



# Red Rose School Cardiff Limited

## Curriculum Policy

Policy Details
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## **Introduction**

Red Rose School's curriculum aims to teach children how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential. Red Rose School has due regard to the Independent Schools Standards Wales in supporting the curriculum areas of Language, Literacy and Communication, Mathematics and Numeracy, Science and Technology, Expressive Arts, Humanities and Health and Wellbeing. The curriculum framework provides learning opportunities for all students at different stages of their development. All students have access to a broad, balanced education which provides continuity, progression and takes individual differences into account.

The curriculum includes all the planned activities that Red Rose School organises to promote learning, personal growth and the development of skills and knowledge associated with being independent members of their community. There is a strong focus on learning to learn, as a foundation for accessing the curriculum. We foster a culture that is reflective, evaluative, collaborative and outward looking to provide our students with skills for life beyond Red Rose School.

The curriculum at Red Rose School is informed by and planned to meet the requirements of the Welsh Government, the objectives on our students Statement of Educational Needs, or Individual learning Plans and most importantly, the learning needs of the students themselves. We offer a full curriculum, which includes an increasing range of qualifications that acknowledge the efforts the students have made. These may include, where appropriate, accreditations and qualifications from providers such as ASDAN and the WJEC.

## **Curriculum Aims**

Through its curriculum, Red Rose School aims to:

- Allow students to become increasingly independent and positive members of their communities
- To promote a positive attitude towards learning
- To teach students the skills of literacy, numeracy and information technology and to enable them to use these skills in a range of real-life situations
- Move students forward, after school, into further learning or work
- Provide students with opportunities to access further education and prepare them for work.
- Provide appropriate work based learning opportunities
- Minimise the students involvement with 'corrective' services such as the police, court or prison services
- Teach the students respect for themselves and others - for example learning to stay sexually safe
- Become independent travellers
- Support students to remain with their families and remain living in their local area
- Teach students to access a range of support services they will require in adulthood
- Teach students to have positive relationships with money and managing their finances
- Develop the confidence of students to shop independently
- Articulate their wishes, needs and opinions in a constructive manner - inc. voting
- Provide students with the skills and knowledge to remain safe and secure in both the digital and 'real' world
- Teach students to remain or become healthy individuals through basic principles of health, hygiene and safety
- To allow students to acquire a set of moral values; such as to understand right from wrong; and the importance of truth and fairness

We do this by:

- Catering for the needs of individual students
- Developing basic numeracy skills through the Big Maths programme.
- Developing basic literacy skills through the Read Write Inc Phonics and the Fresh Start reading programme. (beginning October '24)
- Developing the student's full potential at a pace they can manage but remains aspirational
- Addressing the objectives listed on each student's Statement of Educational Needs, IDP or equivalent
- Facilitating students' acquisition of new knowledge and skills.
- Helping them to develop intellectually, emotionally, socially, physically, and morally.
- Creating, maintaining and developing an exciting, enriching and stimulating learning environment for all students.
- Ensuring that each individual student's education has continuity and progression.
- Recognising the crucial role which parents and carers play in their / the children's education and to actively encourage parental and carer involvement in the educational process.
- Treating all students in a dignified way.

## **Assessment and Planning**

Our students follow a timetable that covers a broad range of subjects to promote working to becoming independent. We have begun (September 2024) to use the B-Squared database, utilising the Steps 4 Life assessment modules, to baseline and monitor the progress of our students in the development of their academic skills, levels of independence, life skills and their employability. Each student's progress is / will be monitored to inform future planning and reviewed half termly. The data collected from Step 4 life will also be used to inform feedback to parents and carers.

Staff follow a curriculum overview. Termly plans inform teachers weekly planning where learning objectives are set for each subject area. Lessons are planned inside the classroom and out in the community supporting the students journey towards independence.

Assessment is used to inform teachers planning and to identify if an intervention needs to be put in place for individual students.

## **Curriculum Delivery**

The curriculum is delivered in a manner that it is both age appropriate and relevant to the capabilities of the student. We aim to engage students in their learning and develop their confidence and self-esteem. We want all students to develop resilience in their attitude to learning, to attempt new and challenging topics or subjects and to perceive mistakes as part of learning.

Our aim is for all students to be part of a group as often as possible. Students may be grouped according to their ability, age or social and emotional needs. The teaching methods used will use a variety of whole class, group and individual teaching approaches.

## **Enriching the Curriculum**

Red Rose School takes steps to ensure that students gain access to a wide range of curriculum enriching activities. For example:

- Large parts of the timetable are focussed around the transition to and preparing for adult life.
- Careers advice is given through curriculum activities and via Careers Wales who attend all PCR meetings for students in Year 9 and above.
- Off-site activities are regularly used to link with learning in the classroom.
- External partners offer a wide range of learning opportunities that Red Rose School uses, including Llanover Hall Arts Centre, Cardiff House of sport, Boulders, Pedal Power, Cardiff Vocational Services and others.
- Personal and Social Education is delivered through ASDAN Short Courses and through curriculum content in PSHE lessons.
- Regular visitors to the school are used to enhance classroom-based learning through sharing their experiences and values.

### **Monitoring and review**

The curriculum that is delivered to students is not static and is reviewed and developed continually, responding to the needs of students. Whilst a formal review of the curriculum and the Curriculum Policy takes place annually there are also many other opportunities that Red Rose School takes to review and develop its curriculum throughout the academic year. Teaching staff are encouraged to review the curriculum, its content and delivery on an ongoing basis. This is essential as the needs of each group are varied. The working environment at Red Rose School is organic and constant feedback and discussion allows teaching staff to constructively develop the curriculum as required.

Assessment, recording and reporting are considered to be an integral part of the curriculum. Assessment informs the teaching and learning process so that learning approaches and activities can match individuals' needs and abilities. Assessment is both formative and summative.

Written feedback is given to parents and carers twice a year, at the end of the autumn and summer terms. Non-written feedback is provided throughout the year.

### **Parental / carer curriculum complaints**

If a parent / carer wishes to complain about the curriculum a child is following at Red Rose School, then this policy should be read in conjunction with the Complaints Procedure Policy.