



The Annex School General Curriculum Policy - 2021

Introduction

At the Annex School we can take children from the age of 8 up until 16. This covers Key Stages 2-5 and we have so far incorporated students ranging from years 6-13. Students who stay on beyond the age of 16 pursue college courses which are supported by part-time study at the school. The school is co-educational and is specifically tailored for SEMH 'Looked After Children' who are residents within the adjoining residential accommodation (Pembroke House).

Philosophy

The Annex School has a small school philosophy with a small intake of pupils and a high ratio of support staff. The school provides a homely kinesthetic environment and works in tandem with concerns within the care home next door. The school offers a broad and balanced curriculum with an emphasis placed on vocational and social skills. The school seeks to foster caring staff relationships in order to build pupil self-esteem, motivation, empathy and mutual respect. All staff seek to install appropriate and boundaried role modelling. Pupil timetables are personalised to support individual needs, interests and deliver age appropriate learning.

Further Aims

Our curriculum is heavily skewed towards National Curriculum concerns. *"It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement"* (National Curriculum for England: Framework document for consultation).

The following is taken from "National Curriculum: Values, aims and purposes": There are two principal aims and four main purposes set out in the National Curriculum documentation:

Aim 1

The school curriculum should aim to provide opportunities for all pupils to learn and to achieve.

- The school curriculum should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all pupils.
- It should build on pupils' strengths, interests and experiences to develop their confidence in their capacity to learn; both independently and collaboratively.
- It should equip them with the essential learning skills of literacy, numeracy, information and communication technology. This will promote an enquiring mind with a capacity to think rationally.
- The school curriculum should contribute a development of the pupils' sense of identity through knowledge and understanding of the spiritual, moral, social and cultural heritages of Britain's diverse society. This should also encourage learning of the local, national, European, Commonwealth and global dimensions of their lives.
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- It should encourage pupils to appreciate human aspirations with achievements being gained in aesthetic, scientific, technological social fields to prompt a personal response in a range of experiences and ideas.
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- We should be providing a rich and varied context for pupils to acquire, develop and apply towards a broad range of knowledge, understanding and skills. The curriculum should enable pupils to think creatively and critically, to solve problems.
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- The school curriculum should give them the opportunity to become creative, innovative, enterprising and capable of leadership, which will equip pupils for their future lives as workers and citizens.
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- It should also develop their physical skills and encourage them to recognise the importance of pursuing a healthy lifestyle whilst keeping themselves and others safe.

Aim 2

The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development by preparing all pupils for the opportunities, responsibilities and experiences of life.

- The school curriculum should promote pupils' spiritual, moral, social and cultural development. In particular, develop principles for distinguishing between right and wrong.
- It should develop their knowledge, understanding and appreciation of different beliefs /cultures. This should reflect how these influence individuals and societies.
- The school curriculum should pass on enduring values, develop pupils' integrity, autonomy and help them to be responsible, caring citizens capable of contributing to the development of a just society.
- It should promote equal opportunities, enabling pupils to challenge discrimination and stereotyping.
- It should develop their awareness and understanding of, as well as respect for, the environments in which they live. Thus, securing their commitment to sustainable development at a personal, local, national and global level.
- It should also equip pupils as consumers to make informed judgements and independent decisions, as well as understanding their responsibilities and rights.
- The school curriculum should promote pupils' self-esteem and emotional wellbeing which will help them to form and maintain worthwhile and satisfying relationships. This will help gain satisfaction based on respect for themselves as well as others, at home, school, work and in the community.

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- It should develop their ability to relate to others and work for the common good.
- It should enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk whilst coping with change and adversity.
- It should prepare pupils for the next steps in their education, training and employment. This will equip them to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements. This should result in a positive impact to life and society outside school, including leisure, community engagement and employment.

Key Stage 2

Students seldom come to us from Key Stage 2, however when they do, they normally arrive in the latter stages of Primary education, namely Year 6. The teaching staff will accommodate the pupil in line with the basic structure of the school curriculum, but with a Key Stage 2 skew on lessons. There will be a greater emphasis on basic numeracy and literacy. One-to-one support is provided to assist with differentiated work and emotional transitional issues. Individualised lesson plans and Schemes of Work are provided as they are with all other pupils.

