



# Curriculum Policy v4

## Strive for Education

|                   |                                                                                                                                                                       |                   |              |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------|
| Approved by:      | A Brown                                                                                                                                                               | Creation Date:    | July 2021    |
| Last reviewed on: | March 2023, March 25,<br>July 2026                                                                                                                                    | Next review date: | 21 July 2027 |
| Location:         | SharePoint: Staff Area > Staff Information > Policies<br>Website: <a href="https://striveforeducation.co.uk/policies/">https://striveforeducation.co.uk/policies/</a> |                   |              |

## Contents

|       |                                                                                              |    |
|-------|----------------------------------------------------------------------------------------------|----|
| [New] | Statement of intent .....                                                                    | 2  |
| 1.    | [New] Legal framework.....                                                                   | 2  |
| 2.    | [New] Curriculum aims and intent.....                                                        | 3  |
| 3.    | [New] Roles and responsibilities .....                                                       | 6  |
| 4.    | [New] Organisation and Planning .....                                                        | 8  |
| 5.    | Individuality and flexibility within the school and curriculum- in the original policy ..... | 8  |
| 6.    | [New] PSHE .....                                                                             | 9  |
| 7.    | [New] Careers education .....                                                                | 9  |
| 8.    | [New] Reporting and assessment .....                                                         | 10 |
| 9.    | [New] Equal opportunities.....                                                               | 10 |
| 10.   | [New] Supporting students with SEND .....                                                    | 10 |
| 11.   | [New] Enrichment activities.....                                                             | 11 |
| 12.   | [New] Monitoring and review.....                                                             | 11 |

## **[New] Statement of intent**

Strive for Education recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, spiritual, moral, personal, social, physical and cultural development of pupils at the school and of society. It includes the formal programme of lessons, based on the national curriculum, and the informal programme of extracurricular activities that we organize to enrich pupils' experiences of their lives and education and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Through this policy, the school aims to:

- Put students at the centre of all curriculum decisions, putting their needs above those of the school.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all students for the next stage of their education and for life in modern society.
- First achieve and then exceed national standards in achievement, attainment, and progression.
- Be committed to excellence and continuous improvement.
- Provide courses which meet the needs of students.
- Nurture the talents of all and celebrate success.
- Work with feeder schools to ease transition.
- Involve the stakeholders, including parents, in curriculum development.

### **1. [New] Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE 'Special educational needs and disabilities code of practice: 0 to 25 years'
- DfE 'The national curriculum in England'

This policy operates in conjunction with the following school policies:

- Careers Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- PSHE Policy
- Secondary Relationships, Sex and Health Education (RSHE) Policy
- Special Educational Needs and Disabilities (SEND) Policy

## **2. [New] Curriculum aims and intent**

### **What the curriculum is designed to do**

The school's curriculum is designed with students learning at the centre. The school recognises that the curriculum must be broad, balanced, and offer students opportunities to grow as individuals as well as learners. As a specialist setting, the curriculum has SEND at the heart of everything.

Through a combination of learning techniques, the school aims to ensure students enjoy learning and feel prepared for life after school. The school intends to offer students new and exciting experiences through extracurricular activities that are designed to build resilience, confidence and self-esteem.

### **How the school intends to deliver the curriculum**

Below, the school's curriculum intent is outlined to demonstrate how the curriculum will be delivered through a variety of methods, both classroom-based and vocational/enrichment.

- **Classroom-based learning:** The school encourages teachers to make cross-curricular links where possible within their lesson plans and use different learning resources to teach core content. One-to-one teaching sessions are carried out for students who require additional support
- **Enrichment and vocational activities:** The school provides a variety of enrichment and vocational activities for students that enhance their learning experience.

A full list of subjects available to students in each year can be found on the Strive Qualifications Map.

### **How the school involves stakeholders in curriculum planning and delivery**

The school values the input of its students and parents about the planning and delivery of the curriculum. The school believes that pupils receive a well-rounded education if everyone is involved in shaping it. The school engages with the wider community by ensuring there are opportunities for students to participate in community projects and embed each project within the curriculum into the relevant subjects.

### **The overall aims of the curriculum are to:**

- Enable all pupils to be successful learners and achieve high standards.
- Enable students to understand the skills and attributes needed to be a successful learner.
- Enable students who are not achieving age-related expectations to narrow the gap and catch up with their peers.

- Enable students to develop and be able to use high-quality functional skills, including key literacy, numeracy, and ICT skills.
- Enable students to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- Enable students to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- Enable students to be creative and to develop their own thinking.
- Help students to develop an independent approach to their learning.
- Teach students about their ever- changing world, including how the environment and society have changed over time.
- Help students understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Help students understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- Enable students to have respect for themselves and others, and to be able to live and work cooperatively with others.

**Through the aims outlined above, pupils will benefit by:**

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- being rewarded for academic successes
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.

**Themes:**

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.

### **Curriculum 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 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, behavioural and emotional skills and British values.

### **Curriculum 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.

#### **Curriculum 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 Learning Plan (ILP) 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.

