

Curriculum Policy

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School:	<i>All</i>
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2. Issue and Revision History

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Issue	Description	Author	Effective Date
1.0	Initial Release	D. Payne	01/08/18
1.1	Annual Review	O. Howell	15/10/21
1.2	3 Summary - updated 6 Scope - added references to 3 new policies 8.1 Updated 8.2 Equality and Diversity - added protected characteristics	O. Howell	07/02/22
1.3	3 Summary - Updated to include Boxall Profiling 8.3 Roles and responsibilities update to include Boxall profiling and reporting 8.1 Curriculum Aims - updated 8.4.1 Curriculum Plans - reference codes updated 8.4.2 Timetables - updated 8.4.2.1 Carousel learning - changed to Vocational Carousel with update 8.4.2.2 Topic Learning - Added 8.4.2.3 Form time - Added 8.4.3 Grouping - Updated	O. Howell	04/03/22
1.4	3 Summary - updated to include Vocational Carousel and Esport 8.4.1 Curriculum plans - updated 8.4.2 Timetable - updated 8.4.3 Monitoring Standards - added 8.4.3.1 Observations - updated 8.4.3.2 Additional Work Scrutiny checks - updated 9 Metrics - updated	O. Howell	01/09/22
1.5	Policy Update 8.3.5 Head of Schools, Subject leads and Tutors responsibilities - Updated 8.4.2 Timetables - Updated 8.4.3 Grouping - Frequency of lessons updated.	O. Howell	01/01/23

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1.6	<p>Policy update</p> <p>Summary - vocational offer to include Business</p> <p>8.3.2 updated to include delivery support intranet</p> <p>8.3.5 removal of subject lead role</p> <p>8.4.1 Curriculum plans - removal of topic learning</p> <p>8.4.4.2 - updated - removal of topic learning and added curriculum collapse down events</p>	O. Howell	28/08/23
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3. Summary

Educ8 offers a broad and balanced curriculum which aims to meet the needs of all learners on roll. Educ8 will achieve this by focussing on a blend of core and vocational subjects combined with personal development and enrichment opportunities. At Educ8, these protected characteristics are actively promoted through:

- Our school vision, mission and values.
- Educ8's School behaviour policy
- Adults are seen as key role models in our school community.
- Active engagement with learners, parents and carers.
- British Value themed lessons and activities throughout the school year.
- Discussions within curriculum subjects taking a cross curricular approach
- PSHE lessons including RSE
- Work Placements
- External trips
- Guest Speakers

Our core curriculum including English, Maths and PSHE, forms the foundation of our learning as Educ8's primary focus is on supporting learners back into a mainstream education or onto a positive Post 16 destination. Our PSHE delivery model is crucial in achieving this as it has been designed to cover a vast range of topics to help learners gain knowledge, skills and understanding for adult life.

In order for our learners to become well respected citizens and play an active part in their community, they must understand the opportunities, responsibilities and experiences that may come their way in future life. Educ8 actively promotes the Spiritual, Moral, Social and Cultural development of learners both in school and in society.

Educ8s Core Curriculum will consist of the following:

- English

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- Maths
- PSHE

Educ8 delivers the following subjects across the curriculum using a project based approach. We call this 'Topic' and it includes the following:

- Physical Education
- Vocational Carousel (*BTEC Science*)
- British Values
- History
- Geography
- Creative
- Human and Social
- ICT

Educ8 is able to offer the following BTEC vocational courses:

- Construction
- Art and Design
- Hospitality and Tourism
- Hair and Beauty
- Sport
- Esport
- Public Services
- Health and Social Care
- Caring for Children Under 5
- Transport and Vehicle

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- **Business**

Specific courses are agreed in advance of the academic year and referenced within the curriculum plan.

Educ8's curriculum is on offer for learners within years 9, 10 and 11. Within core and vocational subjects all year groups will follow the curriculum. PSHE has tailored learning outcomes for Year 9 learners and years 10 and 11. All learners will have an individual tailored pathway within our functional skills curriculum based on their individual needs. All learners will receive support with their social, emotional and behavioural development throughout the whole curriculum.

Educ8 ensures that we actively promote the key fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs.

These values are embedded through the Educ8 curriculum, and are further nurtured through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

4. Document Release

This document has been reviewed in accordance with the Educ8 Quality System and the requirements of this policy/procedure. Staff have been made aware of its issue, including any updates/amendments to its contents and where necessary appropriate training has been provided to those staff.

Where policies are available for download online, the previous version is removed and this new version replaces it.

The release of this document is indicated by the effective date.

