

Curriculum Policy

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The aim of the curriculum is to provide a range of learning activities that are designed to encourage excellence for the high proportion of students with SEN, and the high number of children who have experienced at least one, and frequently more, adverse childhood experiences, within our school cohort.

The curriculum aims to equip our students with the skills and attitudes to make successful and timely transitions to new, appropriate education settings

In line with school values, the **strategic intent** of the curriculum is to develop confidence, resilience, a clear sense of individual and communal identity and aspirations to achieve a good quality of life, within all our students.

Core Values

Self Confidence	Resilience	Community & Diversity	Challenge & Aspiration
<i>Through making mistakes and achieving mastery in a range of skills</i>	<i>Developing the physical and emotional wellbeing to face life's challenges</i>	<i>Becoming an engaged, understanding, and tolerant community member who contributes to local solutions</i>	<i>Demonstrating high expectations in all aspects of life and embracing challenge</i>

Legislation and Guidance

As a PRU we are disapplied from the National Curriculum; however we remain mindful of the guidance which influences our curriculum design and content. The curriculum is also guided by DfE Character Education Framework Guidance November 2019, DfE Promoting British Values through SMSC Nov 2014 The Gatsby Standards, CBI Work Ready report, June 2019 ([add links](#))

Curriculum Design

The curriculum is implemented through a skills-based approach to knowledge acquisition that is ambitious and bespoke, and designed to improve life opportunities for our students. Each student will follow a personalised package of learning and support appropriate to need, which comprises a combination of elements taken from each of the threads below. The threads are tiered according to level of need so, for example, a student's package may include Cognition & Learning level 2, Social, Emotional, Mental Health & Wellbeing level 3, and Academic Challenge level 1.

Level	Cognition & Learning Need	Social, Emotional, Mental Health and Wellbeing Need	Academic Challenge
1	Quality First Teaching in every classroom	Trauma-informed classrooms and Tutor Groups with wellbeing check-ins	Broad and balanced curriculum which encompasses core and foundation subject areas
2	Specialist group intervention	Structured wellbeing programme	Skills-based approach to addressing personal, emotional, and social barriers to learning
3	Specialist 1:1 intervention	1:1 wellbeing intervention	Creative Learning curriculum designed to support the academic development of non-traditional learners
4	Discreet group specialist teaching	Specialist and discreet trauma-informed group support	Bespoke package of English & Maths alongside a Preparation for Adulthood curriculum

Pathways Through Our Curriculum

Pathway placement is supported by a range of assessments which begin as the student enters the Transition Pathway. Once a student's needs have been identified he or she will be allocated a package of learning and support within one of the following pathways:

Pathway 1: a pathway which is designed to intensely and comprehensively assess and redress the gaps in cognitive abilities and in literacy/numeracy skills of each student, alongside identifying the root cause of any skills deficit and identifying an appropriate pathway for transition. The timetable is delivered by a specialist SEN teacher and an SEN T.A. The timetable comprises short bursts of learning interspersed with adult facilitated reflection. The curriculum for this pathway is framed in cross curricular learning.

Pathway 2: a pathway to support students, up to year 10, who have faced challenge, trauma and adverse experiences. This pathway is designed to provide a safe environment and to foster resilience. This pathway is supported by a specialist Pastoral team which includes **trained therapists and counsellors, mental health first aider, ELSAs and which has close links with a number of external specialists**. It aims to prepare students with the skills to return to a mainstream setting by providing intensive emotional support, alongside a broad curriculum. There is a strong element of PSHE, which includes wellbeing workshops, Choices programme, Citizenship and RSE, alongside National Curriculum Maths and English, a

bespoke STEM programme to develop and encourage scientific thinking, cross curricular projects which incorporate elements of Humanities, Drama, Art, Design, ICT , Food Technology and Media, PE and Outdoor Activity and Challenge

Pathway 3/4: a pathway to support students in year 10 (**Pathway 3**) who are able to undertake 6 GCSE programmes of study. This pathway will support students who aim to return to a mainstream setting during the school year. For students who remain with us into year 11 , there will be the option to remain on this timetable in **Pathway 4** or to transition into **Pathway 5**. Students on **Pathways 3 and 4** will study Maths, English Language, English Literature, Biology, Chemistry and either PE or Art. There is an expectation that these students will also work towards The Duke of Edinburgh Bronze Award. All students will take part in Citizenship, RSE and Choices programmes.

