



**WESTBOURNE
SCHOOL**

Curriculum Policy

To be read in conjunction with:

- Quality of Education Policy
- Nurture Policy
- SEN Policy
- Assessment policy
- Non-examination assessment policy
- Equality Policy
- Relationships and sex education, and health education Policy
- SMSC Policy
- British values Policy
- Careers Policy

Version	Date	Updated by
2.1 Curriculum Policy	May 2021	Laura Brown, Head of Education
1.0 Curriculum Policy	September 2020	Leo Guy, Principal

Contents

1. Introduction
2. Curriculum intent
3. Curriculum aims
4. Organisation & Planning
5. Roles & responsibilities
6. Inclusion
7. Monitoring arrangements

1. Introduction

Provision of a rich, inclusive learning environment where every learner is empowered to progress and achieve at the highest level, is fundamental to the philosophy at Westbourne School.

Underpinned by nurture principals, our curriculum is the whole learning experience offered by the school. How children learn is as important as what they learn. Children are learning all the time and it is our responsibility to optimise learning opportunities throughout the school day, in curriculum time, during care routines and social times.

Our teachers have received specialist ASD training from the Autism Education Trust and we employ a trauma informed approach across the school to support the needs of our most fragile learners.

Within this ethos, children will gain confidence in making choices and increase their knowledge and understanding of the world around them. All teachers and professionals engaged in teaching and learning activities will be partners in learning and continuously develop their skills and competencies for providing an appropriate range of strategies to inspire all our learners.

2. Curriculum intent

Our overarching intent is

‘To support all pupils by providing a secure foundation enabling them to accelerate their social and emotional development, achieve their academic potential and successfully access the best possible opportunities beyond Westbourne. This is underpinned by our **ASPIRE** principles, nurturing approach and a trauma informed curriculum.’

To achieve our ultimate goal of happy and progressive learners, we employ our ASPIRE principles. These act as a benchmark of what we want to achieve for all our young people and pupils are supported to reflect on their achievements within each of these areas through termly personal learning reviews.

- Achieve anything you want personally, socially or academically
- Succeed beyond Westbourne School
- Positively contribute to your community & society
- Immerse yourself in every possible experience
- Restoratively review all incidents and use every experience as an opportunity to modify behaviour
- Empathise with others and understand the world around you.

3. Curriculum Aims

We aim to ensure that the curriculum:

- Provide a broad and balanced education for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils’ spiritual, moral, social and cultural development
- Support pupils’ physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

4. Organisation & Planning

4.1. Flexible Learning Pathways

To support the varying academic and developmental needs of our pupils, our curriculum is delivered through three flexible learning pathways: Nurture, Emerging, and Expected. These have been designed to offer flexibility for pupils to move up the pathways should they exceed progress targets. Although nominal roll years are indicated, as a growing school, pupils are currently grouped by stage rather than age.



Staff assess the suitability of each learner's pathway at termly progress reviews. Pupils may move up a pathway but would not normally move down. Movements up a pathway would occur following a progress review or mid-term should the pupil be significantly exceeding their progress targets.

Pupils are placed on a pathway depending on their SEND needs, prior data and baseline assessment.



The majority of our pupils are studying on our Expected Pathway with GCSE or Level 2 outcomes. In many subjects, pupils on our Expected Pathway will complete entry level and functional skills qualifications throughout KS3. This is purposeful, to help to raise pupil self-esteem, build a portfolio of achievement and equip our learners with confidence in their ability to study the larger GCSE qualification.

Pupils on our Emerging Pathway may have more specific C&L needs identified on their EHCP or may need additional literacy support in order to access the curriculum. These pupils are generally working towards achieving Level 1 or functional skills outcomes.

Pupils are carefully identified and selected for the nurture group. Evidence is collected from the EHCP, conversations with stakeholders and by completing pupil transition assessments pre-joining. It is important to state that being in nurture is not time phased and although some children may remain on the nurture pathway, many pupils will transition to a teaching group on our emerging or expected pathways when appropriate.

4.2. Nurture

The intent of our Nurture provision differs slightly in that it is designed to offer pupils who have missed out on early learning experiences and opportunities to form secure attachments, the means to flourish within school. It provides structure and a secure base that supports our more vulnerable pupils to feel safe and confident in their learning environment.

With a focus on literacy & numeracy, identified as the basic skills needed to raise self-esteem, the curriculum of our nurture group is designed to accelerate academic progress or restart it when it has stalled, leading to a shared enjoyment of learning and improved attendance.

Guided by the Nurture UK Nurture Principles and our own ASPIRE aims, we intend to improve the social, emotional and behavioural skills of our pupils enabling transition out of the nurture group and into KS3 classes on our emerging or expected pathways and/or life beyond Westbourne

The school is enrolled on the National Nurturing Schools Programme with the intention of becoming an accredited Nurture UK School by 2022.

Please refer to our **Nurture Policy** for further details about our nurture provision.

