



## **Curriculum Policy**

### **Curriculum aims**

#### **Introduction**

At Brook Green Centre for Learning we believe that our school's curriculum comprises all learning. This not only includes timetabled subjects but also the many other experiences that we offer our students and which contribute to their cultural capital and their ability to successfully make a transition to a happy adult life. We understand that we are instrumental in giving our students the tools to cope with difficult life situations and we promote students' wellbeing and happiness through the opportunities which our curriculum enables them to have.

#### **Vision and School Values**

Brook Green Centre for Learning is committed to developing the academic and life skills of all of our students to enable them to lead safe, happy and purposeful lives, contributing economically, creatively and socially to society. We want students to leave Brook Green Centre for Learning able to fulfil their potential, understand the world around them and contribute to making it a better one.

As part of our vision and commitment to enable all young people to believe, thrive and achieve their very best, we understand that character education is crucial to their development. We believe our students will thrive and achieve when they are the centre of their learning in a happy, caring and supportive environment, where the value of all individuals in our school community is celebrated.

At Brook Green Centre for Learning we value the diverse backgrounds of all students, families and the wider school community. We aim to equip our students with the knowledge, skills and attributes they need for life in modern Britain. This is done through the effective spiritual, moral, social and cultural development of our students and through the inclusion of collective assemblies; PSHEE and Citizenship lessons; extra-curricular and enrichment activities; the pastoral programme and work within our local community.

British values permeate our curriculum, ethos, and a wide range of activities, along with our commitment to providing opportunities for our students to develop a strong moral foundation and to make a positive impact in their local community, Britain and beyond.

#### **Intent**

The intent of our curriculum is to provide our students with a broad and balanced experience which promotes their spiritual, moral, cultural, mental and physical development. Our curriculum consists of the National Curriculum including Personal, Social, Health and Economic Education and Religious Education as well as cross-curricular themes such as oracy and learning in the natural environment.

We are committed to preparing our students for the opportunities, responsibilities and experiences of later life so that they may become actively involved in their community, contribute to society and live as independently as possible.

We actively seek opportunities to develop sustainable partnerships with a broad range of groups in order to best meet the needs of our students and their families.

**Our curriculum aims/intends to:**

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable students to develop knowledge, understand concepts and acquire skills (including development of their working memory) and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development including their understanding of their own and others' human rights
- Support students' physical development and responsibility for their own physical and mental health, and enable them to be active
- Promote a positive attitude towards learning, including playfulness, curiosity and resilience
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
- Be ambitious for all students and enable them to achieve their potential
- Equip students with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- Recognise and promote the importance of communication skills including Literacy skills
- Recognise and promote the importance of Numeracy in order to enhance the performance of our students
- Encourage imagination and creativity and develop students' ability to express their feelings
- Provide our students with experiences that will enable them to build self respect, respect for others and the environment

## **2. Legislation and guidance**

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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 bodies set out in the Department for Education's Governance Handbook.

### **3. Roles and responsibilities**

#### **3.1 The Governors**

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

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for all students, taking into account their different abilities and needs as identified in their Education, Health and Care plans.
- All courses provided for students that lead to qualifications, such as GCSEs, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

#### **3.2 Headteacher**

**The Headteacher 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 students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by our Governors
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Governors are advised on whole-school priorities regarding our curriculum in order to make informed decisions
- Proper provision is in place for students with different abilities and SEND needs

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

### **3.2 Curriculum Leads**

**Curriculum Leads are responsible for ensuring that this policy is implemented and that :**

- All curriculum areas have schemes of learning in place related, where appropriate, to the National Curriculum and to examination board requirements.
- Schemes of work are followed by all departmental staff
- Schemes of work are monitored and regularly reviewed
- Schemes of work establish how the course content is structured, so that students' skills, knowledge and understanding are developed progressively.

### **3.3 Teachers**

**Teachers are responsible for ensuring that:**

- They have a detailed understanding of the curriculum structure and sequence, recognising how each lesson's learning fits into the students' broader development within the subject
- They know what skills students are expected to have gained at each stage of our curriculum and how these prepare students to fulfil their potential and prepare for adulthood
- Students will be supported to access, and be successful in, our curriculum.

## **4. Organisation and planning**

All National Curriculum subjects are delivered across both Key Stages. Our offer includes English, Maths, Science, Design Technology, Humanities, Food Technology, ICT, Art, Drama, Music, PE, PSHEE, LINE (Learning in the Natural Environment), RE and French.

The Duke of Edinburgh programme is delivered from Year 9 onwards and aims to promote resilience, healthy lifestyles and team work.

In addition, all of our students have individual Precision Training sessions in Literacy and Numeracy. Additional sessions focusing on Literacy and Numeracy are delivered by our Literacy and Numeracy HLTAs and our academic mentor.

Careers education takes place from Year 8.

In Key Stage 4 students study for a range of qualifications. such as GCSE, BTEC, Entry level, Functional Skills , ASDAN and Unit Awards.

Students choose from options at the start of Year 10. Options subjects include Music, Drama, Art, BTEC Sport, Food Technology, Design Technology, French and Humanities.

Our curriculum is designed to build on students' skills from Year 7 -11. Our assessment method (stages) is used at Key Stage Three and is related to students' skills acquisition.

All curriculum areas implement short, medium and long-term plans and these are monitored by curriculum leads.

Alongside our curriculum, we provide students with a range of activities to meet individual learning needs and liaise with Independent Training providers and post-16 provisions.

## 5. Inclusion

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

- More able students (within the context of Brook Green Centre for Learning)
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with English as an additional language (EAL)

Teachers will plan lessons to ensure that there are no barriers to every student achieving.

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

Further information can be found in our statement of equality information and objectives, and in our SEND policy and the Local Offer.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Discussions with the school Senior Leadership Team and Curriculum Leads both at Governors' meetings and during planned visits to the school
- Monitoring school policies

The school Senior Leadership Team monitor the delivery of the National Curriculum through our school's Quality Assurance process which includes:

- Book scrutinies
- Learning walks
- Deep dives with Curriculum Leads
- Monitoring schemes of work
- Regular calendared 'Teachmeets'
- Performance Management process

**Curriculum leads** also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Deputy Headteacher. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- SEND policy and Local Offer
- Equality information and objectives
- Pupil premium policy
- Relationships and sex education policy
- Careers policy

## **8. Review**

This policy was reviewed by the Deputy Headteacher and agreed by the Board of Governors on 26<sup>th</sup> May 2022.

Review date: Summer 2023