



Southwark Inclusive Learning Service

Curriculum Policy

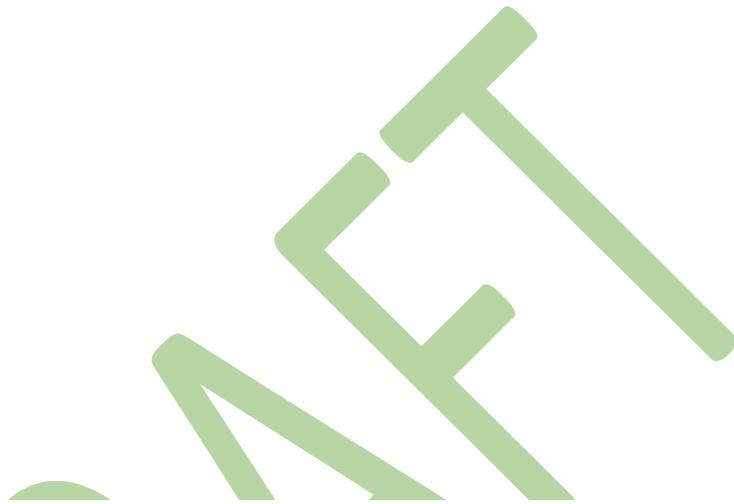
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1. Overview

“Ensuring that no learner is educationally disadvantaged”

Introduction

SILS philosophy is inclusive. We believe that every young person who comes to SILS must have a second chance at success regardless of their circumstances. We aim for all of our learners to make outstanding progress and every member of staff is committed to achieving this goal.

The specialist services on offer helps to support our learners to overcome the barriers that previously prevented them from being able to engage with education. SILS thereby offers a bridge for young people to re-engage positively in their educational journey.

SILS works to provide the best possible learning outcomes for pupils who despite exclusion, missing education, illness or otherwise cannot access a mainstream school. Where possible seeks to return learners to mainstream schools, as ultimately this is often the best environment for some learners.

The SILS curriculum reflects the national curriculum along with personalised learning, and provides pupils with the opportunity to make good progress in line with their needs in a supported environment.

The SILS small school supported environment, aims to refocus and re-engage learners, and where appropriate reintegrate students back into mainstream schools.



Curriculum intent

Our intent is to have a curriculum which

- a) Is engaging and underpinned by creativity, functional literacy, numeracy and development of enquiry
- b) Creates pathways of skills and qualifications, to enable access to training, employment or further education (& prepares learners for the next phase)
- c) Allows learners to experience success, in line with needs and abilities
- d) Creates responsible citizens who can make a positive contribution to society.

It is essential that the curriculum is organised in such a way that it provides students with the opportunity to learn expected behaviours and be successful in their learning so that we can deliver our mission and aims.



Strategic Intent

To develop a curriculum which:

- a. Creates an aspirational high achievement culture.
- b. Considers individual needs and starting points.
- c. Allows everyone to experience success.
- d. Raises standards of attainment.

Curriculum Principles

Though pupils join SILS at different points in the year and at different stages of their education, our curriculum offers:

- a. Progression through subjects, with teachers mapping concepts and skills from years 7 to 11
- b. Reinforcement / re-learning driven by data to maximise progress
- c. Opportunities to develop skills needed for adult life, i.e. literacy, oracy, numeracy...
- d. Targeted support to ensure that all make expected or better progress

Benchmarking with Mainstream

A significant amount of what our curriculum offer at SILKS is to be able to progress students back into mainstream settings and in order to facilitate this aim we work closely with the schools who place students with us to ensure that what we are delivering is in line with what our mainstream colleagues are doing. Subject leads have close links with their counterparts in mainstream schools and this is a regular focus of CPD activities.



2. KS3

Please find core curriculum overviews for each subject on the school website <https://silsschools.org/ks3-curriculum-overview/> We often change topics and themes based on the children's interest and or current events.

KS3 Curriculum

Currently students at KS3 study:

English

Curriculum Intent Statement:

'Only the educated are free' – Epictetus

Studying English allows students to access the world and explore their imaginations. Through our curriculum we expose students to a range of challenging and exciting texts, both contemporary and classic fiction and relevant, stimulating non-fiction texts. English at SILS allows students to engage with English, literacy and oracy skills which can open the doors of employment, further education and apprenticeships.

