



**Amber Valley  
& Erewash  
Support Centre**

## **Curriculum Policy**

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## 1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and Cultural Capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum with vocational opportunities
- Develop pupils' independent learning skills and resilience, to equip them for their next transition phase.

This is achieved through our vision: **Opportunity, Purpose, Support, Success.**

Opportunity:

Pupils will have the opportunity to engage in education through bespoke, individualised timetables to re-engage in mainstream education and vocational learning.

Purpose:

Pupils will be encouraged to discover their purpose in education after being permanently excluded or at risk of being permanently excluded from mainstream settings to provide them with a clear direction for the future.

Support:

Pupils will be supported through their individual challenges to develop and improve their well-being, social interaction, academic progress and achievements.

Success:

Pupils will experience success through their curriculum pathways to fulfil their individual potential enabling them to secure positive and aspirational futures.

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

This policy complies with our funding agreement and articles of association.

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

#### **3.1 The governing board**

The governing board 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
- The academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which including the core skills of English and maths as well as RSHE, PSHE, SMSC and British values
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils 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 academy chooses to offer, have aims and objectives which reflect the aims of the academy and indicate how the needs of individual pupils 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 academy'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-academy targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

#### **3.3 Other staff**

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

The curriculum Lead alongside the Headteacher will establish and lead a curriculum which is broad, balanced, aspirational, suitable for the cohort and reflects the vision of the academy at the individual academy sites.

Key members in our sites work alongside the Site Leads and will be responsible for upholding and delivering the curriculum to the above standards. The Curriculum Lead will monitor quality of delivery at all sites.

Subject Co-ordinators will have oversight of identified curriculum areas and take responsibility for measuring pupil progress and ensuring that appropriate interventions are available for pupils to succeed.

Curriculum Leads have been identified so far for English, Maths and ICT:

Hayley Warren Love – English Lead

Carl Betteridge – Maths Lead

Sophie Fox – ICT Lead

The subject Co-ordinators are line managed by the Curriculum Lead who is a member of SLT, Kelly White.

SLT also commission off site alternative providers who contribute to our bespoke curriculum offer which broadens opportunities for many pupils allowing vocational experiences and vital skill development.

#### **4. Organisation and planning**

- AVESC's curriculum approach is linked with the academy's vision: OPSS. Our ultimate aim is to re-engage disaffected learners back into education and realise future aspirations.
- A pupil's curriculum is met through functional literacy, numeracy and ICT. We aim for all pupils to leave with improved core skills.
- Vocational opportunities are made a priority for the KS4 pupils to focus on developing their potential careers and plans for post 16.
- As our pupils have been, or are at risk of permanent exclusion, the curriculum is adapted to identify and fill the gaps in pupils learning, whilst making education relevant to their aspirational needs and next life stage.
- All pupils require re-engagement back into education and therefore the curriculum at AVESC is designed to develop transferable skills so that pupils can be reintegrated back into a mainstream school where possible and appropriate.
- For more information on how subjects are taught please see individual Long- Term Plans for those subjects. All subjects have a LTP devised by the Curriculum Lead which all sites follow over the academic year. A LTP is divided into 6 half terms over an academic year. Each half term follows a different topic.
- At AVESC our curriculum includes LTPs for the following subjects:
  - 1.English
  - 2.Maths
  - 3.Computing/ICT
  - 4.Humanities
  - 5.PSHE and Citizenship
  - 6.Art and Design Technology
  - 7.Science
  - 8.Physical Education
- The curriculum covers the following areas for all pupils at all sites: PSHE, Careers guidance, RSHE, SMSC and British Values. Separate polices provide further detail about how these are delivered.

- Cultural Capital is vital to the success of our pupils to transition to their next stage. Cultural Capital opportunities are identified in our Medium-Term Planning (MTPs) for all subjects.
- Planning is essential and the expectation is that all teachers will follow the LTP and then plan for their specific pupils needs through the MTP documents. Curriculum resources are available to deliver the curriculum at each site and these are differentiated by class teachers to mee the needs of the pupils at each site.
- The curriculum is delivered in logical order through the LTPs. The content is planned in sequential order of through use of our 14 Step Trackers per subject. This enables planning to develop pupil’s knowledge and skill in a sequential order and build on basic knowledge with increasing depth.
- Careers education is embedded into each subject and for each half term there is an identified career focus. See Art example below.

Art year A Half Termly Career Focus from the LTP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chef Art Curator	Printer	Graphic Designer Jewellery Designer	Illustrator	Architect	Photographer

- All LTPs include links to cross curricular subjects.

