



Curriculum Policy

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| Written by: | David Marlow | Date: 24/8/22 |
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| Last reviewed on by: | 17/01/23 |
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| Next review due by: | 25/01/25 |
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| Approved by: | Janine Dix |
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| Version: | 3 |
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1. Curriculum Aims

Our curriculum aims 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
- 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
- Have a high academic/vocational/technical ambition for all pupils
- 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
- Provide a broad curriculum with vocational opportunities
- Develop pupils' independent learning skills and resilience, to equip them for their next transition phase.

In order to achieve our curriculum aims:

- Pupils will have the opportunity to engage in education through bespoke, personalised timetables to re-engage in mainstream education and vocational learning.
- Pupils will be encouraged to discover their purpose in education after being permanently excluded or at risk of being permanently excluded from mainstream settings to provide them with a clear direction for the future.
- Pupils will be supported through their individual challenges to develop and improve their wellbeing, social interaction, academic progress and achievements.
- Pupils will experience success through their curriculum pathways to fulfil their individual potential enabling them to secure positive and aspirational futures.

2. Legislation and Regulation

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow. It also reflects requirements for inclusion and equality as set out in the SEND Code of Practice 2015 and Equality Act 2010 and refers to curriculum-related expectations of Governing Boards set out in the Department for Education's Governance Handbook.

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The Governing Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which including the core skills of English and Maths as well as RE, PSHRE, SMSC and British Values
- Suitable provision is made for pupils with different abilities and needs, including children with special educational needs
- The academy implements the relevant statutory assessment arrangements
- 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

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 academy chooses to offer, have aims and objectives which reflect the aims of the academy 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 manage requests to withdraw children from curriculum subjects, where appropriate the academy's procedures for assessment meet all legal requirements
- The Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Board 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.

All academy staff will ensure that the academy curriculum is implemented in accordance with this policy. The Deputy Headteacher alongside the Headteacher will establish and lead a curriculum which is broad, balanced, aspirational, suitable for the cohort across the academy's sites, and reflects the vision of the academy as a whole.

Site Leads will be responsible for upholding and delivering the curriculum to the above standards. The Deputy Headteacher will monitor quality of delivery at all sites.

TLRs have been identified to support the Senior Leadership Team in the areas of Teacher & Learning and PSHRE & Enrichment. Staff members with TLRs awarded are line managed by the Deputy Headteacher.

The SLT also commission off site Work Experience and Alternative Providers who contribute to our bespoke curriculum offer which broadens opportunities for many pupils allowing vocational experiences and vital skill development.

3. Curriculum Design & Content

Key Stage 2

At KS2 our pupils are at risk of permanent exclusion; they will be Dual Registered at our academy for the duration of their two Term morning only, or afternoon only, placement. The KS2 provision is led by an Assistant Headteacher.

The Barrow Hill site where our KS2 provision is based, operates a Nurture curriculum. Our partner Primary Schools will provide a Boxall Profile to identify their pupil's Nurture needs. Our academy will additionally use the Thrive Approach to identify each pupil's Nurture needs. The Barrow Hill curriculum will be based on bespoke three-weekly targets, on a pupil by pupil basis, within a daily routine of Nurture activities.

The Nurture Group at Esteem North Academy is based around the 6 core principles of Nurture, attachment theory and utilises a trauma-informed approach.

As stated in Ofsted guidance*, 'Nurture groups are small, structured teaching groups for pupils showing signs of behavioural, social or emotional difficulties, particularly those who are experiencing disruption or distress outside of school. They aim to provide a predictable environment in which pupils can build trusting relationships with adults and gain the skills they need to learn in larger classes. There is an emphasis on the systematic teaching of behavioural and social skills, on learning through play, and on sharing 'family-type' experiences, such as eating food together.' This approach enables us to develop secure relationships with our pupils in a calm and trauma-reduced environment where pupils are better able to focus on developing their social and emotional skills amongst staff that are specifically trained to support this.

