Curriculum Policy

Approved by:	Penny Harris (Director) Jane Cox (Director) **Date:** 28th September 2022
Last reviewed on:	27th September 2021
Next review due by:	27th September 2023

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

1. Definitions

The curriculum is the substance of what is taught. It is the specific plan of what learners need to know and should be able to do in total and in each subject. The curriculum shapes and determines what learners of all ages will get out of their educational experience. For this reason, the curriculum is at the heart of this school's work.

The curriculum is:
- the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (**intent**)
- the translation of that framework over time into a structure and narrative, how it is taught and assessed to support pupils to build their knowledge (**implementation**)
- the evaluation of what knowledge and skills learners have gained against expectations and the outcomes that pupils achieve as a result of their education (**impact/achievement**)

2. Aims

Our curriculum aims to:
- Set out the knowledge and skills that pupils will gain at each stage of their education at this school
- Enable pupils to build their knowledge and skills towards the agreed end points
- Provide a broad, rich and ambitious educational experience for all pupils
- Provide subject choices that are interest lead and related to our pupils' real life experiences which inspire pupils to learn and achieve their goals
- Support pupils' spiritual, moral, social and cultural development
- Remove barriers to learning and support the holistic development of all pupils
- Provide the essential knowledge that our pupils need to be educated citizens
- Help pupils engender an appreciation of human creativity and achievement
- Prepare pupils for life in modern Britain
- Promotes fundamental British values and respect for others
- Addresses typical gaps in our pupils' knowledge and skills
- Ensure that pupils are supported to read at an age appropriate level
- Ensure content is planned, sequenced and taught in logical progression, systematically and explicitly
- Ensure equal access to learning for all pupils
- Ensure consistency in the approach to remote learning for pupils who are not in school

3. Legislation and guidance

This policy is written to comply with the requirements of the Education (Independent School Standards) Regulations 2014.

4. Responsibilities

The Directors are responsible for:
- Monitoring the effectiveness of this policy and holding the school to account for its implementation
- Ensuring that a robust framework is in place for setting curriculum priorities and aspirational targets
- Ensuring that proper provision is made for pupils with different abilities and special educational needs

The school leader is responsible for ensuring:
- The implementation of this policy
- Curriculum proprieties and aspirational targets are set
- Proper provision is made for pupils with different abilities and special educational needs
- Coordinating any remote learning across the school
- The broad and rich outline curriculum includes the following;
    - English
    - Maths
    - Science
    - ICT and E-Safety
    - PSHE and SMSC
    - SRE
    - Humanities
    - Art. Technology and creative learning
    - Careers Education
    - Physical fitness
    - Promoting British Values across the curriculum

5. Curriculum Intent

The directors, school leader and each subject teacher collaborate to map the intent of the school's curriculum at each key stage, to ensure that in each taught subject:
- There is a clear end point which the curriculum is building towards
- There is shared knowledge about what pupils will need to know and be able to do at those end points
- What is planned is sequenced so that new knowledge and skills build on what has been taught before
- Content is taught in a logical progression, systematically and explicitly
- Pupils are able to read at any age-appropriate level

These curriculum maps form the basis for the school's schemes of work in each subject.

When planning the intent of the school's curriculum, the directors, school leader and subject teachers will have regard to the national curriculum reference to cultural capital;

'It is essential knowledge that pupils need to be educated citizens introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

6. Curriculum Implementation
i) Principles

When implementing the curriculum, our school will have regard to the research and inspection evidence suggesting that the most important factors in how, and how effectively, the curriculum is taught and assessed are the following areas:

- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching; CPD is aligned to the curriculum.
- Teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion.
- Teachers check pupils' understanding effectively, and identify and correct misunderstandings.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- The subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching.
- Teachers use assessment to help pupils embed and use knowledge fluently, and develop their understanding, and not simply memorize disconnected facts.
- Leaders ensure there is coherence and consistency in expectations and the quality of delivery across the school.

ii) Differentiation

For each pupil the delivery of the curriculum will be differentiated in order to support progress at all starting points and diverse learning needs. This will include:

- A balance of visual, auditory and kinesthetic learning
- A mixture of independent, collaborative and teacher led learning
- The use of language that reflects the pupils' comprehension and cognition
- Continuously adapting lesson content in order to inspire and interest pupils
- Continual assessment and adjustment of lesson content to meet individual student need and aptitude
- The provision of a variety of planned resources to reinforce, provide alternatives and extend learning

iii) Reading

This school recognizes that if pupils are not able to read with fluency and comprehension they will be less able to access the full curriculum and are at risk of falling behind. This school prioritises the early and ongoing identification of pupils who are reading below age-related expectations and implements a targeted personalized programme to enable pupils to effectively address gaps. A rigorous and sequential approach to the reading curriculum ensures pupils develop fluency, confidence and enjoyment in reading.   Reading books connect closely to the phonics knowledge and language comprehension necessary to read. Additionally, this school aims to promote a love of reading across all subject areas.

iv) Spelling

Spelling correctly is encouraged across the curriculum. We recognize that spelling can be a barrier to writing and so must be addressed sensitively and only as appropriate to the individual pupil. Our school is putting the focus on helping pupils to memorise required words and spelling patterns using a range of strategies. It must be recognized that a pupil asking for the correct spelling is often an achievement in itself.