#### **Kirk Hallam Site Curriculum**

- Pupils at this site are either KS2 or KS3.
- The majority of pupils are dual registered and receive learning at either the Support Centre site or at their mainstream counterpart either morning or afternoon sessions. Pupils attend here for re-engagement in learning and to improve their behaviour so that they can re-integrate back into mainstream successfully.
- Pupils should attend this site as a short- term intervention before returning to mainstream, however, for some pupils their stay can be longer to ensure a successful reintegration.
- Learning covers all of the LTPs listed above.

#### **Bennerley Site Curriculum**

- The pupils attending this site are KS3 permanently excluded.
- The focus for a pupil will be clear in their PIP intent. This could be to re-engage, improve behaviour and re-integrate back into another mainstream school. Or for some pupils the focus is to re-engage and prepare for their KS4 transition to Sawley or APT.
- Learning covers all of the LTPs listed above.

## **The Alternative Provision Team (APT) Curriculum**

- APT pupils are typically in year 10-11 and have previously attended several secondary schools and possibly also a Support Centre site. They are vulnerable pupils who require a more bespoke package to meet their needs.
- The APT pupils have bespoke, individualised timetables with a focus on developing vital core skills and career planning. These pupils have a blended learning offer with an allocated keyworker usually in their home, 1:1 core skill learning, vocational alternative providers and online learning. Each pupil has a bespoke curriculum to meet their needs which are identified in their pupil intents in their Pupil Information Packs (PIPs). APT pupils do not follow the whole academy LTPs. However, their keyworker produces their own LTP and MTP per pupil.
- Pupils may be on roll for a very short period and have had challenging backgrounds with historical poor attendance and engagement. The focus for APT pupils is to achieve English and Maths Functional Skills as our core offer. We aim for pupils to make progress from their baselines and to leave as functional in society as possible.
- Pupils often come to roll extremely disengaged with the education system and therefore we offer vocational alternative provision as an alternative to classroom- based learning.
- For pupils coming to roll late in year 11 the next focus would be post 16 planning and they would have a planned curriculum of careers education.
- For pupils who are on roll for a slightly longer period we would also offer a suite of learning to meet their needs identified in their PIP intent. This may be to increase their knowledge of how to keep themselves safe mentally, physically and sexually or to develop their knowledge of the legal system, gangs, powers of arrest etc if the pupil is engaging in criminal behaviours out of school. We therefore design a bespoke curriculum for each pupil through delivery of PSHE and Citizenship topics and accreditation of ASDAN Short courses.
- Pupils can also study ICT Functional skills

## **Sawley Site Curriculum**

- Pupils attending this site are KS4 and will engage in a classroom- based curriculum offer with the option to follow a GCSE programme. Pupils are a mixture of permanently excluded or dual registered with access to their mainstream school.
- Pupil timetables are differentiated depending on their vocational placement and qualifications taken. Some pupils access the site everyday whilst others attend alternative providers for 1 day per week and the school site for 4 days.
- Pupils have timetabled PE and PSHE lessons to broaden their curriculum.
- There are a combination of GCSEs, functional skills and vocational qualifications available and make up the content of each pupil's bespoke curriculum:

Maths GCSE  
Geography GCSE  
English Language GCSE  
English Literature GCSE  
Citizenship GCSE  
Chemistry GCSE  
English Functional Skills

## 5. Inclusion

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can engage in successful learning from their starting point. Our Assessment and target setting policy, individual pupil intents, bespoke learning packages and range of interventions, ensures that there are no barriers to pupils achieving.

STLAs can offer specific support at each site for individual pupils or small groups of pupils as identified in the 'class support planning' documents. STLAs are directed by the site teachers to ensure that pupils make progress.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils 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.

The AVESC full range of interventions can be found in the SEND Annual report on the academy website.

## 6. Monitoring arrangements

Governors monitor whether the academy is complying with its funding agreement and teaching a "broad and balanced curriculum" through the Headteachers report and QA feedback.

The Curriculum Lead and Subject Co-ordinators monitor the way the curriculum is taught throughout the academy by following the academy's quality assurance cycle which involves:

- Planning scrutinies,
- Work scrutinies
- Learning walks
- Staff observations
- Pupil questionnaires

The Curriculum Lead also has responsibility for monitoring the way in which resources are stored and managed. All LTPs, MTPs and resources are stored centrally online for all staff to access at all times.

This policy will be reviewed every 2 years by Curriculum lead.



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

This policy links to the following policies and procedures:

- Assessment and Progress Tracking policy
- SEN policy
- SEND Information Report
- Equality information and objectives
- SMSC and Cultural Capital policy
- RSHE policy
- Quality Assurance policy
- Quality Assurance of APs policy