



Curriculum Policy

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| LAST REVIEW NEXT | July 2023 | REVIEW PERIOD | Annually |
| NEXT REVIEW DATE | July 2024 | TYPE OF POLICY | Non-Statutory |

This policy was reviewed and ratified by the Academy Council

Date of ratification: 26th June 2023

Signature: 

Print name: Michael Gray – Chair of Academy Council

Curriculum statement

“Every student can learn, just not on the same day, or the same way.” – George Evans

Inspire Academy provides education for students with social, emotional and mental health difficulties (SEMH). Many of our students have fractured educational histories and thus are performing at levels below what would be expected of their mainstream peers.

Most students have statements of Special Educational Needs with SEMH as their primary need. Many also have additional needs.

Curriculum Aims

1. To make learning an enjoyable experience which develops students as fully rounded individuals and enables them to explore their talents and interests and achieve their potential
2. To re-engage students with learning and build their confidence and self-esteem so that they see themselves as successful students
3. To develop basic skills in communication, literacy, numeracy and decision making so that they can function in adult life
4. To prepare them for the world of work and independent living and to take their place as active citizens in the UK
5. To address students' social, emotional and mental health needs

Underpinning principles

We seek to deliver a curriculum that:

1. Is motivating and enjoyable and engages students in learning
2. Is challenging and promotes high aspirations
3. Is broad and balanced
4. Encourages students to take responsibility for their learning and behaviour and is based upon mutual respect.
5. Provides opportunities for accreditation
6. Provides students with opportunities to develop their skills and interests
7. Supports post 16 progression into further education, employment or training
8. Is personalised and individualised and recognises progress and celebrates achievement
9. Provides opportunities for students to “make good choices” and builds self-esteem
10. Prepares students for life beyond school both in their personal and working lives
11. Supports students to ‘be healthy’, ‘stay safe’, and ‘make a positive contribution’.
12. Promotes students' spiritual, moral, social and cultural development and enables them to become active citizens.
13. Is accessible to all students

Roles and Responsibilities

The Academy Council

The Academy Council will monitor the effectiveness of this policy and hold the Head of Academy to account for its implementation.

The Academy Council will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- The school is teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced

Head of Academy / Assistant Headteacher for Curriculum

The Head of Academy/Assistant Headteacher for Curriculum is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Academy Council is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Academy Council is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other Staff Members

- Other staff will ensure that the school curriculum is implemented in accordance with this policy.
- The Assistant Headteacher for Curriculum has responsibility for the implementation of the curriculum.
- The Senior Leadership Team, will monitor the impact of the curriculum across the Academy.

Class Teachers

- 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
- Collaborating with their counter parts across the Trust/External partners in order to quality assure good practices within the classroom, developing effective assessment links including moderation arrangements.

The Informal and Formal Curriculum

We believe that the informal curriculum plays a very important role in supporting our students' personal and social development. We actively seek opportunities to interact with students informally, to model expected behaviours and courtesies and to improve motivation. Break time, lunch time and tutorials all provide valuable opportunities for informal contact.

In addition, we aim to have a range of trips, visits and visitors to enrich the formal curriculum along with off-site relationship days to enhance the social aspects of learning and improve relationships across the school. During the school year we further enhance the formal curriculum with specialist workshops (e.g. in music and drama) and other activities (e.g. social events and charity fundraising). We invite appropriate professionals from a range of disciplines to actively work with us to support student progress.

Religious education is included throughout the school year for all classes through our assembly programme and each subject identifies in term one how they incorporate SMSC including RE (see personal development plans).

Other opportunities for this are in form time where there are discussions about moral issues and relevant events e.g. Remembrance Day.

Key Stage 3 – Formal Curriculum Offer

At Key Stage 3 the formal curriculum includes English, Maths, Science, ICT, PE, Humanities (including RE), Relationships and Sex Education, Creative craft/DT and Personal Development opportunities.

The minimum weekly entitlements for full time Key Stage 3 pupils are as follows, please note lessons are in 45-minute time slots:

| Subject | Year 7 | Year 8 |
|--|--------|--------|
| English including communication literacy skills lessons) | 5 | 5 |
| Maths | 4 | 4 |
| Science | 2 | 2 |
| ICT | 1 | 1 |
| PE | 4 | 4 |
| Relationships & Sex Education | 1 | 1 |
| Humanities/RE | 2 | 2 |
| Creative Craft/Design Technology | 2 | 2 |
| Personal development | 3 | 3 |

In Key Stage 3 and 4 students may have the opportunities to undertake a vocational taster course at a local college as well as a careers advice programme.

Key Stage 4 – Formal Curriculum Offer

In Key Stage 4 students study English, Maths, ICT, Relationships and Sex Education, PSHE, Prince's Trust, Humanities (at year 9), Occupational Studies incorporating PE and construction, Sport, Science, Food Technology and Personal Development opportunities. Programmes of study lead to appropriate nationally recognised accreditation such as GCSE, iGCSE, BTEC, Entry Level, functional skills and level 1 and 2 award/certificates.