We encourage students to be critical thinkers who are capable of challenging and interrogating narratives and perspectives that are presented to them every day whilst growing a love of literature and language and developing as keen readers.

By providing a robust curriculum which allows those who have previously struggled to engage with literacy and English, we are able to offer a range of qualifications from Functional Skills, Entry Levels and GCSE English Language and Literature. These provide a springboard for our young people to go into the wider world as ambitious, prosperous members of society.

Maths

Curriculum Intent Statement:

Mathematics equips students with uniquely powerful ways to describe, "analyse and change the world. It can stimulate moments of pleasure and wonder for all students when they solve problems, discover more elegant solutions, or notice hidden connections. The national curriculum for mathematics aims to ensure that all students become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately; reason mathematically by following a line of enquiry, developing an argument, justification or proof using mathematical language; can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into " series of simpler steps and persevering in seeking solutions. At SILS, our intent, for all students throughout the school, is to develop these skills whilst understanding links between different areas of mathematics and making connections with other subjects. In learning about mathematical concepts our students develop their logical thinking skills which will aid problem solving in all areas of life.



Humanities

Curriculum Intent Statement:

Humanities and History at SILS intends to help students develop the skills of curiosity, enquiry and reflection to explore and challenge the past and interpretations of the past and think critically and creatively to make connections between the past and present events and human communities.

The aim of Humanities and History at SILS is to support students to develop into responsible well-informed global citizens that embody the values of respect, acceptance, understanding and empathy. Who are inspired and fired up to explore where they fit in, in the development of human society over time on a local, national and international level by being inquisitive, curious, questioning about interpretations of the past and present world in the hopes of making a difference.

Our Humanities and History students will become free thinkers that fully appreciate and understand the diversity of the human experience as well as gain a greater understanding and confidence of their own identity in relation to those experiences and use their Humanities and History knowledge to effect positive change within the world.

ICT

Curriculum Intent Statement:

TBC

SEAL

Curriculum Intent Statement:

Many of us struggle to recognise our own feelings and when we do we don't know how to deal with them. Also, if we cannot deal with our own emotions, how can we recognise how others are feeling? We often find it difficult to make and keep good relationships and express ourselves in a positive way. SEAL can help us to have a more positive attitude and improve our behaviour. SEAL can also help raise our self confidence, help us get on better with each other and engage more with our learning.

Art

Curriculum Intent Statement:

Intent

At KS3 students begin a programme of study designed sequentially towards the demands of KS4.

We aim to develop over time during KS3 a number of areas:

- To be able to creatively express ideas and experiences



- To be able to analyse and select appropriately the work of different artists and from different cultures and make connections to their own work.
- To be able to experiment with a range of media, techniques and processes relevant to intentions
- To be able to organise and develop ideas relevant to given theme and own intentions
- To be able to produce skilful final outcomes

The curriculum is planned to develop the key skills, knowledge and techniques to make the necessary progress towards KS4.

The national curriculum for art and design aims to ensure that all students:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Year 7–

The emphasis on students' experience of Art and Design through Year 7 is to gain knowledge, understanding, skills and techniques inspired by the work of artists and cultures. Through project work, students are given a wide experience of making art in a variety of mediums that include painting, drawing, print and sculpture.

Year 8

The emphasis on students' experience of Art and Design through Year 8 is to build upon knowledge, understanding, skills and techniques gained throughout Year 7. Students continue to develop an appreciation of the work of artists/ designers and understand the role of artwork from a range of cultures. Through project work students experience making art in a variety of mediums that include painting, drawing, printing and sculpture.

Year 9

Year 9 students will build on their experience in Year 8, progressing to more in depth projects and exploring new materials and subjects as well as developing their drawing skills. Students will gain experience and skills in painting, drawing, sculpture, printmaking and linking their work to the work of others. Projects are designed to fit closely with the Bronze Arts Award requirements to promote a smoother transition from KS3 to KS4, when students will work towards gaining Silver Arts Award.

Drama

Curriculum Intent Statement:

Drama is a subject that allows the student to learn knowledge and skills as a foundation to enhance later on in the Drama field if they choose to continue their journey into KS4/ KS5, however if Drama is not chosen, it gives the pupils skills within such as; confidence, Resilience, Imagination, role playing, empathy and escapism, imagination, awareness and ingenuity. It encourages them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, children are encouraged to take responsible roles and make choices – to participate in and guide their own learning.

