



Curriculum Policy

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1. Curriculum Intent

Myles Academy caters for young people who have been diagnosed with a range of complex difficulties which have affected their ability to be successful in previous settings. Their needs have sometimes resulted in negative behaviours which have become barriers to their learning. We intend to offer a nurturing learning environment that provides social and emotional support alongside a targeted curriculum. Myles Academy believes that the curriculum embraces all that is learned: via lessons, social times, therapeutic input and role modelling by the adults and peers around them. With this in mind, we are promoting an ethos of Rules, Responsibilities, Rights and Routines (Four R's) in all that we do.

We aim to teach our young people to grow into citizens who are able to work and co-operate with others, whilst developing their knowledge and skills so that they make progress from their different starting points and celebrate both academic and personal success.

Myles Academy meets the needs of our pupils by paying due regard to national expectations, as set out by the DfE, and utilising a personalised learning approach to meet individual pupil needs.

Such an approach is required because pupils referred to us have a wide variety of educational backgrounds and life experiences that often involve serious trauma. Due to these experiences their attainments may not match those expected of their peers. Our pupils may have EHCPs, be school phobic and more than likely will have significant gaps in their learning. The flexibility we build into our whole school approach enables pupils to experience a broad, balanced curriculum in which they acquire skills, knowledge and make progress commensurate with their ability.

2. Curriculum Aims

Our aim is to have a high academic ambition for all pupils supported by a broad curriculum prioritising a strong academic core of subjects to enable our learners to develop knowledge, understand concepts, acquire skills and build confidence to help them grow into well-adjusted young adults. Our Curriculum Offer allows our learners the opportunity to graduate from the school with qualifications which will open up opportunities in further education and also allows them to take part in important Personal Growth and Wellbeing (PGW) lessons, creative lessons, sports lessons and outdoor pursuits to help them develop important key interpersonal skills focusing on their behaviour, social and emotional needs.

Literacy, Numeracy and PGW form the foundations of our curriculum. English and Maths are embedded discreetly in all subjects to re-enforce learning. We ensure that core subjects are taught in the mornings when our students are more focused. In the afternoon the curriculum becomes more practical, vocational and personalised.

Our approach to teaching and learning helps to support our pupils in becoming positive, responsible individuals who can work and co-operate with others in whatever environment they may find themselves once they have left school. By doing this we aim to encourage pupils to:

- ♥ Be kind, considerate, compassionate and tolerant.
- ♥ Respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- ♥ Know how to work independently.
- ♥ Develop a personal awareness of their own spiritual self and an understanding of right from wrong.
- ♥ Lead healthy lifestyles.
- ♥ Develop an understanding of the rights and responsibilities that all of us have in society.
- ♥ Behave appropriately.
- ♥ Equip them for further education and employment.
- ♥ Know about the world, how the environment has changed over time and how they can contribute to future progress locally, nationally and globally.
- ♥ Engage with the curriculum offer.
- ♥ Understand the importance of truth and fairness, so that they are able to recognise discrimination and stereotyping, and to challenge it.
- ♥ Work towards their goals.
- ♥ Develop their competencies in literacy, numeracy, and information and communication technology (ICT).

Myles Academy achieves this by:

- ✓ Providing a fun, stimulating and challenging learning environment which enables young people to feel respected, safe, secure, valued and happy
- ✓ The promotion of high standards without inequalities in attainment
- ✓ Reflecting our high expectations through encouraging independent learning and self-discipline.
- ✓ Establishing a mutually supportive partnership, in which parents and staff share responsibility for the education of the students.
- ✓ The setting of targets for both learning and teaching standards
- ✓ Promoting an awareness of, and respect for, a diversity of cultures, values and beliefs and abilities (in all subjects) and by working together to create a caring community of learners, where every student feels safe and valued.
- ✓ The delivery of PE and PGW lessons
- ✓ The delivery of Employability Skills, Short Courses and Citizenship
- ✓ Via our Positive Behaviour Policy
- ✓ Offering alternative modules and Short Courses to allow for progression in different subject areas

3. Curriculum Inclusion

For learners with high levels of SEND – our curriculum is tailored to the individual via a student pathway approach, but still designed to be ambitious and to meet their needs. Where a student has an EHCP, we also make provision to meet the requirements set out in the plan.

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

- More able pupils
- Pupils with low prior attainment
- Gifted and talented pupils
- 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.

We recognise that our learners are individuals and that a 'a one size fits all' approach will not work. Our chosen qualifications are inclusive and accessible; available from pre E1 to L3. Lessons will be differentiated, engaging and fun whilst incorporating dedicated resources or support and catering for a range of learning styles.

Pupils will have individual, personalised timetables, bringing them together as small groups of no more than 6 in core subjects based largely on their current Key Stage and ability. However, groupings will also take account of individual risk assessments and group dynamics.

Myles Academy is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and children.

Myles Academy will not discriminate against any job applicant, employee or young person because of any protected characteristic, namely:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Compliance with the Equality Act 2010 is the responsibility of all members of staff. Myles Academy does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation. Discriminatory treatment, bullying or harassment of staff or young people by visitors will also not be tolerated.

