

**Curriculum Policy**

|  |  |
| --- | --- |
| Review Date  | January 2024 |
| Written By;  | Grace Speakman |
| Approved by;  | Rachel Pilling |
| Guidance taken from;  | The Keys for school leaders |

**Contents**

1. Curriculum aims 3
2. Legislation and guidance 3
3. Roles and responsibilities 4
4. Teaching Responsibilities 5
5. Summative and Formative Assessments 5
6. Organisation and planning. 6
7. Inclusion 7
8. Monitoring arrangements 8
9. Links with other policies 8

**1. Curriculum aims**

Our curriculum aims/intends to:

* Provide a broad and balanced education for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
* Support students through the delivery of a trauma informed teaching and learning approach.
* 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 for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
* Ensure students social, emotional and mental health needs are met.
* Equip pupils with the knowledge and cultural capital they need to succeed in life.
* 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
* Ensure students acquire life skills to help them in their everyday life outside of school.
* Provide bespoke educational pathways to help our students thrive.

**2. Legislation and guidance**

This policy links and reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education’s Governance Handbook.

**3. Roles and responsibilities**

The SLT will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The SLT will also ensure that:

* A robust framework is in place for setting curriculum priorities and aspirational targets.
* Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
* All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and functional skills are approved by the secretary of state.
* The school implements relevant statutory assessment arrangements.
* It participates actively in decision-making about the breadth and balance of the curriculum.
* Pupils from year 9 onwards are provided with independent, impartial careers guidance, that this is appropriately resourced.

**3.2 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 governing board.
* They effectively manage requests to withdraw children from curriculum subjects, where appropriate.
* The school’s procedures for assessments meet all legal requirements.
* The governing board is fully involved in the decision-making processes that relate to the breadth and balance of the curriculum.
* The governing board is advised on whole-school targets so that they can make informed decisions 
* Proper provision is in place for pupils with different abilities and needs, including children with SEND.

**3.3 Teaching Responsibilities**

All teaching staff will ensure that the schools’ curriculum is implemented in accordance with this policy and the Teaching and Learning Policy

The Curriculum Lead will provide training and guidance throughout the academic year to all core and foundation teaching staff, ensuring that the curriculum aims are implemented.

Teachers will use the information from the training and guidance meetings to ensure that support staff are deployed effectively in classrooms.

The Vocational Lead will provide training and guidance to all vocational teaching staff to ensure that the vocational curriculum aims are successfully implemented.

Safe Start teachers have access to SoWs and resources from White Rose Maths and Functional Skills SoWs and resources from the NCFE. Teachers can use these high-quality resources to inform their planning and reduce their workload.

Teachers are responsible for using and adapting these SoWs of work so that they are engaging and suited to the pupil.

Teachers can create their own schemes of work for the subject that they are teaching, but this must be discussed with their line-manager first and a long-term plan must be in place before being implemented.

Teachers are expected to use the school Marking Policy.

**4. Summative and Formative Assessments**

All pupils will be baseline assessed at the start of the academic year. Pupils that join part way through the academic year will be baseline assessed on or prior to their arrival. This ensures that teachers can plan lessons catered to the pupil’s needs and abilities, stretching and challenging each pupil.

At the end of each term, teachers will use BKSB to track pupil progress. Teachers will use this data to inform future planning and implement any interventions needed for that pupil.

At the end of each topic, teachers will use discreetly embedded assessments such as hot writes and quizzes to check the knowledge and understanding of the topic/unit that has been explored. From this, teachers can ensure that progress for the pupil is being made and that any interventions or changes to the teaching and learning of the pupil can be made.

**5. Organisation and Planning**

Our curriculum allows students to explore learning in a nurturing, low pressure environment, where lessons are delivered through a trauma informed approach.

The planning and delivery of lessons will be informed by the assessment process and through a revision of the pupils’ EHCP. This process enables bespoke curriculums to be created, catering for the individual needs and abilities of all our pupils.

**Our curriculum covers: Our Vocational Curriculum:**

Maths Sport

English Music

Digital Skills Creative Digital Media

Science Food Wise

PSHE Construction – off site

Sport Careers and Work Experience (KS4)

R.E

Humanities

The following additional aspects are embedded into our curriculum:

* Relationships and sex education, and health education (PSHE)
* Spiritual, moral, social and cultural development (PSHE and R.E)
* British values (PSHE/Enrichment)

**Planning:**

Teachers are expected to complete a Curriculum Map for their long-term planning. This is for each subject and for ability/year group. A blank template can be found on the shared drive.

Teachers are expected to have a planning file containing their curriculum maps and medium-term plans for every subject that they deliver.

Teachers are not expected to create individual lesson plans but they should have amendments and special requirements noted on their medium term plans.

Teachers have access to 5-minute plans (these are optional). Teachers can enquire with their line manager for guidance on this and request a lesson plan template, if they feel this would be beneficial.

Resources that are available to support curriculum delivery are:

- A set budget for the year

- Weekly teaching and learning meetings, every Tuesday at 3-4pm.

- Staff appraisals with clear targets and expectations outlined

- White Rose Maths

- Access to SoWs and resources from the NCFE

- School Twinkl login

- half termly learning walks with feedback

- Book Looks

- Moderations.

-CPD

**5. Inclusion**

As a specialist independent school, we take inclusion very seriously and it forms the foundation of what we do. We strive for all students to feel welcome and supported in relation to their varying needs.

Our school SENDCo works with teaching staff, families, and external agencies to ensure that all pupils have an equal access to education.

Teachers can use the in-house referral system if they need further guidance and support to maximise inclusive teaching in their classroom.

Informed through summative and formative assessments, teachers 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, including SEMH needs.
* 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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

**6. Monitoring arrangements**

For our school to provide the best teaching and learning we have:

* Half termly learning walks.
* Regular book looks
* Moderations
* Weekly T&L meetings and discussions
* Appraisals
* Supervisions
* Subject audits

This policy will be reviewed every 12 months by the headteacher and curriculum lead. At every review, the policy will be shared with the full SLT, directors and any external quality assurers.

**7. Links with other policies**

This policy links to the following policies and procedures:

Assessment policy

Non-examination assessment policy

SEN policy and information report

Equality information and objectives

Pupil premium policy

Enrichment policy

 Teaching Policy

 SEND Policy

