



# Curriculum Policy

## Summary

Our key purpose as a Pupil Referral Unit is to support pupils in minimising their barriers to learning so that they can feel safe and settled enough to learn.

All our pupils have significant barriers to learning within the SEMH area of need that makes our learners particularly vulnerable.

To address these barriers to learning we allocate a significant proportion of our teaching and learning time to explicitly address these difficulties that underlie the behaviours that put our pupils at risk of exclusion. This is delivered as part of our bespoke thematic curriculum – we ensure that strategies to develop teamwork, tolerance, understanding and empathy are at the heart of our lesson planning.

All lessons, as in mainstream schools, are planned to ensure there is progression, clear objectives and intended outcomes and assessment against targets.

They provide formal explicit teaching opportunities to develop skills, qualities and understanding and are then used as incidental teaching points throughout every day, with an aim for pupils to transfer their learning into their daily functioning.

## Responsibilities

Class teachers are responsible for:

- Termly planning.
- Differentiation to meet individual needs of pupils.
- Using a range of teaching and learning strategies, techniques and resources.
- Attending training as appropriate.
- Assessment for learning.

Subject leaders are responsible for:

- Writing and implementing the policy.
- Identifying the content coverage across the Key Stages.
- Assisting in the planning of the curriculum.
- Modelling good practice and a range of teaching and learning styles.
- Keeping up to date with developments and initiatives.
- Highlighting training opportunities.

Monitoring and Evaluation of the Curriculum will be achieved by: ESLT

- Meetings with subject leaders.
- Auditing of planning.
- Auditing school resources.
- Analysis of learning data.
- Observing lessons with specific focus.

Head of Centre:

- Observing lessons.
- Work sampling and moderating.

- Talking to pupils.
- Planning development.
- Auditing planning.
- Audit of subject resources.

A description of the core curriculum is below. This is the offer available for students attending LTLC. Students with significant barriers to learning or who's SEN requires a greatly personalised timetable may have a provision that varies from this.

### Primary Curriculum:

- **Numeracy** will be taught every day, using a variety of engaging and stimulating activities, and covering a broad base of mental and written methods of calculation, shape, time, and measures such as weight, capacity and length.
- **Literacy** will be taught every day - with foci on Reading, Writing and Speaking and Listening. Students will be assessed on entry and then the work will be differentiated to their academic level ensuring each child can make accelerated progress. Some of the schemes we will develop the use of include Active Phonics, Read, Write Inc and Rainbow Reading, and circle time allowing for development of interpersonal speaking and listening skills.
- **PE** - students will have opportunity to engage in a variety of active lessons every week, varying over their time with us from Swimming, climbing, athletics to team sports and individual fitness activities.
- **Thematic Curriculum** - students will be taught history, geography, ICT, Science, Art, Craft (DT), RE and PSHE through specific topic based units which cover a breadth of content but engage learners through relevant and differentiated lessons.

### KS3 Curriculum:

- **Nurture** start to the day: Pupils start the day with a nurture breakfast in form time, where pupils have planned activities to develop their personal SEAL skills and in order to have a settled start to learning.
- **Numeracy** - In Numeracy, pupils cover all four areas of the National Curriculum which include; Shape, Space and Measure, Using and Applying Number, Algebra and Handling Data. Numeracy is taught daily and is assessed after each unit.
- **English** - All pupils have a baseline assessment on entry (using WRAT4 or similar). English lessons are taught by the form tutor. The Elements theme for the half term is explored and pupils have access to a variety of texts and explore a range of genres of writing.
- **Thematic Curriculum** - students in KS3 will also follow a topic based Curriculum. This will have a greater emphasis on specific subject lessons (to ensure that students are able to reintegrate back into Mainstream where appropriate), and we will be following the content requirements of the DfE programmes of study, allowing progression routes for the students into KS4 and subsequently P16.
- **History, Geography, Science, PSHE, RE and ICT** will be delivered within bespoke topics such as 'The Earth and Universe', 'Law, Crime & Punishment' and 'Us'.
- **PE** will be taught through a variety of activities, utilising Pupil Premium and per pupil funding to give the students experiences that they wouldn't necessarily access such as Parkour, Climbing Walls, Skiing/Snowboarding, athletics, whilst ensuring that they are undertaking meaningful and healthy activity which develops not only their fitness but also their communication and team work skills (Belaying for climbing for example).

- **Food Technology** – Food technology will be delivered through weekly practical lessons, with ingredients provided by LTLC, teaching students healthy lifestyle skills, skills for adulthood and also working towards accreditation in the Home Cooking Skills BTEC.
- **Princes Trust** - Personal Development and Employability Skills - This is being developed for implementation early next academic year - students aged 13 years and over can access this unit based course which develops a large number of the skills that our students can be less confident in on arrival, further improving their chances to become successful adults and make a positive contribution to society.

#### KS4 Curriculum

- Students may access some Alternative Provision away from centre.
- **AP** will be tailored to the needs, the past successes and the interests of the students.
- **English** - Where students are *regularly accessing centre*, they will be undertaking GCSE English in Y10 and Y11. The course to be followed is WJEC English Language.
- **Maths** - Students will undertake Edexcel GCSE Maths in Y10 and Y11 where they *regularly access centre*.
- **Princes Trust** - Personal Development and Employability Skills - This is being developed for implementation early next academic year - students aged 13 years and over will access this unit based course which develops a large number of the skills that our students can be less confident in on arrival, further improving their chances to become successful adults and make a positive contribution to society.
- 'Jamie Oliver BTEC' (also known as **BTEC Home Cooking Skills**) at Level 1 and Level 2 will be delivered to students accessing their 'base' centre. This will be delivered through weekly practical lessons, with ingredients provided by LTLC, teaching students healthy lifestyle skills, skills for adulthood and also working towards accreditation as above.
- **ECDL** – all students will complete the European Computer Driving License.