Key Stage 3

Years 7-9 have a balanced curriculum with a heavy emphasis on aspects of socialization. This takes the form of:

- P.S.H.E.
- Citizenship (Assemblies/Tea & papers)
- After-school House Meeting discussions
- Therapy work
- Anti-drugs work

Lessons operate in a safe and supportive manner; house staff also double as additional learning support staff. Some lessons may take longer to work through than are expected under mainstream conditions. For this reason, a great deal of work has to be differentiated through achievable staged outcomes; credits and models, Entry level stages, Phonetic stages, academic units of work and project-based learning.

All Key Stage 2, 3 and 4 pupils are expected to complete weekly homework in all the core subjects.

Key Stage 4

In Key Stage 4 we follow a similar criterion for learning as outlined in Key Stage 3. In Key Stage 4 pupils are rarely guided towards G.S.C.E. accreditation as there is such a large workload expectations needed in order to achieve success. Sometimes pupils may go on to pursue G.S.C.E. if they have progressed successfully through Level 1 /2 qualifications.

The Annex school prides itself in a majority of its pupils gaining success in Maths, English and Science, Art & Design, and the ASDAN Award as well as completing successful periods of Work Experience and Further Education.

Curriculum model

ANNEX SCHOOL SUBJECTS	NUMBER OF LESSONS 1 Lesson (50 minutes)
P.S.H.E.	2
CITIZENSHIP (+ASSEMBLIES)	5
ENGLISH (+LITERACY)	5-6
HOME MANAGEMENT ASDAN (COOKING/GARDENING/HOME MAINTENANCE/ENVIRONMENT)	2
APPLIED SCIENCE	3
MATHS (+ NUMERACY)	3-4
COMPUTERS	1
ASDAN AWARD (SPORT)	2-4
ART	1-2
MUSIC	1
TUTOR TIME	1
WORK EXPERIENCE (YEARS 10 /11)	2
PERSONAL FITNESS TRAINING (YEAR 12)	2
THEARPIES (S.A.L.T / psycho-therapy / Drugs/Anger support)	1-2
GAMES CLUB	0.5

Accredited courses undertaken at the Annex School as follows:

English
Functional Skills
Entry Level 1-3
Level 1
Level 2
GCSE English (provision)

Maths
Functional Skills
Entry Level 1-3
Level 1
Level 2
G.C.S.E. (provision)

Science
(ASDAN)
BTEC Applied Science Level 1 (Award/Cert/Diploma)
BTEC Applied Science Level 2 (currently ceased)

Art & Design
G.C.S.E.

ASDAN Award
Bronze Award (60 guided learning hours)
Silver Award (60 guided learning hours)

P.S.H.E.
(ASDAN)

Home Management
(Cooking/Gardening/Home Management-ASDAN)

Geography
(Environments-ASDAN)

Sport
(ASDAN)
Sport specific certificates

COLLEGE COURSES (outsourced)
Vocational Courses Level 1 -2 (3 days a week per academic year)

Certificates

In-house Training

Phoenix Fire Training (day training)

First Aid (day training)

Kidscape Anti-Bullying (day training)

Woodland Trust –North West Kent Countryside Partnership (1 week)

Outdoor Pursuits Adventure Centre (1 week)

Work Experience (120+ hours-ASDAN)

Other Milestones

Literacy

Phonetics Stages 1-3

Reading/Spelling 15years +

Key Stage 5

The school provides extra-curricular provision for sixth form students. This is in order to provide support for students whilst they are studying at college. Several of our students have attended local college courses. Full time college courses tend to operate as three full days allowing the student to do work on their days off. We, therefore, students are provided with two personalized timetables: one for college and one for extra-curricular education support. This works to provide much needed extra help in both an academic and emotional capacity.

We have found that our students tend to lack the confidence and social skills necessary to meet the multifaceted demands of college and wider life. We therefore provide educational support in the form of individual supported study time; therapy supports and confidence building activities. Our aim here is to expand on students core functional skills and provide support in:

- Support with college assignments
- assisting with post 16 transitional matters
- Encouraging transferable skills
- Fostering general resilience in preparation for semi-independent living.

The school SENCO and Head Teacher liaise closely with college tutors and the Care Manager to assure successful completion of students' courses and the maintenance of a timetabled education support structure.

Other Statutory concerns

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Careers/ Work related learning and Sex Education are taught within PSHE. The school receives various visitors and speakers throughout the year. In regard to Careers the school SENCO works closely with Social Workers and teaching staff to ensure work is done in relation to organizing Work Experience and Career paths. With regards to Relationships this is delivered jointly between PSHE and Citizenship lessons. the schools receive various visitors and speakers throughout the school year. (See Careers / PSHEE Policies).