Following the Nurture principles and guidance, we are able to build feelings of safety, trust, choice, collaboration and empowerment in our pupils. The Nurture program at Esteem North Academy follows research-based strategies in order to provide pupils with behaviour and connection support as well as re-engaging them with education.



NURTURE GROUP CURRICULUM



NURTURE CURRICULUM – FULL INTENT AND SEQUENCING LOGIC

The aim of a placement within an Esteem North Academy Nurture Group is to enable pupils to make a successful transition back to their mainstream school so that they can continue on a successful academic journey moving forward.

There is much research to support that Nurture Groups are a program that is able to support pupils to make progress both socially and emotionally. As stated in Ofsted's report into Nurture Groups 'Supporting children with challenging behaviour through a Nurture Group approach' "The most common aim for the Nurture Group provision was to give pupils the skills and strategies they needed to enable them to remain in mainstream education both in the short and long term. [Nurture Groups aim to] provide a safe, comfortable, home-like environment, with clear routines and adults modelling positive relationships, in line with Nurture Group principles. Leaders and staff of all the schools saw a core purpose of the group as supporting pupils to improve their behavioural, social and emotional skills. They set pupils personal targets and gave them a range of strategies to help them to improve their behaviour." The report* is available on request.

The Nurture Groups at Esteem North Academy follow the Nurture Group Network's guidelines as well as recommendations made in the Ofsted report. Additionally, the program includes 10 of the Education Endowment Foundation's (EEF) recommendations of effective evidence-based components: metacognition and self-regulation, behaviour interventions, social and emotional learning, collaborative learning, oral language interventions, reading comprehension strategies, small group tuition, one to one tuition, early years intervention and phonics – see 'The EEF Toolkit and Nurture Groups' report**, available on request.

During a 26-week placement at Barrow Hill, the Nurture Group Curriculum supports pupils' cognitive, social, emotional and mental health development through cycles of the 10 Boxall Profile Developmental Strands. Each subsequent Boxall Statement (each related to the cognitive, social, emotional and mental health development strands) is a focus of the day 3 times over the 26-week placement. This repetition of taught skills allows pupils to recap and embed learning over the course of their placement with us.

On induction, pupils are assessed against initial Engagement Success Criterion (from the Leuven Scale, research available on request) which supports staff understanding of the pupil. During their time at Esteem North Academy, pupils work towards personal targets, based on Boxall Profile assessments conducted every 6 weeks. Pupils' personal targets reflect a bespoke pathway through the Boxall Profile Strands alongside the Nurture Group curriculum's cyclical sequence. The benefit of a dual pathway approach means that each pupil can progress at their own pace, whilst also receiving regular opportunities to recap and embed taught skills.

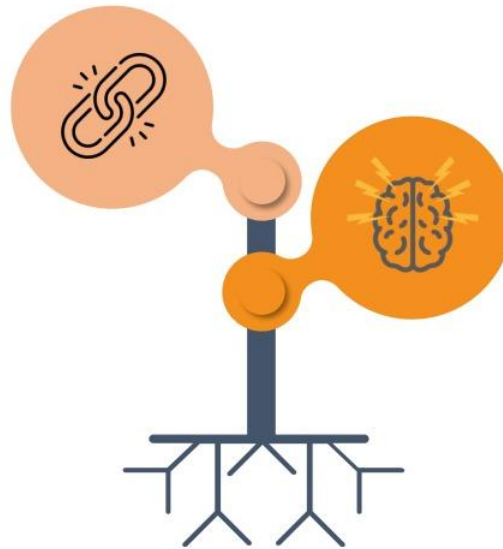
NURTURE GROUP CURRICULUM – A RESEARCH-BASED APPROACH

Attachment Theory

John Bowlby* was the first attachment theorist and describes attachment as ‘a lasting psychological connectedness between human beings’.

Individuals who are unable to form secure attachments early in life can be impacted negatively later on, as can be observed in their behaviour and social/emotional abilities.

