support to enable improvement in numeracy, literacy, ICT and the Core Skills.

The Senior Department (KS4/5) (Years 10 - 11) is for students aged 14-16.

This department incorporates two pathways. One specialises in the acquisition of life skills including travel, home skills and social skills and appropriate levels of literacy, communication, numeracy and information skills. The other pathway specialises in the acquisition of skills for work and includes careers work, work experience and appropriate levels of literacy, numeracy and information skills. Students in this pathway will have the opportunity to attend the College of Further Education, sometimes in discreet groups and at other times mixing with mainstream students.

The Sensory & Communication Department (KS3 - 5) (Years 7-13) is for students aged 11 - 19

This department sits alongside the Middle and Senior Departments at Le Murier; it provides education that meets the needs of students with learning, sensory, communication and physical disabilities and difficulties. The Sensory and Communication Department offers a flexible approach to the curriculum focusing on skills that matter to this student group. Areas of focus include communication, choice making and social skills, personal development (looking at behaviour and coping skills, developing tolerance, confidence, self-help and independence), movement and body awareness (including therapeutic massage and hydrotherapy) as well as numeracy, literacy and information skills where appropriate. The department is currently split into four classes: Language and Communication and Profound and Multiple Learning Disabilities. Multidisciplinary input is sought for assessment, the setting of objectives and joint classroom working. Teaching and learning approaches used (principles of) include TEACCH, PECS, visual schedules and work systems, objects of reference, sensory diet, Sign-along and intensive interaction.

Responsibility for policy

The policy belongs to all staff at Le Murier who therefore share responsibility for its implementation.

Scope of the Policy

This policy applies to all students and staff. All new staff will be made aware of the policy during their induction. The successful implementation of the policy depends upon a whole school approach. The Skills Curriculum and its delivery will be an ongoing developmental action for the school's SIP for the immediate future as well as a key feature in the REP.

Date: Revised January 2015

Next review date: as needed

Signed:

..... (Headteacher at Le Murier School)

.....(Deputy Headteacher at Le Murier School)