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| **Policy/Procedure** | ***POLICY*** |
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| 1.0  | New policy | 8.03.2020 | New policy | CF |
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**Related policies:**

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| --- | --- | --- | --- |
| Policy Ref No. | Policy Name | Policy Ref No. | Policy Name |
| S/01 | Child Protection and Safeguarding | OP/14 | RSE |
| OP/33 | Assessment Policy | OP/28 | SEND |
| OP/07 | Complaints Policy and Procedure | S/02 | E-Safety |
| OP/11 | PSHE  | OP/04 | Anti-bullying |
| OP/09 | Equal opportunities | OP/16 | Educational Visits |
| OP/10 | Equality and Diversity | OP/20 | Careers Education and Guidance |
| HS/06 | Positive Mental Health and Wellbeing | OP/02 | Attendance |
| OP/31 | Teaching and Learning |  |  |

**Curriculum Policy**

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This policy should be read in in conjunction with the following policies (not an exhaustive list):

1. Anti-bullying Policy
2. Attendance Policy
3. Assessment Policy
4. Complaints Policy and Procedure
5. Child protection and Safeguarding
6. Teaching and Learning Policy
7. Equality and Diversity Policy
8. Equal Opportunities Policy
9. E-Safety Policy
10. Special Educational Needs and Inclusion Policy
11. Educational Visits Policy
12. E-Safety Policy
13. Positive Mental Health and Wellbeing
14. Teaching and Learning Policy
15. Careers Education and Guidance Policy
16. PSHE policy
17. RSE policy

**1. Statement and vision**

1.1 At Bright Sparks Learning Centre we believe, with the right support, all children can achieve more than they ever thought possible. We strive to achieve a safe, nurturing and aspirational learning environment where children can grow and flourish. Our three core aims are to:

1. build pupils’ resilience, wellbeing and positive mental health
2. maximise academic and personal achievement and potential
3. contribute to the development of confident, secure, well-adjusted and skilled young people who will make a positive contribution to society and live as independent a life as possible

1.2 We are committed to the following principles:

1. to respect and value all individual pupils and staff
2. to provide the highest standards of care and education
3. to ensure safety, security and opportunities for success
4. to foster pupils’ social, moral, spiritual and cultural development

1.3 Bright Sparks Learning Centre provides a safe, calm and aspirational learning environment for young people with social, emotional and mental health difficulties. Pupils join Bright Sparks Learning Centre at a variety of ages with a wide range of learning experiences. Our students have experienced difficulties of

some kind that have left them emotionally vulnerable within mainstream schools; many are disengaged from learning. Typically, pupils have extremely uneven learning profiles, sometimes with highly developed abilities in one area and deficits in another.

1.4 Initial baseline assessments in English and Maths, coupled with an emotional and mental health assessment using The Boxhall Profile, along with pupils’ background reports, provide a sound insight into each young person’s individual needs and abilities. An individual education plan and a personalised curriculum programme ensure that timetables are designed to fit the needs of each individual student.

1.4 Whilst our pupils have previously struggled to access a traditional formal curriculum in a mainstream setting, our creative and holistic approach to curriculum design, brought about through a deep understanding of pedagogy and practice, and empathy, is designed to facilitate the social, emotional and intellectual growth of all our students.

1.5 For full time students, we offer a broad and balanced curriculum; one that is highly personalised and closely tailored to each individual pupils’ levels of ability, interests and aspirations. Part-time students focus upon the study of English, Maths, PSHE and RSE with the option of further subjects where appropriate. Our curriculum consists of three cores strands: academic, social and emotional, and is delivered by well qualified and experienced practitioners.

1.6 We recognise the importance of building learning power and work hard to build students’ confidence, self-esteem, independent study habits and, most importantly, resilience; developing and supporting a culture of learning for life which enables pupils to recognise and respond positively to opportunities for personal and social growth.

1.7 Each subject area delivers the national curriculum programmes of study and ensures that they are personalised, and accessible, to all pupils within the centre. Our personalised learning programmes are tailored to each pupil and supported by high quality learning resources.

**2. Aim and objectives of the curriculum**

2.1 The overarching aim of Bright Sparks Learning Centre’s curriculum is to ensure young people have access to a broad, balanced and rich curriculum personalised to their individual needs.

2.2 Our overall curriculum objectives are to:

1. address the specific needs, learning and emotional difficulties of individual pupils as described in either their individual education plan or EHCPs by providing teaching and learning opportunities at an appropriate level
2. provide a broad, balanced and rich curriculum that is relevant and appropriate to the world in which we live
3. provide a curriculum that engages and motivates students
4. provide a curriculum that offers continuity and progression in each subject area and across each key stage
5. provide access to a differentiated, and personalised, national curriculum
6. promote the development of inclusive learning opportunities for all
7. offer accredited courses which are appropriate to ability levels and individual aspirations
8. create a positive learning environment where pupils can work safely
9. allow students to reach their full potential and achieve both academic, and personal, success
10. engage students’ interests in personal development and encourage a love for learning
11. give students opportunities to develop their key skills.
12. promote numeracy and literacy across the curriculum
13. provide the opportunity for students to widen and develop their ICT skills
14. promote students’ spiritual, moral, cultural and social development
15. develop knowledge and understanding of the fundamental British values of democracy, the rule of law, individual liberty ns mutual respect and tolerance of those with different faiths and beliefs
16. promote an understanding of issues such as drugs, sex education and the importance of a healthy lifestyle
17. to develop the role of citizenship within the curriculum and the wider context of the centre
18. provide opportunities to celebrate and recognise achievement and success
19. develop students as flexible and independent learners
20. build confidence, self-esteem, independence
21. provide careers advice and guidance
22. prepare students emotionally, socially and intellectually for adulthood