Nurture Groups such as ours are based around attachment theory, with the aim to help pupils build healthy and secure attachments and better enable them to be available, sensitive, responsive and accepting.



Trauma Informed Approach

Esteem North Academy take a trauma-informed approach to supporting our pupils when delivering Nurture.

Trauma results from an events, series of events, or a set of circumstances that is experienced by an individual as harmful or life threatening. The experience of trauma can have lasting adverse effects.

Trauma informed practice acknowledges the need to look beyond an individual’s presenting behaviour to ask ‘what does this person need?’. Further to this a trauma-informed approach seeks to avoid re-traumatisation and address the barriers that people affected by trauma can experience when accessing a school environment.

The Nurture Group at Esteem North Academy is based around the 6 core principles of Nurture (see additional page), attachment theory and utilises a trauma-informed approach. This approach enables us to develop secure relationships with our pupils in a calm and trauma-reduced environment where pupils are better able to focus on developing their social and emotional skills amongst staff that are specifically trained to support this. Following the Nurture principles and guidance, we are able to build feelings of safety, trust, choice, collaboration and empowerment in our pupils. The Nurture program at Esteem North Academy follows research-based strategies in order to provide pupils with behaviour and connection support as well as re-engaging them with education.

NURTURE GROUP CURRICULUM – BOXALL DEVELOPMENTAL STRANDS & STATEMENTS

INTENT

The 10 Boxall Developmental Strands and subsequent statements are designed to measure the different aspects of children and young people’s cognitive, social, emotional and mental health needs which influence how well they are able to learn and function in the classroom. Through regular assessment, these strands can be used to measure progress across the young person’s different aspects of development. By identifying issues in these areas of development, personalised support and targets can be implemented for each child, adding to their Pupil Information Pack. This support can assist in addressing these concerns and therefore enable our pupils to make social and emotional progress whilst with us, with the intention of increasing their success and engagement in their academic progress in their mainstream provisions.

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| <p>A – Gives purposeful attention</p> <ol style="list-style-type: none"> 1 Listens with interest when an adult explains something to the group 2 Makes appropriate and purposeful use of the materials/equipment provided by the adult without the need for continuing direct support 3 Listens, attends and does what is required when the adult addresses a simple positive request specifically to him/her. 4 Is adequately competent and self-reliant in managing basic personal needs. 5 Participates in adult led activities. | <p>B – Participates constructively</p> <ol style="list-style-type: none"> 1 Shows awareness of happenings in the natural world, is interested, curious, and genuinely seeks explanations. 2 Shows genuine interest when another young person relays a personal experience; pays attention and gains from experience. 3 Is reasonably able to prepare for planned tasks, organise required equipment and clear away. | <p>C – Connects up Experiences</p> <ol style="list-style-type: none"> 1 Of his/her own accord, returns to and completes a satisfying activity that has been interrupted. 2 Recalls information of relevance to something s/he reads or hears about, makes a constructive link. 3 Communicates a simple train of thought with coherence. | <p>D – Shows insightful involvement</p> <ol style="list-style-type: none"> 1 Appreciates a joke or is amused by an incongruous statement or situation. 2 Makes constructive and reciprocal friendships which provide companionship. 3 Responds to narrative stories with appropriate feeling; can identify text characteristics. 4 Shows curiosity and constructive interest when something out of the ordinary happens. | <p>E – Engages cognitively with peers</p> <ol style="list-style-type: none"> 1 Contributes to the course of a co-operative and developing activity with two or more young people and shows some variation in the roles s/he takes. 2 Engages in conversation with another young person. |
| <p>F – Is emotionally secure</p> <ol style="list-style-type: none"> 1 Takes appropriate care of something s/he has made or work s/he has done. 2 Looks up and makes eye contact when an adult is nearby addresses them by name. 3 Turns to an adult for help, reassurance or acknowledgement, in the expectation that support will be forthcoming. | <p>G – Is biddable and accepts constraints</p> <ol style="list-style-type: none"> 1 Is able to bring to a close an enjoyable activity with the adult, with adequate warning, makes a general request to the group 2 Works alongside another young person who is independently occupied, without interfering or causing disturbance. 3 Complies with specific verbal prohibitions on his/her personal use of equipment. 4 Sits reasonably still without talking or causing disturbance when an adult makes a general request to a group of young people for their attention. | <p>H – Accommodates others</p> <ol style="list-style-type: none"> 1 Makes and accepts normal physical contact with others. 2 Gives way to another young person’s legitimate need for the equipment s/he is using by sharing it. 3 Maintains acceptable behaviour and functions adequately when the day’s routine is disturbed. 4 Makes an appropriate verbal request to a young person who is in his / her way or has something s/he needs. 5 Accommodating to other young people when they show friendly and constructive interest in joining his/her activity or group. | <p>I – Responds constructively to others</p> <ol style="list-style-type: none"> 1 In freely developing group activities s/he constructively adapts to their ideas and suggestions. 2 Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help. | <p>J – Maintains internalised standards</p> <ol style="list-style-type: none"> 1 Abides by the rules of an organised group activity. Interacts, co-operates and continues to take part for the full duration of the activity. 2 Accepts disappointments. |