The use of understanding Drama boosts the communication skills of students with special needs. Group negotiation and communication skills developed through drama can feed back into other subjects, group work especially for students with special needs to concentrate on key activities and skills. Students with special needs can help with self-expression and confidence-building; these are important tools in literacy-building, and a confident student is more likely to learn well and to enjoy learning in general. For students with challenging behaviour or problems interacting, drama provides an opportunity to let off energy within the boundaries of the lesson itself Mime, movement, hot



seating, and freeze frames. The SOW allow differentiation for most able and SEN, with different tasks which allows versatility. The use of different tasks, targeting different ways of learning, can meet the needs of pupils

The SOW, adhere to most specifications, with the implementation of classical and contemporary plays, incorporating practitioner's methodology, as well as key performance skills which is prevalent and taught throughout KS3/KS4. The use of communicating with mainstream schools gives a scope on what is being taught currently to mirror some aspects which enable the pupil to effectively build on prior knowledge or introduced to new knowledge they can take with them to allow progression. Also allows students to have more social awareness with current affairs as well.

The idea of wanting to explore plays and create passageways to speak about the arts culturally gives the students means to explore and have the opportunity to have experiences they may not have had in the past, the use of theatre trips and exploring ideas within their imagination they can act within a safe setting, addressing misconceptions and ensuring knowledge is imperative. Ensuring they have the opportunity to have an enthusiastic teacher they feel comfortable to express themselves and blossom into confident pupils. The nature of the schemes of work builds their confidence and empowers their thought process to ideas they give, it allows the pedagogy of Dorothy Heathcote mantle of the expert to be transpired into the means of their working performance and use of reflection and evaluation, believing in their thoughts as young adults and individuals, allowing them to make mistakes but also to think independently within.

The topics given explores as individuals what their stance is based on the topic. Their opinions, judgments and questions, communicating both negative and positive and finding a balance and addressing misconceptions. Topics of social injustices are touched upon to, ideologies of fate and making decision that effect their future. This empowers young people to have a voice and speak on possible scenarios they haven't had the chance to explore. Students have come from various backgrounds and may have not been able to be heard, the use of the SOW allow them to speak and question scenarios or topics to gain relevant knowledge, acquire new knowledge address misconceptions, practice and touch upon situations/ topic/ work they did not understand prior as well as allow them to further explore others.

"I possess endless potential."

Food Tech

Curriculum Intent Statement:

The aims of teaching FT at SILS is for the young people to:

- Develop creative, technical and imaginative thinking.
- Build resilience and develop confidence.
- Be able to talk about how food taste and feel (texture) and to develop their inquisition about food from other cultures.
- Be able to select appropriate ingredients, tools and equipment when making a meal, whilst following a recipe.
- Understand the importance of having a balanced diet.
- Learn how to cook and apply food life skills

In KS3, students will be giving the key skills they need to make healthy and nutritious meals safely in the kitchen. The emphasis is on Healthy Eating - the 'Eat well Guide'. The students will develop a greater understanding of a balanced diet and have the opportunity to cook recipes that focus on the



five food groups. The students will also learn how different cultures from around the world embrace food, introducing recipes based on a range of cultural background.

All practical lessons are designed to create an opportunity for the students to develop their basic cooking skills, as well as build their knowledge of a variety of food-related issues, such as; Healthy Eating, Basic Food Hygiene and Safety, Food Preparation and Presentation, Cooking on a Budget, Entertaining, The Food Industry and Practical Cooking Skills.

PSHE

Curriculum Intent Statement:

We believe that it is of utmost importance for our students to be supported in making responsible and well informed decisions for their future, how to be socially responsible and for them to understand why their learning is important and in particular how it is going to help them once they leave school. Students focus on areas such as working towards a goal, working as part of a group, community action, using technology in the home and community, preparation for work, managing social relationships, managing money and individual rights and responsibilities.

Learning intentions are fully compliant and fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning in the context of a broad and balanced PSHE curriculum

3. KS4

Please find core curriculum overviews for each subject on the school website <https://silsschools.org/ks4-curriculum/> We often change topics and themes based on the children's interest and or current events.

