**Curriculum Policy**

**INTENT**

**Our Vision**

* For every student to maximise their while potential at our school.
* To employ a graduated approach of assess, plan, do & review.
* To provide an enhanced learning environment, enriched with extra-curricular activities.
* For each student to enjoy their time with us and forge positive relations within the school.
* To foster a desire for lifelong learning and enable the development of active, responsible citizens.

**The school should:**

* Provide personalised learning programmes of a high standard that give all students equal opportunity to progress and succeed.
* Maximise student choices and routes of progression by providing a stimulating, inspiring and challenging learning environment.
* Foster an atmosphere of tolerance and respect, to which everyone contributes by being active and responsible citizens.
* Promote students’ spiritual, moral, social and cultural development. This includes fostering British Values through all areas of school life.

We drive effective learning though ENGAGEMENT, CHALLENGE, AUTONOMY AND FEEDBACK.

**The children should:**

• Learn how to work independently and as members of a team

• Be eager to try their best in all activities

• Be expected to behave in an acceptable way and be responsible for their actions

• Be able to listen and read for a variety of purposes

• Be able to convey meaning through speech and writing

• Know how to think and solve problems mathematically

• Know how to apply the basic principles of health, safety and hygiene

• Be capable of communicating their knowledge and feelings through various art forms.

**IMPLEMENTATION**

**Records of work completed**

Each student has a folder or workbook for every subject, and this has a record of learning intentions/objectives. All teachers follow departmental schemes of work. Students and teachers share responsibility for recording what work has been completed and how successful the students have been in meeting the learning intentions/objectives.

**Assessment**

The students are given a baseline assessment in English and Maths when they start with us. Following on from this they will be assessed at least on a termly basis in all other subjects. These assessments inform our termly reporting cycle to parents and next steps for the students.

**Curriculum Pathways**

Our baseline assessments, teacher judgements and the amount of time a student is likely to be with us will inform which Curriculum Path a student will take. Subject Leads will decide whether initially; Entry, Intermediate or Higher will best meet the student’s educational needs. Students will subsequently be able to move from one Curriculum Path to the next as they progress.

Entry is designed to help students who may have fallen behind or are with us for a short period. Intermediate is for those working at a Level 1/2 and hoping to progress to GCSE. Higher is designed to allow students to follow a course mainly comprised of GCSEs.

Students who are with us very briefly may be provided with work from their permanent school.

**Curriculum Path 1: Entry**

This path is designed to help students who have missed or have difficulty with specific skills in literacy and numeracy. Students will be delivered literacy catch-up lessons and work towards Entry Level Qualifications in English, Maths, Science and Humanities. They may also supplement these qualifications with Unit Awards and ASDAN Short Courses.

**Curriculum Path 2: Intermediate**

This path is a combination of Entry Level Qualifications; Functional Skills and Level 1/2 Qualifications.

**Curriculum Path 3: Higher**

This plan is designed for students aiming to gain 5 or more GCSEs or equivalent Level 1/2 Qualifications.

**Grouping**

Once a student has been assigned to a particular Curriculum Path they will be placed in a group of a similar age/ability. Full support will be given to students to settle them into their group and to help them feel confident in terms of work covered and assessment ahead.

The Curriculum Paths are not prescriptive and are continually being reviewed and updated. Each student’s pathway will be differentiated according to ability and motivation.

**Schemes of Work**

Schemes of work are the foundation blocks of our students’ individual learning pathways and courses. For all subjects a Scheme of Work will be devised by an experienced Subject Lead and will detail the required Learning Objectives and Assessment Outcomes. Teachers will then have the freedom to devise and adapt individual lessons depend on the learning needs within the group.

Schemes of work and individual lessons will have differentiated outcomes to ensure each student works at his or her own pace and ability. Students will self-assess after each lesson in dialogue with the teacher as to how far they progressed towards meeting the specific learning outcomes. This information is recorded in the duty folder and on the lesson record sheet. This information is used to assess whether a student has completed a particular unit of work and if they can be awarded the qualification or entered for an exam.

Towards the end of each term, the students’ progress is assessed during whole school exam weeks. This enables us to report to parents and to prepare students for public exams.

Outcomes are marked on a tracking sheet, using internal TF Progress Descriptors (1-9) and GCSE equivalent.

At the end of Y10 and in the Autumn Term of Y11 students take Mock GCSEs; these inform the tracking process and enable teachers and students to make decisions on GCSE entries or alternatives.

**Areas of learning:**

We offer an alternative curriculum which includes the essential elements from a mainstream curriculum*.* For Key Stage 3 and 4 this consists of Maths, English, Science, Citizenship, PSHE, History, Geography, RS, IT, Art, Food Tech and Physical Education.

**CurriculumEnrichment:**

Students at all age levels take part in regular PE activities including tennis, volleyball, hockey, football, badminton, rounders, cricket, basketball and football. Additionally on our extended days students have the opportunity to take part in fitness, craft, film, dance, target sports and table tennis. We also have a yearly plan of school visits and educational trips.

**Additional Subjects:**

If a student joins the school mid-term and wishes to complete a GCSE in a subject not on the core curriculum it may be possible to have individual tutoring. Our Post-16 students follow whichever KS4 pathway best matches their ability.

**Careers Guidance:**

Our dedicated careers adviser is Sarah Bater***.*** Each KS4 student has an individualised career plan. We work in partnership with local vocational providers (ie for building, mechanics, beauty therapy, music and animal husbandry).

**EAL**

The needs of these pupils are met on an individual basis, according to their needs. We assess and identify their needs. We ensure that the parents/carers are involved in the process. We set realistic levels of attainment. We make use of external agencies as appropriate.

**IMPACT**

For the impact of our intent and implementation please refer to the following:

* Student Destinations 2024
* GCSE Exam Results 2024
* Functional Skills, Entry Level & UAS Results 2024
* Autumn Term Assessments/Reports 2024
* IEPs & Pastoral Progress Reports 2024
* Records of Work Scrutiny, Learning Walks and Interviews with Students.

Policy Sign off and review

|  |  |  |
| --- | --- | --- |
|  | By whom | Date |
| Policy signed off by | Julia Low | 07.11.2018 |
| Reviewed by | Emma Clyde | 21.02.2025 |
| Next Review By | SLT | 21.02.2026 |