Transition between Key Stages

Key Stage 2 pupils would be supported sensitively in liaison with Key Workers and the House Manager. With regards to Key Stage 3/4 pupils these are carefully placed in accordance with their arrival to whole school activities/pair work or 1:1 or 2:1 support as is necessary. We have used a buddy pairing when appropriate. All pupils are provided with personalized education spaces and resources and a strict seating plan in order to initiate the notion of safe spaces. In key stage 5 students do only 1:1 after school sessions and apart from House meetings are treated with a mature degree of autonomy from the younger pupils.

Trips

There are occasions when off site school group activities may be arranged but these would need to be carefully planned (see School Trips Policy).

Annex School Teachers

Annex School teachers are required to be able to teach flexibly across a wide age range of subjects and employ a multi-disciplinary approach. Many lessons are cross curricular in nature and embedded in an active class environment. This helps to facilitate a cross referencing of learning. The Teachers liaise carefully with each other during non-contact time.

The school rarely incorporates a blended learning approach; remote ITC lessons were running during the pandemic due to Teacher self-isolation, but this approach does not work well with our particular type of pupils specifically in terms of motivation and behaviour difficulties. The school does use Team Viewer for SENCO meetings. The school does not utilise interactive white boards due to incidences of pupil vandalism.





























Personalised Timetable

Every school pupil's timetable is slightly different to accommodate their individual needs. Each pupil receives a new updated timetable at the start of every term. This timetable is visual in nature to aid clear understanding of the subjects being studied and a clear picture of the order of the day. Timetables are circulated in each pupil's

personal locker space, pupil's personal computer bay, attached to desk and copies issued for each pupils bedroom as well as the House office. Because we have a very small school (only two formal class-rooms (which double for academic and practical work) we use a lot of additional spaces throughout, see curriculum table below). It is very important that everybody (all staff and the pupils) have a very clear conception of who is doing what, where and when. This actually makes for a very dynamic learning environment where strong bonds are generated between the school and the house.

Curriculum Table

Curriculum Subject	Venue Used
Cooking	House Kitchen
Therapy	House quiet Room
Gardening	House Garden
Playtime	House Garden/Pool Room/ Lounge
Reading	House Lounge
House/School Meeting	House Lounge
Sports	Leisure centres/ specialist venues
Work Experience	Various specialist placements
College Courses	Various Colleges

Whole School- The Annex School Time Table 2021					
	Monday Guy/Fenella	Tuesday Fenella	Wednesday Fenella	Thursday Guy	Friday Guy
1 9.00 - 9.25	Tea & papers/Awards  Presentations Guy	Tea & papers  CC	Tea & papers 	Tea & papers 	Tea & papers  JQA 8.50-9.30 
2 9.25 - 10.10	Assembly Citizenship  Guy	Maths Morning  Basic Numeracy Break Functional Skills-Numbers Break Functional Skills- Shape & Space	English Morning  Functional Skills- Reading Comprehension Break Functional Skills- Writing Break Functional Skills- Speaking & Listening	Science Morning (BTEC L1) Theory Break  Practical Break I.C.T Research	Literacy Morning Word-wheel Break Stages 1- 3  Break Reading /Spelling Handwriting 1:1 ASDAN reviews Word-shark-Lin KD-Boxing JK 9.30-10.10  Break NPM 10.20-11.05  Break DWJ 11.15-12.00 
3 10.20 - 11.05	P.S.H.E  Lin Fenella 1:1  Maths KD CC Lin- PSHE continuation work Football Training-Danny NPM/JK/DWJ				
4 11.15 - 12.00					
50 min	Games Club Lunch 	Lunch	Lunch	Lunch	Lunch
5 12.00 - 12.50	SPORTS Afternoon  Danny (School Meetings)  House Meeting Points/Tracking-check Hmk	Geography  Fenella  House Meeting Points/Tracking MRH-Fenella Remedial work	ASDAN Project PSHE Afternoon Bronze  Fenella  House Meeting Points/Tracking Fenella Functional Skills Homework	Art History  Guy Group 1 NPM / DWJ/KD Group 2 JK/CC Computing Mat ASDAN Mod 9B  Group 2 JK/CC Group 1 NPM / DWJ /KD CC-Riding School Work Exp,  House Meeting Points/Tracking	'Reflections' P.C.I. 'End of the Week Quizz' Music Afternoon Arts Award Music-Man Music / Free Time  JK/KD/NPM-CC/EM Filing/Tiding Up MRH-Tutorial  House Meeting Weekly points Sc. Hmk
10 min					
6 1.45-2.30					
15 min					
2.45 - 3.30					

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