



# Curriculum Policy

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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, individualised 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.

#### **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, Chesterfield, and Chapel-en-le-Frith, 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.

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

Curriculum Elements	Assessment Framework	
	KS3	KS4
<b>The Creative Arts</b>		
Art & Design	<ul style="list-style-type: none"> <li>Art &amp; Design 14 Steps</li> </ul>	<ul style="list-style-type: none"> <li>OCR GCSE Art &amp; Design</li> </ul>
Food Preparation & Nutrition	<ul style="list-style-type: none"> <li>Food Prep &amp; Nutrition 14 Steps</li> <li>ASDAN Foodwise Short Course</li> </ul>	<ul style="list-style-type: none"> <li>AQA GCSE Food Preparation &amp; Nutrition</li> </ul>
<b>Core Curriculum</b>		
English	<ul style="list-style-type: none"> <li>English Writing 14 Steps</li> <li>English Reading 14 Steps</li> </ul>	<ul style="list-style-type: none"> <li>AQA Entry Level 1,2 and3</li> <li>Edexcel GCSE English Language</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Maths 14 Steps</li> </ul>	<ul style="list-style-type: none"> <li>AQA Entry Level 1,2 and 3</li> <li>AQA GCSE Maths</li> </ul>
Science	<ul style="list-style-type: none"> <li>Science 14 Steps</li> </ul>	<ul style="list-style-type: none"> <li>AQA GCSE Combined Trilogy</li> <li>AQA GCSE Biology</li> </ul>
<b>Personal Development</b>		
Futures	<ul style="list-style-type: none"> <li>Careers 14 Steps</li> <li>PSHRE 14 Steps</li> </ul>	<ul style="list-style-type: none"> <li>Careers 14 Steps</li> <li>PSHRE 14 Steps</li> <li>Digital Skills 14 Steps</li> </ul>
Citizenship	<ul style="list-style-type: none"> <li>Citizenship 14 Steps</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship 14 Steps</li> </ul>
Pastoral Programme	<ul style="list-style-type: none"> <li>Daily Tutor Time Programme</li> <li>Weekly Assembly Programme</li> <li>Daily behaviour Reflection Time</li> </ul>	<ul style="list-style-type: none"> <li>Daily Tutor Time Programme</li> <li>Weekly Assembly Programme</li> <li>Daily behaviour reflection time</li> </ul>
Active Personal Development	<ul style="list-style-type: none"> <li>Active PD 14 Steps</li> <li>Weekly boxing sessions</li> </ul>	<ul style="list-style-type: none"> <li>Active PD 14 Steps</li> <li>Weekly boxing sessions</li> </ul>
Think for the Future (Personal Development)	<ul style="list-style-type: none"> <li>Behaviour, resilience mentoring &amp; Personal Development group sessions &amp; 1:1</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour, resilience mentoring &amp; Personal Development group sessions &amp; 1:1</li> </ul>

#### **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