



## Curriculum Policy

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## Curriculum Aims

Our curriculum aims to:

- Provide a broad and balanced education for all learners.
- Enable learners to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support learner's spiritual, moral, social, and cultural development.
- Support learner's 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 learners, with high expectations for every learner and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all learners.
- Equip learners with the knowledge and cultural capital they need to succeed in life.
- Support learner's learning and progression and enable them to work towards achieving their goals.
- Develop learner's independent learning skills and resilience, to equip them for their next steps.

These curriculum aims are underpinned by our values:

- Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working.
- Our school values the importance of diversity and respect, so our curriculum promotes co-operation and represents diverse voices.

## Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## Roles and Responsibilities

### Director's

The Director's will monitor the effectiveness of this policy and hold the principal to account for its implementation.

Director's will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education.
- Proper provision is made for learners with different abilities and needs, including special educational needs and disabilities (SEND).
- The school implements the relevant statutory assessment arrangements.
- They participate actively in decision-making about the breadth and balance of the curriculum.
- Learners from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

## Principal

The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual learners will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Director's.
- They manage requests to withdraw learners from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The Directors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Directors are advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for learners with different abilities and needs, including children with SEND.

### **Other Staff**

All other staff will ensure that the school curriculum is implemented in accordance with this policy in accordance with their role. Teachers have a responsibility for their learners and subjects taught.

### **Curriculum Offer**

Break Through school educates learners with a range of needs (autistic spectrum disorder (ASD) and social, emotional, and mental health (SEMH) being the most prevalent) from age 11 – 17 (Key Stage 3, 4 and post-16 education). The majority of our learners have an Education, Health, and Care Plan (EHCP). However, we also take learners on inclusion, assessment, and respite placements.

The curriculum is taught in ways which meet the individual needs and interests of the learner. This includes bespoke learning programmes, core curriculum subjects and ASDAN (Award Scheme Development and Accreditation Network), Functional Skills, Educational Visit's (off site learning) as well as life skills. The curriculum provides academic, practical and independence elements, encouraging the learners to engage in learning experiences and to challenge and inspire them; we teach in a bespoke fashion to enable each learner to thrive.

We provide a broad, balanced, and challenging, knowledge rich curriculum which raises aspirations, outcomes and maximises learning opportunities, with scaffolded support throughout.

We create a curriculum which provides ownership for learners, and which provides connections, a sense of belonging and the flexibility for personal development and learning. Our curriculum encompasses skills-based and knowledge rich content, of which we present in a spirals curriculum to ensure those who join at later stages and who potentially dip in and out of education have improved chances of recapping core content.

Our purpose is to design a curriculum that provides learners with the best opportunity for lifelong success and our mission is to empower all young people to live happy, fulfilling, autonomous lives in society, by gaining the necessary knowledge and skills.

Various learning programmes are used in school to meet the individual needs of the learners. This is carefully monitored and measured to ensure progression and to inform robust transitions through a robust quality assurance process.

Every learner has a personalised learning pathway and personal learning goals which structures and formalises their learning and support, this is consistently reviewed to maximise learning opportunities and monitor progression.

Learners are encouraged and supported to use their voice and are actively involved in their own learning. This is fundamental to our personalised curriculum. Learners' best interests are ensured through multi-disciplinary procedures. This includes choice making, therapeutic intervention, **autism specific targets, transition strategies** and evidence-based approaches to teaching and learning.

Multi-disciplinary approaches and practice ensure that there is a holistic structure to each learner's personalised curriculum.

### **Assessment**

At Break Through School, we use a bespoke assessment system that is designed to measure progress in terms of behaviour, lesson attendance and learning. This gives us the ability to develop a narrative about each learner's overall achievements, however small they might seem. In our experience, focusing on these aspects of school life are essential to learners getting the recognition that they deserve and in turn encouraging them to continue taking positive steps forward.

In KS3, learners are assessed both during learning as well as at the of units throughout the year. In Years 10 and 11, learners begin to sit Entry Level and Functional Skills exams in maths, English, and ICT so that they begin to accumulate qualifications from the earliest possible time.

