



Curriculum Policy

Strive for Education

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1. Curriculum Overview

The curriculum has 3 clear themes, and the varying needs of our young people will determine their intended outcomes. For some young people with more complex needs, academic examinations and studying formal courses are not in their best interests. Most young people at Strive, especially those studying full-time, will have an EHCP with clearly defined outcomes and the amount of focus spent on each theme will determine how these individual outcomes are met.

Theme 1: Social Skills Curriculum

This theme is focussed around giving students the social skills and experiences that will prepare them for adulthood, employment and independent living. Social skills are the skills we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Our students will develop ways to communicate messages, thoughts and feelings with others in an appropriate way.

Students will be given opportunities to develop social skills needed for life beyond education and will be focussed on:

- Resilience
- Communication
- Teamwork
- Time keeping
- Punctuality
- Empathy
- Conflict resolution
- Listening
- Non-verbal communication

Theme 2: Qualifications and courses of study.

Where it is relevant and in the best interests of a student's development and progress, students can study a selection of core subjects which are complemented by optional subjects. The suite of subjects being offered are designed to give a balance of core study, personal development, physical and mental well-being and optional subjects that reflect student interests. Some subjects and qualifications may have an aspect of assessment and may provide National Accreditations that are recognised in education and work-based learning sectors.

Theme 3: Vocational experiences

Strive offers a selection of vocational subjects that aim to 'spark an interest' in an area that students could go on to develop further, either by studying them as a qualification or to engage in some form of work experience. The primary aim of these subjects is to allow students to experience the content and knowledge of a subject area without having the pressure of following a rigid curriculum and assessment structure. These subjects will be flexible to meet the individual needs of students and will be delivered in a practical manner within a nurturing approach.

All aspects of the curriculum promote spiritual, moral, cultural, mental and physical development of students and society, this prepares students for the opportunities, responsibilities and experiences of later life. All students will have access to Independent Careers Information, Advice and Guidance (CIAG).

The overarching aim through a combination of accessing parts of all 3 Themes is to prepare students for their next steps in education, employment and training, and their adult lives. This includes further/higher education and employment, independent living, participating in society and being as healthy as possible in adult life.

Intent:

Our intent is to provide an **engaging and challenging curriculum through the 3 themes** that allows all students the opportunity to make progress in line with their agreed outcomes. The curriculum design and content ensure that there is a clear and coherent reason why we are delivering what we are.

Every aspect of our curriculum is tailored to the **interests and needs of the individuals** and is linked to specific objectives. A blend of essential core skills in Maths, English & Science are complemented by more vocational and practical subjects, support, intervention and a social skills curriculum.

The curriculum is underpinned by a programme of **personal development** that focuses on communication and interaction skills, cognition and learning skills, personal, social, behavioral and emotional skills and British values.

Implementation:

Delivered by skilled staff who know their students additional needs such as SEND, SEMH or those with an EHCP. Intervention, support and social skills experiences are used based on individual need and are designed to build confidence and self-esteem.

This broad, balanced, and individual curriculum gives learners the best opportunity to progress their skills and knowledge to **long-term memory and apply it fluently,**

The curriculum is implemented by dedicated professionals who are skilled and experienced in their specific area of delivery. Classes are designed around having 6 learners in 1 class with a subject teacher plus a teaching assistant providing tuition, support and guidance. Where necessary, class sizes will be reduced to allow for a more bespoke 1-1 programme.

Impact:

When the intent and implementation is well designed and delivered, the impact is that students have the greatest opportunity to gain a fulfilling and successful education here at Strive. In addition to grades, percentages and certificates, progress can be measured by a variety of means. Simply improving skills and knowledge in a subject or being able to remember more information demonstrates progress and achievement. Increased attendance, improved behaviour and positive physical and mental health and well-being, are all progress measures that we will aim to improve. Social skill improvement is measured through EHCP outcomes and these are reviewed systematically.

Each student will have an Individual Education Plan (IEP) with specific targets and outcomes that are measurable. EHCP applications and plans are comprehensively consulted on to ensure that we meet the individual needs of learners.

2. Curriculum Planning

In planning the curriculum and putting this policy into practice, Strive aims to ensure that:

- Lessons are challenging and have pace, rigor and direction for each of the students.
- A range of relevant teaching styles are employed to ensure that we meet student's individual needs.
- On-going assessment informs planning.
- Student's learning progresses smoothly through the school and prepares them for life beyond school. It is the teacher's role within the school, through implementing the school's curriculum policies and practices, to ensure that they provide a variety of relevant experiences for students in the classroom

that serve to develop knowledge, skills and understanding and enable children to value themselves as learners.

Effective differentiation and ability to stretch and challenge to ensure all students are challenged.

BTEC courses: where students are on a 1yr course of study they will study the BTEC Level 1 *Award* (70GLH). This allows students to achieve a pass, merit or distinction. These grades allow for effort and ability to be recognised by assessors and tutors. Students who remain for 2 years will be entered onto the BTEC Level 1 *Certificate* qualification (150GLH). The certificate qualifications build on the knowledge and content from the Award qualification and again certificates at pass, merit or distinction grades. 1 & 2 year courses can be co-taught.