The minimum weekly entitlements for full time Key Stage 4 pupils are as follows, please note lessons are in 45-minute time slots:

| Subject | Year 09 | Year 10 | Year 11 |
|-------------------------------|---------|---------|---------|
| English | 4 | 4 | 4 |
| Maths | 4 | 4 | 4 |
| Science | 2 | 2 | 3 |
| ICT | 1 | 2 | 2 |
| PE | 2 | 1 | 1 |
| Food Tech | 2 | 2 | 2 |
| Relationships & Sex Education | 1 | 1 | - |
| Humanities/RE | 2 | - | - |
| Personal Development | 1 | - | - |
| Vocational Studies | 4 | 4 | 4 |
| Occupational Studies | 1 | - | - |
| PSHE | - | 1 | 1 |
| NCFE Sports | - | 3 | 3 |

Please note: Pupils may spend time away from school at a vocational placement if relevant. We offer a number of qualifications that are available to all pupils in Key Stage 4:

| GCSE | Functional Skills | NCFE | BTEC | Entry Level | Other |
|------------------|---|--|---|---|---|
| GCSE English | Functional skills level 1 and 2 English | NCFE level 1 award Occupational Studies | BTEC level 1/2 home cooking skills awards | Entry level 3, level 1 and level 2 functional skills in ICT | Level 1 and 2 awards Maths |
| GCSE Mathematics | Functional skills level 1 and 2 Maths | NCFE level 2 certificate in Sport (working in sport) | BTEC level 1 introductory applied Science | | Prince's Trust level 1 and 2 award/certificate /diploma |
| | | NCFE construction modules (as part of Occupational Studies) | | | |
| | | PSHE NCFE level 1 awards – alcohol awareness, stress awareness, sexual health awareness, mental health awareness | | | |

Learning outside the classroom

- Pupils experience at least three trips/visits each year for our Academy Relationship Days that involves staff and students working together to build relationships, social skills and team building skills.
- Pupils take part in a vocational curriculum at key stage four
- Pupils make a number of visits to local parks and sports facilities to enhance their learning by using different resources available away from the Academy site.
- Pupils work with local businesses in work placements to better prepare them for working life.

Therapeutic Curriculum and Interventions

Pupils can access the following in house therapies and interventions, based on individual needs:

- Dog mentoring/therapy
- Literacy intervention
- Numeracy intervention
- Play therapy
- Counselling

We can also supplement these with outside agency support dependent upon the needs of the young person and work with a variety of local agencies including CAMHS, YOT, METRO, Turning Point.

Pupils Needs

The curriculum is designed to meet the needs of the pupils at Inspire Academy. It is differentiated to ensure progression through activities/subjects/qualifications that are appropriate to student's stages of learning and development. It will be tailored as required to meet the needs of any individual pupil with any disability to be totally inclusive. Funding is allocated in the annual budget planning in the context of whole Academy priorities. The curriculum is also linked to the needs of the local community to ensure that qualifications are relevant to the needs of the employers that our pupils will eventually seek to work for.

Staff Development

Staff training needs will be identified and funding is provided from Academy funds. The Academy will endeavour to meet training needs so that staff are able to deliver a broad and balanced curriculum that meets the needs of our pupils.

Extra-curricular/Reward activities

A full range of extra-curricular and reward activities are provided on a weekly basis. These are led by a mixture of Academy staff and external clubs. The programme changes termly to reflect the seasons and the availability of staff. A timetable is circulated and students can choose on a weekly basis what activities they would like to participate in. The range and timing of clubs takes into consideration:

- The interests of the pupils at the Academy
- The facilities available
- Links with the local community
- Expertise of adults within the Academy

- The needs of all groups of pupils
- The balance and range of activities available

Separate guidance is available for club leaders including health and safety and contact numbers.

Monitoring and Evaluation Arrangements

The Curriculum will be monitored by all members the SLT and MLT, led by the Assistant Head of Academy who is responsible for the curriculum development for Inspire Academy will,

- Lesson Observations with specific focus
- Learning Walks focused on subject implementation
- Working Sampling and moderating
- Curriculum/Staff/Pupil Progress meetings
- Talking to pupils/attending Pupil Parliament
- Auditing subject documentations/action plans
- Quality assuring and analysing assessment data

The Academy Council will also be involved in monitoring whether Inspire Academy is providing a 'board and balanced curriculum' which included the required subjects, through: -

- Visits to the Academy
- Regular meetings with staff members
- Meeting pupils
- Learning walks of the Academy
- Analysing feedback from pupils, parents/carers

Equal Opportunities

The Academy supports the rights of all pupils and staff to equal access and opportunities regardless of age, culture, religion, perceived gender, social lifestyles, ability, disability or sexuality. The achievement of all pupils is highlight valued. All pupils at Inspire Academy have an entitlement of access to the National Curriculum.

Review

The curriculum policy and offer for the pupils will be reviewed annually by the senior leadership team. This document can be accessed by staff, parents, carers, governors, and partners via the Academy website.