

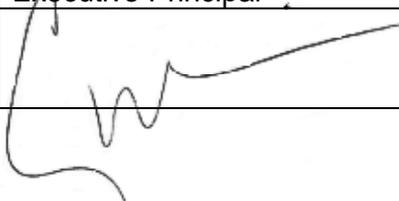


# Curriculum Policy

## Issue 1

# Curriculum Policy

Applies to	
Hollinwood Academy	√
New Bridge School	√
New Bridge Learning Centre	√
Horizons	

<b>Items added</b>	Text in green has been added to this version
<b>Items removed</b>	Text in red has been removed from this version
<b>Policy Adopted Date:</b>	Reviewed: 5th July 2015 Approved: 21st July 2015 – Issue 1
<b>Issue:</b>	1
<b>Review Period:</b>	Annually
<b>Review Committee:</b>	Curriculum Leaders Director of Standards Director of Curriculum
<b>Approval Committee:</b>	Directors
<b>Signed by:</b>	Executive Principal
<b>Signature:</b>	

## 1. Introduction

- 1.1. At New Bridge Group we believe that the curriculum is a powerful tool that promotes a love of learning and a willingness to achieve each individual's full potential.
- 1.2. New Bridge Group is committed to developing the academic and life skills of all its pupils and students to enable them to lead safe, happy and purposeful lives, contributing economically and socially to society.
- 1.3. New Bridge Group's aim is to replicate the innovative, highly regarded and successful approaches developed within New Bridge School, our founder organisation, creating a high quality alternative to a mainstream provision in which children and young people with special educational needs from ages 4 to 19 thrive.
- 1.4. Children enter organisations across the group at various starting points. All pupils and students have distinct needs. They are taught in grouped ability for English, Maths, Science, ICT and Living Skills and then in mixed ability groupings throughout the curriculum, where appropriate.
- 1.5. We are committed to developing the whole child/young person. Our pupils and students have the opportunity to be creative, to be physically active and to be academically challenged whilst receiving a bespoke and individualised curriculum to meet their additional needs when appropriate. This may include access to additional therapies, interventions, social stories and scenarios in addition to English, Maths, ICT and Living Skills.
- 1.6. We are continually reviewing and improving the curriculum we offer to our pupils and students. The curriculum evolves according to the needs of our young people and to the aspirations of the staff and our community.
- 1.7. We value the way in which all children are unique and our curriculum promotes respect for the views of each individual, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- 1.8. We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We use the community to enrich the curriculum. We value the rights enjoyed by every individual in our society. We respect each young person at New Bridge Group for who they are, and we treat them with fairness and honesty. We aim to enable each individual to be successful, and we provide equal opportunities for all the young people in our organisation.
- 1.9. We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.
- 1.10. We value parents and work in partnership with them to enrich the curriculum. Parents are informed about our curriculum via the websites, homework and booklets and are positively encouraged to become involved.

- 1.11. New Bridge Group's vision and ethos are reflected through its curriculum and provide;
- a) a high quality alternative to mainstream provision in which learners across the 4 to 19 age range thrive
  - b) aspirational adult outcomes for all its young people
  - c) a broad and balanced curriculum aimed at creating an educational experience that is focused upon and therefore prepares young people for adult life
  - d) a curriculum offer that conforms to national government expectations, catering for a broad range of abilities by providing a number of learning pathways that lead to a variety of post school destinations
  - e) a physical environment and teaching approaches that have been created in response to sensitivity to the particular needs of learners
  - f) a wide range of opportunities to access external agencies such as occupational therapy, physiotherapy and speech and language therapy to support individual needs
  - g) an inclusive environment in which pupils and students feel safe, confident, are happy and make outstanding progress academically, socially and in the development of their independence skills
  - h) strong partnerships with the families of its young people and collaboration with a range of other agencies, creating a caring and friendly learning environment in which learners make outstanding progress
  - i) an organisation which is socially viable, enabling learners to make friendship choices from within their own peer groups
  - j) an 'all-through' experience offering continuity and a familiar environment for pupils and students, ensuring stress-free transitions as they progress through their school life
  - k) support services to the families of its pupils
  - l) a positive choice for parents

## **2. Curriculum Aims and Objectives**

- 2.1. The aims of our curriculum are;
- a) to enable all young people to understand that they are all successful learners
  - b) to enable young people to understand the skills and attributes needed to be a successful learner
  - c) to enable young people to develop their own personal interests
  - d) to promote a positive attitude towards learning so that young people enjoy coming to school and acquire a solid basis for lifelong learning
  - e) to teach young people the English, Maths and ICT skills needed in order for them to access and achieve throughout the curriculum
  - f) to enable young people to be creative through art, dance, music, drama and design technology
  - g) to enable young people to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style
  - h) to teach young people about their developing world, including how their environment and society have changed over time
  - i) to teach and encourage young people to understand Britain's cultural heritage
  - j) to enable young people to be positive citizens in society and to feel that they can make a difference
  - k) to enable young people to understand and respect other cultures
  - l) to fulfil all the requirements of the curriculum and enable young people to achieve their potential in relation to academic qualifications