NURTURE GROUP CURRICULUM – BOXALL STRAND & STATEMENT COVERAGE

| | Weeks 1-4 A1 A2 | Weeks 5-8 A3 A4 | Weeks 9-12 A5 | Weeks 13-16 A1 A2 | Weeks 17-20 A3 | Weeks 21-24 A4 A5 | Weeks 25-26 A1 |
|---|--------------------|--------------------|------------------|----------------------|-------------------|----------------------|-------------------|
| A | B1 B2 | B3 B1 | B2 | B3 B1 | B2 | B3 B1 | B2 |
| B | C1 C2 | C3 | C1 C2 | C3 C1 | C2 | C3 C1 | C2 |
| C | D1 D2 | D3 | D4 D1 | D2 D3 | D4 | D1 D2 | D3 |
| D | E1 E2 | E1 | E2 E1 | E2 | E1 E2 | E1 E2 | |
| E | F1 F2 | F3 | F1 F2 | F3 | F1 F2 | F3 F1 | |
| F | G1 | G2 G3 | G4 G1 | G2 | G3 G4 | G1 | G2 |
| G | H1 | H2 H3 | H4 H5 | H1 | H2 H3 | H4 | H5 |
| H | I1 | I2 I1 | I2 | I1 I2 | I1 I2 | I1 | I2 |
| I | J1 | J2 J1 | J2 | J1 J2 | J1 J2 | J1 | J2 |
| J | | | | | | | |