The KS4 Curriculum

We have a broad KS4 Curriculum offer with 10 subjects designed to meet the national curriculum requirements; and this is taught in 20 hours of contact time over 4 days each week. Built in to the offer is one day per week for learners to engage in vocational creative curriculum off site, away from SILS.

The Core Curriculum - Years 10 and 11

English

- iGCSE English Language
- Functional Skills Level 1 & Level2.
- Exam Board: Cambridge

Curriculum Intent Statement:

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We encourage students to be critical thinkers who are capable of challenging and interrogating narratives and perspectives that are presented to them every day whilst growing a love of literature and language and developing as keen readers.

By providing a robust curriculum which allows those who have previously struggled to engage with literacy and English, we are able to offer a range of qualifications from Functional Skills, Entry Levels and GCSE English Language and Literature. These provide a springboard for our young people to go into the wider world as ambitious, prosperous members of society.

Maths

- GCSE Mathematics
- Functional Skills Level 1 & Level 2
- Exam Board: Pearson Edexcel

Curriculum Intent Statement:

At SILS, we believe Mathematics is a creative and highly interconnected subject that is essential to everyday life, not only as a keystone to Science, Technology and Computing, but also in the wider world. It is our intent that our Mathematics provision will provide children with a foundation for understanding number, reasoning, thinking logically and problem solving with resilience so that they are fully prepared for the future. It is essential that these keystones of Mathematics are embedded throughout all strands of the National Curriculum.

Science (Year 10s)

- Entry Level 1, 2 or 3 Science
- Exam Board: Pearson Edexcel

Curriculum Intent Statement:

In these times, it is vital that young people understand the role of Biology in disease prevention and reducing climate change. In Biology GCSE, students study a variety of life processes and learn how different organisms meet the challenges of living in their environment. Students learn how to prevent disease and the importance of increasing health and wellbeing. We learn about the global dependence on plants for the survival of our planet. Students also learn to use laboratory equipment and materials to collect data and then importantly how use a variety of data analysis skills to interpret the data.

ICT

- iGCSE in Information and Communication Technology (4IT1)
- Functional Skills Level 1 & Level 2
- Exam Board: Pearson Edexcel



Curriculum Intent Statement:

TBC

Arts Awards

- Bronze (0.5 GCSE equivalent) and Silver Award (1 GCSE equivalent)

Curriculum Intent Statement:

Most students joining in year ten will attempt the silver award, students joining us later in year 11 who have less time may attempt bronze award.

Students are encouraged to be independent in their choices of activity and working methods.

However, we provide whatever support is required by individuals. This can range from writing frames, scribing for them or helping them to record their own progress in the most appropriate way.

Examination Board: Trinity

Course content

Unit 1 – Parts A+B Students reflect on their strengths and weaknesses in art and select a challenge, which they plan, carry out and review. Part C Students experience arts events and meet practitioners. Part D Students investigate Arts Pathways and opportunities in the Arts industries.

Unit 2 – Students work alone or as part of a group in order to identify leadership skills they wish to develop, plan and lead a project. Then they collect feedback and review their leadership skills development and how they worked as part of a team and dealt with problems they encountered.

Tasks set and marked by school then externally moderated by Trinity.

Students are assessed on the following areas:

Art form knowledge and understanding

Creativity

Planning and review

Communication

NCFE

- Level 1/2 Certificate in Employability Skills (**Careers**)

SEAL/PSHE/ Identity Project - Broad focus on issues which include British Values, FGM, CSE, SRE, Radicalisation & Extremism, Diversity, County lines, Squares, Gangs and Knives, Bullying, Online Safety, Sexting, etc. (Curriculum designed in partnership with professionals)

Curriculum Intent Statement:

Careers (CIAG) – Bespoke workshops one afternoon per term (plans to be completed), as well as, Careers interviews, Work Experience, College Application, college/University visits (Into University, Brilliant clubs)

Options subjects

- | | |
|------------------------------------|----------------------------|
| • Food Technology | BTEC Level 2 Certificate |
| • Religious Studies | Level 1/2 Short Course |
| • Health and Social Care (HS&C) | BTEC Level 1/2 Certificate |
| • Physical Education (PE) | BTEC Level 1/2 Certificate |
| • Science Biology (Single Science) | iGCSE |



