



# CURRICULUM PLAN POLICY

|                    |                    |
|--------------------|--------------------|
| <b>REVIEW DATE</b> | <b>AUGUST 2019</b> |
| <b>REVIEW DATE</b> | <b>AUGUST 2020</b> |
| <b>REVIEW DATE</b> | <b>AUGUST 2021</b> |
| <b>NEXT REVIEW</b> | <b>AUGUST 2022</b> |

## **Curriculum Policy.**

### **1. Principle:**

'To promote social inclusion for the public benefit, by working with people in Nottingham who are socially excluded, to relieve the needs of such people and assist them to integrate into society, in particular by the provision of education; training and support.'

### **2. Aims:**

Take 1 aims to:

- Provide a broad and balanced curriculum.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Embed key skills in order to prepare children for real-life and everyday situations.
- Provide opportunities to apply knowledge and learning in practical ways.
- Provide a multi-sensory approach to alternative curriculum that will incorporate and embed key aspects of the National Curriculum especially Literacy and Numeracy.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Develop Excellence and Enjoyment.
- Shape our curriculum to meet the needs of our children
- Stimulate our children's natural curiosity and to give them the confidence to be curious
- Allow our children to take risks wherever possible
- Teach skills through what interests our children – Essential Learning
- Closely monitor and assess progression in attainment and application of skills
- Help our children to transfer skills between different areas of the curriculum in order to encourage flexibility and resourcefulness and to enable them to use their strengths in one area to overcome challenges in another.
- Ensure our children are active, motivated and enthusiastic learners
- Allow time to engage, reflect and review – including peer and self-evaluation;
- Use a wealth of relevant resources – in classrooms, outdoors, in the local community and the wider area, including visits and visitors
- Allow our children to demonstrate their learning in different ways – through

photographs, posters, products, presentations, performances

- Creative and subtle approach to learning which avoids triggers to emotional dysregulation associated with previous negative learning experience or responses to authority figures.

### **3. Equal Opportunities**

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make Maximum progress. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the ECM agenda. It is hoped that this approach will motivate and support children's learning at all levels including and Able and Talented and children identified with Special Educational Needs (SEND).

### **4. Staff Expectations**

Staff are expected to actively promote and seek to secure the curriculum aims and, in particular to:

- have high expectations of students
- employ a variety of appropriate teaching and learning methods
- ensure that, wherever possible, students are found means of access to the curriculum and given the opportunity to succeed.
- Deliver programs of study which build upon students' previous experiences, providing progression and continuity, and which conforms to the requirements of the national curriculum.
- Provide work which meets their students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them
- Involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements.
- Develop students' skills to become independent learners.
- Encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- Work in partnership with other with other staff, parents/carers, referral partners and the wider community to achieve shared goals.
- Keep parents/carers/referral partners regularly and fully informed about the progress and achievements of their sons and daughters.

### **5. High Quality Teaching and Learning**

- We are committed to providing the highest quality teaching and learning
- The curriculum will ensure that all of our students are able to discover what opportunities are possible for them in life.

- The curriculum will be flexible and reflective to allow our students to have a say about the issues that affect the individuals and collectively make sure they receive the help and support they need to achieve their potential.
- Overall the aim of our curriculum is to provide a relevant, interesting and fun learning experience for all students that attend, enabling all students to re-engage with learning and reach their potential.

#### 6. Target setting and tracking and assessment.

We use target setting, tracking and assessment to promote more effective, early identification of additional need, particularly in terms of special needs, pastoral care and extra-curricular activity.

Please see our assessment policy and ILP policy for further detail.

#### 7. Teaching, Intervention and Pupil Grouping

- Pupils are in classes of no more than 8 young people
- Groups of more than 4, as a minimum always have a teacher and a teaching assistant to work with them.
- Interventions are planned using baseline assessments and information received at the referral stages.
- This information is also used to ensure that pupils are given work that is appropriate for their age and abilities.
- Gifted and talented pupils will be monitored to ensure that the appropriate challenge is being put in place.

### **3. Curriculum**

The curriculum at Take 1 has been developed to incorporate creative learning as its key feature.