NURTURE GROUP CURRICULUM – THEMATIC/SESSION CONTENT

| | Weeks 1-4 Heroes and Villains | Weeks 5-8 The Natural World | Weeks 9-12 Space Exploration | Weeks 13-16 Frozen Planet | Weeks 17-20 Under the Sea | Weeks 21-24 The Media | Weeks 25-26 Identity and Self |
|------------------|--|--------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------|----------------------------------|
| Work and Make | <p>The thematic content of 'Work and Make' is a core factor of Esteem North Academy's engagement curriculum. Each of the thematic areas have been identified as topics of high interest for our pupils in order to re-engage pupils with education and build their resilience and stamina towards academic work, all in readiness for a successful return to fulltime mainstream provision. The themes are subject to change based on the intake of pupils and their personalities and preferences to create a more personalised engagement curriculum.</p> | | | | | | |
| Independent Task | <p>During their 'Independent Task' session, pupils are provided with a range of activities, toys and games to complete/participate in. These activities are completed on a rota system that is updated every 2 weeks. This rota system allows time for pupils to engage with every activity over the course of the 2 weeks. As Angela Duckworth's research* identifies, the ability to persevere and be resilient through challenge is the feature that best contributes to a person's future success. The independent tasks aim to build these core skills in our pupils so that they are better equipped to manage the challenges they may face in their academic futures.</p> | | | | | | |
| Group Task | <p>During their 'Group Task' session, pupils are provided with a selection a group-based activities that are allocated on a rota system that is changed every 2 weeks. Groups tasks provide our pupils with the opportunity to develop their social skills and increase their pro-social actions. These skills include teamwork, communication, self-esteem, strategic thinking, turn-taking and acceptance. During these activities staff support pupils to take pleasure in the success of others and promote compassion and empathy amongst their peers. The opportunity to practice and embed these skills will socially equip them to better manage their peer relationships within their mainstream provisions in the future.</p> | | | | | | |
| Story Time | <p>During 'Story Time' pupils are read a selected story book that is linked to the current 'Work and Make' theme. These books are chosen on a weekly basis so that pupils are able to thoroughly engage with learning opportunities from the text, but also changed regularly enough to maintain pupil's engagement in the session. There are many research-based benefits to providing pupils the opportunity to listen to the reading of texts by an adult, these include: bonding time, building fluency, developing recall, identifying links to their own experiences, observing patterns in the text and opportunities to review learning. In addition, story time provides an opportunity for our pupils to practice literacy-based skills including oracy, phonemic awareness and identification of fictional tropes and features.</p> | | | | | | |
| Circle Time | <p>During 'Circle Time' pupils receive SMSC and PSHE coverage across the week, following Esteem North Academy's tutor time and assembly schedule. Oracy opportunities are a large focus of these sessions. Research reflects that this develops pupil's confidence and wellbeing, improves educational outcomes, and develops citizenship and agency and - due to the content of these sessions - also builds emotional literacy and vocabulary. This time may also be utilised to provide a safe space for staff to assist in airing issues that have occurred between peers over the course of the morning/afternoon; restorative justice is a core feature of these opportunities.</p> | | | | | | |

NURTURE GROUP CURRICULUM – ADDITIONAL SMSC AND SEASONAL CONTENT



Key Stage 3 and 4

At KS3 and KS4 the academy's ultimate aim is to re-engage disaffected learners back into education in order that they can meet their future aspirations and become economically contributing members of their community. KS3 and KS4 education is delivered at our Hasland and High Peak, sites.

As our pupils at KS3 and KS4 have either been permanently excluded, or are at risk of exclusion, the curriculum is adapted to identify and fill the gaps in pupils' learning, whilst making education relevant to their aspirational needs and next life stage.

- All pupils require re-engagement back into education and therefore the curriculum at our academy is designed to develop transferable skills so that pupils can be reintegrated back into a mainstream school when appropriate.
- At KS3 the academy operates a Blue Year and Green Year delivered on a two year cycle. Pupils are taught in Tutor Groups comprised of pupils from across KS3. Groupings are formed based on a positive social dynamic taking into account ability, learning style and date of entry to the academy.
- All subjects will have a Long Term Plan for each of Blue Year and Green Year. Each subject will have Schemes of Learning set out in half-termly Medium Term Plans (MTPs).
- For more information on how subjects are taught please see individual Long- Term Plans for those subjects. All subjects have a LTP devised by the Curriculum Lead which all sites follow over the academic year. A LTP is divided into 6 half terms over an academic year. Each half term follows a different topic.
- Cultural Capital and SMSC is vital to the success of our pupils to transition to their next stage. Cultural Capital life long learning skills and SMSC opportunities are identified in our (MTPs) for all subjects.
- Planning is essential and the expectation is that all teachers will follow the LTP and then plan for their specific pupils needs through the MTP documents. Curriculum resources are available to deliver the curriculum at each site and these are differentiated by class teachers to meet the needs of the pupils at each site.