Qualifications offered by partners - Offsite Provision

(1 day a week – Year 10 Tuesdays and Year 11 Fridays)

Provision Name	Award/Qualification Offered
Ilderton Motor Vehicle Project	Foundations in Motor vehicle Mechanics + Entry Level 3 Introduction to Motor vehicle Industry Technologies
Let Me Play	BTEC Level 1 Sport and Active Leisure
Southwark College	Hair & Beauty Catering
Millwall (MCT AP)	BTEC Level 1 Sport + Level 1 Employability + Functional Skills Level 1/2
New Start	NCFE Level 1 Creative Craft

ACE - Alternative Centre for Education: nurture group designed to meet needs of learners who are vulnerable and may be: school refusers, anxious or those who find it difficult to work in big groups, unable to fully access the curriculum, or with EHCP



Reading

Fluency in reading is a key skill that enables students to access higher levels of qualifications, achievement and engagement in education. It enables greater success in life. It promotes learning for life.

At SILS we have decided to focus on four key areas in the coming year to support the development of reading and literacy across SILS. These are:

- 1. Promoting Reading for Pleasure**
- 2. Developing staff expertise in delivering Disciplinary Literacy within their subject**
- 3. Develop students' ability to access, engage and achieve with reading and writing for academic success**
- 4. Provide high quality interventions for struggling students**

1. Promoting Reading for Pleasure

Our aim is to ensure that students leave SILS with an appreciation of reading for pleasure and an awareness of their own preferred texts and genres.

Liaise with Southwark Library Service to complete cataloguing of books and training on system

- All students to be bought a book of their choice for reading in tutor group time*
- Drop everything and read time in week?*

2. Developing staff expertise in delivering Disciplinary Literacy within their subjects

Aims

We aim to ensure that teaching and support staff have excellent knowledge about disciplinary literacy. They have been supported with training and time in departments to contextualise disciplinary literacy in their subject and classroom. They consistently share the unique language, ways of knowing, doing, and communicating in their respective subject disciplines with their colleagues and in their classroom practice with their students.

Departmental plans, policies, and practices on developing disciplinary literacy is coherently aligned with curriculum development. Barriers to accessing the curriculum relating to reading, writing and communication are recognised and systematically responded to by teachers and leaders.

3. Developing Students access, engagement and achievement in reading and writing for academic success

Develop Students ability to read complex academic texts.

To develop students' skills and knowledge within the areas of literacy we will target four principal areas:



- *Subject Specific Vocabulary: We aim to ensure that teaching and support staff have excellent knowledge of the common barriers to academic reading e.g. dysfluency; limited vocabulary; gaps in background knowledge etc. They are consistently responsive to students' progress and they provide additional support to students when needed to ensure access to challenging texts.*
- *Teachers and TAs share a common language about reading instruction. They have a sophisticated knowledge of reading comprehension and so there is a clearly developed progression evident in curriculum development and lesson planning.*
- *Teachers consistently and confidently instruct pupils to use a range of reading strategies so that students become increasingly strategic when they read challenging academic texts. Students typically exhibit confidence in planning, monitoring and using a range of reading strategies independently.*
- *Reading strategies are regularly and carefully adapted and applied to specific subject disciplines. For example, corroborating sources is promoted in history, while rereading is used consistently in mathematics.*

Combine writing instruction with reading in every subject

We aim to ensure that teachers have a sophisticated understanding of how reading and writing are overlapping, complementary skills. As such, they are combined skilfully in subject specific tasks e.g. annotating model texts or using writing checklists, in a highly systematic fashion.

4. Provide high quality literacy interventions for struggling students

Diagnostic tools (such as standardised reading tests) are routinely used to identify the best next step for teaching.

Intervention sessions are regular and sustained, with clear aims and expectations. Sessions are well-placed, well-resourced and carefully timetabled to minimise time spent away from general class teaching.

Teachers have good awareness of the structure and coverage of literacy intervention programmes. Teachers and TAs both help students make connections between the learning in interventions and the wider curriculum.

Next steps to work towards achieving our aims:

- *Review our current tools for diagnosing potential reading barriers and agree a way forward*
- *Agree and implement regular programmes of support for common and key barriers*

**See links below for research*

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks3-ks4/Secondary_Literacy_RAG_Self-assessment.pdf

<https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure>