Curriculum Policy

Written by:	David Marlow	Date: 24/8/22
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Approved by:	Janine Dix	
Version:	6	

1. Curriculum Aims

Our curriculum aims to:

o   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

o   Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

o   Support pupils' spiritual, moral, social and cultural development

o   Support pupils' physical development and responsibility for their own health and enable them to be active

o   Promote a positive attitude towards learning

o   Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support

o   Have a high academic/vocational/technical ambition for all pupils

o   Equip pupils with the knowledge and Cultural Capital they need to succeed in life

o   Provide subject choices that support pupils' learning and progression and enable them to work towards achieving their goals

o   Provide a broad curriculum with vocational opportunities

o   Develop pupils' independent learning skills and resilience, to equip them for their next transition phase.

In order to achieve our curriculum aims:

o   Pupils will have the opportunity to engage in education through bespoke, personalised timetables to re-engage in mainstream education and vocational learning.

o   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.

o   Pupils will be supported through their individual challenges to develop and improve their wellbeing, social interaction, academic progress and achievements.

o   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 English Lead and Personal Development Lead. 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

Primary Provision

Some of our primary age pupils may be at risk of permanent exclusion -they will be dual registered at our academy for the duration of their placement. All other pupils have been permanently excluded and are single registered at our academy. All pupils have timetabled lessons to embed our nurture programme.

The Barrow Hill site where our Primary Provision is based, delivers a Nurture Group curriculum for each Tutor Group. Our partner Primary schools will provide background information as to pupils' Nurture needs as they come to roll or are referred for a dual registered place. Our Nurture sessions support pupils' cognitive, social, emotional and mental health development through cycles of the 10 Boxall Profile Developmental Strands (Section One). Each Boxall statement (each related to the cognitive, social, emotional and mental health development strands) is delivered through the curriculum as the Daily Curriculum Focus, known as "The Focus of the Day", taken directly from the 10 Boxall Section One developmental strands and subsequent statements and rephrased in pupil-friendly language. This repetition of skills allows pupils to recap and embed learning over the course of their time with us. All stands of Boxall are covered in a 4 week cycle.

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. Pupils receive Nurture sessions daily to support the developmental progress needed in order for pupils to successfully engage with learning. During their time at

Esteem North Academy, pupils work towards personal targets, based on Boxall Profile assessments conducted every 6 weeks. 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 curriculum 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.

The Primary provision is underpinned by 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.

The collective aim of our Nurture sessions is to enable pupils to make a successful transition back to mainstream education so that they can continue on a successful academic journey moving forward. There is much research to support that Nurture Groups are 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."[1]

The Nurture sessions 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 and one to one tuition – see 'The EEF Toolkit and Nurture Groups' report[2], available on request.

John Bowlby[3] 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.

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[1] from 'Supporting children with challenging behaviour through a nurture group approach', Executive Summary, July 2011, Ofsted

[2] from 'The Education Endowment Foundation Toolkit and Nurture Groups Report', last updated July 2021

[3] 'An Introduction to Object Relations', 1997, John Bowlby. For more information about a trauma-informed approach, see 'Childhood Trauma and the Brain', September 2020, UK Trauma Council and other resources

Esteem North Academy take a trauma-informed approach to supporting our pupils when delivering Nurture. Trauma results from an event, 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.

NURTURE GROUP CURRICULUM – A RESEARCH-BASED APPROACH

Attachment Theory

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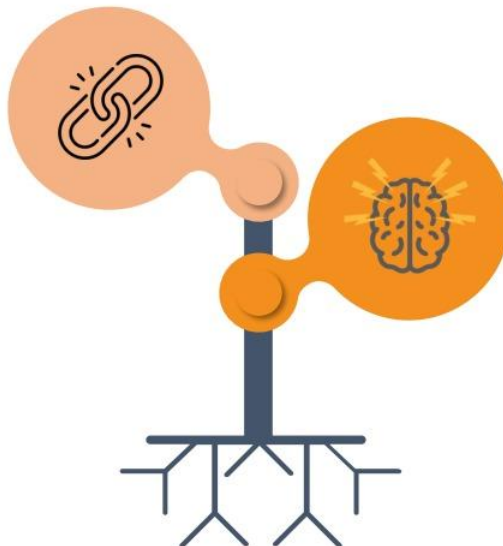
Trauma Informed Approach

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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.

A – Gives purposeful attention
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.

B – Participates constructively
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.

C – Connects up Experiences
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 through with coherence.

D – Shows insightful involvement
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.

E – Engages cognitively with peers
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.

F – Is emotionally secure
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.

G – Is biddable and accepts constraints
1 Is able to bring to a close an enjoyable activity with the adult, with adequate warning, makes a general re.quest 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.

H – Accommodates others
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.

I – Responds constructively to others
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.

J – Maintains internalised standards
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.

Pupils receive their National Curriculum entitlement outlined in the Primary Provision Intent. The curriculum is also informed by the Early Years & Foundation Stage Framework. At our Academy, provision is planned across subject areas:

Phonics (learning to read program)
Maths
English
Science
PHRE

Personal Health and Relationships Education (PHRE) is delivered through a combination of our daily Tutor Time programme and also dedicated lessons.

There is an Emerging Pathway and a Developing Pathway; pupils are placed on the curriculum pathway most suitable to their needs. Curriculum coverage is the same on both pathways. The emerging pathway is more suited to younger primary pupils or pupils who learn best through play and a CCP style of pedagogical approach. Where Continuous Curriculum Provision is used, subjects are delivered with various choices of activities at work stations which incorporate different styles of learning including Role Play & Small World. Pupils are placed on the Emerging or Developing pathway dependent on stage and not age.

Secondary Provision

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.

o   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.

o   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.

o   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).

o   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.

o   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.

o   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.

o   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 MTP planning between themselves as teams, to share workload.

4. Curriculum & Assessment Frameworks

Curriculum	Primary Provision Assessment Framework
The Creative Arts	
Art & Design	• Delivered within Nurture Groups
Food Preparation & Nutrition	• Delivered within Nurture Groups
The National Curriculum	
English	• Reading Junior Steps & Writing Junior Steps
Phonics	• Read Write Inc (plus Phonics Screening)
PHRE	• PHRE Junior Steps
Science	• Science Junior Steps
Maths	• Maths Junior Steps
Communication & Language	• Communication & Language Junior Steps (for pupils with an identified need)
Personal Development	
Nurture Group	• Engagement Success Criteria on arrival • Boxall Profile Targets
Careers	• Half Termly curriculum careers focus
Pastoral Programme including PHRE & Religious Education	• Daily Tutor Time Programme • Weekly Assembly Programme • Daily Behaviour Points • Reflection Time
Active Personal Development	• Opportunities for physical activity

Curriculum	KS3 Assessment Framework
The Creative Arts	
Art & Design	• Art & Design 14 Steps
Food Preparation & Nutrition	• Food Preparation & Nutrition 14 Steps • ASDAN Foodwise
Core Curriculum	
English	• English 14 Steps • Edexcel Functional Skills Entry Level 1-3, Level 1, Level 2
Maths	• Maths 14 Steps • Edexcel Functional Skills Entry Level 1-3, Level 1, Level 2
Science	• Science 14 Steps
Personal Development	
Citizenship	• Citizenship 14 Steps
Futures	• Careers 14 Steps • Functional Skills Digital Skills Entry Level 3
PSHRE	• PSHRE 14 Steps
The Duke of Edinburgh Award	• The Award – Bronze Level
Pastoral Programme	• Daily Tutor Time Programme • Weekly Assembly Programme • Daily Behaviour Points • Reflection Time
Active Personal Development	• Opportunities for physical activity
Think for the Future (Personal Development)	• Behaviour, resilience mentoring & Personal Development group sessions & 1:1

Curriculum	KS4 Assessment Framework
The Creative Arts	
Art & Design	• OCR GCSE Art & Design
Food Preparation & Nutrition	• AQA GCSE Food Preparation & Nutrition
Core Curriculum	
English	• AQA Entry Level 1, 2 and 3 • Edexcel Functional Skills Entry Level 1-3, Level 1, Level 2 • Edexcel GCSE English Language
Maths	• AQA Entry Level 1, 2 and 3 • Edexcel Functional Skills Entry Level 1-3, Level 1, Level 2 • AQA GCSE Maths
Science	• AQA GCSE Biology
Personal Development	
Citizenship	• ASDAN Short Course • Citizenship 14 Steps
Futures	• ASDAN Short Course • Careers 14 Steps • Functional Skills Digital Skills Level 1
PSHRE	• ASDAN Short Course • PSHRE 14 Steps
Pastoral Programme	• Daily Tutor Time Programme • Weekly Assembly Programme • Daily Behaviour Points / Reflection Time
Active Personal Development	• Opportunities for physical activity

5. 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:

- Weekly Curriculum Development Reviews
- Subject development meetings
- Monitoring LTPs and MTPs
- Work Scrutinies
- Climate walks
- Lesson Observations
- Pupil Questionnaires
- Supervision meetings
- Appraisal system

6. Related Policies

- Quality Assurance Policy
- Behaviour and Rewards Policy
- Marking Policy
- Teaching & Learning Handbook
- SEND Policy
- Careers Policy
- Work Experience Policy