

# CACFO UK EDUCATION CENTRE



## **CURRICULUM POLICY**

**Approved by:** Governing Body

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**Signature:** *Debra Douglas*

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### **1. Introduction**

The curriculum includes all the planned activities that are organised in order to promote learning, personal growth and development of the whole child. It comprises not only the formal requirements of the new National Curriculum, but also the wide range of activities that the school organises in order to enrich the experience of our pupils.

The curriculum at CACFO UK is evolving according to the needs of our pupils and to the aspirations of the staff and the wider community, as such we are continually reviewing and improving the curriculum we offer to our pupils.

### **Values**

Our curriculum is underpinned by the values that we hold dear at CACFO UK. The curriculum is the means by which the school achieves its objective of educating our pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. We value pupil's uniqueness, we listen to the views of individual pupils and we promote respect for diverse cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community. We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty.

We want to enable each person to be successful, and we provide equal opportunities for all our pupils. We will strive to meet the needs of all our pupils and to ensure that we meet all statutory requirements regarding inclusion. We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

### **Aims and objectives**

We aim to teach our pupil's how to grow into positive, responsible people, who can work and co-operate with others while developing their knowledge and skills, so that they can realise their true potential.

Our Aims are:

- to enable all pupils to learn and develop their skills to the best of their ability
- to be able to live and work co-operatively with others.
- to promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning
- to fulfil all the requirements of the National Curriculum in the subjects; English, Mathematics and Science,
- to teach children the basic skills of literacy, numeracy, science and computing
- to enable children to be creative and to develop their own thinking
- to enable children to be positive citizens in their community and wider society
- to enable children to have respect for themselves and high self-esteem
- To enable children to understand their cultural heritage

For more information on our intent, implementation and impact see appendix 1

## **2. Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2015](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## **3. Roles and responsibilities**

### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the headteacher 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
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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 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

### **3.2 Headteacher**

The headteacher 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
- 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

### **3.3 Other staff**

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

English, mathematics, science and computer science teachers will ensure that they follow the national curriculum when planning schemes of work and lesson plans and the delivery of these lessons.

Citizenship teacher will ensure that pupils have an understanding of democracy, government and the rights and responsibilities of citizens as well as promote British values.

PSHE teacher will ensure that pupils are taught health and wellbeing, living in the wider world and healthy relationships.

## **4. Organisation and planning**

The curriculum is a driver for pupils to develop their communication skills, social skills, manage their own feelings and behaviour and to make good choices with adult support.

The current curriculum offers:

- Mathematics
- English
- Science
- Computer science
- PSHEE

- Citizenship
- Physical Education
- Social/Personal Development
- Creative Arts - music
- Art & Crafts

CACFO UK works with multiple external agencies to further support our pupils' development. This includes mentoring, counselling, career advisors to name a few.

- The curriculum approach focuses on the core skills of numeracy, literacy and develops the personal, learning and thinking skills of all pupils. It promotes balance, relevance, differentiation, progression, continuity and coherence.
- The plan of study follows the national curriculum in the core subjects English, mathematics and science.
- The curriculum promotes artistic development, physical activities and social and personal development.
- Computer science is taught as a standalone subject.
- ICT skills are used across the curriculum to help with transfer of knowledge and application
- Literacy and numeracy are taught across the curriculum to build on the literacy and numeracy skills
- The curriculum covers the following:
  - Health and wellbeing
  - Living in the wider world
  - Relationships
  - Spiritual, moral, social and cultural development
  - British values
  - Careers guidance
  - Safeguarding issues
- Schemes of work and lessons are planned on a termly basis.

## **5. 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

Further information can be found in our statement of equality information and objectives.

## **6. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits, meetings with the school leaders and headteacher's report to the governing body.

