



Building Brighter Futures

Curriculum Policy

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Signed	

Curriculum Policy

Context

We are unwaveringly ambitious for our pupils so it is the responsibility of every member of staff to tool our pupils with the knowledge and skills necessary to follow their dreams and aspirations. In order to achieve this, we believe the connectivity between curriculum, the quality of teaching, assessment and accreditation is vital so that we deliver every opportunity for them.

Our pupil population is transient, diverse and all of them have significant gaps in education usually due to poor attendance due to internal isolation, previous suspensions, family trauma or criminality. Usually over half of our pupils will have a social worker and numbers with EHCPs has dramatically increased.

Intent

Our curriculum is designed to identify and fill in the gaps in fundamental subject knowledge that will become the building blocks for future learning.

Our subject leaders have carefully and thoughtfully crafted from the National Curriculum their own curriculum plan that focuses on essential knowledge and skills. Our **curriculum content** is what we think our pupils need to **know** and be able to **apply** to make transitions, be safe and to level up their lives.

What we teach is reviewed and revisited until we have embedded knowledge in the long-term memory of our pupils. On reviewing and redesigning our curriculum we have made a conscious shift towards aiming for mastery rather than a superficial coverage of the curriculum.

We focus on the stage of learning not solely age-related expectations although we do reflect on age typicality. We want our pupils to re – engage in learning and feel success.

We teach reading and vocabulary acquisition directly in year 1-11 to allow pupils to access the full curriculum offer.

In each subject there is a coherent sequence and there is a deliberate overlap in subject areas to further embed learning. For example, in Term 2, Module 4 there is a focus on health –

- Science – Infection and Response
- PSHEE – Health and well being
- PE – Health and Fitness
- Food - Healthy Eating

Appendix 1 – Curriculum Map

Our 8 elements of the curriculum are for pupils to be able to -

- be safe – recognising potential harm and risk (PSHE/RSE/computing)
- read, write and communicate for a variety of audiences and purposes (phonics, English, Literacy lessons, vocabulary and reading in every subject)
- retain mathematical facts and use core methods relevant to everyday life (Maths, Science)
- know facts about science and learn their significance to them (Science, PE)
- have an appreciation of the arts, the chronology of history and the rich diversity of the world (Art, Humanities, Grit and Growth, Duke of Edinburgh)
- know how things work and are made (DT, Construction, Health and Social, Food)
- recognise and be able to manage their emotions (form period, mentoring, counselling, Boxall and Thrive sessions)
- look beyond the now - be it personal growth, aspirations or lifestyles of others (Discovery, PSHEE, enrichment, form period)

Appendices 2 – Curriculum Content

Implementation

How do we deliver the curriculum?

Our curriculum year is split into 6 terms and each term will have one or two modules depending on the amount of lessons per week in each subject e.g. English has 4 and Art has 1 lesson per week.

The modules are purposely short (3 or 4 weeks) so that pupils joining at any time are able to find their starting point within the sequence and not be left too far behind.

The module will start with pupils completing a cold task, this will vary between a short test and teacher assessment. The cold task is intended to identify the gaps in knowledge. The teacher will then use this information to adapt lessons and to direct the TA to support individual pupils in particular areas of weakness. Pupils then complete a hot task at the end of the module and the progress they have made from their personal starting point is tracked. In the activators at the beginning of every lesson and during mastery weeks the remaining gaps are a focus.

Teacher assessment is logged on Progress Tracker and moderated by teachers and SLT in meetings, work scrutiny and sampling each other's pupil work.

Teachers give verbal and written feedback. We know that immediate feedback is preferable for our pupils and the teacher has to be very skilled in their balance of praise and challenge. Written feedback aims to be a conversation with the teacher setting a short task to extend the learning or to practise a skill not embedded.

Appendices 3 – Example of a module plan and assessment grid

Each lesson follows the following pattern –

Activate	Every lesson starts with a flashback activity to recap and review prior knowledge and skills – we are aiming for automatic recall
Introduce new information	Every lesson introduces new information in small steps – we aim to avoid overload and to master not cover curriculum content
Show (I do, we do)	Every lesson uses modelling, scaffolding and targeted questioning – the teacher working through examples and thinking aloud help to clarify the steps needed
Do (You do)	Every lesson allows pupils to practise new skills and use new knowledge in a variety of ways – the more ways they can use new knowledge the more likely they are to store it in their long term memory
Review	Every lesson reviews depth of knowledge and skills through skilled questioning or tasks

Assessment

Our assessment allows pupil to feel success in their education, a feeling that not many have felt in the past. Our pupils tend to make small steps of progress at first then we expect the progress rate to accelerate as pupils establish the building blocks, build confident in themselves and trust in the staff.

Age related testing is usually too blunt for our pupils so we identify the gaps in learning through the use of the cold tasks, use of knowledge organisers, pupil white board responses, conversations and short activities. As we have small classes with a TA in support, progress can be tracked on a granular level. It is not until pupils can use the knowledge they have learnt in a variety of different ways and over time that we accept the body of knowledge is mastered.

Assessment is to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.

We test for reading levels using Read Write Inc and WRAT tests in reading and spelling which give us a standardised score and a reading and spelling age.

Families of our pupils receive a report each term and this goes home with an updated IEP.

Quality Assurance of Teaching

A programme of quality assurance is in place including one lesson observation, drop ins, work scrutiny and pupil conversations. This programme allows for close monitoring as well as sharing good practice.

Appendices 4 – Example of drop in feedback

Where ineffective teaching is observed over time we use the appraisal process to support improvement, if improvements are not made then the competency procedure is followed.

The monitoring of teaching standards by school leaders is quality assured by our School Improvement Partner – Nick Whittaker and our SEND consultant David Bartram.

Members of the Management Committee take part in drop ins and book looks and have complete a series of meetings with teachers to discuss pedagogy, pupil progress and curriculum development.

Appendices 5 - SEND progress report

Teaching staff professional learning

Professional Learning is now a strength of the school.

Curriculum meetings occur once a fortnight and in these there is a sharing of good practice and practical ideas facilitated by the Assistant Head for Teaching Standards.

There is a group of staff who are on a Development Pathway to Teaching. These staff are HLTAs who aspire to be teachers. We invest and nurture our staff hence our retention is at an excellent level and this therefore provides consistency for our pupils.

Impact

We build towards end points – reintegration, Y6/7 transition, move to a specialist setting, post 16 provisions.

This means that we do not only focus on qualifications, but we know we need to provide pupils with the qualifications to access the next stages of education or work.

Coming back to the first paragraph of this policy - many of our pupils come from disadvantage and/or have SEND so it is our responsibility to tool them with knowledge skills and the cultural capital to succeed in life. A strong SMSC thread throughout our curriculum and our 52week extended curriculum deliver a well rounded provision.

Appendices 6 - Pathways