



Curriculum Policy

2023/2024

Policy issue and updates

Pages	Issue No.	Date
Whole Document – new format and template used.	1	January 2016
Cover page - logo	2	February 2016
Whole document – checked and revised where necessary	3	August 2016
Section 1.3 added	4	May 2017
Whole document – annual review and revised where necessary	5	September 2017
Whole document – annual review	6	August 2018
Whole document – annual review	7	August 2019
Whole document – annual review and logo change	8	August 2020
Whole document – annual review	9	August 2021
Whole document – annual review	10	August 2022
Whole document – annual review	11	August 2023



The following policy has been approved by the Managing Director and Senior Leadership Team.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Executive Team: August 2023

Board signatory: *Charta*

Planned review: August 2024

1. Policy overview

- 1.1 All students are entitled to a curriculum which contributes to a well-balanced full-time education, developing the abilities and life skills of individual students so that they may take a valuable, positive, and active place within society. This entitlement is for each student, regardless of any barriers to learning or protected characteristics such as age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and/or sexual orientation and marriage or civil partnerships. The curriculum will be supported by schemes of work that have been designed to consider the needs of students with social, emotional, and mental health (SEMH) disabilities and/or special educational needs and disabilities (SEND). Lesson plans are then generated by teachers from the schemes of work to produce a learning experience that will meet the needs of the individual students. Assessment of student progress is an integral part of the review process in determining future changes to the curriculum.
- 1.2 All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- 1.3 Staff will not promote extremist views, or partisan political views, through their curriculum and/or teaching. Students will be offered a balanced presentation of views when political issues are brought to their attention. All staff are mindful of their duty to forbid political indoctrination and to deliver a balanced presentation of political issues.

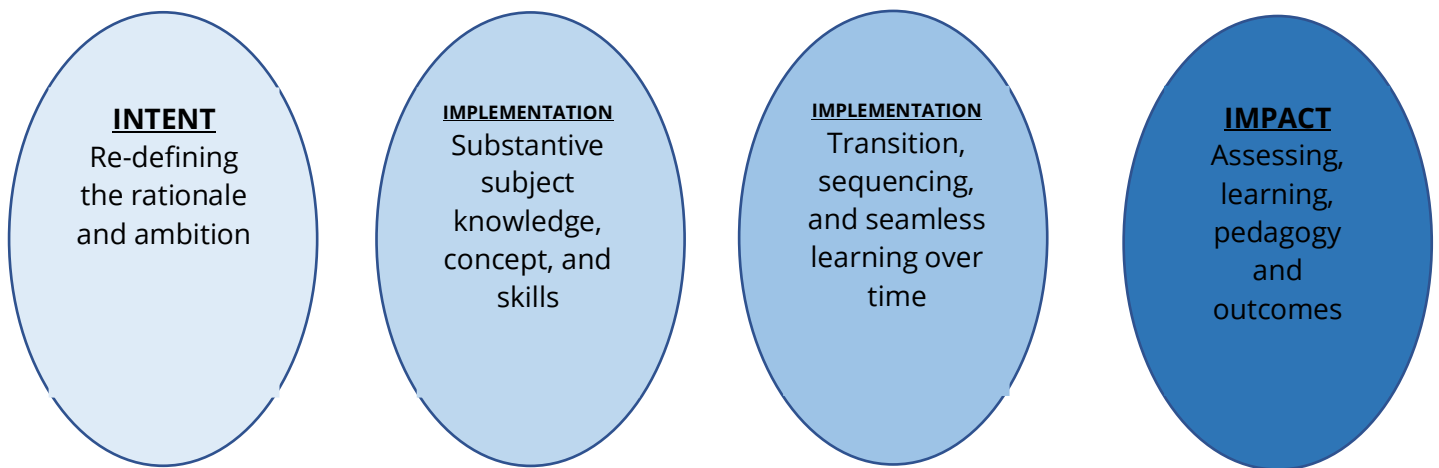
2. The curriculum

- 2.1 The full-time curriculum shall demonstrate:

- Breadth** - introducing students to the elements of learning, defined as knowledge, understanding, concepts, skills, and attitudes, through aesthetic and creative, human, social and political, linguistic and literary, mathematical, moral and ethical, physical, scientific, technological and spiritual aspects.
- Balance** - allowing each element and aspect as an appropriate portion of the whole curriculum.
- Coherence** - planning as an entity, ensuring opportunity and progression for each student to maximise their achievement.

British Values – integrated into all aspects of the curriculum as well as in standalone Enrichment and “My” lessons.

The curriculum will focus on 3 key areas; Intent, Implementation and Impact as outlined below with the accompanying curriculum concepts.



- 2.2 Students are entitled to a curriculum delivered through a variety of appropriate teaching and learning styles which create conditions for effective learning. This will include provision for students with specific needs, whether they require support or extension work for the gifted and talented.

Students with an Education, Health & Care Plan (EHCP) will have their needs met by the staff in two ways. Firstly, by the teacher having a copy of the EHCP stored within Arbor (MIS) to inform the planning of any learning experience that they wish to deliver. Secondly, the EHCP will be used to construct the Individual Education & Development Plan (IEDP) used by all staff to enable students to plan and target themselves to acquire new skills and to monitor progress in a variety of areas as well as outlining any reasonable adjustments that are required.