We actively involve parents in their young person's learning and development by discussing their progress and next steps through parent consultation meetings.

### **Social, Moral, Spiritual and Cultural (SMSC)**

The SMSC curriculum underpins the broader curriculum at Break Through school. Learners are encouraged to develop a reflective attitude towards learning and decision making. Through local visits and engagement within the local community, we actively promote positive engagement within the local community, as well as acknowledging wider, global issues as and when they arise. The Code of Conduct for learners is used consistently to help provide a moral framework to their school experience.

Within the creative curriculum, opportunities for awe and wonder are encouraged. Anti-bullying themes and approaches are covered at all phases within the PSHE programme of study and aligned with the ethos of the school. Fundamental British Values are explored and promoted linked to current affairs. In line with the Prevent Duty, the values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs underpin our PSHE programme and the ethos of our school. As we enable our learners to develop a social awareness and conscience we encourage and support them to challenge extremist beliefs and attitudes, therefore helping to prevent radicalisation.

### **External Accreditation**

We have accreditation of five examination boards Pearson Edexcel, OCR, AQA, NCFE and ASDAN. Within these examination boards we select the appropriate qualifications to maximise the learner's potential, according to their ability and interests. The learner receives accreditation for a variety of courses in ASDAN ranging from entry level 1 to Level 3, GCSE's

and BTEC's - formal examinations from Pearson Edexcel, OCR, AQA and NCFE ranging from Level 1 to Level 3, In addition, we engage learners in a Functional Skills programmes of study to complement and enhance the opportunities to each individual. The functional skills range from Entry level 1 to Level 2. Subjects include English, Maths, Applied Science, Animal Care, Creative Crafts (art and design, construction, craft, photography, textiles, and floristry) History, Sport, ESports, Home Cooking Skills, Hair and Beauty and Philosophy.

### **Preparing for Adulthood**

Our personalised curriculum provides opportunities for each learner to develop skills towards independence according to their individual needs and abilities. All learners acquire basic life skills, which is an important part of their independence skills within our curriculum as it helps them to prepare for adult life. To this end, learners are also encouraged to plan and experience shopping trips, visits to the library and other local amenities and to have opportunities to undertake travel training.

Opportunities for vocational experiences on site include Home Cooking, Hair and Beauty, Creative Crafts (art and design, construction, craft, photography, textiles, and floristry), sport and E-sports.

To ensure a smooth transition into the next phase of their lives, learners follow an agreed transition plan over a period of their final year at Break Through school, and transition to a new setting within an academic is supported by numerous stakeholders. This builds transferrable skills in preparation for their next educational/vocational setting.

A complete careers program is delivered to learners from year 7 and covers all the *Gatsby Benchmarks* to ensure every learner understands their next steps.

### **Inclusion**

Teachers set high expectations for all learners. They will use appropriate assessments to set ambitious targets and plan challenging work for all groups, including:

- More able learners
- Learners with low prior attainment
- Learners from disadvantaged backgrounds
- Learners with Special Educational Needs and Disabilities (SEND)
- Learners with English as an additional language (EAL)

Teachers will plan lessons so that learners can access every National Curriculum subject, wherever possible, and ensure that they are reducing or removing barriers to every learner achieving their potential.

Teachers will also take account of the needs of learners whose first language is not English. Lessons will be planned so that teaching opportunities help learners to develop their English, and to support learners to take part in all subjects.

### **Monitoring Arrangements**

Director's monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" through reporting, visits and observations and the analysis of data.

The principal monitors the way subjects are taught. Methods include scrutinising plans, learning walks, scrutinise books data analysis, observations of teaching practice.

### **Links to Other Documentation**

This policy links to the following:

- Marking Policy
- Equal Opportunities Policy
- RSE Policy
- SEND policy

### **Appendix 1**

Input our specific offer

#### **Key Stage 3:**

Entry levels?

ASDAN?

NCFE

#### **Key Stage 4:**

GCSEs

Functional Skills

AQA awards