**Blessed Education**

**CURRICULUM POLICY**

Blessed Education is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of School life. Our aim is to meet the needs of young people in London preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Blessed Education recognises that:

* The world of 2020 will be very different to the world of today
* The pace of change is increasing, hence the importance for flexibility.
* Young people have, and will have increasingly, greater access to information and learning material independently of school.
* Adulthood entails economic participation and more.
* 18+ year olds will still be at an early stage of learning.
* The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
* Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

Blessed Education’s curriculum policy is based on the following aims, to:

* Have students at its heart, putting their interests above those of the institution.
* Have a curriculum that is fit for purpose, offering differentiation and personalisation.
* Be a centre of excellence in learning and teaching.
* Prepare all students for a successful adult and working life in a 21st century global society.
* First achieve and then exceed national standards in achievement, attainment and progression.
* Be committed to excellence and continuous improvement.
* Value vocational and academic routes equally.
* Nurture the talents of all and celebrate success.
* Work with previous Schools to ease transition.
* Involve the community.
* Involve parents/carers.
* Be in a learning environment that is above all else inspiring.

The school precludes the promotion of partisan political views in the teaching of any subject. Any lesson where discussions may lead to opposing political or other views the teacher is required to ensure a balanced presentation of such views. The rules for respecting different views in the class must be practiced and the students made aware that Blessed Education will not tolerate the promotion of any one political view against another.

**Curriculum**

**1. Curriculum aims**

The curriculum should inspire and challenge all learners and prepare them for the future. The School’s aim is to develop a coherent curriculum that builds on young people’s experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

* Achieve high standards and make good/excellent progress.
* Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
* Move towards enabling students to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.
* Have and be able to use high quality personal, learning and thinking skills (plts) and become independent learners.
* Have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
* Be challenged and stretched to achieve their potential.
* Enjoy and be committed to learning, to 19 and beyond.
* Value their learning outside of the curriculum and relate to the taught curriculum.

**2. The curriculum outcomes**

Blessed Education’s curriculum will:

* Lead to qualifications that are of worth for employers and for entry to higher education.
* Fulfil statutory requirements.
* Enable students to fulfil their potential.
* Meet the needs of young people of all abilities at the School.
* Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
* Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
* Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
* Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
* Ensure continuity and progression within the School and between phases of education, increasing students’ choice during their School career.
* Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
* Help students to use language and number effectively.
* Help students develop personal moral values, respect for religious values, political views and tolerance of other races’ beliefs and ways of life.
* Help students understand the world in which they live.
* Ensure that the curriculum incorporates, and is improved and extended by, the School’s specialist status – science and the arts.
* Develop a specific curriculum for key stage 3 (years 7 and 8) which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
* Design a key stage 4 curriculum which meets the needs of students, parents and wider society.

**3. Roles and responsibilities**

The principal will ensure that:

* All statutory 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. This will include how the subject will be taught and assessed.
* The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors’ annually.
* Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
* 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 fully involved in decision making processes that relate to the breadth and balance of the curriculum.
* The governing body is advised on statutory targets in order to make informed decisions.

The governing body will ensure that:

* It considers the advice of the principal when approving this curriculum policy and when setting statutory and non statutory targets.
* Progress towards annual statutory targets is monitored.
* It contributes to decision making about the curriculum.

Assistant principal ks3 and ks4 will ensure that:

* They have an oversight of curriculum structure and delivery within their key stage
* Detailed and up-to-date schemes of learning are in place for the delivery of courses within their key stage.
* Schemes of learning are monitored and reviewed on a regular basis.
* Levels of attainment and rates of progression are discussed with hod/ks coordinators on a regular basis and that action is taken where necessary to improve these.

Heads of department and key stage coordinators will ensure that:

* Long term planning is in place for all courses. Such schemes of learning will be designed using the School pro-forma and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
* Schemes of learning encourage progression at least in line with national standards.
* There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
* Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
* Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
* Assessment is appropriate to the course and the students following particular courses.
* There should be consistency of approach towards assessment.
* They keep the appropriate key stage assistant principal informed of proposed changes to curriculum delivery.
* All relevant information/data is shared with the reporting team. This includes meeting deadlines related to exam entries etc.
* Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
* They share best practice with other colleagues in terms of curriculum design and delivery.
* Oversee cpd needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

* Ensure that the School curriculum is implemented in accordance with this policy.
* Keep up to date with developments in their subjects.
* Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
* Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
* Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
* Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

* Be treated as partners in their learning, contributing to the design of the curriculum.
* Have their individual needs addressed, both within the School and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
* Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
* Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4.

Parents and carers will:

* Be consulted about their children’s learning and in planning their future education.
* Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
* Be informed about the curriculum on offer and understand the rationale behind it.

**4. Monitoring, evaluation and review**

The governing body will receive an annual report from the principal on:

* The standards reached in each subject compared with national and local benchmarks.
* The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
* The number of students for whom the curriculum was disapplied and the arrangements which were made.
* The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

All learners irrespective of their race or gender should have genuine equal opportunities which enable them to experience and benefit from all aspects of school life. Equal opportunity is more than access to the curriculum; it places on teachers a responsibility for avoiding sex and race stereotyping and challenging discriminatory or prejudiced attitudes.

The diversity of experience which children and young people bring to school is recognised and learners should feel secure and confident enough to share their personal and cultural experiences with their teachers and their peers in an atmosphere of tolerance, sensitivity and understanding.