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5. Purpose

The purpose of Educ8's curriculum policy is to:

- Lead to qualifications that are of worth for employers and for entry to A-Levels, International Baccalaureate and vocational courses
- Fulfil statutory requirements
- Enable learners to fulfil their potential
- Meet the needs of young people of all abilities in the provision
- Provide equal access for all learners to a full range of learning experiences beyond statutory guidelines
- Prepare learners to make informed and appropriate choices at the end of, KS4 and beyond
- Help learners 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, depth, balance, relevance, differentiation, progression, continuity and coherence
- Ensure continuity and progression with the provision and between phases of education, increasing learners' choice during their provision career
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- Help learners to use language and number effectively
- Help learners develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- Help learners understand the world in which they live
- Ensure that the curriculum incorporates, and is improved and extended as far as possible
- Design a Key Stage 4 curriculum which meets the needs of learners which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all learners. To meet expectations of parents and wider society
- Benefit other secondary and the feeder primary provisions

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- Provide additional support to learners who fall within one of the 3 SEND Categories identified within Educ8's [13-9 SEN & Disability Policy](#).

6. Scope

This policy applies to all delivery staff within school, the SLT, and Executive Board. It is designed to reach all learners and include parents/carers.

This policy should be read in conjunction with:

- [13-9 SEN & Disability Policy](#)
- [13-12 Marking, Assessment Recording & Reporting Policy](#)
- [13-14 PSHE/RSE Policy](#)
- [13-15 Promoting British Values Policy](#)
- [13-13 CIAG Policy](#)

7. Definitions and Acronyms

Delivery Staff	Staff employed by Educ8 to provide instruction and tutoring services
Learners	All students, participants and users of Educ8 learning programmes. Generally these are under 18 years of age.
School	Educ8 Alternative Education Site registered with OfSTED as an independent school.
SLT	Senior Leadership Team
Head of School	Educ8 Staff member with management and leadership responsibility for an Educ8 Alternative Education School
Executive Board	Directors/Senior staff with Governance responsibilities for the school(s)

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CPD Continued Professional Development

FE Further Education

8. Policy

8.1 Curriculum Aims

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

Our curriculum promotes the spiritual, moral, social and cultural development of pupils:

Spiritual Development

During the range of activities on offer to learners at Educ8, learners can develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Learners are consistently encouraged to use their imagination and creativity in their learning and showcase a willingness to reflect on their own, and others, experiences.

Moral Development

Educ8 helps learners understand and follow school and class rules, and understand their responsibilities within society. This helps them understand the difference between good and bad choices, and between right and wrong. It helps them understand the consequences of their actions both positively and negatively.

Social Development

Learners at Educ8 use a range of social skills in different contexts, including working and socialising with learners and staff members from different religious, ethnic and socio-economic backgrounds. This promotes a willingness to participate in a variety of social settings, cooperating well with others, and being able to resolve conflicts effectively. It also encourages an interest in, and understanding of, the way communities and societies function at a variety of levels. Learners also develop their friendship and social mixing through group discussions, role plays and debates.

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Cultural Development

Educ8 provides opportunities and exposes learners to conversations and topics that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Educ8's curriculum aims are:

- Have learners at its heart, putting their interests above those of the provision
- Be holistic in nature
- Be fit for purpose and offer differentiation
- Be a centre of excellence in learning and teaching
- Prepare all learners for a successful adult, working life in a 21st century global society
- Achieve and then exceed national standards in achievement, attainment and progression
- Be committed to excellence and continuous improvement
- Nurture the talents of all and celebrate success
- Work with schools to ease transition of the timetable and work with local secondary provisions and FE colleges to ease transition to those moving onto the next phase of their education
- Promote SMSC development
- Involve the community
- Involve parents/carers
- Be a learning environment that above all else, is inspiring
- Promote and support key fundamental British values
 - Democracy
 - Individual liberty
 - Rule of law

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- Mutual respect and tolerance of those with different faiths and beliefs.

The curriculum should therefore 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 learners to more easily progress based on ability not age and to be able to enter learners 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 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
- Enable pupils to develop their self knowledge, Self esteem and self confidence.
- Enjoy and be committed to learning, to 16 and beyond
- Value their learning outside of the curriculum and relate to the taught curriculum.
- Develop knowledge and understanding in non academic terms which will enable them to play a confident and informed role in society.
- Develop a culture that is built upon freedom and equality, where everyone is aware of their rights and responsibilities
- Ensure that learners are taught the value and reasons behind laws that govern and protect us, the responsibilities that this involves and the consequences when laws are broken.
- Helps learners to know, understand and exercise their rights and personal freedoms and are advised on how to exercise these safely.
- Ensures that mutual respect is embraced throughout the curriculum by providing the opportunity for learners to express their views in a safe environment.

