

## **Shaftesbury Young People – The Keresley Centre**

### **Curriculum Policy**

#### **The Aims of our policy**

The purpose of our curriculum is to guide students in developing lively, imaginative and enquiring minds, enabling them to acquire knowledge and skills relevant to adult life.

We endeavour to engage our students in developing their personal and moral values, respect for shared values and other cultures, religions and ways of life. To appreciate, acknowledge human achievements and to take their place in society as informed, confident and responsible citizens.

#### **A personalised Curriculum**

We have developed a very exciting and new approach to learning which is designed to meet the varied and different needs of each individual student within the centre.

The core curriculum is delivered using a specially developed 'STEPS Curriculum' where students will be encouraged to work at their own pace, with their teachers working closely with set goals and targets for achievement..

Students benefit from a thematic, problem-solving approach including all other curriculum areas where they develop their personal learning and thinking skills that enable them to become successful learners in the centre but also throughout their lives.

#### **Our main principles**

Our curriculum embeds characteristics, breadth, balance, relevance, differentiation, progression and continuity. Our curriculum promotes knowledge, understanding, embedding physical and interpersonal skills, personal qualities, values and attitudes. It provides an introduction to the essential knowledge that students need to be educated citizens.

Our specialist teachers, TAs and Key Workers develop an exciting environment to stimulate, promote development of student's knowledge, understanding and skills in reaching the schools curriculum aims and objectives.

While academic values certainly underpin the broad structure and direction of our curriculum at every level, there is a genuine effort to offer breadth and experience that go beyond the academic table thus supporting culture, practical, creative and spiritual development.

Our school thrives to ensure that there are no barriers to every student achieving.

### **Aims and Objectives:**

The aims and objectives are to provide a curriculum which:

- meets statutory requirements
- provides a broad, balanced, relevant and personalised learning experience
- delivers high standards and achievement at Key Stage 4 'supporting KS3'
- acknowledges learning needs of learners – aptitudes, (EHCP, FSM, LAC)
- highlights – not undermines – Fundamental British Values of democracy, the rule of Law, Individual Liberty, mutual respect and tolerance of different faiths and beliefs
- ensures continuity and progression within the Centre and between phases of education
- promotes partnership between students, parents, guardians, teachers and the community
- acknowledges and celebrates achievement
- SMSC – improve self-knowledge, self-esteem and self-confidence
- promotes 'Life in Modern Britain'
- provides a wide range of extra-curricular enrichment activities that contribute to the overall learning experience
- step by step process – pathway to learning, Careers guidance
- Personal, social, health and economic education – encourage respect for others, paying regard to Equality.
- Student voice

## Implementation

### Timetable

The Centre operates a 25hr period teaching/vocational week. There are six periods per day on Monday-Friday (4 in the morning, 2 in the afternoon), each of which lasts for 30-45 minutes. School starts at 08:30 and ends at 14:30 each day. The timetable is structured across two relations, morning timetable mainly academic, afternoon timetable academic but to include Arts and vocational.

### Year 10 and 11

The curriculum is based on the National Curriculum programmes of study. From September 2017, students will follow a common curriculum comprising:

| Subject                               | Timetable allocation |
|---------------------------------------|----------------------|
| English                               | 5 lessons per week   |
| Mathematics                           | 5 lessons per week   |
| Science (Physics, Chemistry, Biology) | 5 lessons per week   |
| Religious Studies/PSHE                | 5 lessons per week   |
| ICT                                   | 2 lessons per week   |
| Art                                   | 1 lesson per week    |
| BTEC Studies                          | 1 lesson per week    |
| Physical Education                    | PM Timetable         |
| Design/Engineering                    | PM Timetable         |
| Baking                                | 2 lesson per week    |
| Functional Assessments                | 2 lessons per week   |
| Vocational Studies                    | Options              |
|                                       |                      |

### Setting Arrangements

Setting is arranged to meet the following objectives:

- to provide the most appropriate context for individual students' learning
- to allow for effective time-tabling (to minimise split classes and to provide an even distribution of lessons across a weekly timetable)
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In all classes are (both mixed ability ones and those set by ability) differentiated range of ability. In addition, individual students who have preferred learning styles: some work well in groups while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work while others prefer written work; some find written communication difficult but work effectively on computer.