Headteacher will monitor the way the subjects are taught throughout the school by:

- Lesson observations
- Staff self- evaluation
- Student self-evaluation
- Planning scrutiny
- Learning walks
- Book scrutiny

Subject teachers also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the head teacher and governing body.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Teaching and Learning policy
- Assessment policy

## **Appendix 1**

### **Curriculum statement of intent, implementation and impact**

#### **Intent**

Our curriculum is structured to provide pupils with a course of study that aims to bridge any gaps in their learning whilst they were out of school, beginning with building on the results of their baseline assessments, in addition to stretching and challenging pupils to try and reach their potential.

We aim to provide at minimum the foundational knowledge and skills in English, math, science and computer science to enable them to fully access the national curriculum on their return to mainstream.

We promote literacy across the curriculum to develop good readers and writers as well as develop an interest in reading for pleasure. In math, we aim to get pupils to understand the practical everyday uses of math and for key stage 3 to have the key skills which help them move on to key stage 4. For key stage 4 pupils, we aim to get them to at least reach the foundation level whilst offering opportunities for stretch and challenge. In science, our intention is to show pupils how science works and that it is such a big part of our everyday lives. In our delivery of the subject we aim to instill an interest and foster the natural curiosity pupils have in science and encourage those inclined to go on to develop a further interest in Science, technology engineering and mathematics (STEM).

We will provide opportunities for different types of physical activity to keep pupils fit and healthy and take a healthy approach to life from their understanding of how the body works, taking into consideration their own ability to keep healthy.

We aim to provide pupils with the skills and knowledge to keep themselves and others safe as well as provide the knowledge and application of skills to identify and practice healthy relationships while becoming good and worthwhile citizens.

To provide an opportunity to explore their abilities in art, music and literature.

To build leadership qualities and provide empowerment opportunities whilst sparking interests in different career opportunities.

We aim to address wellbeing and mental health issues to develop our young people to be resilient and by addressing the personal and social aspects of their lives, to help them cultivate a 'growth mind-set' and become responsible and independent learners who can access the curriculum in a mainstream setting or equivalent.

Overall, all pupils will have an opportunity to access the national curriculum with equal opportunities to get them to a point where they are not too far behind their peers in mainstream and can have a smooth transition back into mainstream education.

#### **Implementation**

Teachers are knowledgeable in their subject areas and are encouraged to keep up-to-date with subject knowledge from educational websites, INSET and meetings to keep abreast and explore new and interesting ideas and pedagogy.

We use a number of different monitoring tools to help deliver interesting lessons such as lesson observations, lesson evaluation, book scrutiny and multi-focus learning walks to name a few.

We promote positive classroom behaviour and work closely with home to ensure all parties understand what good behaviour looks like and the skills required to return to mainstream education.

Lesson objectives are clearly stated and discussed with pupils which they write in their books. Questioning regularly takes place during formative and summative assessments and end of topic or unit tests are done as well as end of term exams.

Pupils are provided with knowledge organisers so that they have in one place all the main knowledge and key points that pupils need to know for each subject. Pupils get opportunities to practice exam style questions to support in preparation for assessments and exams. In the core subjects English, math, science and computer science, there are two recorded graded pieces of work for each half term which enables us to track progress.

Teachers are encouraged to always build on pupils' prior knowledge to take pupils to the next stage of learning. This is most times done through questioning and recalling facts which are used to relate to other areas of learning.

Opportunities are provided through plenaries for pupils to explain what they understand and the end of each lesson. Teachers check what students know that they did not know previously, what they remember and what they can do better as a result.

## **Impact**

As a result of the intent and implementation, pupils have developed resilience to how they approach their learning. They have made progress in their learning in all subjects which the pupils themselves can identify.

Pupils' reading and spelling have improved since their baseline assessment results, and pupils have had a chance to look at their starting points, identify where their difficulties lie and are given clear guidance on how to improve their work and with their teachers on how to achieve their target grades. Effective marking and feedback have allowed students to improve on pieces of work completed and a chance to have an input into what they could have done better.

Pupils have developed a growth mind-set which has helped them to become responsible and independent learners who are ready to return to mainstream education.