

Devon School
CURRICULUM – TEACHING AND LEARNING POLICY

Legal Status:

Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Related Documents:

- Vocational Curriculum Policy
- Assessment Policy
- Educational Visits and Off-Site Activities Policy
- English as an Additional Language Policy
- Marking Policy
- Able, Gifted and Talented Students Policy
- Special educational Needs and Disability (SEND) and Inclusion Policies
- Subject Policies including, where relevant, Schemes of Work (Programmes of study)

Availability:

This policy is made available to parents/carers, staff and pupils from the school office

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.

The Proprietor undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: September 2021




Pamela Husbands

Andrew Sutherland

Headteacher

September 2021

Proprietor, Cambian Group

Devon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential

Ethos and Vision

Imagine the joy and excitement of learning in a vibrant, well-structured learning environment where each pupil's individual strengths, talents and aptitudes are nurtured and developed. Devon School is an inclusive school which strives to provide a first-class education that encourages pupils to think independently and to develop their full intellectual, creative and physical potential. Its success is the result of the recognition of the unique worth and importance of each child. The school makes provision for children and young people in Key Stage 2 to Key Stage 4 inclusively. The school will provide an environment in which all its members feel safe, valued and respected. Every pupil will be encouraged to acquire a sensitivity to the feelings and needs of others, accept personal responsibility for his or her actions, and treat all property with due care, irrespective of its ownership. The school will celebrate achievement and promote pupils' achievement through praise whenever appropriate. Behaviour that undermines the happy environment that is such a hallmark of school life, such as bullying, insensitivity, discrimination, bad language or acts of intolerance, will not be accepted.

By knowing every pupil socially, emotionally and academically, we can employ strategies and practices giving the opportunity for each pupil will flourish and acquire the confidence and self-belief to achieve a fulfilling and successful future and to become confident, accomplished and ambitious young adults. At our school we know and support each and every one of our pupils. No effort is spared to ensure that they acquire the confidence and self-belief required for success in the world beyond school. Our pastoral care is at the heart of the way we look after our pupils. Their detailed knowledge of individual abilities and talents enables them to monitor pupils' progress very attentively, and help them cope successfully with the educational and personal challenges of schooling.

Our school offers a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. It provides pupils with an introduction to the essential knowledge that they need to be educated citizens and introduces them to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

Pupil Profile

Our school provides for those with Social, Emotional and Mental Health difficulties (SEMH), as well as other needs or diagnoses, including ADHD, ADD, and other difficulties. Most of our children are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however most of our pupils will range between 7 and 18 years of age. Some of our children will have an Education Health Care Plan while others may be undergoing assessment. Emphasis in the school is thus on the development of community values, i.e. a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. All this, of course, has a direct bearing on our curriculum design.

Devon School is a school whose success is founded on the recognition of the unique worth and importance of each pupil. This ensures that no pupil is anonymous or unsupported. Individual attention along with small class sizes promotes confident learning and academic progress. It is integral to our purpose and incumbent on us to enable a nurturing approach to pupils provided by our expert and exceptionally attentive pastoral system, which supports the personal, social and academic development of each pupil. The close relationship between teachers, pupils and parents/carers/guardians ensures that pupils' strengths are built upon and needs for their individual development addressed.

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Values

Our school curriculum is underpinned by the values of **TRUST: Two Way Respect, Resilience, Understanding, Self-belief and Teamwork**. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives, underpinned by these values. The curriculum seeks to promote the reputation of as a school that prepares pupils for further education and life-long involvement in learning, contributing confidently to society.

- We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual pupil, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the Pupils at Devon School.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

In order to achieve the school's values, the curriculum will seek to reinforce the following features of Devon School which includes the:

- confidence, talent and high aspirations of its pupils;
- enquiring atmosphere and enjoyment of discourse that is a prominent feature of the school;
- support given to pupils in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.

Entry to programmes of study is, regardless of gender, race, disability, sexual orientation, religion or belief. In accordance with statutory requirements the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has a policy for Special Educational Needs and Disabilities, and an Inclusion Policy which are available to parents on request. The children are encouraged to:

- have confidence in who they are as individuals, identifying courage as a worthy attribute;
- stand up for the positive values that engender meaningful loyalties and strong communities. These include: humility, dignity, compassion and integrity;
- promote supportive relationships, and a respect for diversity and difference;
- be self-disciplined, self-directed, and demonstrate self-control;
- participate in the transformation of their society through reflection, sensitivity and action.

Essential Skills

Devon School is committed to providing a curriculum which ensures that all of its pupils acquire and develop skills appropriate to their age and aptitude in the following areas:

Linguistic (including Cultural days with various languages)

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in lessons in English. The teaching of literacy and literary skills is not, however, confined to these subjects, and the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all pupils' work. Communication skills are enhanced.