Further information can be found in our **Statement of Equality** and in our **SEN policy**

4. Curriculum, Teaching and Learning

The National Curriculum informs our planning, but we operate a predominately Functional Skills and Personal Development led curriculum. It has been developed to increase each student's knowledge and skills across a broad range of subjects such that they make good progress according to their ability and to instil emotional resilience. The curriculum is constantly under review, taking account of the changes in the needs of our students and of those of our society.

We aim to do this in a fun and exciting environment so that our students become self-motivated, able to think and learn for themselves and enabled to apply their intellectual, physical and creative skills.

Our staff are enthusiastic and have good knowledge of the subject matter being taught. We carefully match the qualifications and skills of teaching staff to the lessons they deliver and they adopt teaching methods applicable to the students in the group and subject dependent.

We have high expectations of teaching and learning; teaching on a regular basis should be of a good or better standard. We monitor the quality of teaching and learning by recognising that we are all learners within a community of learning and that, as learners, we continue to develop our expertise and professionalism.

The full range of teaching styles is used from whole class teaching through to independent exploratory work. The appropriate teaching style is used for each learning event so that learning objectives can be met, and outcomes successfully achieved. Pupils learn best when:

- Lessons are lively, stimulating and interesting
- The provision is challenging and appropriately matched to the needs of the individual pupil
- A variety of teaching and learning styles are employed within a course of study/individual lesson
- Pupil success is celebrated in a range of different ways.

Pupils in Key Stages 3 & 4 will experience a curriculum that promotes both personal and academic development through a range of qualification pathways that will enable them to pursue their life ambitions. This will be supported by appropriate advice, information and guidance to suit each individual. Pupils in Key Stages 4 will also have access to independent career advice and to work experience opportunities.

We ensure that no student is discriminated against by making reasonable adjustments to account for their needs and ensuring that all are treated fairly and equally.

Some examples of effective teaching and learning practices within the classroom are:

Questioning strategies

- Open-ended questions (What if? How might?)
- High order questioning (Synthesis/Evaluation)
- Prompting questions
- Making use of visual stimuli/resources

Intervention/interaction with pupils

- Peer support
- Formative marking
- Praise/sharing good practice with whole group

Rewards

- Positive reinforcement to remove barriers to learning and progress
- Differentiation by task
- Open ended tasks
- Choice of task or style of response
- Choice of entry and exit points

Differentiation by support

- Use of teaching assistant
- Mentors
- Resources

Teacher intervention

- By pace/time
- Pupils allowed more/less time
- Waiting time in response to teacher questions
- Time for review/evaluation
- Number of tasks required

We believe that good role models, encouragement and a positive reward system will lead to good behaviour. The Behaviour Policy outlines how best we encourage good behaviour through a series of effective strategies that encourage all the students to behave responsibly both in and out of school. We understand that students learn in different ways and respond to different types of input (visual, auditory or kinaesthetic) therefore our teachers will deliver teaching in different ways to address the needs of each student.

5. Our Curriculum including Roles and Responsibilities

Subject	Level /Certification	Awarding body	GCSE Equivalent
Maths Functional Skills	E1, E2, E3, L1, L2	Pearson / AQA	Entry level 1-3
English Functional Skills	E1, E2, E3, L1, L2	Pearson / AQA	This is similar to having: 1 GCSE below grade G or level 1
Science/Applied Science	E3 / L1 Award/Certificate/ Diploma	Pearson / AQA	
ICT Functional Skills	E1, E2, E3, L1, L2	Pearson	Level 1 A level 1 qualification is similar to having a GCSE at grades D–G or 1-3.
Employability and Development Skills	E3,L1/L2 Award	Pearson / ASDAN	
Personal Growth and Wellbeing	E3, L1, L2 Award / Certificate	Pearson	Level 2 A level 2 qualification is similar to having a GCSE at grade A*–C or 4-9.
Sport and Fitness	E3, L1 Award	ASDAN	
Short courses and qualifications: <ul style="list-style-type: none"> • PSHE • Food Wise • History • Geography • Environmental • Vocational Taster • Leadership • Enterprise • First Aid 	Entry Level but count towards PSD award/certificate.	ASDAN / St Johns Ambulance	
Personal Progress Qualifications: <ul style="list-style-type: none"> • Employment Independent living • Good health • Community inclusion. 	Working at Entry 1 or below.	ASDAN	

Non-Qualification Programme Activity

- Enrichment
- Computing
- Enterprise
- Art

Non-Qualification Holistic Curriculum Offer

- Mindfulness
- Spiritual, Moral, Social and Cultural Vocational Experiences
- Community and Charitable Programme
- Work Experience

The Headteacher and SLT are responsible for ensuring that this policy is adhered to, and that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a broad and balanced curriculum that includes English, maths, science and personal growth and wellbeing
- Proper provision is made for pupils with different abilities and needs, including those 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
- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives that 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 proprietor and Senior Leaders
- They manage requests to withdraw children from curriculum subjects, where appropriate
- They provide good quality accommodation and good quality, appropriate resources
- Individual Education Plans (IEP) are written for those students with SEND
- Regular communication is maintained with the parents/ carers and the student regarding the IEP

