



Curriculum Policy

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1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

Aims specific to secondary schools include:

- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. Roles and responsibilities

2.1 Proprietorial Body

The Proprietorial Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Proprietorial Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets for the Headteacher and subject leaders
- Adequate teaching time is provided for pupils to achieve the accredited subjects on offer and develop the skills necessary to pass vocational qualifications
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

2.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Proprietorial Body
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Proprietorial Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Proprietorial Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.3 Subject Leads, Teachers and Mentors

- Ensure that the planning, implementation/ delivery of their subjects is meticulous and reflects the aims of the school and the needs of the individual pupils.
- Inclusivity is at the heart of the planning, ensuring that a range of different assessment methods are used to promote engagement and achievement through all abilities.
- All required paperwork is kept up to date including subject plans (example Appendix 1), and/or schemes of work, lesson plans.
- Progress of pupils is recorded accurately and monitored during scheduled reviews with the Headteacher.

3. Organisation and planning

3.1 Curriculum Approach

As a school we believe in a balance of thematic and creative curriculum that enables us to provide our pupils with the knowledge and skills needed to progress through Keys Stages 3 and 4, and into Further Education. We aim to provide our pupils with a solid offer in Numeracy and Literacy that is enveloped by other subjects and areas of learning, including vocational skills opportunities.

Many of our admissions are pupils with SEMH and low levels of learning. Pupils have often struggled with the traditional curriculum and therefore we aim to establish a creative and enticing timetable, that re-engages them back into learning but at the same time has valuable outcomes for them on completion. Our curriculum is based on local need and the expertise and experience of our Proprietor. There is a need in the area to support young people where mainstream schooling has broken down, and provide them with a strong basis in core skills, wider GCSE subjects, PSHE, Physical Education, Art and a variety of other learning experiences. As well as these outcomes we aim to cover all areas of learning at stages through the year, so that pupils are not left behind in any part of their personal development.

Subjects are taught through a combination of small group classes, one to one learning, and 'hands on' vocational opportunities. As many of our pupils join us part way through the year, there is an emphasis and focus on teachers to embed cross curricular knowledge and learning in all areas. Thematic work allows us to maximise cross curricular opportunities, for example a History project will involve ICT use for research and presentation, as well as art skills for display purposes.

MATHS

Maths features 3 times per week on our timetable at KS3 & KS4. Pupils are baselined on Entry and detailed GAP analysis allows tutors to tailor learning to individuals.

Certification: GCSE/ Functional Skills/Entry Level

ENGLISH

English features 4 times per week on our timetable at KS3 & KS4. Pupils will be given the opportunity to study skills in both English Language & English Literature and will be entered for exams according to their ability level

Certification: GCSE/ Functional Skills/Entry Level

BIOLOGY

Biology features 3 times per week at KS4 & twice at KS3. Pupils will study both theoretical and practical Biology. There will also be embedded cross curricular links to Literacy & Numeracy

Certification: GCSE

RELIGIOUS STUDIES

RS features 2 times per week on our timetable at KS4 and once at KS3. Pupils investigate the similarities and differences of different Religions and study the social and cultural aspects of each.

Certification: GCSE

ICT

ICT features once a week on our timetable. Pupils will study the practical uses of ICT including The Internet, all aspects of Microsoft office, file organisation and email systems.

Certification: Functional Skills Level 1/2

PHYSICAL EDUCATION

PE features 2/3 times per week on our timetable. At KS4 pupils will also study theoretical aspects of sport and fitness and experience both team and individual sporting activities.

Certification: GCSE

HUMAN AND SOCIAL SCIENCES

Pupils follow the Certificate of Personal Effectiveness: a range of practical SMSC activities in Citizenship, The Environment, International Links and Beliefs & Values amongst others.

Certification: ASDAN C.O.P.E – Level 1/2

PSHE

PSHE features 1 to 2 times a week on our timetable. Pupils will cover Healthy Relationships, Healthy Lifestyles, Money Management, Independent living, Drugs, Alcohol and smoking cessation amongst others.

CAREERS

All Pupils explore post 16 opportunities in Careers lessons. We invite in external agencies/ employers to speak with and inspire pupils in line with GATSBY benchmarks. We also offer work experience places that allow pupils to gain vital life skills in a work based environment.

ART

Art acts as a therapeutic addition to our curriculum and also allows students to explore their expressive and creative sides. Pupils have 2 Art lessons per week. Pupils work is proudly displayed around our centres and has been entered into local and national competitions.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- **More able pupils**
- **Pupils with low prior attainment**
- **Pupils from disadvantaged backgrounds**
- **Pupils with SEN**
- **Pupils with English as an additional language (EAL)**

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Teaching staff and all delivery staff, are provided with a checklist / audit tool to help them ensure that their curriculum planning and environment are as inclusive as possible for SEND. (Appendix 1)

SEN and Personalised Learning Curriculum

On occasions we admit young people who require even more of a bespoke offer than our core provision. This may involve some teaching and learning, tutoring, mentoring, life skills, and experiential learning. Our aim is to ensure that all young people as a minimum continue to develop their English and Maths skills as part of the personalised package. Working closely with the SENCo our team will develop a curriculum in line with each young person's needs, including short and longer term ambitions.

