

The Bridge – Curriculum Overview and Policy

The Bridge motto *Hope and a Future* drives our vision for curriculum provision and delivery. We aim to provide students learning opportunities where they develop knowledge, understanding, make progress and become confident learners so they are able to integrate back into mainstream schools or successfully achieve their goals for post-16 education, training and employment.

We aim to provide areas of learning and experience of the aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, and technological. The students arrive at The Bridge with very different experiences of school and as a result have varying levels of knowledge and understanding of all subject areas of the curriculum. We therefore provide a core curriculum which focuses on English, Maths and Science; we believe that this allows all students to be confident and proficient in the basic skills of Reading, Writing, Communication and Mathematics which facilitates the reintegration into a mainstream curriculum at key stage 3 or key stage 4 or provides key entry requirements for post16 provision. In addition to this, the students study other subjects which we feel contribute to their personal development and wellbeing.

The Bridge believes in a set of key learner characteristics (CARERS) which we aim to develop in each of our learners. Our curriculum, along with additional activities and support, is the vehicle to allow our students to become:

Creative Articulate Resilient Empathetic Reflective Self Aware

In addition to this, we aim to create students that:

- are confident in their dealings with adults and peers and be able to develop good working relationships with others
- Have knowledge of a wide range of cultures and through this come to respect the rights and needs of others
- Be an independent learner
- Be adaptable enough to react to the needs of a fast changing world

The Bridge seeks to ensure that its curriculum is delivered via well planned and engaging lessons which challenge all students whatever their ability or starting point. We are flexible in our approach and try to tailor the curriculum to individual needs and circumstances.

Roles and Responsibilities

The **Head of School** will ensure that:

- The curriculum meets the needs of individual students and allow them to successfully integrate back into mainstream schooling and/or successfully move to post-16 provisions.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- The procedures for assessment meet all legal requirements, and students and their parents/carers receive information to show how much progress the students are making, and what is required to help them improve
- The governing body is involved in decision-making processes that relate to the curriculum

The **Governing Body** will ensure that:

- It considers the advice of the Head of School when approving the curriculum and it participates actively in decision-making about the curriculum
- Assessment data via teacher assessments and examination results are published and progress towards meeting agreed targets is described
- Parents and carers receive timely reports on the progress of their child against clearly defined expectations

All staff will ensure that The Bridge curriculum is implemented in accordance with this policy

Monitoring and Review

The Bridge via the Governing Body monitors the appropriateness of the curriculum, measuring its impact, taking into account levels of achievement and engagement

The Governing Body will receive Health Check reports, three times per year, from the Head of School on:

- Achievement – the standards reached in each subject and for individual students
- Teaching and Learning – an overview of the quality of teaching and learning across the school

The Bridge will regularly audit its curriculum provision, seeking the views of all stakeholders including students, parents, staff and governors.

The Bridge is supported by staff from the LIFE Education Trust to develop its curriculum and the quality of teaching and learning across the school. Incorporated into this are regular reviews as part of the self-evaluation process into the successful delivery of the curriculum using the Ofsted Evaluation Framework.

Curriculum Plan

Students at The Bridge have 20 hours of teaching time per week which are split between a number of core and foundation subjects; in addition, students also partake in a range of enrichment and personal development activities.

Key Stage 3 Curriculum

Subject	Year 7 & 8	Year 9
	Hours per Week	Hours per Week
English	4	4
Mathematics	3	3
Science	2	3
Art	2	2
ICT	2	2
Technology (Food Tech)	2	2
PSHCEE	1	2
PE	1	1
Enrichment programme – Garden Project	1	
Life Coaching – Building Social Skills	1	1

Rationale: The Key Stage 3 curriculum is designed to prepare students for the return to mainstream schooling at Key Stage 4. It is not possible for the school to provide all curriculum areas but our aim is to ensure students are well prepared for studying Maths, English and Science and the knowledge and skills to study a range of other Level 2 courses.

Key Stage 4

Subject	Year 10	Year 11
	Hours per Week	Hours per Week
English	4	4
Mathematics	4	4
Science (Biology)	3	4
Art	2	4
ICT	1	2
Technology (Food Tech)	2	2
PSHCEE	2	2
PE	1	

Rationale: The students that join the school in Key Stage 4 have often missed a considerable amount of schooling. The curriculum is designed to support the students through the core subjects at GCSE and develop a range of functional skills so they can access post-16 college and training placements.

Year 10 and 11 study Biology GCSE; this is a conscious decision as the students that arrive at The Bridge have missed a significant amount of learning and there is insufficient learning time to cover the 3 Sciences.