

School Curriculum Policy



E-Spired Centre
Of Excellence

Approved by:	Mark Hudson	Date: 31 st August 2021
	Principal	

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Rationale:

E-Spired School draws alongside young people who are not able to continue their education in a mainstream school. Recognising that disruptions to education can impact on academic outcomes, E-Spired aims to help young people regain focus and work to achieving good exam results in the core subject of Maths, English and Science.

The curriculum encompasses all the planned opportunities that we as a school organise in order to promote learning, personal growth and development. Our curriculum includes what our pupils learn from the way they are treated and expected to behave. We aim to model to our pupils how to grow into responsible individuals, who can work and cooperate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Providing young people with the boundaries, support, care and resources to commit to hard work, to fulfil their potential, we offer the following subjects:

- English Language
- English Literature
- Mathematics
- Combined Science
- Enterprise and Marketing
- Art & Design
- Sports Science Level 1 & 2
- PHSE and RSE
- Humanities subjects
- ASDAN Personal and Social Effectiveness (level 1 & 2 qualification)

Our curriculum is supported by our Young Leaders Development Programme which incorporates a self-development module called the 4As Coaching Method. This programme challenges negative self-concepts and seek to inspire a healthy self-belief and encourage our students to have a growth mindset, impacting on the individual's well-being.

Our school is holistic in approach, offering an environment where empathy, authenticity and respect is the foundation of how we work with young people. Our in-house Counsellor facilitates the Young Leaders Development Programme and along with a counselling team offers a safe space where pupils can process feelings and emotions, as well as any presenting issues. Counselling takes the form of 1-2-1 personal sessions as well as creative group sessions.

The curriculum at E-Spired supports our vision to reverse negative labels and see all young people aspire to greatness, develop self-worth, self-esteem, progress in educational achievement and become future entrepreneurs. Our vision is called the Black Thread Motto: "Reversing the Trend".

Research supports that learner's need to be in a positive emotional state in order to be ready to learn (Education Endowment Foundation, 2020). Therefore, we place a high emphasis on supporting

pupils with their social and emotional development to enable them to be ready to access, enjoy and retain curriculum knowledge and develop the skills for succeeding in life.

All our pupils are individuals and whilst we run a whole school curriculum, there is flexibility for it to be individualised, creative, innovative and flexible to allow for the needs of each student to be met. The curriculum aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual development.

The timetable and curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice.

The curriculum is planned to provide continuity and progression and we aim to place our young people in relevant work experience opportunities. This enables pupils to make connections, to think creatively and solve problems developing transferrable skills for the workplace. The curriculum develops pupils' capacity to work independently and collaboratively.

For those students who come to us with special educational needs, we devise an individualised timetable which provide opportunities to withdraw from some lessons to participate in therapy sessions such as art therapy or talking therapy.

Aims:

- That pupils make good progress against personal targets.
- That pupils have opportunities to participate in a range of enrichment activities within and beyond the curriculum via work experience within the community and by visiting places of interest.
- That pupils school attendance will improve.
- That pupils re-engage with learning and develop a sense of achievement and pride.
- That pupils progress towards achieving exam results.
- That pupils shift away from destructive behaviours and work towards improved self-esteem, self-worth and being accountable for attitudes and motivations towards learning.
- That pupils develop self-awareness and motivation to succeed with clarity on aspirations and a sense of purpose.

Intent:

E-Spired curriculum is personalised to individual students' needs with a focus on ensuring students are successful and ready to embark on the next stage of their educational career. The curriculum is designed to provide breadth; students have access to a wide range of both academic and vocational subjects as well as a comprehensive focus on developing students' wellbeing.

The curriculum forms the overarching framework for working with our pupils and individual learning plans enable a personalised approach based on initial assessments which mean that all pupils are able to make progress based on their individual starting points. The individual learning plans (ILP) and progress tracker is reviewed regularly and adjusted as pupils progress both academically and with regards to their personal development.

Our pupils have varying starting points when joining the school, both in terms of their academic journey as well as personal circumstances. Each year the demographic of our cohort varies, and we

generally tend to have a high proportion of Looked After Children, some of whom have experienced a great deal of trauma and change in their lives. Many have attended several educational placements before they join us. Our school and the curriculum take this into account by ensuring we place strong emphasis on developing trusting relationships and by identifying any gaps in learning.

Our pupils have a diverse and complex range of needs, prior life and academic experiences and therefore our curriculum design is based on the principal of establishing re-engagement, developing trust and aspiring to successful outcomes. Our school works flexibly with each pupil allowing individual pupils the ability to transition through the process. The design of the curriculum is underpinned by the Young Leaders Development Programme.

Implementation:

The objectives of the E-Spired Curriculum are effectively translated through the referral process that ensures all students follow a personalised programme with a focus on core subjects at the appropriate level alongside breadth in the range of subjects available for study. The communication between the referring school and E-Spired is pivotal in identifying the appropriate curriculum pathway for individual students.

Our individualised approach to the curriculum, and knowledge of each pupil and how they engage and learn best, means that we are better able to offer the support needed. Trusting relationships and positive role modelling from our team are often key for our pupils to feel secure in order to take risks in their learning, i.e., one pupil was ashamed of his handwriting, but through developing a relationship of trust, he felt secure enough to push past the embarrassment in order to develop his handwriting and engage with his learning.

Pupils are taught in small groups and groups and/or individuals receive support from support assistants in line with EHCP's.