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- To ensure the learners are equipped with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community.
- Ensure the curriculum is accessible and appropriate to the learners age range regardless of there
- Ensure all learners are treated equally and fairly regardless of Age, Race, Religion, Sex, Sexual orientation and disability.

To enable this Educ8 will ensure that the curriculum:

- Leads to qualifications that are of worth for employers and for entry to A-Levels, International Baccalaureate and vocational courses
- Fulfils statutory requirements
- Provides equal access for all learners to a full range of learning experiences beyond statutory guidelines
- Helps learners develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- Fosters teaching styles which will offer and encourage a variety of relevant learning opportunities
- Focuses on the core skills of numeracy and literacy and develops the personal, learning and thinking skills of all learners
- Meets the expectations of parents/carers and wider society
- Provides additional support to learners who fall within one of the 3 SEND Categories identified within Educ8's SEND Policy.
- Provides a robust induction process that allows educ8 to identify baseline levels of Maths and English through initial assessment and diagnostic assessments
- To provide learners with a bespoke individual Learning Plan for Maths and English after Initial assessment and diagnostic assessment has been completed.
- Tutors and support staff will encourage the promotion of Key british values through planning, delivery and reflection across all subjects.

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- Fully embeds ICT, Creative, Human and Social elements throughout learning opportunities

8.2 Equality and Diversity

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation.

Everyone in Britain is protected and this is because the Equality Act protects people against discrimination because of the protected characteristics that we all have.

Under the Equality Act, there are nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity

Educ8 will ensure that all learners have access to the full curriculum regardless of the above.

Further information can be obtained by referring to Educ8's policies: [3 Equality](#) and [3-1 Diversity](#).

8.2.1 Embedding Protected Characteristics

Embedding the protected characteristics into Educ8 ethos promotes:

- Self-esteem, self-knowledge and self-confidence
- Respect for democracy and support for participation in the democratic process
- Acceptance of responsibility for the learners own behaviour
- Respect for their own and other cultures

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- Understanding of how learners can contribute positively to school and home life and to the lives of those living and working in the local community.
- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety

8.3 Roles and Responsibilities

8.3.1 The **Executive Board** will ensure that:

- It considers the advice of the SLT 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

8.3.2 The **Quality Assurance Manager** will ensure that:

- They have oversight of curriculum structure and delivery
- Detailed and up-to-date schemes of work are in place for the delivery of courses from Years 9-11 and can be found on Educ8s [D0095QT Delivery Support Intranet](#)
- Schemes of work are monitored and reviewed on a regular basis
- Levels of attainment and rates of progression are discussed with HOS on a regular basis and that actions are taken where necessary to improve these

8.3.3 The **SLT** will ensure that:

- All statutory elements of the curriculum, and those subjects which the provision chooses to offer, have aims and objectives which reflect the aims of the provision and indicate how the

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needs of individual learners will be met. This will include how the subject will be taught and assessed

- The time allocated for teaching the curriculum is adequate and is reviewed by the Executive Board annually
- Ensure that excellent communication between the referrer, learner and parent is met.
- The procedures for assessment meet all legal requirements and learners and their parents/carers receive information to show how much progress the learners are making and what is required to help them improve
- The SLT and Executive Board is fully involved in decision making processes that relate to the breadth and balance of the curriculum
- The Executive Board is advised on statutory targets in order to make informed decisions

8.3.4 The **Executive Head** and **Quality Assurance Manager** will ensure that:

- Long term planning is in place for all courses. Delivery sheets are used for all subjects which contain curriculum detail on: Curriculum plan year 1 and 2, Schemes of work, lesson plans, context, expectations, key skills, learning objectives, Learning Aims, learning outcomes, Individual Learning Objectives, learning activities, differentiation and resources
- There is consistency in terms of curriculum delivery. Schemes of work 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 learners
- Where necessary and 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 learners following particular courses. There should be consistency of approach towards assessment

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- They keep the Quality Assurance Manager (Curriculum) and the SLT informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the Quality Assurance Manager. This includes meeting deadlines related to exam entries etc.
- Learner 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 with their area of responsibility
- Report and monitor progress around learners social, emotional and behavioural development

8.3.5 **Head of Schools, Subject leads and Tutors** will:

- Ensure that the provision's 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 learner to inform the design of the curriculum in order that it best meets the needs of each cohort of learners
- Share and exchange information about best practice amongst their colleagues in different provisions 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 learners and how best to address those needs and engage them
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- To plan and support the social, emotional and behavioural development of all learners

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- Complete progress reviews termly for all learners and to distribute information to schools and parents.
- Conduct two parents evenings per academic year during the Autumn and Spring term.