To take account of these differences and the range of ability in any class, all staff have a responsibility, when planning work, to meet the needs of all students. This will involve, at different times, adapting tasks; providing different resources; developing extension work; providing a variety of learning styles and environments; setting individual goals, 'SMART Targets'; supporting 'differential' different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. This applies to students of all ability levels – including the need to ensure that higher prior attainment students are stretched fully and realise their full potential.

Setting arrangements are as follows:

| <b>Core Year</b> | <b>Subjects</b>                | <b>Notes</b>   |
|------------------|--------------------------------|--|
| 10               | En, Sc, Ma,<br><b>Subjects</b> | Two mixed-ability classes constructed by Head of Centre (Curriculum), plus intervention groups<br><b>Notes</b> |
| 11               | En, Sc, Ma,                    | Two mixed-ability classes constructed by Head of Centre (Curriculum), plus intervention groups                 |

Individual sets are the responsibility of the Subject Leader.

### ***Year 10 and 11***

Our aim is that all of our Key Stage 4 students follow a broad and balanced curriculum that prepares them for their post-16 studies, the world of work and adult life. We believe that our curriculum is flexible enough to meet the individual needs of all our students in Years 10 and 11. Some subjects (the core) are compulsory, but we offer the opportunity for students to make choices about subjects to study, supporting their core curriculum. We cover all the entitlement areas required by the National Curriculum.

## ***Core Subjects***

| <b>Subject</b>    | <b>Description</b>   |
|-------------------|--|
| English           | All students take English Language IGCSE and English Literature if ability. Students who will not be entered for English Literature are identified by the English Subject Leader, although the final decision rests with the Head of Centre/ Deputy Head (Curriculum).<br>All students take Functional English (Reading and Writing) Levels 1 & 2/or Entry Levels. |
| Mathematics       | All students take a GCSE in Mathematics. All students take Functional Mathematics Levels 1 & 2/or Entry Levels   |
| Science           | Students will be replaced with Double Science (Physics/Chemistry/ Biology)   |
| ICT               | Pearson EDEXCEL Functional Level 1 and 2. In 2017/2018   |
| Religious Studies | All students start the Full Course RS IGCSE in Year 10 and complete this at the end of Year 11.  |
| PE                | PE is non-examined – students receive one/two hour sessions of PE per week. Opportunities progress BTEC Sports Level 1   |

## Foundation Learning

Although the vast majority of students will be entered for IGCSEs/GCSEs in all the subjects indicated, in certain circumstances alternative qualifications (e.g. OCN, BTEC, City & Guilds, Pathways to Learning, Vocational Training or Similar may be deemed more appropriate. In these cases an individual learning programme is constructed for the students which will integrate vocational/ subject learning, personal and social development and functional skills. This is in accordance with the requirements of Foundation Learning. The responsibility for putting this programme in place lies with Head of Centre/Deputy Head (Curriculum).

Time allocations for the core subjects and option blocks are shown below:

### Year 10

| <b>Subject</b>         | <b>Timetable allocation</b> |
|------------------------|-----------------------------|
| English                | 5 lessons per week          |
| Mathematics            | 5 lessons per week          |
| Science                | 5 lessons per week          |
| Religious Studies/PSHE | 5 lessons per week          |
| Revision/Study         | 5 lessons per week          |
| Functional Studies     | 5 lessons per week          |
| Vocational             | 2 sessions week             |