- Careers education is embedded into each subject and for each half term there is an identified career focus as well as each pupil having a dedicated Future lesson timetabled per week.
- To ensure inclusion, teachers set high expectations for all pupils. Teachers are aware of the common challenges faced by our pupils, often in combination:
 - Pupils with complex behaviour patterns
 - Pupils with low prior attainment
 - Pupils from disadvantaged backgrounds
 - Pupils with SEND
 - Pupils in social care
- Teachers will take account of pupil's individual needs in the planning of lessons, differentiation of materials and level of challenge whilst maintaining a logical, sequential series of lessons in line with the academy's LTPs and MTPs. Teachers devise the LTP per subject in agreement with the curriculum lead. Teachers devise the medium term planning between themselves as teams to share workload.

At KS3 and KS4 the academy will deliver the following curriculum:

| Curriculum | Assessment Framework KS2 | |
|------------------------------|--|---|
| Personal Development | | |
| Nurture Group | <ul style="list-style-type: none"> • Engagement Success Criteria (on arrival) • Boxall Profile (4 assessments over a 26 cycle) | |
| Curriculum | Assessment Framework | |
| | KS3 | KS4 |
| The Creative Arts | | |
| Art & Design | <ul style="list-style-type: none"> • Art & Design 14 Steps | <ul style="list-style-type: none"> • OCR GCSE Art & Design |
| Food Preparation & Nutrition | <ul style="list-style-type: none"> • Food Prep & Nutrition 14 Steps • ASDAN Foodwise Short Course | <ul style="list-style-type: none"> • AQA GCSE Food Preparation & Nutrition |
| Core Curriculum | | |
| English | <ul style="list-style-type: none"> • English Writing 14 Steps • English Reading 14 Steps | <ul style="list-style-type: none"> • AQA Entry Level 1,2 and3 • Edexcel GCSE English Language |
| Maths | <ul style="list-style-type: none"> • Maths 14 Steps | <ul style="list-style-type: none"> • AQA Entry Level 1,2 and 3 • AQA GCSE Maths |
| Science | <ul style="list-style-type: none"> • Science 14 Steps | <ul style="list-style-type: none"> • AQA GCSE Combined Trilogy • AQA GCSE Biology |
| Personal Development | | |
| Citizenship | <ul style="list-style-type: none"> • Citizenship 14 Steps | <ul style="list-style-type: none"> • ASDAN Short Course • Citizenship 14 Steps |

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| Futures | <ul style="list-style-type: none"> Careers 14 Steps | <ul style="list-style-type: none"> ASDAN Short Course Careers 14 Steps Essential Digital Skills (2023-24) |
| PSHRE | <ul style="list-style-type: none"> PSHRE 14 Steps | <ul style="list-style-type: none"> ASDAN Short Course PSHRE 14 Steps |
| Pastoral Programme | <ul style="list-style-type: none"> Daily Tutor Time Programme Weekly Assembly Programme Daily behaviour Reflection Time | <ul style="list-style-type: none"> Daily Tutor Time Programme Weekly Assembly Programme Daily behaviour reflection time |
| Active Personal Development | <ul style="list-style-type: none"> Active PD 14 Steps Weekly boxing sessions | <ul style="list-style-type: none"> Active PD 14 Steps Weekly boxing sessions |
| Think for the Future (Personal Development) | <ul style="list-style-type: none"> Behaviour, resilience mentoring & Personal Development group sessions & 1:1 | <ul style="list-style-type: none"> Behaviour, resilience mentoring & Personal Development group sessions & 1:1 |

4. Monitoring and Quality Assurance

Governors monitor whether the academy is complying with its funding agreement and teaching a “broad and balanced curriculum” through the Headteacher’s Report and Quality Assurance feedback.

The Deputy Headteacher monitors the way the curriculum is taught throughout the academy, with the support of SLT and the TLR postholders, by following the academy’s quality assurance cycle which involves:

- Monitoring LTP and MTP
- Book Scrutinies
- Learning walks
- Lesson observations
- Pupil questionnaires
- Supervision meetings
- Appraisal system

5. Related policies

- Quality Assurance policy
- Behaviour and rewards policy
- Assessment policy
- Careers policy
- Work experience policy