

# Curriculum Policy



<b>Approved by:</b>	Penny Harris (Director) Jane Cox (Director)	<b>Date:</b> 25 <sup>th</sup> March 2025
---------------------	---	--

<b>Last reviewed on:</b>	28 <sup>th</sup> February 2024
--------------------------	--------------------------------

<b>Next review due by:</b>	25 <sup>th</sup> March 2026
----------------------------	-----------------------------

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

## Summary

This document outlines our policy in relation to the provision of a high-quality, aspirational curriculum.

The curriculum is at the center of On Track's values: Support, Nurture, Inspire, Empower. The curriculum symbolizes what our school stands for and what it believes the young people should learn. Our curriculum is crucial in helping to raise aspirations and help young people realise their true potential.

## 1. Introduction and Purpose

The curriculum is the substance of what is taught. It is the specific plan of what learners need to know and should be able to do. The curriculum shapes and determines what learners of all ages will get out of their educational experience. Formal education is one of the most effective ways to ensure young people gain knowledge and cultural capital; however, this policy relates not only to requirements of the formal curriculum, but the enrichment opportunities provided to young people. This also includes what the young people learn from us and the way we treat them, through playfulness, acceptance, curiosity and empathy. We want our young people to grow into thoughtful, compassionate and courageous members of society, so they can meet their full potential. For this reason, the curriculum is at the heart of this school's work. Further details can be found in the curriculum Intent documentation.

The curriculum is:

- the framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (**intent**)
- the translation of that framework over time into a structure and narrative (**implementation**)
- the evaluation of what knowledge and skills learners have gained against expectations (**impact/achievement**)

## 2. Aims

The curriculum should remain as broad as possible, for as long as possible. While many of our pupils benefit from a strong focus on English and mathematics, they are entitled to receive a rich and wide range curriculum that provides them with the cultural capital they need to thrive in their lives.

Our curriculum aims to:

- Set out the knowledge and skills that pupils will gain at each stage of their education at this school
- Enable pupils to build their knowledge and skills towards the agreed end points at each key stage.

- Provide a broad, rich and ambitious educational experience for all pupils
- Provide the essential knowledge that our pupils need to be educated citizens
- Help pupils engender an appreciation of human creativity and achievement
- Prepare pupils for life in modern Britain
- Promotes fundamental British values and respect for others
- Promote digital literacy and online safety
- Addresses typical gaps in our pupils' knowledge and skills
- Support pupils to read at an age appropriate level, allowing them to use their basic and core skills confidently.
- Ensure content is planned, sequenced and taught in logical progression, systematically and explicitly
- Ensure equal access to learning for all pupils
- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Raise pupils' achievement and to aspire for more
- Enrichment opportunities linked to curriculum, including outdoor education
- Develop an understanding of the history and traditions of communities and ethnic groups (BAME).
- Incorporate and promote wellbeing to positively impact social, emotional and mental health needs of pupils

### **3. Legislation and guidance**

This policy is written to comply with the requirements of the Education (Independent School Standards) Regulations 2014.

### **4. Responsibilities**

The Directors are responsible for:

- Monitoring the effectiveness of this policy and holding the school to account for its implementation
- Ensuring that a robust framework is in place for setting curriculum priorities and aspirational targets
- Ensuring that proper provision is made for pupils with different abilities and special educational needs

The Head Teacher is responsible for ensuring:

- The implementation of this policy
- Curriculum proprieties and aspirational targets are set
- Proper provision is made for pupils with different abilities and special educational needs
- The broad and rich curriculum includes the following;
  - English
  - Maths
  - Science
  - ICT
  - Personal, Social Development including SRE
  - Humanities
  - Art and creative learning
  - Careers Education
  - Physical fitness
- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of all learning, including that which is delivered remotely
- Monitoring the security of all learning systems, including data protection and safeguarding considerations

### **5. Curriculum Intent**

The directors, head teacher, senior leadership team and each subject teacher collaborate to map the intent of the school's curriculum at each key stage, to ensure that in each taught subject:

- There is a clear end point towards which the curriculum is building towards
- There is shared knowledge about what pupils will need to know and be able to do at those end points
- What is planned is sequenced so that new knowledge and skills build on what has been taught before
- Subject areas are grouped together into faculty areas: create, explore, communicate to promote the wider skills

- Content is taught in a logical progression, systematically and explicitly
- Pupils are able to read at any age-appropriate level

These curriculum maps form the basis for the school's planning of each subject.

