



Greys Education Centre
An Alternative Provision Academy

Curriculum Policy

GREYS EDUCATION CENTRE

Approved by:	Pending LAB Approval	Date:
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1. Curriculum Aims

Intent Statement

Our intent statement is firmly embedded in our vision and underpinned and informed by our ethos, culture and values. We value all members of our school community and commit to ensuring the very highest standards of expectation for our pupils delivered by highly, trained, knowledgeable and skillful practitioners. We are indeed, preparing our pupils for life outside of our community and whatever the timespan of interaction with us, be it a few weeks or many years, our families deserve the very best that we can offer.

We aim, as far as possible, to give all our pupils and families a personalized and exceptional experience and recognize the importance of communicating effectively with our pupils and families and, wherever possible, enabling them to make choices about the curriculum offer.

The intent of the curriculum at Greys is to engage pupils to be actively involved in their own learning. It is recognised that pupils who attend Greys have struggled to engage positively with school and learning and so our overriding purpose is to nurture an enjoyment of learning providing pupils with the structure and space to succeed to support them in their next steps, whether that be in a new school, further or higher education or work. To achieve this intent, we endeavour to...

- **Inspire** high academic and vocational ambition for all pupils
- **Promote** a positive attitude towards learning
- **Equip** pupils with the knowledge and cultural capital they need to succeed in life
- **Develop** pupils' independent learning skills and resilience, to equip them for their next steps in school, further or higher education and employment
- **Provide** a curriculum that is well designed to meet the diverse needs of our pupil cohort which is broad, balanced, engaging and ambitious for pupils on both short term and longer term placements at Greys
- **Include** subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- **Deliver** a broad curriculum prioritising a strong academic core of subjects whilst recognising the importance of alternative learning experiences as a tool to engage
- **Ensure** our curriculum is coherently planned and sequenced towards cumulatively increasing our pupils' knowledge and skills to support future learning and employment

- **Guarantee** equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- **Enable** pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- **Ensure** pupils feel valued for who they are and be successful having had opportunities to achieve
- **Support** pupils' spiritual, moral, social and cultural development
- **Encourage** pupils' physical development and responsibility for their own health, and enable them to be active
- **Help** pupils realize and appreciate the value of community; developing respect, tolerance and an empathy and sensitivity to the needs of others

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](#).

Schools offering Alternative Provision do not, under legislation, have to follow the National Curriculum, nevertheless, at Greys we believe that we need to mirror many aspects of this to abide by our core values. The national curriculum document itself, draws a clear distinction between the 'school' and the 'national' curriculum. The school curriculum comprises all learning and the other experiences that each school plans for its pupil, and the national Curriculum is an important element of this. In forming our intent statement and curriculum offer, we are mindful that many of our pupils often find school life challenging and, for some, a negative experience. Therefore, making learning an enjoyable experience is one of our principal aims.

Finally, our curriculum policy is informed and guided by the Education Inspection Framework 2019 in how we design our intent, how it is implemented and its impact.

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

3. Roles and responsibilities

The Trust Board

The Trust Board will monitor the effectiveness of this policy and hold the Heads of School to account for its implementation.

The Trust 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 pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and 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
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Head of School

The 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 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 legal requirements
- The trust board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The trust board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

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

- The Joint Head of School in charge of the secondary site has overall responsibility for the intent, implementation and impact of the whole school curriculum across all phases
- The curriculum is led by Assistant Head teachers based on the secondary site with responsibility for specific subject areas in Maths, Science, English, IT and the alternative curriculum
- The Assistant Head teachers with curriculum responsibility, support curriculum development across Greys and work in partnership with the Assistant Head teacher, Curriculum Lead, based on the primary site to develop an academic and alternative curriculum on the primary site and in The Hive.

4. Organisation and planning

- The primary curriculum (including foundation subjects) is delivered thematically across all subject areas but also offers distinct and separate delivery of the core subjects of Maths, Science and English. The following subjects are delivered throughout the year in the primary provision: English, Maths, Science, ICT, History and Geography through topic work, Art, PE, Swimming, Cookery, Forest School and Horse riding
- The secondary curriculum is delivered by subject area and includes the following: Maths, Science, English, IT, PE, Humanities, PE, PSE, Cookery, Art, Music Media, DT, Outdoor Learning, Business Studies and Childcare
- In year 11 pupils can gain GCSE's and BTEC's in English Language, English Literature, Maths, Science-Single, Double or Triple award, IT, PSE, Childcare, PE, Business Studies and Cookery

- Pupils can also gain the Duke of Edinburgh Award and achieve AQA unit awards in Art, DT and construction.
- The curriculum at Hospital Education is determined by the referring schools and delivered by HE staff
- Assistant Head teachers have specific responsibility for planning of each aspect of the whole school curriculum providing strategic direction to other teachers in their teams and delegate this responsibility to individual teachers where appropriate
- All staff are involved in whole school monitoring and evaluation of the curriculum
- The SLT determine focus and direction of whole school monitoring, looking at the quality of education, its intent, how its implemented and its impact through work scrutiny, deep dives on individual pupils, learning walks including lesson observations and pupil conferencing

