

## Curriculum Policy

### **Teaching and curriculum**

Calder House strives to unlock the potential of children who, because of Specific Learning Difficulties such as dyslexia, dyspraxia or dyscalculia and/or Speech and Language difficulties, are struggling in mainstream education.

The first part of the every school day is devoted to teaching literacy and numeracy and to delivering a personalised programme of “subskill” remedial support designed around the individual needs of each child.

English, Spelling and Maths are delivered in small classes based on pupil ability, learning profile and current levels of attainment reflecting the comprehensive data held by the School on each child.

Each child in the school has his/her own personalised timetable – designed to reflect his/her individual strengths/challenges and remedial needs

Important as these literacy, numeracy and subskill lessons are, our school is about more than teaching children to read, write and calculate. When our pupils return to mainstream education, it is vital that they have as much knowledge and information at their command as their classmates.

To this end Calder House follows the National Curriculum in full. With the exception of Performing Art and Music, no child is taught in any group of more than eight and teachers are expected to differentiate effectively within lessons to ensure every child can access their lessons. The second half of each school day is spent studying history, geography, science, computing and Latin in small age-appropriate classes. RE and PHSE are taught in form groups at the beginning of the day; Music is taught as part of our afternoon Performing Arts programme; children are taught to swim as part of our whole school weekly PE programme.

We also teach beyond the National Curriculum – for example by preparing every child in the school to take English Speaking Board exams over the course of each school year.

Classrooms are arranged to encourage a quiet working atmosphere and minimise distractions. As one would expect, the school is equipped with modern aids, including IWBs, to support the delivery of the curriculum.

Our curriculum takes into account the ages, attainment and needs of each child. Every child’s personalised timetable is designed specifically with the needs of the INDIVIDUAL child at the heart of the provision.

### **Styles of Teaching and Learning**

All possible steps shall be taken by all staff at all times to promote self-confidence in the pupils and raise self-esteem.

It therefore follows that:

No individual results shall be made public, no class lists posted and no child shall on any account mark another child’s work.

No discussion of the children shall take place in their hearing, and all staff shall be vigilant to prevent visitors to the school from making any comments about pupils either individually or collectively in their presence. This is particularly necessary when LA teachers and EPs are in school.

No child shall pick teams for lessons or in the playground. This is the teacher's job.

Marking shall be positive - and if it is necessary to mark something 'wrong', why it is wrong shall be made clear. Please refer to the school's Marking Policy.

Overall, teachers shall adhere to the concept that if the child has failed to learn, it is the school that has failed – not the child – and that the teacher will seek new ways to communicate more successfully. Teaching colleagues will share concerns and best practice, and support each other focusing on the overall good of the pupils as their main objective.

**Last reviewed: 1/9/18**

This policy is due for review as part of an overall School Self-Evaluation review which will take place over the course of the year to July 2019.

