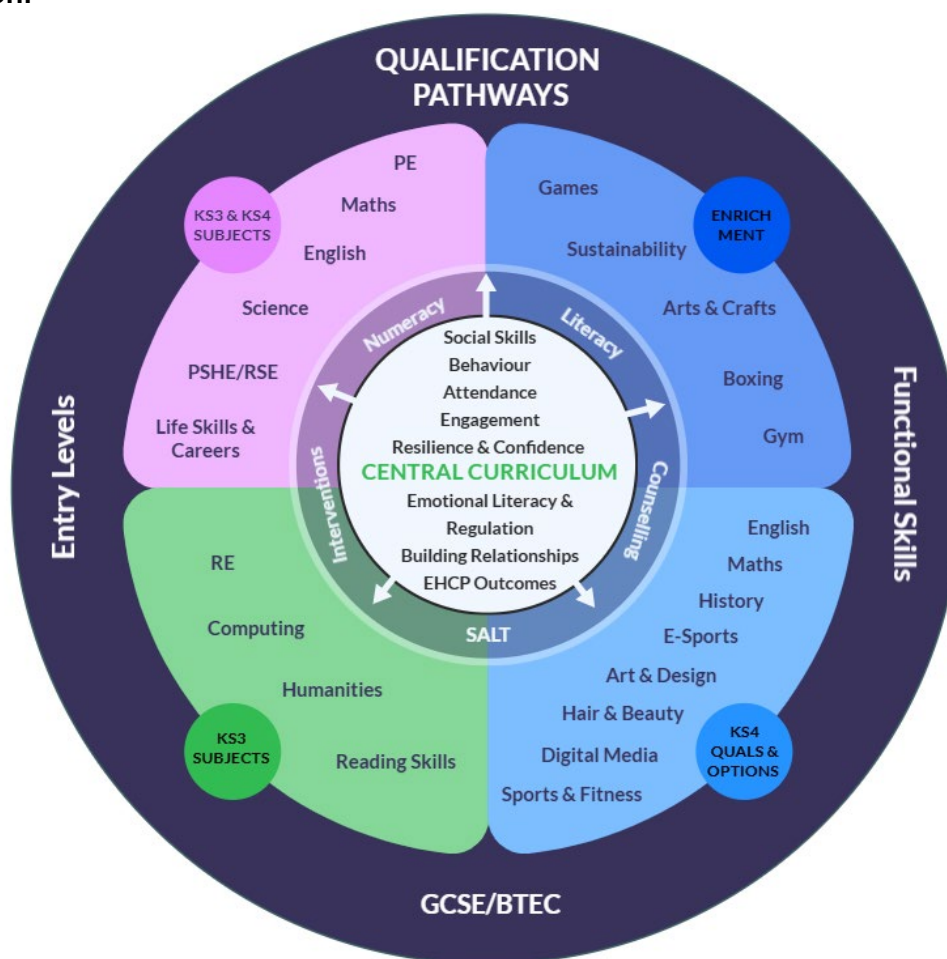




Curriculum Policy

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Curriculum Intent



Our goal is to remove barriers to education and offer a restorative, trauma-informed approach to building strong and meaningful relationships as we know that these result in positive outcomes. Learners' AEND (additional, educational needs and disabilities) is taken into consideration when designing the curriculum, alongside EHCPs, pupil passports and learning plans, all used to create bespoke lessons for each learner.

The above infographic illustrates our curriculum offer which supports learners who are with us on both a short- and long-term basis. Upon arrival, learners' attention is focused on the **Central Curriculum**. Whilst we are an academic provision, we recognise that engagement will not occur if the learners' negativity around education is not addressed. To mitigate against this, we use a pastoral and restorative approach within the core curriculum to nurture strong relationships between staff and learners. Harnessing relationships based on trust and confidence, enable them to feel that they are in a safe space where they can be vulnerable and start to challenge their misconceptions around education. These processes are wrapped around a programme of numeracy, literacy, and other interventions as well as therapies such as speech, language, and counselling. When we break down the barriers, quality teaching and learning of academic subjects can truly begin.

We promote enriching experiences that enhance the curriculum and provide learners access to otherwise inaccessible life-experiences. Key knowledge is further enhanced through our wide-ranging trips and activities. We have implemented SMSC throughout the curriculum and further enhanced interventions within our Core Skills sessions. These sessions cover a wide range of content: tier 2 vocabulary, social skills, current, global, and local affairs, geography, cultural capital and exploring different needs/disabilities. British Values are at the core of our planning, teaching, and outcomes. This programme reinforces the implementation and development of the skills outlined in the Central Curriculum.

Literacy and Numeracy Skills

The development of numeracy and literacy skills all underpin our curriculum. Our aim is to build confidence in communication skills to support learner progress, in line with their needs, in school and prepare them for working life. This is affected by their ability to be not only literate but also numerate.

Learners who have a reading age below their chronological age are supported through interventions to help close this gap. Please see the reading section below for further information.

Typically, learners in KS3 are missing numerical fluency – a key skill for successfully moving through the maths' curriculum. The ability to confidently calculate hinges on the ability to recall and apply basic mathematical knowledge. KS3 learners are provided with separate, timetabled numeracy lessons to support them with these skills. KS4 learners are provided with bespoke learning and interventions based on specific numeracy need which is ascertained through the assessment process.

Supporting Reading at Break Through

At Break Through, reading is a key priority and is supported through a range of targeted strategies.

All learners are assessed for reading ages and reading skills on entry. This allows us to gain a deeper understanding of each learner's attainment in reading (word reading ability, reading speed and comprehension) and therefore we can allocate specific interventions where required; phonics, fluency, vocabulary or comprehension skills.