**Careers Education and Guidance and Work Related Learning**

Careers education and work related learning concerns the personal development of the individual. This includes the encouragement of resilience and self reliance, an awareness of personal strengths, weaknesses and aptitudes and an increased perception of other people and their values and feelings.

The aims of Careers Education and Guidance are for each pupil to:-

1. Develop knowledge and understanding of themselves and others as individuals, their strengths, weaknesses, abilities, skills, personal qualities and attitudes.
2. Develop knowledge and understanding of the world in which they live
3. understand the options available to each pupil in further training, employment or further education;
4. To learn how to make considered choices and judgements;
5. Manage effectively the transition from school to adult life.

Each pupil has the opportunity to engage in two periods of work experience, a week or two in year ten, followed by two weeks in year eleven. The pupils engage in preparation for work experience with classroom work related to what employers are looking for, the identification of key skills, health and safety issues and role playing of making phone calls to arrange their interview, and further role play of an interview situation.

All pupils in year ten and eleven also have the opportunity to engage in off-site education provided by a variety of our partners. These cover a range of accredited courses in vocational areas to enhance the curriculum on offer to our pupils and to assist in their preparation to leave school.

Current partners include Merton, Carshalton, Kingston and South Thames Colleges, SILC, Tradezone and Nacro training. Courses available include; childcare, engineering, motorcycle mechanics, motor vehicle mechanics, construction, painting and decorating, woodwork, plumbing, electrical installation and beauty.

**How we evaluate whether we are meeting our aims**

We need to be able to make learning and teaching more effective so that learners understand quality and how to improve. Assessment needs to be fit for purpose and integral to the teaching and learning situations.

At Blessed Education:

* All teachers complete half termly assessments in their curriculum area(s).
* Pupils are set targets, which are reviewed at the end of each term.
* Pupils should sign the assessment which is then sent home to parents.
* At the beginning of each year parents/carers come into the school with their child to set the Individual Education Plan targets in conjunction with the form tutors, this is an opportunity for them to also see subject teachers if they wish.
* Each teacher also updates the current national curriculum levels for each child at KS3.
* In order for these to show progress subject teachers subdivide each national curriculum level into a, b, and c. This should enable all pupils to show progress over time against national curriculum levels.
* At KS4 GCSE levels or Entry level 1, 2,or 3 are used to show progress.
* The curriculum targets need to be visible to the pupils over the duration of the term and should be placed on their folders or exercise books or is on display in the work area.
* These targets also need to be understood by the pupils, so that they know what they need to be able to demonstrate, in order to achieve them.
* The pupils need to be involved in the assessment process so that they begin to take on responsibility for their own learning.

Attendance is often an issue for pupils with SEBD. It is therefore monitored closely and other agencies are involved where necessary. For some pupils we have personalized the timetable to help them settle into the routines of school life.

For some pupils we aim to assist them in reintegrating into a mainstream school, for this to be effective they need to make the move before the end of year nine, as after this time it would be difficult for them to access GCSE courses.

Ultimately we aim for all pupils to leave Blessed at 16 having attained five GCSE and or Entry Level Qualifications or equivalent qualifications such as a Level 1 in a vocational course, or to have been reintegrated into a mainstream school before the start of year 10. On leaving Blessed, we aim to have provided the necessary support to start them on the next phase of their life, be that in sixth form, College, at a training provider or in work, and for them to become responsible citizens who achieve economic wellbeing and make a positive contribution to society.

Annex 1

**Teaching groups, class sizes and grouping by ability**

In year 7 students are placed in tutor groups of approximately 15 and work in these groups for all subjects other than Maths, English and Science where students are grouped by ability to allow for appropriate support and challenge.

In years 8-11 class sizes average 10 for higher ability students but are considerably smaller for those students for whom more support is required.

The School day starts at 10.00 am and ends at 3.00 pm and consists of four 60 minute lessons split by two 15 mins breaks and one 30 mins at 12.30pm.

**Key stage 3**

**Years 7, 8 & 9**

In their first 2 years of School life students learn in a distinct area (the key stage 3 area). This helps staff to develop the students’ skills at an appropriate pace and level. The idea behind the ks3 curriculum is to develop the fundamental skills of numeracy and communication, including literacy and ICT skills, through a project based approach around key themes onto which are mapped the national curriculum targets. Students will spend the majority of their curriculum time in the ks3 area, but will leave this area to access specialist facilities.

Currently years 7, 8 and 9 students have the following number of periods per subject per week:

**Years 7, 8 & 9:**

|  |  |
| --- | --- |
| SUBJECT | PERIODS |
| English | 4 |
| Maths | 4 |
| Science | 2 |
| Art | 1 |
| Citizenship | 1 |
| Computing | 1 |
| Design & Technology | 1 |
| Languages | 1 |
| Geography | 1 |
| History | 1 |
| Music | 1 |
| PHSE & SRE | 0.5 |
| Physical education | 0.5 |
| RS | 1 |

**Key stage 4**

Eventually kS4 will be a 3 year key stage beginning in year 9. Students will follow a set of core courses all leading to a potential qualification. This core will be supported by a range of optional courses. Within the combination of subjects available students will have the chance to study for the GCSE qualification if desired.

**Years 10 & 11:**

|  |  |
| --- | --- |
| SUBJECT | PERIODS |
| English | 4 |
| Maths | 4 |
| Science | 4 |
| Citizenship | 1 |
| Computing | 1 |
| PHSE & SRE | 0.5 |
| Physical education | 0.5 |
| RS | 2 |
| 3 option columns: French, art, triple science, history, geography, Business Studies, Health & Social Care | 3 lessons in each column |

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