- 2.3 Differentiation is built in to the three curriculum steps Progress Schools to enable teachers to provide appropriate tasks for each student and provide a challenge that will maximise achievement. Each student will be sufficiently equipped to make informed and realistic decisions at each stage of their development so that their role is active in contributing to their learning progression through the creation of their Individual Education & Development Plan and Termly Reviews.
- 2.4 The curriculum is supported by the Progress Map. This outlines the 3 steps available and the units/qualifications that can be achieved where applicable to individual

students. Students will always study content but will only be entered for examinations/assessment if they have developed the key knowledge.

- 2.5 Progress Schools operate a curriculum model based on three steps, namely “Build,” “Grow” and “Launch.” These steps aim to build the core skills and knowledge students need including by incorporating primary-school level learning some may have missed, then help them to grow in skill and knowledge before “launching” into positive destinations. Students are placed within the step most appropriate to their need, prior attainment and gaps in knowledge and skill following a baselining process that includes a discussion with Heads of School and the Curriculum Manager. Students study at the curriculum step most appropriate for their current academic, emotional, and social needs and requirements. Due to the nature of the students, we support (many of whom have large gaps in their education), this model enables students to learn at a level appropriate to their development and build towards an aspirational future at pace.
- 2.6 Each subject is supported with an intent document that lists the key knowledge and skill learned at each step in the curriculum. This is underpinned by a topic-by-topic scheme of learning that clearly links to each of these knowledge and skill-based objectives and accompanying lesson plans and resources. These are written in a format accessible for staff, students, parents and external agencies or bodies.

3. Assessment

- 3.1 Assessment is an integral part of the curriculum, and the provision will strive to meet the assessment demands of the core and foundation subjects of the curriculum and other procedures statutorily documented using both formative and summative methods of assessment. This will be achieved in a variety of ways, including internal tests, examinations and recording of achievement.
- 3.2 Baseline assessments are conducted for Maths and English using the online platform BKSB. This pinpoints students’ current attainment levels and highlights any potential indicators of additional needs including dyslexia. Students also participate in CAT4, Lexplore Reading and GL Assessment as well as the Progress STAR assessment which provides a scoring platform for students in 8 key areas including relationships and wellbeing. Formative assessment for all subjects takes place on Itslearning which is the school’s internal learning platform. All formative assessments are directly linked to the knowledge and skills listed in the intent documentation for each subject. Staff track students against these knowledge and skills using the scale: emerging, developing, secure and exceeding to ensure we can track the process of each student meticulously. Summative assessments occur in the form of portfolio assessments (pass, merit, distinction or refer), examination and observation from the teacher. This is supported by repetition of the STAR Assessment and Lexplore Reading assessment at key intervals.

- 3.3 Staff are expected to use assessment to inform their adaptation and personalisation of schemes of work as well as lesson planning. Students will take an active part in recording achievement and, where possible, parents/carers will be involved through the half-term review strategy and other procedures which may be activated at any time.
- 3.4 The curriculum will be delivered by appropriate support for teachers/tutors, and the school will endeavour to make available appropriate resources to support effective teaching and learning. The student is entitled to experience the curriculum as a positive and enjoyable means of learning.

4. Individual education development plan (IEDP)

- 4.1 One of the keys to successful education and training is careful assessment of the student to ensure they are well suited to the training and education on offer. After this, careful induction and tailored Individual Education & Development Plans (IEDPs) help ensure the high-quality learning provision and continual progress of all students. Very importantly, successful education and training focus early on developing key skills, including literacy and numeracy, and on the early intervention when barriers to learning have been identified, to overcome said barriers, so that students can make better than expected progress.
- 4.2 All staff are committed to the development and progression of all students in all capacities and learning environments. Staff and the wider management teams will support the continuous development of learning in all sectors and learning provisions.
- 4.3 The school aims to identify the explicit needs of all students, to be able to provide a suitable and relevant IEDP plan to meet their training, personal and educational needs.
- 4.4 All students will be involved in the process of the creation and monitoring of their own learning plan, to inspire intrinsic motivation and to enable them to be empowered by the identification of their support needs.
- 4.5 Each individual student will be monitored through the completion of an appropriate IEDP tailored to meet the needs of the individual and through formative assessment methods. IEDPs will detail agreed strategies in order to meet set targets or goals and will outline the responsibility of each person or party involved in the IEDP process.

- 4.6 All subjects taught will be targeted for improvement, including the identification of emotion, social or personal development needs.
- 4.7 IEDPs will be monitored on a termly basis, with target and goal setting identified through diagnostic assessment, professional judgement and the student's own identification of educational need. Parents/carers are welcome to attend IEDP reviews.
- 4.8 All persons involved with the monitoring and development of the IEDP will refer to the IEDP, so that they can inform the planning for learning in all aspects. Students can and will use the plan to enable them to achieve goals and be motivated in the achievement of appropriate targets.
- 4.9 Appropriate assessment techniques including the use of diagnostics, professional judgement and the identification of the students' own learning needs will inform the planning for further target setting and will ensure that appropriate and suitable targets have been set within realistic timeframes.

5. Relationship, sex and health education (RSHE)

- 1.1 Please see the RSE policy

Please see the associated subject intent statements for specific detail about the curriculum and the programme each student is following based on individual assessment.