8.3.6 **Learners** will:

- Have their individual needs addressed, both within the provision 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 and when they transition beyond that
- Receive individual support to help develop their social, emotional and behavioural development

8.3.7 **Parents/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.

8.4 **Curriculum Plans, Timetables, and Grouping**

Curriculum Plans (see [D0089QT Exemplar Curriculum Plan](#)) and Timetables (see [D00050T Exemplar Timetable](#)) will be produced by Heads of Schools within the Summer Post Half Term each academic year.

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These will be approved by the Deputy Executive Headteacher and confirmed by August of each year.

8.4.1 Curriculum Plans

Each Curriculum Plan must contain the following CORE curriculum areas:

Core:

- PSHE
- English
- Maths

Vocational:

- Vocational Carousel
- BTEC Vocation
- Physical Education (PE)
- Curriculum collapse-down events

In addition to the core curriculum each Curriculum Plan must also contain ***relevant BTEC Vocational areas***.

Vocational areas are reviewed depending on the interest of the learners.

Four or less learners opting to study a vocational area is not considered viable and in those instances, may not be offered.

8.4.2 Timetables

Timetables must meet the following requirements:

- Cover 2 days (Day 1 Timetable & Day 2 Timetable)
- Over the 2 days the following should will be covered:

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- Form period
- PE lesson

Timetables must include the following lessons meeting the guidelines stipulated below as a minimum:

- Form time and Registration (30 minutes)
- PSHE (45 minutes)
- English and Maths
- Vocational Carousel
- Physical Education (30 minutes)
- BTEC Vocational*

**Schools may run multiple BTEC theory and practical lessons at the same time to cover a range of different vocational subjects.*

8.4.2.1 Vocational Carousel

All Learners at educ8 will study BTEC science through a topic based approach that links into Human and Social and there other BTEC vocational programmes of study.

Through Vocational Carousel learning learners will also cover mandatory units for BTEC:

- Being Organised
- Developing a personal progression plan
- Researching a Subject
- Working with Others

8.4.2.2 Curriculum Collapse-down Events

Curriculum collapse-down events will be used throughout the academic year, they are theme based lessons where learners will learn about a range of local, national and worldwide topics such as:

- Black History Month
- The Holocaust

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- British parliament
- Environment day

All delivery sites will hold a curriculum collapse-down event which must include as a minimum :

- 1 worldwide awareness topic
- 1 National awareness topic
- 1 local awareness topic

All topic themes will embed:

- History
- Geography
- ICT
- British Values
- SMSC
- Creative
- Human and Social

8.4.2.3 Form Time

All timetables must include Form Time, this will include:

- Registration
- Initial assessment and catch up time
- Tutorials
- Assemblerly's

8.4.3 Grouping

The Educ8 curriculum is offered to learners in years 9, 10 and 11 and is based on a learner attending 2 days of education with Educ8.

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Learners are grouped within the same class for all core subjects with the exception for PSHE/RSE.

When taking part in BTEC Vocational areas Learners are separated according to their personalised learning needs.

The table below shows the subjects offered for learners within years 9, 10 and 11 with period allocations.

Core Subjects	Year 9	Year 10	Year 11
	No. of periods	No. of periods	No. of periods
Form Time	1	1	1
English	1	1	1
Maths	1	1	1
PSHE/Citizenship/Careers	2	2	2
Vocational Carousel	1	1	1
Vocational Subject	1	1	1
Physical Education	1	1	1

9. Metrics

The Executive Board will receive an annual report from the SLT on:

- The standards reached in each subject compared with national and local benchmarks
- The standards achieved at the end of key stage 4 taking into account any important variations between groups of learners, subjects, courses and trends over time, compared with national and local benchmarks
- The number of learners for whom the curriculum was disapplied and the arrangements which were made.

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10. Quality Records

The following Quality Records shall be generated and managed in accordance with Doc. 10:

Required Record	Custodian
Completed Timetables	Head of School
Completed Curriculum Plans	Head of School

11. Form(s)/Template(s)

The following form(s)/template(s) are required for this document:

Form Number	Title
D0005QT	Exemplar Timetable
D0089QT	Exemplar Curriculum Plan
T0085QT	Timetable Template
T0084QT	Curriculum Plan Template
D0095QT	Delivery Support Intranet