### **3. [New] Roles and responsibilities**

The headteacher is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the subject leaders and teachers with regard to pupil progress and attainment.
- Contributing towards decisions made about the curriculum.
- Formulating a curriculum committee that assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Proper provision is made for pupils with different abilities and needs, including children with SEND.
- Devising long- and medium-term plans for the curriculum in collaboration with subject leaders and teachers.
- Communicating the agreed curriculum to the governing board on an annual basis and ensuring the governing board is fully involved in the on the breadth and balance of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date Curriculum Intent Statement.
- Updating and maintaining this policy.

Subject leaders are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing subject leaders and staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil's progress within the department and reporting this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising short- term lesson plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short- term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the headteacher where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able students are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the equality act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.

- Liaising with external agencies where necessary to ensure students who require additional support receive it.

#### **4. [New] Organisation and Planning**

The school's curriculum will be delivered over 190 days and equally throughout the school week. Each school day will be split into two sessions and students will receive at least one break (lunch).

In collaboration with subject leaders, teachers, the headteacher will devise the following plans:

- Long-term plans that deal with the major areas and strands of the national curriculum to be covered across all key stages.
- Medium-term plans that deal with the activities within units of work that are set out termly.
- Short-term plans that are concerned with individual lessons or sessions on a weekly basis and address issues of curriculum differentiation can be accessed for individual students.

Where possible, teachers will look for links between areas of learning that will support one another and allow students to reinforce their skills from one subject within another.

Lessons will use a range of techniques to appeal to different learning types, e.g., visual, audio and kinaesthetic.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g., completing additional work that is above the academic level of their peers.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed once curriculum planning has commenced.

Students who are identified as needing additional support will receive it, e.g., those with SEND- this will include dedicated time with TAs and access to specialist resources and equipment where required. TAs will be deployed within lessons strategically so that they can assist with students who require additional help, but are also able to minimise disruptions where necessary.

Classrooms will be organised so that students have full access to resources and equipment- they will be provided with a rich and varied learning environment.

#### **5. Individuality and flexibility within the school and curriculum- in the original policy**

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.

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

### **Part-time timetables- in the original policy**

In some instances, students may be entered onto a part-time table 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. 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. All PT TTs will be time bound with the aim of getting to FT if this is in the best interest of the YP and in line with their needs.

## **6. [New] PSHE**

As part of the curriculum, the school will make provision for PSHE where everyday topics, such as raising awareness of different cultures or anti- bullying, can be addressed.

The school will hold 10 PSHE sessions per term. Topics covered within these sessions include the following:

- Anti- bullying
- Celebrating different cultures
- British values

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

## **7. [New] Careers education**

The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Policy.

The school will ensure that every student is exposed to the world of work by the age of 14 or where relevant in relation to their SEND.

The school will engage with and ensure pupils have access to local employers, businesses and professional networks, and providers of post-14, post-16 and post-18 education and training, including by inviting visiting speakers with whom pupils can relate.

The school will host three careers days per academic year, on which students can participate in meaningful encounters with employers. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transition skills workshops such as CV workshops and mock interviews.
- Mentoring, including online mentoring.
- Employer- delivered employability workshops.
- Business games and enterprise competitions.

## **8. [New] Reporting and assessment**

All reporting and assessments will be conducted in line with the school's Assessment Policy.

The school's assessment processes will be used to plan for differentiation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.

Individual pupil performance and progress will be regularly monitored and reviewed. Informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents. Pupils will also complete national assessments where appropriate. The results of these assessments will be reported back to the headteacher, pupils and their parents. Evaluations and assessments will feed back into future or modified curriculum plans.

Special measures will be given to pupils who require them, e.g., pupils with SEND, students who are ill, or students who suffer from conditions that inhibit their academic performance. Assessment of pupils with EAL will take into account the student's age, length of time in the UK, previous education and ability in other languages.

## **9. [New] Equal opportunities**

The school will take into account of its duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. When planning and implementing the curriculum, the school will have due regard to the Pupil Equality, Equity, Diversity and Inclusion Policy at all times. Care will be taken within all schemes or work to ensure that all pupils have access to the curriculum content.

The school's curriculum will celebrate diversity and staff have a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

## **10. [New] Supporting students with SEND**

The curriculum is designed to provide access and opportunity for all students who attend the school. As a specialist school this underpins all that we provide.

Where required, students with SEND will receive the additional support they require both academically and with their personal development, in line with the school's Special Educational Needs and Disabilities (SEND) Policy. This may include:

- Working with TAs in smaller groups once a week to work on topics covered in lessons to ensure they do not fall behind their peers.
- Taking measures to ensure pupils with SEND are not discriminated against in any way.
- Teachers monitoring the progress of pupils with SEND
- and reporting this to the SENCO.
- Adopting a close working relationship between the SENCO and teachers to help them break down any barriers students with SEND have to achieving.

## **11. [New] Enrichment activities**

The school will offer students a wide range of enrichment trips and activities to enhance their academic learning and personal development. Enrichment trips and activities occur within school hours.

The school will ensure that all students are able to participate in the activities and trips available where possible. Wherever there is an instance where a student cannot participate, the trip or activity will be adapted where it is reasonable to do so, to enable that the student can take part.

## **12. [New] Monitoring and review**

This policy is reviewed annually by the headteacher.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is July 2027.