Mathematical

This area helps pupils to make calculations fluently, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their

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knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion through a range of reasoning and problem-solving tasks.

Scientific

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological

These skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and Social

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In our school, cultural days make a strong contribution to this area, covering Geography, History, environmental factors, religion and cuisine. In our school our topic based Personal, Social and Health and Economic (PSHE) education alongside our knowledge and understanding of the world makes a strong contribution to this area.

Physical (which is supported by an extensive extra-curricular programme in this area)

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. They will also learn essential life skills such as teamwork, resilience, perseverance and supporting others.

Aesthetic and creative

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, performing arts and the study of literature, because they call for personal, imaginative, and often practical, responses.

Sex and relationships education

The School provides Relationships and Sex education and Health Education in the basic curriculum. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life. It forms a key part of the Personal, Social and Health Education (PSHE) course and has regard for the government's statutory guidance from the Department for Education (DfE) issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents/carers may withdraw their pupils from any other part of the sex education provided without giving reasons.

Political education

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

Religious education

Religious Education is incorporated as part of humanities lessons. Other religions are also taught as part of our Cultural Days, so pupils have a broader understanding of the diverse world that they are living in.

PE and games

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All Pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Spiritual, Moral, Social and Cultural Development (SMSC)

This policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. Devon School is a non-denominational school where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. This SMSC policy links and strengthens other policies so that the ideals of the school's ethos and mission statement become a reality for its pupils. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Pupils are also exposed to a range of cultures through our Cultural Days, held termly, developing an understanding and acceptance that people having different faiths or beliefs to oneself should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.

Personal, Social and Health Education (PSHE) and Citizenship

Devon School is committed to providing a comprehensive programme of PSHE education for all pupils, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Curriculum Lead. We have a cross-curricular approach to PSHE education and its associated objectives may be addressed in such areas as Life Skills, Science, Assemblies or other curriculum areas. We 'help pupils achieve more' by ensuring that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Transition Support

We carefully manage the transition of our pupils throughout the school and also in preparing pupils for further education. We are especially careful in ensuring that transitions for children with SEND are fully prepared at each stage both internally and externally.

Preparation for the future

Devon School provides an appropriate curriculum for preparing pupils for further higher education, career choices and adult life. We aim to provide pupils with insights into the world of work, the range of career opportunities available to them, entry routes and what further training and education they can and/or need to access. It arranges work experience and advice is given concerning further and higher education.

The Curriculum, Academic Excellence and Public Examinations

Whilst accepting the need to prepare its pupils for public examinations and further and higher education, Devon School will strive to ensure that the pursuit of these goals is consistent with achieving the other goals set out in this policy.

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Enrichment opportunities

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of enrichment activities and curriculum choices. These reflect the talents and interests of the staff and pupils, while some will also involve the input and expertise of external specialists.

Organisation and planning

We plan our curriculum by creating Yearly Overviews for each subject. As part of these overviews, teachers indicate what topics are to be taught in each term and to which groups of pupils. These are taken from the National Curriculum. This Yearly Overview is reviewed on an annual basis. From the Yearly Overview, teachers produce termly Schemes of Work (SOW). These give clear guidance on the sequence of learning with objectives and teaching strategies that are used when teaching each topic. Daily/weekly plans may then be written by the teachers, which are used to set out the learning objectives for each session and to identify the resources and activities required for the lesson. When teaching, we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

Teachers make on-going assessments of each pupil's progress and level of attainment, and they use this information when planning their lessons. It enables them to consider the abilities of all their pupils. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning work for pupils with special educational needs we give due regard to information and targets contained in the pupils' Individual Education Plans (IEP). Teachers modify teaching and learning as appropriate for pupils with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our pupils, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our pupils, and we believe that their work here at Devon School is of the highest possible standard they can achieve.

Disapplication

In accordance with the law, the School has the right to respond to individual needs by modifying the curriculum programmes. Decisions will only be made after discussion with the parents/carers and will allow a pupil:

- to participate in extended work-related learning
- with individual strengths to emphasise a particular curriculum area
- making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

The curriculum underpins the fundamental aims of the School. The curriculum must be seen as the major component of a pupil's education which, together with the pastoral care and the extra-curricular activities offered, help pupils to develop a wide range of key and transferable skills so that they leave the school equipped to become a valuable member of society. Our planned curriculum activities are organised in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth and development. Fundamental to the ethos of Devon School is our determination to provide an active learning environment for limitless minds. The school places great importance firstly on the individual development of each pupil, secondly, on the acquisition of the skills of research, evaluation and judgement required for independent study; thirdly, on the development of individual enthusiasms, both curricular and co-curricular; and fourthly on its pupils' development of qualities such as leadership, initiative and creativity.