BTEC Suite:

Sport

Cookery

Hair & Beauty

Science

Functional Skills in Maths and English: All students will commence the FS courses in Maths and English. Through a detailed assessment plan students will have the opportunity to sit initial assessments in the first few weeks of their studies. Following examinations, tutors may opt to enter a student on to a Maths and/or English GCSE accelerated Theme. Should students show potential to achieve above a GCSE L4 they will be entered on to this programme. The GCSE accelerated Theme will include additional tutoring sessions and 1-1 teaching that will allow students to enter a GCSE examination. Students would be entered for and sit GCSE examinations through their home school. This process would involve home schools throughout.

ASDAN/Strive Certificate of Competence:

Health & Social Care

Construction/woodwork

IT

Science

Art/Craft/Design

Foodwise

PHSCE

AQA Unit Award Scheme (UAS):

UAS allows all students to engage with learning and have their achievements recognised. Students are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

The scheme boosts confidence, increases engagement and improves motivation, helping students to make progress on their lifelong learning journey.

Why choose UAS?

- **Comprehensive** – UAS covers all topics from school curriculum subjects to life skills, outdoor activities, arts and crafts, and work-related learning
- **Inclusive** – students of all ages and abilities can take part in the scheme
- **Adaptable** – teachers can write their own units for tailored, bespoke learning
- **Flexible** – students can achieve an unlimited number of units each academic year, receiving certificates on-demand at any time throughout the year
- **Versatile** – teachers can use UAS in many different ways: SEND/SEMH programmes; enrichment and extracurricular activities; community-based learning projects; professional development.

How UAS works

Teachers select units they want to teach from our extensive library. The units set out clearly what learning outcomes need to be achieved and the evidence required. The teacher is free to deliver this content in the most appropriate way for their students: there are no set specifications, schemes of work or resources.

Each centre has a UAS Coordinator who is trained as part of the UAS registration process. The coordinator submits the claims for certificates, along with the evidence when required. Claims for certificates can be made year-round and students can be added to the scheme at any time.

Personal Development (PD)

PD will form a core thread through the curriculum model where spiritual, moral, social and cultural development will form a significant contribution to a student's learning and development. Sex and relationships will be delivered through PD sessions.

Strive has links to external agencies, partners and community organisations and act as a safety net of pastoral support including counselling and mentoring. A wide range of emotional support is available for students to enable them to manage their anxieties and develop skills to express their feelings constructively. These partnerships with a wide range of agencies help provide social, emotional, educational and practical support for students and their families. Progression to Post-16. Strive will offer careers guidance for students and will actively look to link with any external providers that are able to offer opportunities for enrichment visits, talks and experiences.

3. Individuality and flexibility within the school and curriculum.

Strive for Education is focused on meeting the very individual needs of students, families and schools. These needs are varying and often complex and challenging, where the idea of a settled educational framework and environment is increasingly hard to achieve. Strive understands these challenges and works hard to make sure that all students are treated as individuals and as a result, the curriculum design may alter to meet the needs and interests of such individuality.

The curriculum, including design and implementation, is adaptable based on the following needs:

1. How many days students attend. Not all AP or PT students will attend for 5 days. Not all students will attend for a prolonged period of time. A student's IEP will determine how extra support and provision is needed to meet the requirements of the Curriculum. Where a student only attends for part of the week, Strive will work with home schools to ensure they are clear about what content is covered and what content is needed to be delivered at home school.
2. Intended outcomes for origin schools and how Strive fits into these.
3. SEMH, SEND, EHCP needs or any other barriers to learning.

All students will undergo a comprehensive admissions, induction and initial assessment procedure to ensure that the curriculum intent and implementation successfully meets their needs to increase all potential outcomes.

4. Part-time timetables

In some instances, students may be entered onto a part-time table in order to meet their individual needs. Where this is the case, it may be necessary to complete learning sessions on a 1:1 basis or at times most suited to meet need. This would only be done in consultation with families and would be done with clear aims and outcomes for a set period of time. Where part-time timetables are in place, there will be a clear intent and implementation strategy. Part-time timetables will have the needs of the young person at its centre and will be engaging, challenging, ambitious and reviewed.

5. Inclusion

Providing an inclusive environment and curriculum is pivotal at Strive. 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
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEND
- 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 students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. 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](#).

7. Roles and responsibilities

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. Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum. Strive manages requests to withdraw students from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements.

Proper provision is in place for students with different abilities and needs, including children with SEN.

8. Monitoring arrangements

The Head of Centre monitor whether the school is complying with its agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through continuous QA processes. Head of Centre, pastoral leader and subject leaders monitor the way their subject is taught throughout the school by:

- Work scrutinies
- Learning walks and continuous monitoring.
- Ongoing CPL
- Pastoral leaders and subject leaders have responsibility for monitoring the way in which resources are stored and managed.
- This policy will be reviewed every year by the Headteacher and Assistant Headteacher.

9. Links with other policies

This policy links to the following policies and procedures:

Assessment and Reporting policy

SEN policy

QA Policy