

Curriculum policy



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1. Introduction

The curriculum can be defined as 'the totality of the lived experiences a student receives as they move through the school'. This policy aims to outline how the curriculum is organised at The Bridge and how it ensures that the mission and vision of the school is realised for students.

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 alongside the extensive enrichment programme which contributes to their personal development and wellbeing.

To reflect the creation of our highly successful mission statement of Hope and a Future, the school has a guiding set of 6 principles which underpin and are interwoven into the curriculum plan:

- Knowing Myself
- Lifelong Learning
- Developing Healthy Habits
- Being Financially Aware
- Connecting to Others
- Finding a Fulfilling Future

Our six principles are integral to achieving our goal, and play a key role in supporting students to become confident, resilient, young adult learners, as well as preparing them for their future life journey.

2. Curriculum aims

The Bridge mission statement *Hope and a Future* drives our intent for the curriculum provision and delivery. The young people who attend The Bridge have challenges which have stopped them fully accessing main stream schooling and we aim to provide a curriculum which enables students to build confidence, knowledge, skills and the character to plan for their future and attain their goals.

We aim to:

- Engender a sense of belonging and build confidence amongst the students so they can be successful
- Provide a supportive and nurturing environment so students can acquire knowledge and 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 will provide a framework in line with the Gatsby careers standards for our children to embark upon and develop a deeper understanding of industry and the wider world of work
- Support students' emotional, moral, social, academic, cultural and spiritual development through the Unique Me programme
- Provide a flexible approach to curriculum planning so we tailor the curriculum to individual needs and circumstances.
- Teach lessons which engage and challenge all students whatever their ability or starting point whilst remaining supportive and caring in line with the school ethos.
- Support students' physical development and responsibility for their own health, and enable them to be active

3. Legislation and guidance

This policy reflects the requirements for the school to comply with our funding agreement and articles of association. 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](#).

4. Roles and responsibilities

4.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher/ head of school 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, 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
- It holds the headteacher/ head of school accountable for ensuring that the curriculum matches the ethos and mission of the school
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

4.2 Headteacher/Head of School

The headteacher/ head of school 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 the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

4.3 Other staff

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

All teachers and professionals will engage in teaching and learning activities and continuously develop their skills and competencies for providing an appropriate range of strategies to inspire all our students.

5. Organisation and planning

Students at The Bridge have between 20 - 25 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 including the Unique Me programme.

| Key Stage 3 | Year 7 | Years 8 & 9 |
|--|----------------|----------------|
| Subject | Hours per week | Hours per week |
| English | 4 | 4 |
| Mathematics | 3 | 4 |
| Biology | 2 | 3 |
| Art | 2 | 2 |
| ICT | 2 | 2 |
| Food Technology | 2 | 2 |
| PSHCEE | 2 | 3 |
| Enrichment & Enterprise Projects | 2 | 2 |
| PE | 1 | 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 other Level 2 courses.

| Key Stage 4 | Year 10 | Year 11 |
|--|----------------|----------------|
| Subject | Hours per week | Hours per week |
| English | 4 | 4 |
| Mathematics | 4 | 4 |
| Biology | 4 | 4 |
| Art | 2 | 2 |
| ICT | 1 | 1 |
| Food Technology | 2 | 2 |
| PSHCEE | 2 | 3 |
| Enrichment & Enterprise Projects and Post-16 careers | 2 | 1 |
| PE | 1 | 1 |
| Life Coaching – Building Social Skills | 1 | 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 student's that arrive at The Bridge have missed a significant amount of learning and there is insufficient learning time to cover the 3 Sciences.

Personalised Curriculum and Learning

We adapt the curriculum for individual learners according to their needs. We recognise students' strengths, needs and interests and build on these to promote achievement and success. We identify our students' prior experience through individual dialogue and conduct base line testing on entry in order to tailor the curriculum and teaching and learning approaches.

Alongside the traditional curriculum the school has a range of therapeutic inputs that support young people struggling with adolescence to access learning. This includes access to one to one tutoring and regular counselling.

The Unique Me

The *Unique Me* programme serves to foster diversity, and is in keeping with our beliefs, that despite life's setbacks, all students can achieve their personal goals, and build harmonious relationships within school and the wider community.

The programme focuses on six principles:

- 1) **Knowing Myself** – explore the unique person; strengths and weaknesses; personality profiling
- 2) **Lifelong Learning** – exploring passions and developing a thirst for learning
- 3) **Developing Healthy Habits** – delivered through the PSHCEE programme and includes Healthy Eating, Physical Activity, SRE, Sleeping Routine, Mindfulness, Healthy Relationships and Resilience Building
- 4) **Being Financially Aware** – financial literacy
- 5) **Connecting to Others** – communication skills and building relationships
- 6) **Finding a Fulfilling Future** – life coaching and exploring future goals and aspirations

Our six principles are intrinsically linked, receive high priority within the school, and are pivotal to the school curriculum; incorporated in school events, extra-curricular clubs and workshops held at The Bridge. Our ethos is strong, clear, and reflected in everything we do, the language we use, and the examples we set.

6. 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
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study all aspects of the Bridge curriculum subject, wherever possible, and ensure that there are no barriers to every pupil 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.

7. Monitoring arrangements

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 a Health Check report, three times per year, from the Head of School on Quality of Education which focuses on:

- **Curriculum Intent** – an overview and assessment of the curriculum plan
- **Implementation of the Curriculum** - an overview of the quality of teaching across the school
- **Impact of the Curriculum** – the standards reached in each subject and for individual students

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.

The Bridge will regularly audit its curriculum provision, seeking the views of all stakeholders including students, parents, staff and governors. This policy will be reviewed every two years by the headteacher/ head of school. After the review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links to the following policies and procedures: Ethos and Mission Statement; SRE policy; Assessment policy