Effective Ethos and Classroom Environment

Devon School provides an academically challenging environment which is vibrant, happy, creative and stimulating. Our teachers have high expectations but equally foster a nurturing environment in order to promote pupils' academic growth and to provide the support they need in order to make excellent progress in their studies. *Devon School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential*

studies. We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture will promote positive self-esteem and confidence. Organised resources, displays of children's work, stimulating materials and bright, colourful, language enriched displays all help to provide the Optimal Learning Environment. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow Department for Education (DfE) and Health and Safety (HSE) advice. We issue a 'one off' consent form for parents/carers to sign when a child enrolls at school and an additional consent form for residential and adventure activities. We provide details of proposed outings for parents/carers' information.

The curriculum and members of teaching staff

We appreciate that people learn best in different ways. At our school we provide a rich and varied learning environment that allows pupils to develop their skills and abilities to their full potential. 'Pupils learn and flourish when they are healthy, protected from harm and authentically engaged and stimulated.'

Each of our teachers makes a special effort to establish good working relationships with all pupils in the class. We treat the pupils with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. We praise pupils for their efforts and, by so doing, we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When pupils misbehave we follow the guidelines as outlined in our school behaviour policy.

Auditing our Curriculum, Teaching and Learning:

We ask ourselves the following questions when auditing our current performance:

- How well are we doing?
- How do we compare with similar schools?
- What more should we aim to achieve?
- What must we do to make it happen?

Self-evaluation and development is a crucial part of the schools managerial role and teachers will input into the development as well as pupils own feedback.

When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression and
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our secondary pupils and the views of our pupils, parents/carers and staff.
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Effective Teaching - Expectations of Staff

Staff are expected to actively promote the curriculum aims by:

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer depth and challenge and motivate and inspire children.

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- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements.
- developing pupils' skills to become independent learners.
- encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment and our reward system
- working in partnership with children, staff and parents/carers to achieve shared goals.
- keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and parents' evenings.

The Headteacher carries out book appraisals, whereby books are checked for consistency of marking and being up to date. Planning appraisals are carried out by Headteacher who check planning is up to date and evaluated. All teachers are observed working with classes at least twice per year, and Newly Qualified Teachers (NQTs) are observed each half term. The criteria that we use have been agreed by all teachers, and are part of our teaching and learning policy. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The Headteacher uses the information gained from this monitoring process to help identify common development points which can be addressed in the school's training programme for continuing professional development.

Direct observation **must** be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on pupils' learning. Such additional evidence should include:

- observing some lessons jointly with senior staff before discussing them also with the teacher who has been observed;
- discussing with pupils the work they have done and their experience of teaching and learning over longer periods;
- discussing teaching and learning with staff;
- taking account of the views of pupils, parents/carers
- taking account of the school's own evaluations of the quality of teaching and its impact on learning and
- scrutinising the standard of pupils' work, noting:
 - how well and frequently marking and assessment are used to help pupils to improve their learning
 - the level of challenge provided.

Effective learning

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. Our Schemes of Work are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge pupils. We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We provide small class sizes which ensure that each pupil's individual strengths, talents and aptitudes are nurtured and developed. All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- the teaching should build on previous learning;
- the teacher should explain the learning objectives, and why the lesson is important;
- it should allow pupils to see the links within learning;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the pupils to review what has been learnt;

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- it should have built-in opportunities for feedback to the pupils, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process.

Children with Additional and Special Educational Needs and Disabilities (SEND): The curriculum and the work of the Teaching and Learning personnel

Our curriculum is designed to provide access and opportunity for all children. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents/carers have been consulted.

The school provides an Individual Educational Plan (IEP) for each child. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Where a pupil has an EHCP, the SENCO liaises with the child's teachers to ensure that the education he or she receives fulfils its requirements and participates fully in the annual review.

English as an Additional Language (EAL)

We are committed to providing Pupils with the necessary support and teaching who require English as an additional language. To this end there is a policy in place and established practices implemented by the school.

Learning outside the classroom - Educational visits/off-site activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. The Devon School curriculum offers a series of educational journeys that deepen the pupils' understanding of the world around them, including farm and forest school. Trips extend pupils' knowledge of past and present.. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences.

Enrichment opportunities

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of enrichment activities, which operate in school as part of the curriculum. These reflect the talents and interests of the staff and pupils. We ensure that all tasks and activities that the pupils perform are safe. When we plan to take pupils out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. Parents/carers are informed, and their permission obtained before the visit takes place if it sits outside of our blanket consent. Learning assistants and other adult helpers are deployed as effectively as possible. Sometimes they work with individual Pupils and sometimes they work with small groups.