Pathway 5: a pathway to support students in year 11 for whom the pathway 4 curriculum is not appropriate. This pathway will accommodate students who have unmet needs which present a significant barrier to accessing academic learning. This could include:

- students who have significant gaps in skills and knowledge
- students who have experienced trauma and adverse experience

This pathway will also accommodate students who have a clear vocational pathway and who would be better served with a more bespoke timetable to be successful.

All students have English and Maths in their programme and the opportunity to take these subjects at GCSE. All students take part in the PSHE programme, including Citizenship, Choices and RSE. There is a strong emphasis on preparation for adulthood, workplace skills and enterprise. There are additional opportunities to access vocational courses in the wider community, extended work experience placements and to opt into the GCSE Art or PE programme.

All pathways will provide opportunities for students to take part in **independent/home learning**. These activities should be designed to enrich learning. Expectations should be realistic and should take into account some of the barriers students face in terms of resources and support.

Roles and Responsibilities

Governors and Senior Leadership Team (SLT)

The Governors and the Headteacher are ultimately responsible for the overall implementation and monitoring of this policy. The Deputy Headteacher is the strategic lead for curriculum, and the Assistant Headteacher is the strategic lead for teaching, learning, feedback, and assessment. Together they ensure that:

- The school is appropriately staffed to ensure the curriculum is being taught consistently and effectively
- The school is adequately resourced, and the environment is conducive to learning
- Curriculum pathways are reviewed and adapted to ensure that students are able to acquire the depth of knowledge and skill in order to be successful lifelong learners
- All moderation, verification and examination processes for externally accredited courses are built into the assessment framework
- There is equality of access to learning for all learners within the school

- There is an extensive enrichment programme to support the knowledge acquisition and development of learners
- Home learning is used effectively within the school and by students to support and enhance learning
- Staff are offered professional development that is targeted and bespoke to identified and self-selected areas for personal and professional development
- External and internal CPD is available and used in order to support staff in their own professional development
- Appraisal is used as a tool to monitor and support performance across the school
- Induction of new staff ensures all are confident and aware of the curriculum policy and its practical implementation
- Administrative support and technical assistance are made available
- Strategic planning, including a published School Development Plan which provides a clear framework for curriculum development

Subject leads and class teachers

The relatively small size of our teaching staff team means that, whilst all teachers are subject specialists, they are required to teach several other subjects across the curriculum. This is facilitated by cross-curricular approaches to most non-core subjects embedded within our curriculum pathways. Consequently, subject and specialist areas are divided into Faculties with each staff member allocated to two separate Faculty Teams. Members of SLT act as strategic leads for allocated Faculties, with Subject (For further details please see TLFA policy).

Each Faculty Team is accountable to a member of SLT and collectively they are responsible for ensuring the following:

- Schemes of Work (SOW) are in place and reflect the intent of the Curriculum Policy and its different pathways
- Schemes of Work reflect the intended depth of skills and knowledge acquisition.
- Schemes of Work promote British Values through SMSC, Character Education and the acquisition of workplace skills
- Schemes of Work reflect the holistic approach to learning and incorporate opportunities to develop literacy and numeracy skills, critical thinking and ICT skills
- Students are presented with opportunities for Independent Learning, outside of their lessons and are actively encouraged to participate in these activities.
- Faculty Action Plans are published annually including targets for the improvement of student development, knowledge acquisition and performance

Tutors

All pathways are supported by identified tutors made up of teaching staff and members of the pastoral team.