**3. Intended outcomes**

 3.1 The programme of study should result in:

1. improved communication skills
2. improved literacy and numeracy skills
3. greater levels of independence
4. life skills enabling students to function more appropriately in the community
5. accreditation demonstrating the levels to which pupils have studied
6. relevant experiences to inform decisions about future careers
7. a positive attitude towards their past, present and future learning
8. increased confidence to move to the world of work, vocational or higher education
9. sufficient key skills and self-esteem to approach new situations confidently

**4 The Curriculum Model**

4.1 At Bright Sparks Learning Centre we seek to offer pupils a rich, and inspiring, educational experience with creative collaboration underpinning our curriculum. Bright Sparks Learning Centre is developing strong

links with external providers, local community groups, businesses and professional associations to help pupils reengage with, and foster, a love of lifelong learning.

4.3 The curriculum is designed to ensure that pupils develop skills to be successful in modern day life and work environments. Pupils given the opportunity to develop adequate life and careers skills such as flexibility, teamwork, negotiation, independent thinking, self-review and social skills.

4.4 Pupils follow personalised pathways with ‘wrap around’ work and life skills delivered as part of the centre’s PSHE and careers education programme. The content is delivered through individual weekly lessons, assemblies, and the centre’s enrichment programme.

**5 Key Stages**

5.1 Pupils are given access to each curriculum area which is adapted to the meet individual abilities and needs.

**6 Key Stage 3**

6.1 Classes are mostly organised by age. Pupils are provided with access to a wide range of national curriculum subjects alongside therapeutic interventions and enrichment activities.

6.2 Key stage three pupils have the opportunity to follow these curriculum areas:

|  |  |
| --- | --- |
| English | Mathematics |
| English Literature | PSHE & RSE |
| Geography | PE |
| ICT | Science |

6.3 Spiritual, moral, social and cultural awareness, in particular, knowledge and understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faith and beliefs is embedded across the curriculum, delivered through assemblies and weekly PSHE lessons.

**7 Key Stage 4**

7.1 Class groups are organised by age. At Key Stage 4, our core curriculum includes both academic and vocational pathways.

 7.2 Currently, Key Stage 4 pupils have the opportunity of studying:

|  |  |
| --- | --- |
| **GCSE:** | PE |
| English | PSHE & RSE |
| English Literature |  |
| Maths | **FUNCTIONAL SKILLS:** |
| Science | English |
| Geography | Maths |
| ICT |  |
| Health and Social Care |  |

7.3 Spiritual, moral, social and cultural awareness, and in particular, knowledge and understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faith and beliefs is embedded across the curriculum, delivered through assemblies and weekly PSHE lessons.

7.4 As a centre we regularly review the KS4 qualifications that we offer to ensure that we have an accessible curriculum for the pupils at Bright Sparks Learning Centre. We try to respond to the interests and aspirations of our students and therefore, budget and staffing permitting, will consider alternative courses.

7.4 At KS5, the centre offers the opportunity to take or re-take GCSE subjects.

7.5 In addition to academic subjects studied, there will be a wide range of enrichment and work- related learning experiences, designed to prepare students for further study and for life beyond formal education.

**8. Leadership and management of the curriculum**

8.1 The headteacher has overall responsibility for the leadership and management of the curriculum.

8.2 We are required to teach a broad and balanced curriculum, and although we do not have to teach the national curriculum, we offer most of the national curriculum, personalised according to need.

8.3 Subject leaders undertake an annual evaluation of their subject area including an evaluation of progress and achievement data. They are responsible for reviewing their subject relevance for all students at least annually. Subject planning and work scrutiny take place as part of the overall centre audit process. Subject teachers have the opportunity for peer evaluation through regular staff meetings focused on the curriculum. Teachers will also be formerly observed regularly to ensure the quality of teaching is monitored and continually improved.

 **9. Inclusion and Intervention**

9.1 The needs of the pupils educated at Bright Sparks Learning Centre are varied and often complex. Successful inclusion relies on a good understanding of, and absolute respect for, the needs of the individual. Wherever possible, the centre gives all individuals the same access and opportunities as every other pupil (see also the SEND policy.)

9.2 Each department sets suitable learning challenges, responds to pupils’ needs and seeks to overcome all potential barriers to learning. This is supported by:

1. Individual education plans
2. Individual behaviour plans
3. Intervention programmes
4. Therapeutic support and other assessments from a range of professionals

**10. Safeguarding children**

10.1 All elements of the centre’s curriculum are underpinned by the need to enable pupils to feel safe and adopt safe practices. The Designated Safeguarding Lead (DSL) supports staff in delivering specific safeguarding issues within the curriculum, including how to keep safe, e-safety, anti-bullying, anti-radicalisation, FGM and a wide range of awareness raising topics.

10.2 Throughout the curriculum we encourage pupils to respect the fundamental British Values.