5. Monitoring arrangements

The Proprietor and the Headteacher will meet on a half termly basis to review the suitability and effectiveness of the current curriculum, subject offer and timetable. The Headteacher is responsible for the quality of the curriculum and will hold the teaching staff and mentors to account.

Monitoring Methods

- For the Proprietor – Learning walks, 360 degree feedback (pupils, staff, parents), meeting with Headteachers
- For the Headteacher – Observation, book scrutiny, planning scrutiny, progress data checking, formal assessment results, qualifications outcomes, post 16 tracking information
- For the teachers and mentors – peer observation, moderation.
- This policy will be reviewed annually by the Proprietor and the Headteacher. The policy will form part of the half termly curriculum review between proprietor and Headteacher and will be amended if necessary.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy

Appendix 1 – Example Subject Plan

SUBJECT COURSE PLAN 2019/20 – Physical Education

YEAR GROUPS 9, 10 & 11

Study areas subject to having delivery dates changed based on students length of stay/abilities.

Term	Areas of study to be covered	Teacher	How Assessed	When Assessed
Autumn 1	<u>Badminton</u> Understand the scoring and rules and grip the racquet correctly (week1) Serve effectively (week2) play a Forehand Overhead Clear (week3) Play a Forehand Overhead Drop (week4) Play backhand drop (week5) Play back hand clear (week6) Practical Assessment (week7)	Add initials	Q & A Written assessment (rules) Practical assessment Observation Peer assessment	Term 1 September - October (Last session of half term)
Autumn 2	<u>Volley Ball</u> Understand scoring and rules/ Basic dig technique (week1) Play Dig and set (week2) Play set and spike (week3) Play all shots together in context (week4) Learn and play serve (week5) Practical Assessment (week6/7)	Add initials	Q & A Written assessment (rules) Practical assessment Observation Peer assessment	Term 1 October - December (Last session of half term)
Spring 1	<u>Fitness</u> Understand the different types of fitness /research task (week 1) Fitness testing (week 2) Devise programme to develop all areas of fitness (week 3) Deliver fitness session to peers (week 4/5) Re-test of fitness (week 6)	Add initials	Q & A Written assessment/ ICT presentation (areas of fitness) Practical assessment Observation Peer observation assessment Fitness testing	Term 2 January - February (on going throughout)

Appendix 2 – SEND Checklist

An Inclusive Classroom Checklist:

*This checklist is compiled with the essential elements required to provide an inclusive and supportive classroom for all learners at all levels in the school. Remember that strategies and supports that are necessary for pupils with additional support needs will benefit **all** pupils in the class and must be available to all regardless of age and stage in the school. We are all teachers of SEND.*

Strategy	In place?
Lesson planned with 3 levels of leaning (L/M/H)	
Differentiated work provided – for example, scaffolds, writing frames, stretch and challenge.	
Evidence of Blooms in range of tasks	
Evidence of Blooms in verbal questioning	
Evidence of Blooms in outcomes	
Marking feedback in books is personalised and extends learning	
Teacher file is in place and a working pack – for example contains data, assessment grades, reflection comments on SOW and pen profiles	
Dyslexia friendly slides used (Ariel or Comic Sans, increased line spacing, 12-14 font, pastel background (avoid black/white contrast). Black words and yellow backgrounds are most favourable.	
Use of coloured overlays and/or coloured paper for certain students who require.	
Access arrangements being used as 'normal working practise.'	
Right equipment available/being used for variety of learners.	
Visual supports alongside verbal instructions for all tasks.	
Visual supports do not contain too much clutter but are meaningful, can be used as a reference tool and appropriately support current learning.	
Visual timetable of day is available for student to independently refer to.	
Displays that celebrate success showing a range of learners	
Instructions are presented visually to be independently referred to by student to avoid sensory overload.	
Well organised classroom that is clutter free.	
Clear classroom rules and routines that are established.	
Well-lit and ventilated room (not too hot/cold).	
Seating plan takes consideration of needs (For example, HI,VI,Dyslexia, ASC)	
Tone, pace and volume of instructions from teacher varied	
Students benefit from explicit instructions, re-phrase and repeated to enhance learning.	
Awareness of possible sensory overload for some learners (in particular those with ADHD/ASC). Environment considered for example, not too noisy, no excessive glare, buzz of speakers etc.	
Help boxes (resources) available to assist students with independent learning.	
Evidence of literacy enrichment.	