Creative subjects offer key opportunities to embed literacy, numeracy and health and wellbeing in a way that is enjoyable and engaging to the learners.

In sports and fitness sessions there are opportunities to become physically active in alternative ways and to improve emotional wellbeing and mental health. This also links in with numeracy (calculating weights, time and analysing trends) and science as they discuss the human body and its functions and also chemical reactions from exercise and from food consumption.

Although links can be made with all subjects, the following subjects are taught as

dedicated classes:

### **Technological**

Take 1 specialises in Music Technology and as such is a technology focused provision. We offer all learners the opportunity to develop ICT skills either embedded in the vocational subjects or as a stand-alone functional skills qualification.

### **Mathematical**

Maths skills are key to developing everyday core skills are revisited and embedded across the curriculum. Based on initial assessments a decision is made as to which programme (either GCSE or Functional skills Maths) would be suitable for each individual learner.

We provide numerous opportunities across the curriculum for learners to refine and develop their numeracy skills. Learners are encouraged to use practical activities, exploration and discussion to enhance their knowledge and understanding of maths.

In numeracy there are opportunities to measure angles and calculate bearings and journey times. Music theory provides prime opportunities to discuss time and counting, whilst Enterprise skills provides opportunities to analyse data, produce budgets and calculate money.

### **Scientific**

All learners are offered access to a Science curriculum via project learning and themed days and events. We aim to increase their scientific knowledge, in particular their knowledge and understanding of nature, properties of materials, space and the nature of forces. We aim for learners to develop science based skills such as observing, forming hypotheses, conducting experiments and recording their findings. If an individual child shows a high aptitude for Science and is accessing our full time curriculum we would work to find a suitable placement for that individual where they would have full access to a core science curriculum.

**Physical Education** – Our sports and fitness session covers physical education and is linked to a level 1 NCFE qualification.

**PSHE/SMSC**- There is a dedicated session on our timetable for PSHE however British Values, PHSE and SMSC are incorporated daily and embedded into the ethos of our centre. Our PSHE curriculum covers all aspects of personal and social development.

**Linguistic** – Our curriculum is focused on improving all learners functional skills. In terms of their linguistic capabilities we work in a number of ways. GCSE and Functional skills English incorporate creative writing, Literacy, English Language and Speaking and delivered accordingly dependent on the outcomes of baseline assessments.

In literacy there are opportunities to use different texts: the spoken word, charts, maps, timetables and instructions. Lyric writing provides key opportunities to develop literacy skills, especially creative writing and the analysis of words and meanings. It also helps to build the children's confidence in speaking and listening.

Students also have access to foreign language classes and workshops used to encourage the development of their speaking and listening skills.

### **Enrichment Experiences/Links with Parents and the Community.**

Teaching staff are encouraged to broaden the experience of the topics for the children through **trips, visitors into Education provision** and **shared experiences of the wider Education provision community**, e.g. involvement with parents and Education provision links etc.

Children's' achievements are celebrated regularly through the Education provision via displays in classrooms and reports to Parents/carers and agencies.

In addition to this we involve parents/carers and the wider community in the following ways:

- An annual calendar of events linked to SMSC.
- Inviting members of the community/parents to share experiences related to our themes, topics and subjects
- Postcards home to parents celebrating small successes that can be a huge achievement to the young people.

### **Creative Curriculum Planning**

**Long Term Plans:** These take the form of a Curriculum Overview for the academic year.

**Medium Term Plans:** These take the form of individual subject Schemes of Work giving a short overview of what will be taught. They also take the form of 'Session Planners' which plan out the sessions that will be taught to ensure full curriculum coverage.

Short Term Plans – These take the form of individual lesson plans.

### **Assessment**

Summative and formative assessment takes place throughout the academic year in line with Take 1's assessment policy.

### **Roles and Responsibilities**

The Education Lead has overall responsibility for Take 1's Curriculum and is responsible for overseeing the delivery of the Creative Curriculum through:

- Regular formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage.
- Observing learning and teaching to ensure progress is being made within the topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the Education provision forward.
- Speaking with the children about their learning.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

### **Review**

This policy will be reviewed in line with the School Development Plan