Careers guidance - please also refer to our *vocational policy*

Pupils at Devon School are supported in their preparation for formal examinations at various stages of their education. They receive specific support in Life Skills and PSHE lessons that includes guidance on revision technique, making notes, examination technique and management of stress. Pupils are encouraged to learn about their own academic strengths and weaknesses and the type of learning method that best suits them as an individual. Whilst we do not specifically instigate careers advice until Year 8, we provide opportunities for pupils to understand the world of work and the promotion of their economic wellbeing. There are talks from professionals in various fields as well as visits to places of employment and manufacture. Through visiting speakers, pupils receive motivational and inspirational guidance that will help them in their current and future

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endeavours. Pupils receive interview training at the appropriate stage. These are a few of the ways in which pupils are prepared for the future beyond Devon School. Devon School offers a careers guidance service, provided by Carers South West, to support pupils with their future choices.

Communication with parents/carers

We believe that parents/carers and guardians have a fundamental role to play in helping pupils to learn. We do all we can to inform parents/carers and guardians about what and how their children are learning by:

- holding meetings with parents/carers to explain our school strategies;
- sending information to parents/carers at the start of each term in which we outline the topics that the pupils will be studying during that term at school;
- sending regular reports to parents/carers in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents/carers how they can support their pupils with homework. We suggest support for older pupils with their projects and investigative work;
- posting information on the parents/carers and public pages of the school website;
- being available - we have an open-door policy;
- strong lines of communication with parents/carers living overseas.

We believe that parents/carers have the responsibility to support their Pupils and the school in implementing school policies. We would like parents/carers to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school, staff and learning in general.

Concerns and complaints

Parents/carers who have concerns about any aspect of the curriculum should discuss these with the Headteacher. The School has a Complaints Procedure in place, which is on the website or available from Reception at the school.

Subjects Offered at Devon School

Pupils follow a broad curriculum at all 'Key Stages', enabling them to acquire skills in thinking, speaking and listening, literacy and numeracy and gain experience in scientific, technological, social, physical, and aesthetic and creative education.

KS2 (7-11 years, Yrs 3 - 6 inc.)

All pupils study the core subjects English, Mathematics and Science. All pupils have a bespoke timetable including foundation subjects such as: Geography, History, Art, Music, Design and Technology, Physical Education, Religious Education and Personal, Social, Health and Citizenship Education. There is wide range of alternate curriculum related activities through set projects and cross curricular learning.

Key Stage 3 (11-14 years, Yrs 7-9 incl.)

All pupils will study the same curriculum as in KS2. Pupils from Key Stage 3 onwards will also have access to E-Safety tutorials, Domestic Abuse/Arrange Marriage workshops and access workshops with Drug, Alcohol and Sexual Health Workers.

Key Stage 4 (14-16 years, Yrs 10 & 11)

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Pupils at Key Stage 4 follow a diverse range of subjects. These include, where appropriate: GCSE. We are very conscious that young people with special needs are often not extended to achieve their potential. In our school, we are determined that every opportunity will be available for children to make progress.

Devon School will also offer a variety of portfolio and internally assessed courses which can be used to accredit any projects or to offer those pupils who may struggle at GCSE Exams and work to that standard. The list below is a basic overview of what the school will offer its Key Stage 4/5 pupils but is not comprehensive as links with local colleges will ensure options increase overtime and could include:

- AQA Unit awards in many different subjects
- ASDAN CoPE, PSD and Employability
- Edexcel BTEC in Vocational Studies, Construction, Sport and Landbased Studies
- Functional skills awards at entry level and levels 1 and 2 in Literacy, Mathematics and ICT
- Other recognised vocational qualifications relevant to each individual student

Links with local colleges and alternative providers also mean that other recognised vocational qualifications relevant to each individual student can also be accessed in:

- Motor Vehicle Studies
- Construction
- Animal Care
- Art and Design
- Engineering

Key Stage 5

Pupils will only continue at Devon School into year 12, where we feel that they are not quite ready to take the next step in their education, employment or training. The curriculum will focus on their progress towards independence and preparing them for the work of work/ further education, as well as consolidating and improving their existing qualifications. Where pupils have not achieved a good GCSE grade in Maths and English, these will be offered as part of the curriculum.

Links with local careers advisors and training providers will be made through the school and part of pupils' timetables will involve CV building, Volunteer work and visiting follow on provision.

Year 12 pupils will also attend either college or local alternative providers to gain skills based vocational qualifications and/or attend work experience placements.

This Policy will be reviewed annually.

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