4.3. Post-16

Post-16 provision at Westbourne School offers an extended KS4 to existing students. Our overall objective is to ensure that pupils have the skills or qualifications they need to access further education and eventually employment. For pupils who join Westbourne School part way through KS4 or who have missed a substantial amount of education, this may not be possible by the end of the year 11; by offering an additional year to complete KS4 courses in full, we can ensure that each pupil has these skills and are therefore significantly more likely to engage and succeed with their next steps.

While we would expect the majority of pupils to leave by the end of year 11, we would expect all pupils to be ready to transition away by the end of year 12. This additional year will give us the time to work alongside the pupil and their family to address any significant gaps that present a barrier to accessing the community and other provisions. By this point, we would also expect that the pupil is ready to access new experiences and challenges.

Although we can, we would very rarely accept a direct referral to our post-16 provision.

4.4. Transition & Outreach Programmes

Where a young person is not yet ready to access a full timetable within the classroom, we work with parents/carers to develop bespoke curriculums to support them to achieve their personal objectives.

This may include a combination of the following

- Part-time timetables to support transition into school
- Reduced timetables to support student needs and interests
- Off-site pastoral intervention to develop self-esteem and sense of trust in the school. This may involve participation in outdoor activities.
- Access to specialist off-site educational providers, such as colleges.
- Home tutoring

4.5. Curriculum approach

Linking back to our intent:

‘To support all pupils by providing a secure foundation enabling them to accelerate their social and emotional development, achieve their academic potential and successfully access the best possible opportunities beyond Westbourne. This is underpinned by our **ASPIRE** principles, nurturing approach and a trauma informed curriculum.’

Our curriculum approach is strongly led by a desire to engage our learners in education. Our curriculum is therefore based on the National Curriculum and supplemented with additional vocational qualifications or activities to support pupil needs and interests.

4.6. Curriculum planning expectations

In planning the curriculum for each subject, subject leaders complete the following planning documentation

- Long term planning:
 - 5 year termly curriculum overview
 - Progression Flightpath for each pathway indicating expected outcomes for each year of learning.
- Medium term planning:
 - Curriculum plan -containing for each half term:
 - Subject statement of intent
 - Topic overview
 - Topic focus
 - Knowledge focus
 - Sequencing of key themes
 - Links to Nat-Cur/ external assessment objectives/PSHE/Careers
 - Potential trauma triggers
 - Subject specific vocabulary
 - Skills focus -indicating progression over time
 - Assessment (formal, informal/no-stake)
 - Trauma informed curriculum overview -indicating weekly overview of topics and identified trauma triggers (these are communicated to carers at the beginning of each term and teaching adjusted as necessary to best support learners).
 - Sequencing document -justifying sequencing decisions and identifying common misconceptions to be addressed in teaching.
 - Scheme of Learning or full bank of lesson resources clearly linked to the curriculum plan.
- Short term planning:
 - Evidence of lesson planning in relation to medium term plans

Please see Quality of Education Folder for examples of these documents.

4.7. Delivery of required education

Please see separate school policies for details of how the following subjects are delivered

- Relationships and sex education, and health education
- Spiritual, moral, social and cultural development
- British values
- Careers

4.8. Resources available to support curriculum delivery

All staff have access to a generous education budget with which books, stationary, subscriptions, equipment, teaching resources and CPD can be purchased. Staff and students have access to computers, iPads/tablets, printers photocopiers, internet, interactive whiteboards, whiteboards.

Teaching assistants are assigned to all teaching groups of more than 1 student, with a maximum student to staff ratio of 3:1.

5. Roles & responsibilities

5.1. 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)
- The school implements the relevant statutory assessment arrangements

- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

5.2. Head of Education

The Head of Education 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 a clear intent 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
- Personalised and transition curriculum are systematically reviewed to ensure suitability & progression
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board 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
- Parents & carers are consulted and kept informed of changes to their child's curriculum.

5.3. Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- Subject Leads are responsible for developing and implementing a coherently planned curriculum for their subject area that is sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- The SENCO is responsible for ensuring pupil EHCP needs are met.
- The Intervention Lead is responsible for supporting Subject Leads and the SENCO in delivering additional literacy, phonics, and numeracy sessions to support student progress.
- The Lead TA oversees the support provided to pupils by TAs and organises cover arrangements when needed.
- Teaching Assistants support pupils in class, with the long-term goal of developing resilient and independent learners.

The Assistant Head Teacher, Pastoral Lead and Pastoral Support staff support the SEMH and behavioural needs of our learners, helping them to become classroom ready. Where students are not classroom ready or require an extended programme in order to fully integrate into the AHT and Pastoral Team provide a crucial role in supporting the implementation of personalised or outreach curriculum.

6. 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 the National Curriculum, 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.

7. Monitoring arrangements

Please see Quality of Education Policy for details of how implementation of the curriculum is quality assured.

This policy will be reviewed every year by the Head of Education. At every review, the policy will be shared with the full governing board.