### Year 11

| <b>Subject</b>         | <b>Timetable allocation</b> |
|------------------------|-----------------------------|
| English                | 5 lessons per week          |
| Mathematics            | 5 lessons per week          |
| Science                | 5 lessons per week          |
| Religious Studies/PSHE | 5 lessons per week          |
| Vocational Studies     | 2 sessions week             |
| Revision/Study         | 5 lessons per week          |
| Functional Studies     | 5 lessons per week          |
| Careers                | 2 lesson per week           |

## **Vocational/Option Subjects**

The Vocational/ Options process is based on providing the most appropriate combination of subjects for each individual student whilst, at the same time, ensuring that every student receives a broad and balanced education. Most combinations of vocational choices are allowed but serious consideration is given to further education and employment prospects.

The student choices are recorded on an options' form. This is submitted to the Head of Centre/Deputy Head (Curriculum) who has responsibility for creating the vocational/options from these choices. It is made clear to both students and guardians that although we will do our best to provide them with all their choices this may not be possible. In addition, if a subject is under-subscribed (**WRL**) we may have to withdraw it. On the other hand, if a subject is oversubscribed we may ask some students to consider taking a different subject.

## **Languages at IGCSE/GCSE**

We understand the value of studying languages at IGCSE/GCSE as an important part of a curriculum offer. This is, in part, the result of the current government's commitment to the 'English Baccalaureate' collection of subjects (which include a language). However, this decision is also under-pinned by our category and belief that gaining qualifications in core subjects is our priority target, but we acknowledge within an increasingly globalised world, an ability to speak a foreign language (and to know how to learn languages) may be a key requirement for future employment - economic well-being.

As a result, students who join us who were currently studying one language in KS3 would be encouraged to choose a language as an option. (*Obtainability - Subject Specialist*)

## **Achieving at IGCSE/GCSE**

While we believe that IGCSE/GCSE is achievable for the vast majority of our students, we are aware that it may not be manageable, suitable for everyone. We will therefore endeavour to identify these students early in year 10 for whom an alternative curriculum provision may be more appropriate to meet their needs and interests. The final decision, as to which students will

be offered such alternative provision, is the School's, to be reached following consultation with the students/parents/ guardians as appropriate.

The option subjects which will be available in 2017 are shown in the table below:

| <b>Vocational/BTEC/GCSEs</b> |                      |                |
|------------------------------|----------------------|----------------|
| Art & Design                 | Hair & Beauty        | BTEC Workshops |
| Business Studies             | Health & Social Care | Skill force    |
| Drama                        | Construction         |                |
| Food Technology              | Mechanics            |                |
| PE                           | Land Based Studies   |                |
| Music                        | Animal Care          |                |
| Motor Studies (GCSE)         |                      |                |
| Boxing (Accredited)          |                      |                |

## **Setting Arrangements**

The main setting arrangements at Key Stage 4 are as follows:

### ***Year 10 Core Subjects***

|             |   |
|-------------|---|
| English     | 2 classes set by differentiation ability across the year – the lead in setting is taken by the English Subject Leader     |
| Mathematics | 2 classes set by differentiation ability across the year – the lead in setting is taken by the Mathematics Subject Leader |
| Science     | 2 classes set by differentiation ability across the year – the lead in setting is taken by the Science Subject Leader     |
| RE          | 2 classes set by differentiation ability across the year – the lead in setting is taken by the RE Subject Leader          |

## ***Year 11 Core Subjects***

|             |   |
|-------------|---|
| English     | 2 classes set by differentiation ability across the year – the lead in setting is taken by the English Subject Leader     |
| Mathematics | 2 classes set by differentiation ability across the year – the lead in setting is taken by the Mathematics Subject Leader |
| Science     | 2 classes set by differentiation ability across the year – the lead in setting is taken by the Science Subject Leader     |
| RE          | 2 classes set by differentiation ability across the year – the lead in setting is taken by the RE Subject Leader          |

## **Disapplication of the National Curriculum**

In certain circumstances it may be deemed suitable that a student does not follow part of the National Curriculum (disapplication). As an Independent School/Alternative Provider we are not required to follow the National Curriculum. In circumstances where the National Curriculum is dis-applied on a permanent basis for a student, the Head of Centre 'Curriculum' will inform the governing body.