- m) to teach young people to have an awareness of their own spiritual development, and to understand right from wrong
- n) to help young people understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- o) to enable young people to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- p) to enable young people to be active and take responsibility for their own health
- q) to enable young people to be passionate about what they believe in and to develop their own thinking
- r) to enable and encourage young people to ask questions and take risks
- s) to enable young people to develop their intellect including their emotional development

### **3. Organisation and Planning**

#### **3.1. Foundation Stage**

- a) The curriculum that we teach in reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the six areas of learning: personal, social and emotional development; communication – language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. Within reception classes there is a strong emphasis on communication and social and emotional skills running throughout the curriculum
- b) Our organisation fully upholds the principle that young children learn through play and by engaging in well-planned, structured activities. Teaching in reception classes builds on the experiences of the children in their pre-school or home learning. We endeavour to build positive partnerships with the various nurseries, other pre-school providers and parents in the area
- c) During their first half term in school, the class teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child
- d) We are very aware that all children need the support of parents and teachers to make good progress in school. We place a strong emphasis on working with other agencies in order to develop a positive and meaningful Educational Health Care Plan (EHCP) where appropriate. We strive to build positive links with the parents of each child by having a carefully planned induction process which includes home visits. This relationship is nurtured throughout their time in Foundation Stage and on into Key Stage 1 and beyond

#### **3.2. Key Stage 1 and Key Stage 2**

- a) The curriculum at Key Stage 1 and Key Stage 2 is based on the National Curriculum and strives to develop literacy, numeracy, computer, social and emotional skills
- b) The curriculum is broad and balanced, and young people are taught English, Maths, ICT, Science, Physical Education, Living Skills, Religious Education, History, Geography, Design Technology, Music, Art, Drama and a Modern Foreign Language where applicable. There is an emphasis on a personalised learning journey in order to meet the needs of individuals in relation to their educational needs
- c) All pupils and students are assessed on point of entry to our schools and this is used as a base line in order to project their curriculum and academic

journey. Scores and further information are also collated from previous schools and any other professionals involved in order to create a holistic picture of each individual. Teacher assessment takes place each term and ensures that the curriculum is able to develop the skills of each young person. Progress in the core subjects of English, Maths and Science is also measured at the end of the key stages through summative assessment

### 3.3. Key Stage 3

- a) Pupils enter our schools at various starting points within Key Stage 3 and Key Stage 4 from a variety of previous educational settings. All pupils have distinct learning needs. Pupils are taught in grouped ability for English, Maths, Science, ICT and Living Skills and then in mixed ability groupings throughout the curriculum where appropriate
- b) Pupils also study History, Geography and Arts subjects such as Music, Drama and Art, and they are encouraged to take part in Physical Education. Some pupils may require specific interventions to develop skills to ensure they can be active citizens within the school and be prepared for their life in wider society
- c) There is a focus on literacy and numeracy for all pupils. Progress in the core subjects of English, Maths and Science is measured at the end of the key stage through summative assessment

### 3.4. Key Stage 4

- a) All young people have the opportunity to study the GCSE curriculum and a variety of suitable GCSE, vocational and support options are available where deemed appropriate. We work with other educational organisations in order to support our young people and to offer a broad range of A levels and other academic qualifications
- b) Advice and guidance is given to ensure all young people follow an appropriate pathway. Pupils are ability grouped in all core subjects and where possible in non-core subjects
- c) For their Key Stage 4 courses, young people are supported in making guided choices that suit their needs. There is a strong emphasis on literacy and numeracy all the way through to the end of Key Stage 4. Where appropriate, all young people study Humanities to GCSE level, alongside a suitable GCSE Science pathway. We strive to ensure all young people have the opportunity to study for the English Baccalaureate Award and are also able to access a GCSE Modern Foreign Language. A flexible approach to the Key Stage 4 curriculum is offered to young people with additional and distinct learning needs to ensure they achieve a suitable suite of skills and qualifications to equip them for the next stage in their learning
- d) Given the nature of the distinctive needs of our young people, the curriculum is amended based on individual need should this be required. This ensures pupils and students focus on English, Maths and Science alongside vocational learning to prepare them for life after school

### 3.5. Key Stage 5

- a) The focus of the Key Stage 5 curriculum is on destinations for young people. The 14 to 19 pathways are still on offer as at Key Stage 4. Our aspirations are for young people to gain employment, either paid or voluntary. We continue the core English and Maths offer, moving young people through to their required level whilst continuing to contextualise the offer in the Life Skills curriculum which is also maintained throughout

- b) The employability/work skills curriculum is expanded at Key Stage 5 to give young people the opportunity to experience work placements, both internal and external, within a supported context in Year 13 and Year 14
- c) Key Stage 5 currently offers vocational options which are based on realistic destinations for our young people;
  - 1. Food Industry
  - 2. Supporting Others
  - 3. Enterprise
  - 4. Hair and Beauty
  - 5. Administration

#### **4. Political Matters**

- 4.1 From time to time, across the curriculum in different subjects including PSHCE references will be made to political matters. Staff are required to ensure that political matters of any description are only referred to in a balanced, unbiased way.

#### **5. Extremism**

- 5.1 On rare occasions, staff may have cause for concern regarding extremism due to a young person's behaviour, comments or activities. All staff have a duty to ensure that extremism is not tolerated or promoted in our organisation. The DSL will be notified along with the Head of Site if any such concerns arise and New Bridge Group will liaise with the appropriate authorities as may be necessary.