



## Curriculum Policy

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### Introduction

The curriculum is all the planned activities which we organise in order to promote learning and personal growth. It includes a high level of social and emotional skill development, and is specifically designed to enable children to make positive progression to employment or further education and training. The curriculum offers a strong focus on developing an understanding of employability skills, independent living skills and vocational skills.

We aim to teach our students how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their full potential.

Individual programmes of learning are designed to meet EHCP targets.

### Values

Our curriculum is the means by which we achieve our objectives of educating children and young people in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We value the way in which all children and young people are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.

We respect each child in our school for who they are, and we treat them with fairness and honesty.

We aim to enable each person to be successful and provide equal opportunities for all children and young people who attend BSM.

We value the cultural, moral and spiritual development of young people, and encourage understanding of these values through the curriculum.

We also value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it.

## **Aims**

The aims of our school curriculum are:

- To enable all children and young people to learn and develop their skills to the best of their ability.
- To facilitate the acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- To promote a positive attitude towards learning, so that children and young people enjoy coming to BSM and acquire a solid basis for lifelong learning.
- To create and maintain an exciting and stimulating learning environment where all students are encouraged to be challenged in their learning.
- To develop students' resilience in a happy and safe learning environment.
- To ensure that each child's education has continuity and progression.
- To enable children to contribute positively within a culturally diverse society.
- To enable all children to have respect for themselves and others and work cooperatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process
- To deliver a curriculum that encourages respect for the environment and society.

We aim to develop students who are successful, confident and responsible and who will, at a level appropriate to their age and ability, be able to be:

Successful – by acquiring skills to be:

- Creative thinkers
- Problem solvers
- Good question askers
- Learn by their mistakes
- Good team workers
- Motivated to learn

Confident – by having a secure:

- Sense of identity
- Good relationships with all members of their community
- Emotional awareness
- Knowledge of right and wrong

- Personal organisation skills
- Awareness of a healthy lifestyle
- Understanding of risk awareness
- Understanding of how to develop their strengths, talents and ambitions
- Confidence and willingness to try new things.

Responsible – by developing their ability to be:

- Well prepared for life and work
- Enterprising
- Able to respect others and understand their own and others' cultures and traditions
- Able to understand what it means to be British and to appreciate diversity
- Able to challenge injustice
- Recognising how to sustain and improve the environment
- Able to try to change things for the better.

### **Roles and responsibilities: 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 school is complying with its service level agreements, with the relevant local authorities, to fulfil the demands of the EHCP, and to teach a broad and balanced curriculum which includes English, Maths, Science and Religious education,
- The school internally monitors its quality standards for all City and Guilds qualifications, and as an awarding body for City and Guilds, meets their strict quality standards.
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 10 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced
- Proper provision is in place to fulfil EHCP requirements for all pupils

### **Roles and responsibilities: 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 school chooses to offer, have aims and objectives which reflect the aims of the school 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 school's procedures for assessment meet all quality standards of the awarding body
- 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

### **Roles and responsibilities: Other staff**

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

Line managers for the PSHE teams, Functional Skills team and Vocational team, will support the Headteacher in ensuring pupils are making suitable progress against their curriculum targets.

### **Organisation and planning**

The school places high value on providing therapeutic support to help pupils recognise and manage their personal challenges, develop good social and emotional literacy, and develop a healthy sense of personal identity and aspiration. As a result, significant teaching time is devoted to work that does not result in a formal qualification. However, this work is foundational to developing pupils' ability to engage in formal qualifications. This stage will be reached at different times for different children. See below for a broad overview of planning.

### **The Curriculum**

The Bridge is an awarding school for City and Guilds. City and Guilds qualifications are designed to meet the needs of the employment market and are well respected by both employers and colleges.

## Years 7-11

### Underpinning curriculum

Therapeutic interventions

Personal Social Development\*

*\* includes understanding and appreciation of their world and the wider world*

### Qualifications

E1 – L2 Functional Skills Maths

E1 – L2 Functional Skills English

E3 or L1 Personal Social Development Award

## Years 10 and 11

### Underpinning curriculum

Therapeutic interventions

Personal Social Development

Careers and Progression Support

### Qualifications

E1 – L2 Functional Skills Maths

E1 – L2 Functional Skills English

Vocational Award or Certificate\*

Vocational Award or Certificate\*

Employability Skills Award or Certificate

*\*Animal Care; Art; Construction; Horticulture or Hospitality*

The following important aspects of learning and personal growth are embedded across the curriculum, taught through the PSHE/CSMS non-qualification part of the curriculum, and addressed in Good Morning Bridge.

- Relationships and sex education, and health education
- Spiritual, moral, social and cultural development
- British values

Careers guidance is timetabled weekly in years 10 and 11.

Pupils are issued with BSM Chromebooks to take home with them. These allow them to access teaching online in the classroom and remotely from home if necessary.

### **Inclusion**

BSM is a school dedicated to supporting children with EHCPs who struggle to manage their differences in complex social situations, and for whom mainstream school is not appropriate. We place strong emphasis on meeting the requirements of the EHCP and ensuring it is current and fit for purpose. Teachers have high expectations for all pupils and will be setting challenging work and using appropriate assessment methods. Due consideration will be given to

- More able pupils
- Pupils who have missed periods of formal schooling.
- Pupils from disadvantaged backgrounds
- Children who are 'looked after'
- Children 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 equality and diversity policy and in our SEN policy.

### **Curriculum Monitoring and Review**

Pupil progress, both academic and socially and emotionally, will be monitored and reviewed in the following ways:

- Daily minuted staff debriefs
- Written records of daily sessions including progress towards personal targets
- Daily records of behaviour incidents and cause for concerns
- Daily records of activities undertaken 'out of session', ie if a pupil cannot engage in the timetabled activity
- Learning walks by the Teaching & Learning Manager and Headteacher
- Lesson observations by the Teaching & Learning Manager and Headteacher
- Minuted team meetings

### **Links with other policies**

This policy links to the following policies

- Assessment policy
- IQA policy
- SEN policy
- Equality and Diversity Policy
- RSHE Policy
- CSMS/PSHE Policy