## **PSHE, Citizenship, 'SMSC'**

This is timetabled 'combined' into the Religious Studies Programme in both year 10 and 11.

The citizenship and PSHE curriculum give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and to become informed, active and responsible citizens, capable of forming good relationships and respecting the differences between people.

The delivery of PSHE, SMSC 'Promoting Fundamental British Values of Democracy, the Rule of Law, Individual Liberty, Mutual Respect and tolerance of different faiths and beliefs. Life in Britain Today' 'Freedom to have different faiths' is mapped across the curriculum, into tutor session work, student group work and subject lessons to involve, 'Enrichment Events'. Students receive careers support from Careers Advisors/ College Visits and tasters.

## **'Themed Courses'**

In the 'Themed Courses' students will study technology, the arts, food technology, business studies, textiles, construction, all undertaking exciting projects, dealing with the 'Big Issues', Parliament and emphasising the connections between subjects. PSHE/CITIZENSHIP is delivered through the 'Themed Courses' and within the PSHE time during morning form time.

All of these curriculum elements promote problem-solving, creative thinking, communication skills and enable students to develop the independent learning skills that will be so important as they progress through the Centre. In short they give students the learning skills so that they become more autonomous and independent learners.

## **Challenge days**

At certain points of the year we have 'Challenge days' – these are days when the normal timetable is suspended and subject teachers plan deeper learning opportunities for our students. These form an ideal opportunity for us to bring the students together to have some joint experiences and to build on their sense of community.

## **Enterprise Education**

The enterprise curriculum 'Vocational' aims to prepare students for the world of work, providing them with the knowledge, understanding, creativity and confidence to be self-employed, entrepreneurs in their future lives.

## **Sex/Drugs Education**

This is timetabled 'combined' into the Science and PSHE Programme in both year 10 and 11. Involves guest speakers, Multi Agency and tutor support.

## **Extremism and Radicalisation**

This is timetabled 'combined' into the PSHE Programme in both year 10 and 11 Includes guest speakers with Multi Agency 'PREVENT' and tutor support

## **Extra-curricular activities**

The school has a varied programme of cultural and sporting activities that take place outside the formal curriculum. The aim is to provide opportunities for all students to participate in the elements of this programme.

Student Voice

Celebrations

Awards

No Bullying

(Keresley Centre Coloured Brochure)

## **Special Educational Needs**

Please see the Special Educational Needs Policy

## **Equal Opportunities**

Please see the Equal Opportunities Policy

## **Examination Entries**

Subject Leaders are expected to identify at an early stage students who are in danger of failing to fulfil their expectations.. The final decision about whether to remove the entry of a student into a public examination rests with the Head of Centre (Curriculum).

**Our statement of promise** is to provide an environment in which our young people of all abilities are able to develop the skills and attitudes that will facilitate lifelong learning and sustained personal development.

We will follow the requirements of the National Curriculum, (Embedding changes from September 2015 with the new 9-1 curriculum) whilst embarking on public examination courses leading to GCSE and other qualifications. All students will study English Language, English Literature, Functional English, Mathematics, Functional Mathematics, Science and Functional ICT

In addition students have the options of studying; Peer Mentoring, Construction, Textiles, Art & Design

Awarding Bodies: Pearson, AQA, WJEC, OCN, BTEC

**Monitoring:** This policy will be monitored by the Head of Centre/Deputy Head (Curriculum), who will report to SMT on its implementation.

**Evaluation:** Head of Centre/Deputy Head (Curriculum) – to provide annual results' analysis to the SMT in September and to the Governors (first meetings each academic year)

**Adopted:** September 2016

**Review:** Annually

**Next review date:** July 2018