Spelling strategies that will be implemented as appropriate for each pupil:

- Key words are identified
- Key words are displayed on word walls / white boards
- Spellings can be set as targets
- Spelling starter activities can be used
- Spelling competitions can be used
- Online software packages can be used
- Reading Schemes can be used
- Flash cards can be used, such as the most common 100 words
- Coloured rulers and overlays can be used for pupils as appropriate

v) Marking and Feedback

Research indicates that consistent and effective marking has a significant impact on raising achievement. When marking pupil's work we aim to:

- give our pupils effective and constructive feedback (both written or verbal)

- make pupils feel proud of their achievements
- help pupils think about their learning and develop the capacity to learn from mistakes
- be consistent
- keep a record of results for immediate and future reference
- inform future planning

Marking should be immediate to be of benefit to both teachers and pupils.

Marking can include:
- 'VF' /speech bubbles used to indicate that verbal feedback has been given
- WWW (what worked well) and EBI (even better if)
- Links to success criteria and next steps
- Peer marking
- Self-correction
- Recognition and reward for effort and progress

Not all spelling, punctuation and grammar errors are marked in every piece of writing but they will be noted as future teaching points.

vi) Assessment

On admission to the school pupils are assessed to ascertain their levels of attainment, ability, interests and preferred learning styles as well as their social and emotional development. This will include standard assessment of educational levels of social, emotional and behavioural needs. The school will use a range of assessment materials including Thrive, Boxall, BKSB, Cat 4, PASS, Neale analysis of reading ability, Salford reading and comprehension, Spar spelling, The school has licensed Thrive Practitioners and uses the Thrive programme to assess and monitor pupils' social and emotional development. The Thrive Approach provides a powerful way of working with children and young people that supports optimal social and emotional development.

Assessment is a daily part of the life of the school. The Directors are responsible for monitoring the school's approach to assessment. Within the school the overall responsibility for assessment belongs to the school leader who ensure that assessment is used a s a tool to inform panning, to track pupil progress and to raise standards. The school's approach to assessment is contained within its Assessment Framework.

7. Remote Learning
a. Responsibilities:
- The directors are responsible for monitoring the school's approach to providing remote learning to ensure education remains as high quality and safe as possible. The school will consider providing remote education to pupils in circumstances when in-person attendance is not possible. This might include:
  o Occasions when we decide that opening our school is either:
  o Not possible to do safely
  o Contradictory to guidance from local or central government
  o Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness

The SLT and subject leads are responsible for considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- The Designated Safeguarding Lead is responsible for child protection and wider safeguarding in relation to remote learning

b. IT Issues and Safeguarding
- A staff member is allocated to help staff, parents and pupils with any technical issues they are experiencing during remote learning
- Teachers will only use school equipment to deliver remote learning and not share these devices with family or friends
- Teachers must keep devices password protected and lock devices when inactive
- Video calling is permissible only when there are two or more staff members in the video call

- A register should be maintained of all video calls and those present
- Video calling is only permissible using the Meet function within Google classroom
- Video calls may be recorded using the facility within Google classroom
- Staff members should ensure no personal items are visible in the background and confidentiality is maintained
- Staff members should comply with the behaviour management and staff conduct policies
- Staff members may need to collect and/or share personal data, such as email addresses, as part of the remote learning system and if this is necessary for the school's official functions then permission will not be required for this

8. Curriculum Impact

This school does not generally use compulsory national assessments but may choose to do so if it is in the pupil's best interests. Each subject teacher will track individual pupil's progress throughout each academic year by making a termly assessment based on;

- The progress the pupil is making in terms of knowing more, remembering more and being able to do more
- The evidence of progress they have assessed in each lesson
- The evidence within their written work
- The evidence they have gained from their discussions with the pupil

School leaders, including the directors, will monitor the progress of all pupils by:

- Monitoring the termly tracking data entered onto the school's information management systems including School Pod and Solar.
- Undertaking a range of planned activities forming the school's quality cycle including formal and informal observations and learning walks.
- Monitoring the cultural and artistic exposure and learning opportunities of every year group
- Evaluating the destination of leavers in relation to their starting points, aims and aspirations

All pupils will have been given the opportunity to gain relevant qualifications that will ensure their readiness for the next stage of education, employment or training including:

- Entry Level Certificates
- GCSEs
- Level 1 and 2 qualifications
- BTEC qualifications
- Additional vocational qualifications
- Arts Award

9. Review

In order to ensure that this policy is relevant it would be helpful if you have any suggestions, please email directors@ontrackeducation.com