Tutors are the first point of contact for their cohort of students each day. They remain in contact with their group during break times and dinner and end each day together for reflection.

Tutors maintain the target systems for their students on a daily basis and have a clear overview of each student's welfare and progress.

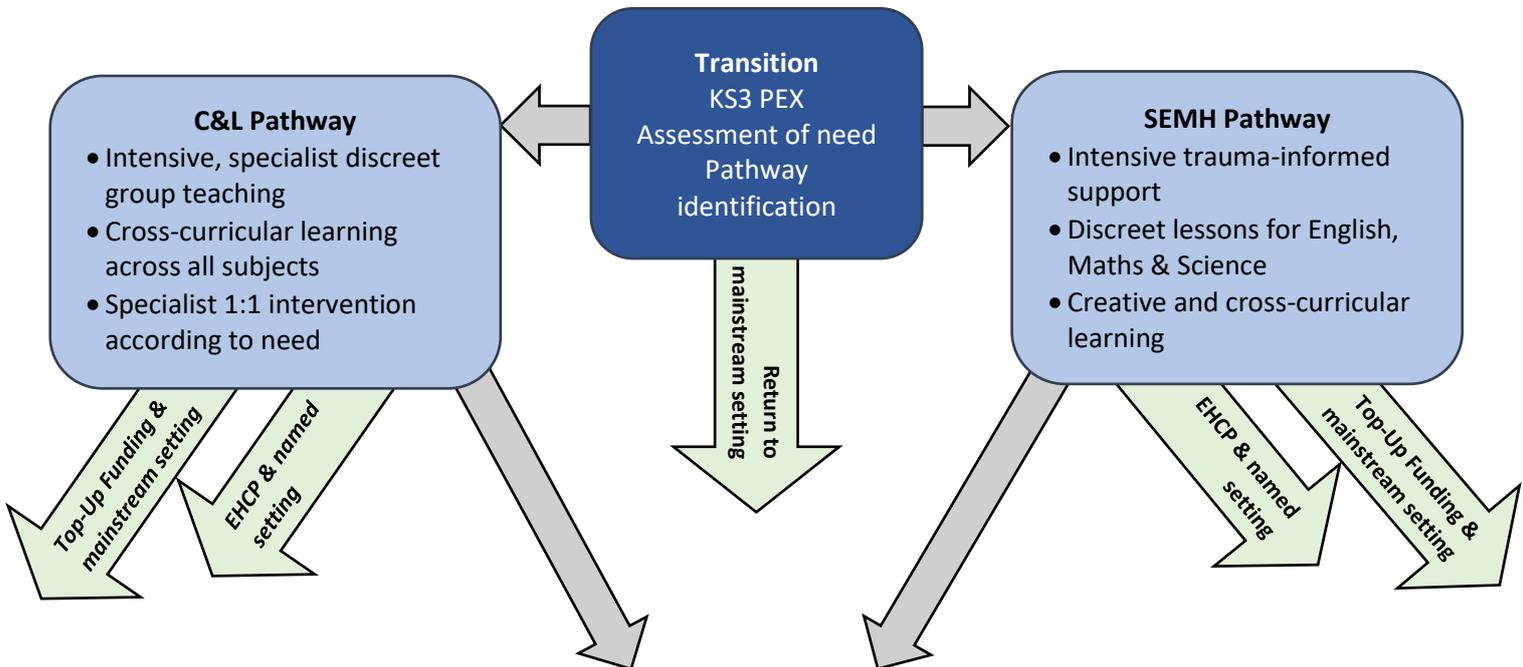
Co- curriculum

Teachers who do not have tutor responsibilities are responsible for developing the range of activities available to students during break times and after school.

Links with other policies

The curriculum is the umbrella policy that encompasses all activity that takes place within the school day and should be read in conjunction with the TLFA policy, Positive Behaviour Policy, Positive Mental Health and Wellbeing Policy, SEND Policy, Safeguarding Policy, Attendance Policy.

KEY STAGE 3



KEY STAGE 4