All teaching staff are expected to differentiate schemes of learning and resources to meet the individual needs of the pupil, as set out within their Education Health and Care Plan (EHCP) and developed through their ILP and progress tracker.

For pupils following a bespoke curriculum, it is the role of delivery staff, in consultation with Curriculum Leader and the SENCO, to ensure that key skills, knowledge, understanding and attitudes, are sequenced within the ILP.

Impact

E-Spired curriculum ensures all students leave their compulsory education as well-rounded individuals with a range of appropriate qualifications that enable them to continue their education or training and ultimately are employable. The focus on core mathematics and English ensures students have the basic skills required along with a range of qualifications that equip them to fulfil their career aspirations.

We measure the impact of our curriculum through use of holistic data, ranging from attendance records, development around behaviour, choices and attitude to learning and life. We also assess a pupil's progression in the area where they arrive vulnerable and a child at risk of exploitation and progress in individual curriculum areas, destination, and pupils' outcomes data.

Our approach to assess the impact of our curriculum, utilising staff at all levels to analyse pupil progress and plan for and monitor the success of our provision and interventions. Pupil voice and parent/carer views form an integral part of this assessment, using planning and reviews, questionnaires, and informal discussions. We evaluate learning through our quality assurance processes: lesson observations, book looks, learning walks to highlight developments and improvement priorities.

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Principal

The principal 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 board

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Qualification Type Rational:

GCSE – a range of subjects at Level 2 that are predominantly assessed through terminal examination. These qualifications provide a more academic route than BTEC and Cambridge Nationals and are recognised nationally. Recent reformation has ensured academic rigour has been maintained and therefore, students studying GCSEs are selected based on prior attainment data that will ensure they are successful. E-Spired students study the core subjects of Combined Science, English Language and Literature and Mathematics, and if deemed appropriate additional GCSE subjects.

Cambridge National – Cambridge Nationals are vocational qualifications, equivalent to GCSEs, for 14–16-year olds. Recognised on performance tables (up to 2022) each qualification goes from Level 1 to 2. They provide an excellent foundation for progression to Cambridge Technical and other Level 3 vocational qualifications as well as A Levels and apprenticeships. Cambridge Nationals are assessed with internal controlled assessments and external examination.

With an opportunity to re-sit the external examination, students are given a further chance to secure their qualification if required. E-Spired students can progress onto further study at Level 2 or 3 within this pathway, as the subjects are chosen to link with career aspirations.

ASDAN programmes and qualifications are widely recognised by educators for providing an engaging curriculum that empowers students through personalised learning and choice. The courses motivate and enhance pupils' confidence, self-esteem and resilience. In addition, pupils develop core skills in teamwork, communication, problem solving, research and self-management. ASDAN courses can be divided into two types:

- [Programmes](#) – structured, 'light touch' courses that promote active learning and progression and reward achievement.
- [Qualifications](#) – from Entry 1 to Level 3, approved by the national regulators for England (Ofqual), Wales (Qualifications Wales), Northern Ireland (CCEA) and recognised by the Scottish Qualifications Authority (SQA)

E-Spired has chosen to include ASDAN course in the curriculum as the courses are designed to tackle barriers to learning faced by children and young people, including:

- special educational needs,
- financial disadvantage,
- low aspirations or limited opportunities for social mobility,
- being, or having been, in care,
- a lack of confidence, self-esteem or motivation for learning.

PSHE and SMSC

E-Spired promotes pupils' spiritual, moral, social and cultural (SMSC) development through a weekly timetabled session via the young leader's development programme and a separate PSHE session.

The programmes aim to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through these lessons on important cultural and religious festivals and commemorative days.

Sex and Relationships Education (SRE)

The school follows the guidance published in September 2019 and which became mandatory in September 2020. Sex and Relationships Education is taught as a separate lesson at a level appropriate to the level of understanding of the young people. We use the ASDAN short course on SRE.

Parents may request that their child is excused from Sex and Relationship Education.

British Values

All pupils are taught about British Values through the PSHE Curriculum and targeted tutorials.

Careers Guidance

Pupils receive careers education through PSHE and Vocational Studies in addition pupils have access to independent support and advice from Bedford Borough and Bedford College Careers Advice Service. In order to support the transition to Further Education/Employment pupils in KS4 have access to work experience, alternative provision and college placements.

Enrichment:

The curriculum is enriched by educational trips and visits and local community links. During the Covid pandemic it has been necessary to curtail educational trips.

Accreditations:

Learning outcomes are accredited via Edexcel, AQA, OCR and ASDAN qualifications.

Responsibilities:

Class teachers are responsible for:

- medium and short-term planning
- differentiation to meet the individual needs of pupils
- summative and formative assessment
- using a range of teaching and learning strategies, techniques and resources
- directing the work of Teaching Assistants
- attending and contributing to training and meetings as requested

Monitoring and Evaluation:

The Principal and Deputy Principal working with the Curriculum Leader will co-ordinate the monitoring cycle. This will include:

- auditing planning
- moderating assessment data
- analysing progress data
- observing lessons
- learning walks
- work scrutinises
- curriculum development and planning
- initiating training/workshop opportunities with specific focus.

Resources:

Resources are allocated in line with the priorities indicated in the School Development Plan.

CPD:

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

Equal Opportunities:

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

Approved by: Mark Hudson, Principal and CEO