When planning the intent of the school's curriculum, the directors, head teacher, senior leadership team and subject teachers will have regard to the national curriculum reference to cultural capital;

'It is essential knowledge that pupils need to be educated citizens introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

## **6. Curriculum Implementation**

### **i) Principles**

When implementing the curriculum, our school will have regard to the research and inspection evidence suggesting that the most important factors in how, and how effectively, the curriculum is taught and assessed are the following areas:

- Teachers have knowledge and understanding of the learning process and can apply pedagogical practices.
- Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching; CPD is aligned to the curriculum.
- Curriculum implementation should involve a wide range of adults, not just teachers. This can include support staff, outside speakers, and people from outside industry to support curriculum delivery.
- Teachers enable pupils to understand key concepts, presenting information clearly and promoting appropriate discussion.
- Teachers check pupils' understanding effectively, and identify and correct misunderstandings.
- Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.
- The subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards defined end points.
- Teachers use assessment to check pupils' understanding in order to inform teaching.
- Teachers use a range of statutory and non-statutory assessments to check pupils' understanding in order to inform teaching.
- Teachers use assessment to help pupils embed and use knowledge fluently, and develop their understanding, and not simply memorize disconnected facts.
- Leaders ensure there is coherence and consistency in expectations and the quality of delivery across the school.

### **ii) Differentiation**

For each pupil the delivery of the curriculum will be differentiated in order to support progress at all starting points and diverse learning needs. This will include:

- A mixture of independent, collaborative and teacher led learning
- The use of language that reflects the pupils' comprehension and cognition
- Adapting lesson content in order to inspire and interest pupils
- Continual assessment and adjustment of lesson content to meet individual student need and aptitude
- The provision of a variety of planned resources to reinforce, provide alternatives and extend learning
- Access to 'Restore' provision for pupils who cannot access main school offer

### **iii) Reading**

This school recognizes that if pupils are not able to read with fluency and comprehension they will be less able to access the full curriculum and are at risk of falling behind. This school prioritizes the early and ongoing identification of pupils who are reading below age-related expectations and implements Fresh Start phonics programme to enable pupils to effectively address gaps that are identified through Access Reading tests. A rigorous and sequential approach to the reading curriculum ensures pupils develop fluency, confidence and enjoyment in reading. Reading is targeted at a high level from Key Stage 3, meaning the

curriculum is sequenced and down designed to teach the GCSE skills from year 7 onwards to year 11. Additionally, this school aims to promote a culture of reading across all subject areas.

#### **iv) Spelling**

Spelling correctly is encouraged across the curriculum and year groups, but perceived criticism of spelling can impact negatively on pupils who have low academic self-esteem or SEND requirements. We recognize that spelling can be a barrier to writing and so must be addressed sensitively and only as appropriate to the individual pupil. It must be recognized that a pupil asking for the correct spelling is often an achievement in itself.

Spelling strategies that will be implemented as appropriate for each pupil:

- Keywords are identified
- Keywords are displayed on word walls / white boards
- Spellings can be set as targets
- Spelling starter activities can be used
- Dyslexia friendly approaches - maximum of three spelling corrections per work or task
- Coloured rulers and overlays can be used for pupils as appropriate

#### **v) Marking**

Marking is done on a regular basis to provide the pupils with constructive and meaningful feedback to encourage them to think about their learning and develop the capacity to learn from their mistakes. Pupil work will be marked in such a way that it will develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment.