Phonics As per the guidelines set out for older struggling readers in the Reading Framework, we utilise That Reading Thing to fill phonics and reading gaps. This programme uses a systematic and age-appropriate approach to support learner progress. Learners benefit from this phonics intervention daily which is tailored to meet the learner at their pace and need. This helps us to ensure that foundational literacy skills are firmly embedded as outlined in our Central Curriculum.

Reading

In Key Stage 3, learners access dedicated reading lessons using the Rapid Plus programme, designed to build fluency, comprehension, and confidence. These interventions meet learners at the entry point of reading in their areas of development. Regular reading assessments are carried out to ascertain progress and inform the planning of the lessons, ensuring every learner receives the right support to succeed. For those learners who are working above the levels within the intervention, texts and novels to challenge and further develop their reading skills.

In Key Stage 4, there is a strong emphasis on developing higher-level reading skills to support learners within English as well as across the curriculum. Hearing reading and encouraging learners to read aloud in lessons is used to build fluency, expression, intonation and understanding, while also developing vocabulary and speaking confidence. Key reading strategies (such as inference, summarising, and identifying key information) are explicitly taught and modelled in English to help learners access and interpret more complex texts and tasks in all subjects. This consistent focus supports both academic achievement and lifelong literacy.

Careers Curriculum

Break Through provides learners with secure foundations for a successful progression into post-16 and beyond, including further education and/or apprenticeships. Our careers programme is designed to motivate learner aspirations about their future. Our careers curriculum is embedded across all subjects and designed to provide careers awareness and potential career pathways. This learning is assessed by the Gatsby benchmarks which are weaved into the careers' curriculum from Year 7 onwards. All year groups receive twice-weekly lessons covering life skills and careers content.

To supplement the careers curriculum, Break Through have teamed up with The Shaw Trust who deliver careers guidance talks to KS3 and KS4. Year 11 are provided with 1:1 talks and are provided with information to their chosen career pathways. This is triangulated with KS4 visits to local college providers where they can experience different settings and develop a greater understanding of what these courses provide. Break Through's careers' curriculum mirrors pathways to the offer of local colleges as well as linking to more technical courses in provisions that are further afield such as game design, animation, and construction.

Life Skills

Our personalised curriculum provides opportunities 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 and prepares them for adult life. Experiences include planning shopping trips, visits to the library and other local amenities and undertake travel training.

Opportunities for vocational experiences on site include Hair and Beauty, Art and Design, Sports and Fitness, E-sports, and Health and Social Care.

To ensure a smooth transition into the next phase of their lives, learners follow an agreed transition plan throughout their final year at Break Through, and transitions are supported in collaboration with numerous stakeholders. This builds transferrable skills in preparation for their next educational/vocational setting.

Social, Moral, Spiritual and Cultural (SMSC)

The SMSC curriculum underpins the broader curriculum at Break Through. Learners are encouraged to develop a reflective attitude towards progress and decision making. We actively promote learners' awareness of how they are connected to the world, both locally and globally. We organise visits in the local community and wider London, as well as acknowledging global issues as they arise. The Code of Conduct for learners is used consistently to help provide a moral framework to their school experience. Additionally, the curriculum is designed to engage learners in SMSC topics in every subject taught, ensuring this is an embedded part of the culture at Break Through.

Our curriculum provides opportunities to experience learning in a curious and questioning way. Essential topics such as anti-bullying, vaping and mental health are covered at all phases within the PSHE programme of study and align 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, mutual respect, and tolerance of those with different faiths and beliefs underpin our PSHE programme and the wider 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.

Assessment

We measure baseline and ongoing attainment and use this information to create pathways that are bespoke to each learner, meeting them at their level, whilst supporting them to develop aspirations and ambitions about their future. Assessment of knowledge and skills gaps are identified and used to plan meaningful, targeted, and adapted lessons. Assessments are ongoing to ensure that each learner is maximising the opportunities for soaking up knowledge rich content and building applicable skills that will serve them for years to come.

Understanding the intentions of our setting is key to aligning our assessment priorities and our definition of progress. We use a bespoke assessment system that measures progress in terms of behaviour, lesson attendance, and engagement. At Break Through, we recognise the equal importance of regular SEND and academic assessments. This personalised approach gives us the ability to develop a narrative about the learner rather, giving a holistic view of their academic and pastoral achievements.

We know that progress is vastly different for everyone who attends Break Through. Our alternative approach to assessment reflects this and we help learners achieve success in creative ways that suit their needs, which sets us apart from our mainstream counterparts.

In KS3, learners are assessed during lessons and at the end of unit tests. KS3 are further supported through a mock cycle of Functional Skills assessments to help alleviate anxiety and fears around examinations, better preparing them for the formal assessments in KS4. In Years 10 and 11, learners begin to sit Entry Level and Functional Skills exams in Maths and English to accumulate qualifications from the earliest possible time. As a result, both long and short-term placements are catered for.

We actively involve parents and carers in their young person's learning and development by discussing their progress and next steps through parent consultation meetings as well as regular communication throughout the week. Formal reports are shared with families and stakeholders termly.

External Accreditation

We have accreditation with three examination boards: Pearson Edexcel, OCR and AQA. This provides us with the ability to create pathways of learning that maximise each learner's potential according to their individual needs, abilities, and interests. Individuals can receive accreditation for a variety of qualifications including Entry Levels, Functional Skills, BTEC's and GCSEs. In addition, we can also challenge more confident learners with the opportunity to complete an EPQ as an additional qualification to complement their CV in KS5.

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)

Links to Other Documentation

This policy links to the following:

- Marking and Feedback Policy
- SEND Policy
- Equity, Diversity, and Inclusion Policy
- PSHE/RSE Policy

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](#). In addition, this policy reflects the importance for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and Responsibilities

Directors

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

Directors 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 Directors.
- 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.