We believe that parents and carers have a fundamental role to play in helping students to learn; to this end we do all we can to inform them about how their students are learning and achieving by: -

- Holding parent/carers afternoons to explain our school strategies and target setting days
- Sending reports to parents/carers, in which we explain the progress made by each student and indicate how the student can progress or improve further
- Maintaining strong lines of communications with all parents/carers

6. Progress and Assessment (See also Marking and Feedback Policy)

Assessments are integral to planning the next steps of learning, and individual progress will be tracked in an abundance of ways as highlighted on the schemes of work. Functional English and Maths BKSBS Assessments, Reading Age and Spelling Age assessments will take place once every academic term to monitor progress and areas where the young person may need support. Various interventions are then implemented and suitably tailored for individual needs, providing additional opportunities for pupils to succeed.

The school also has a high ratio of teaching staff to pupils and we also have a close working relationship with parents/ carers; both of these factors enable us to know the students well, be able to assess their needs and to plan lessons to take account of each student.

Assessment is on-going and in a variety of formats (not exhaustive).

Formative	Marking and feedback	Quizzes	End of topic assessment	Peer/self-assessment
Summative	Controlled assessment	BKSBS Initial Assessments	BKSBS Diagnostic Results	

The assessment process enables teachers to be able to accurately plan and then deliver appropriate work and also allows us to see each student's progress. Progress, assessed through a variety of means, is measured on a regular basis, targets set, and lesson plans put in place.

Informative assessment takes place continuously in the classroom and comprises of: -

- well understood learning objectives, which are shared with the students
- plenaries being used as assessment opportunities
- effective teacher questioning
- observations of learning
- analysing and interpreting evidence of learning to inform future planning
- sensitive and positive feedback to the students

We do this by:

- Weekly in – house interventions
- Half termly 'teacher' based assessments
- Termly online progression testing and diagnostic testing
- Recording test scores and analysing the data

The Headteacher monitors whether the school is complying with its funding agreement and teaching a broad and balanced curriculum, which includes the required subjects, through SLT meetings which will review the Curriculum Policy, Curriculum Schemes of Work, Curriculum Rationales and Curriculum Overviews.

Termly learning/ classroom walks are carried out by the SLT. These are recorded and individual feedback is given. The overall grade is shared and discussed at the following curriculum meeting. Actions are identified via any findings.

Teaching Staff

Teaching Staff have responsibility for subject SOW, Rationale, Curriculum Overviews and monitoring the way in which resources are stored and managed.

Informal Curriculum

Our informal curriculum includes events and themes led by staff and pupils in conjunction with the SLT. These include charitable events such as Red-Nose Day, Remembrance Day, Macmillan Coffee Morning. Other events are designed to address specific issues that may affect our young people such as Anti-bullying Week, Knife Crime, County Lines and Consensual Relationships. In addition to obvious events, our informal curriculum means that we seek to take every opportunity to model acceptable and positive behaviours promoting The Four R's. We display expectations for good manners in the dining room, for example. Staff encourage pupils to say please and thank you, to assist with doors or carrying things – and to model these good manners all the time.

7. Post 16

Our Post 16 curriculum builds on the life skills and independence that runs through the curriculum, especially in key stage 4, providing new opportunities for our pupils.

Pupils participate in a range of courses and activities building up a portfolio of evidence to support accredited learning at a level to suit their learning needs and ability.

Our courses are accredited by Pearson and ASDAN and include modules to support achievement of awards, certificates and diplomas in Personal Progress, Employability and Personal Growth and Wellbeing.

Targets are set for each pupil using individual learning maps. These are taught through our course structure, challenging students in an age appropriate and often vocational context, then mapping that progress, ensuring that we not only monitor which and how many awards pupils are achieving but also how they progress within the unit, moving from experience to engagement and then to independence.

A much greater emphasis is placed on community learning, managing their own time, taking responsibility for tasks and having as much control as possible over personal care and daily living activities. Curriculum content is delivered, where appropriate, through community and school-based activities maximising engagement and ensuring meaningful and relevant learning experiences.

We work alongside a range of community partners, enabling us to utilise a range of expertise and environments.

8. Homework Policy

Myles Academy does not set formal, required homework. The young people at our school are very often not in emotional or physical 'places' that are going to allow them success in this area and we do not wish to penalise pupils for being unable to complete homework tasks. Therefore, we provide suggestions for extended learning opportunities that pupils can complete, perhaps with parent/ carer assistance, which will complement the theme being taught. Pupils are also encouraged to read and learn spellings at home, for example. Pupils' independent work will be recognised and celebrated. Any resources required for independent study, e.g. reading books, revision packs and so on are provided by school.

9. Impact

The impact of our curriculum can be measured via formal accreditation. However, improved attendance, reductions in poor behaviours, increased engagement in lessons, increased numbers of Reward Points gained, staff, parent/ carer and pupil surveys, BKSB assessments and the Pastoral Intervention Program will all provide evidence of curriculum success. Our curriculum is in its infancy and we will use these ways of measuring impact to evaluate and develop our curriculum accordingly.

This policy will be reviewed annually.