How the curriculum suits local needs, including how it's adapted to deliver the National Curriculum/subjects required by the funding agreement, and other statutory requirements, to suit the local context:

- Greys is commissioned by the LA to maintain continuity in delivery of the national curriculum for pupils referred due to: a permanent exclusion, a partnership placement or who cannot attend school due to illness
- The design and delivery of the curriculum is rooted in a solid understanding of what leaders understand are the knowledge and skills our pupils need to make the most of opportunities provided for them, ensuring our delivery engages the most disaffected, engenders a joy of learning and supports them to make the progress of which they are capable, achieving targets commensurate with and beyond target grades where possible.
- The design of the curriculum attempts to address pupils gaps in learning and where necessary is personalised to pupil's specific needs
- There is high academic and vocational ambition for all pupils and the curriculum supports this

Implementation Statement: how the curriculum is designed and sequenced to deliver progression in learning

The delivery of each subject is designed to allow teachers to build on previous learning and encourages the development of pupils' long term memory as they apply previous learning to new contexts, making connections and working towards clearly defined end points

- these concepts to different contexts
- Teachers regularly check pupils learning during lesson and in monitoring of pupils' work, correcting misunderstandings
- All learning is planned and delivered by teachers with good subject knowledge and QTS
- Teachers are supported to address gaps in their own knowledge so as not to disadvantage pupils
- Assessment allows teachers to plan next steps and helps pupils embed and utilise new knowledge
- Teachers enable pupils to understand key concepts, embed their understanding and apply.

Impact Statement

- The curriculum provides opportunities for pupils to gain nationally accredited qualifications. If pupils take full advantage of the qualifications offered they can gain up to 9 nationally accredited qualifications

- The curriculum prepares pupils for their next steps whether that is returning to another school or entering the world of work or further education.
- The curriculum aims to remove barriers and encourage a love of learning for pupils who have been historically 'hard to reach'.

Relationships and health education (see SRE policy)

- Relationship, health and sex education is delivered in PSE lessons by teaching staff and external visitors such as the school nurse where appropriate
- Pupils spiritual, moral and cultural development is supported across the curriculum, delivered explicitly in PSE lessons and modelled by staff. Pupils are encouraged to reflect on their own beliefs and encouraged to have knowledge of and respect for others peoples' faiths, feelings and values
- British values are supported during PSE lessons, in humanities lessons and in how we model behavior. Underpinning this work are our values and ethos which reflect British Values of equality, fairness, tolerance and understanding of other cultures. Pupils at Greys are encouraged to get involved in fund raising supporting a charity of their choice
- Careers guidance is provided for all pupils from year 9 up to year 11. Pupils benefit from taking part in a range of workshops led by external visitors and planned by our dedicated careers advisor. All pupils have an opportunity to visit external careers fairs, run by STEM, for example to further broaden their understanding of career opportunities available to them. Pupils in year 11 are given personalised CIAG, bespoke to their individual needs and plans for post 16, ensuring that all have in place transition plans with colleges/workplaces or traineeships identified.

Short, medium and long-term planning expectations

- Long term planning is provided by subject heads providing strategic direction. Individual teachers, including subject leaders provide their own medium and short term planning
- Short and medium term planning allows the curriculum to be adapted to individual need whilst longer term planning provides overall direction,

Resources to support curriculum delivery

- To support the secure delivery of the curriculum staff have access to a range of paper and electronic resources and pupils have access to a secure IT network. Learning is further supported by an extensive use of multimedia ensuring learning is up to date and relevant. Where appropriate outside speakers are invited in to enrich learning by speaking to pupils.
- Teachers, including subject leaders, are encouraged to attend local network meetings providing up to date guidance on their aspect of the curriculum
- CPD further develops teachers' skills and knowledge for the benefit of the pupils and informs part of staff professional development
- Pupils are taken on day trips to enrich the curriculum and further develops outdoor learning and forest school.

5. Inclusion

Inclusion is central to the approach we take at Greys in delivering the curriculum. We aim to provide educational experiences which engender a love of learning, create aspiration, engage and excite and allows pupils to make the progress of which they are capable given the right support. Pupil

premium is used strategically to support inclusion and improve pupil progress (see Pupil Premium policy)

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including the more-able, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEN and pupils with EAL.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will plan lessons which build on pupils' interest where possible to further engage and improve outcomes whilst also providing the required level of support to ensure they succeed.

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.

6. Monitoring arrangements

Trustees monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

School visits, meeting with Head of School, receiving regular reports on pupil progress and taking part in strategic planning meetings and learning walks.

Assistant Head teachers/Curriculum leads, under the direction of the HoS responsible for the curriculum, monitor the way their subject is taught throughout the school by: whole school monitoring of the curriculum including book scrutiny of pupils' work, learning walks, lesson observations, pupil conferencing, deep dives in to specific pupils' groups and analysis of pupils' progress data and outcomes achieved.

Assistant Head teachers/Curriculum leads also have responsibility for monitoring the way in which resources are utilised, stored and managed.

All teaching staff are also involved in whole school monitoring activities throughout the school year including carrying out pupils' work scrutiny and helping to facilitate pupil conferencing.

This policy will be reviewed annually by the Head of School responsible for the curriculum. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- Pupil premium policy