Marking can include:

- 'VF' /speech bubbles used to indicate that verbal feedback has been given
- WWW (what worked well) and EBI (even better if)
- Links to success criteria and next steps
- DIRT targets are clearly set and completed by students
- Self-correction
- Recognition and reward for effort and progress

#### **vi) Assessment**

On admission to the school pupils are assessed to ascertain their levels of attainment, ability, as well as their social and emotional development. This will include standard assessment of educational levels of social, emotional and mental health needs. The school will use a range of assessment materials including Thrive, GL Assessment (CAT4, PTM,PTE,PTS), STAR reader tests, amongst other available assessments. GL assessments are triangulated to allow for measurable and attainable targets to be set for each student, students also encouraged to aspire to 'if challenged' targets to create a culture of high aspiration. The school has a licensed Thrive Practitioner. We use the Thrive programme to assess and monitor pupils' social and emotional development. The Thrive Approach provides a powerful way of working with children and young people that supports optimal social and emotional development.

### **7. Remote Learning**

#### **a. Responsibilities:**

- The directors are responsible for monitoring the school's approach to providing remote learning to ensure education remains as high quality and safe as possible
- The SLT and subject leads are responsible for considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- SLT and subject leads are responsible for working with teachers who are teaching remotely to ensure all work set is appropriate and consistent
- SLT and subject leads are responsible for monitoring the remote work set by teachers
- Teachers are responsible for continuing to set work for each pupil they are timetabled to teach
- Teachers must be available on Google Classroom for the duration of each timetabled lesson
- Teachers must provide paper copies of relevant and appropriate work for pupils unable, or unwilling, to access Google Classroom
- Teachers must provide feedback to pupils during each timetabled session

- Teachers must record all attendance in lessons on Google Classroom
- Teachers must record all communication with parents on a contact form
- Teachers must record any concerns on a concern form
- Communication with pupils and parents must only take place during school hours
- The Designated Safeguarding Lead is responsible for child protection and wider safeguarding in relation to remote learning

#### **b. IT Issues and Safeguarding**

- A staff member is allocated to help staff, parents and pupils with any technical issues they are experiencing during remote learning
- Teachers will only use school equipment to deliver remote learning and not share these devices with family or friends
- Teachers must keep devices password protected and lock devices when inactive
- Video calling is permissible only when there are two or more staff members in the video call
- A register should be maintained of all video calls and those present
- Video calling is only permissible using the Meet function within Google classroom
- Video calls may be recorded using the facility within Google classroom
- Staff members should ensure no personal items are visible in the background and confidentiality is maintained
- Staff members should comply with the behaviour management and staff conduct policies
- Staff members may need to collect and/or share personal data, such as email addresses, as part of the remote learning system and if this is necessary for the school's official functions then permission will not be required for this

### **8. Curriculum Impact**

This school does not generally use compulsory national assessments but may choose to do so if it is in the pupil's best interests. Each subject teacher will track individual pupil's progress throughout each academic year by making a termly assessment based on;

- The progress the pupil is making in terms of knowing more, remembering more and being able to do more
- The progress the pupil makes in line with relevant schemes of work or specification outcomes
- The evidence of progress they have assessed in each lesson
- The evidence within their produced work
- The evidence they have gained from their discussions with the pupil
- The evidence determined by the termly assessments

School leaders, including the directors, head teacher and other members of senior leadership will monitor the progress of all pupils by:

- Monitoring the termly tracking data entered onto the central data sheet on curriculum cloud system for each pupil in each subject
- Undertaking a range of planned activities forming the school's quality cycle including formal and informal observations, learning walks, work scrutinies and listening to pupils read
- Monitoring the cultural and artistic exposure and learning opportunities of every year group
- Evaluating the destination of leavers in relation to their starting points, aims and aspirations

All pupils will have been given the opportunity to gain relevant qualifications that will ensure their readiness for the next stage of education, employment or training including:

- Entry Level Certificates
- GCSEs
- Level 1 and 2 qualifications
- BTEC qualifications
- Additional vocational qualifications
- Careers guidance and work experience

### **9. Review**

In order to ensure that this policy is relevant it would be helpful if you have any suggestions, please email [directors@ontrackededucation.com](mailto:directors@ontrackededucation.com)