

# Curriculum Policy

## Cherry Tree Learning Centre



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### **1. Curriculum Aims**

Cherry Tree Learning Centre is intended to support children back into full time education, for those whose experiences have been interrupted by a period of time missed due to ill health. The curriculum will support learners, both socially and academically, to transition back into their home school, special provision or the next phase of their education, whatever and wherever that may be.

Cherry Tree does this by:

- Creating a bespoke reintegration support strategy into a full-time school setting, consulting with agencies to ensure each student has the support they need to make positive steps to re-engage with, and move forward in, their education
- Having high expectations for all students to allow them to achieve their potential
- Teaching students to become resilient, able to overcome barriers, and be determined learners
- Tracking achievement in wider skills relating to social and emotional aspects of learning, and celebrating each and every gain
- Preparing students to integrate into a future provision whatever and wherever that might be
- Teaching students to be curious about the world around them and the important part they play in it

Our curriculum seeks to:

- Provide access to a personalised education, bridging gaps in skills, knowledge and promote emotional readiness, to enable students to achieve in their next stage of education
- Have a broad and balanced curriculum at Key Stage 3, teaching English, Maths, Science, Art, Humanities, ICT and PSHE
- Teach key subjects at GCSE: English Language and Literature, Maths, Double Award Science, Religious Studies, and Art; organise access to additional GCSE subjects where appropriate, through partnership work with their mainstream setting
- Allow all students to produce a folder of achievement of the additional skills acquired through activities such as Skills Builder, ICT functional skills, a First Aid course, and Food Hygiene certificate
- Foster competence in, and a love of reading through the school wide Accelerated Reader, and 'Stop, Drop and Read' sessions

- Ensure Social, Moral, Spiritual and Cultural (SMSC) issues, Global Citizenship and PSHE remain a key element and are intrinsic in all teaching
- Give students opportunities to explore options in further education, apprenticeship and employment locally through the 'Look to the Future' program in year 11; including visits and trips
- Ensure students are given advice and support in their transition to post-16 education through an organised careers education programme, supported by an experienced Connexions advisor

**Ensure that all students can build transferable skills that will enable them to be confident, resilient and independent young people that are successful.**

## **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 we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

## **3. Roles and responsibilities**

### **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.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) Religious Studies, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND).
- 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 that is appropriately resourced.

### **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 SEND.

### **Other Staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The following members of staff have responsibility within the curriculum:

Curriculum Lead: Mrs Victoria Howard

KS3 Curriculum Lead: Mrs Rachel Kulyk

KS4 Curriculum Lead: Mr Craig Powers

KS3 Leader of Learning: Mr Peter Jones

KS4 Leader of Learning: Mr Gareth Preston

Maths Lead: Mrs Manjula Dean

English Lead: Mrs Tess Olive

Science Lead: Mrs Donna Thomas and Mr Gareth Preston

RS/ PSHE Lead: Mrs Claire Lawson

Art Lead: Mrs Nina Soni

ICT Lead: Mrs Rachael Richardson

KS3 Humanities lead: Mr Peter Jones

## **4. Organisation and planning**

### **The Curriculum**

As CTLC works with a whole range of pupils in terms of age; ill health; aptitude; cultural diversity; social background and personal needs, the curriculum provided by CTLC will be specifically designed to cater for the requirements of their pupil intake. The curriculum therefore looks for opportunities to develop skills as well as academic achievement.

Processes for assessment, recording and reporting pupil attainment, progress, personal development and relationships, are developed and applied according to procedures laid down in the associated CTLC policies. Our curriculum design is specific to meet the needs of our pupils using as relevant;

- National Curriculum requirements at Key Stages 1-4
- 2011 Education Act
- Qualifications and Curriculum Authority (QCA) guidance
- Ofsted
- Current DfE guidance relating to specific groups

### **Curriculum Structure**

The taught curriculum is structured within 27 lessons each week with the addition of 3 lessons on a Wednesday afternoon of Curriculum Enhancement for Key Stage 3, Year 10 and Careers Education for Year 11.

### **Key Stage 3 Curriculum**

The KS3 curriculum meets statutory requirements and is designed to be broad and balanced but flexible enough to meet the changing needs of our cohort.

Literacy development builds on work from KS2 and follows the KS3 framework. A targeted reading programme (Accelerated Reader) is used to enhance reading skills, and determine additional support needed for certain individuals. Fresh Start phonic interventions are provided for highlighted readers.

Mathematics builds on work from KS2 following the KS3 framework and offers a mastery approach.

In class Interventions through 'Bridging the Gap' are offered to all pupils based on need.

KS3 curriculum structure comprises of:

- Core Subject: English, Mathematics, Science
- Subjects: Activities, PSHE, ICT, with Art and Humanities taught through a thematic approach.
- Curriculum Enhancement : following the Skills Builder framework, First Aid, Food Hygiene and other certified awards.
- Taught through the curriculum: Careers Education.

### **Key Stage 4 Curriculum**

The KS4 curriculum meets statutory requirements and is designed to be broad and balanced but flexible enough to meet the changing needs of our cohort.

A targeted reading programme (Accelerated Reader) is used to enhance reading skills and help determine additional support needed for certain individuals. Fresh Start phonic interventions are provided for highlighted readers.

In class Interventions through 'Bridging the Gap' are offered to all pupils based on need.

'Look to the Future' is a programme Year 11 pupils follow on a Wednesday afternoon in preparation for Post 16. Connexions offer support and guidance to all Year 11 pupils.

KS4 curriculum structure comprises of:

- English Language & Literature, Maths, Double Award Science, RS, Art, ICT Functional Skills, Activities, Food & PSHE
- Careers Education :Look to the Future

### **Remote Learning**

Opportunities for blended learning are in place to support departments in delivering their curriculum so it is suitable for both teaching in the classroom and online. This includes online learning resources that can be accessed by children for both learning and carrying out assessment. These, along with the GSuite and AV1 will be used to ensure a broad and balanced curriculum is available, even when students are unable to attend the school building. For more information relating to the processes in place for remote learning, please refer to the schools' Remote Learning Policy.

### **Curriculum Design**

All subjects have designed and sequenced their curriculum based on being a Short Stay Centre, and supporting students to be able to reintegrate into their named setting, having had high quality and relevant learning activities. KS3 is a consolidated curriculum, which covers the key skills and knowledge of the key subjects. GCSE courses are taught at KS4 and sequenced with consideration of the mainstream settings in the authority. All departments have a road map (outlining key teaching throughout each key stage), and schemes for learning for each component. For further information relating to specific subjects, please see the schools' website, or contact Mrs V.Howard by email, [vhoward@ctlc.org.uk](mailto:vhoward@ctlc.org.uk)

### **PSHE and Spiritual, Moral, Social and Cultural development (SMSC)**

PSHE is taught as discrete lessons throughout the curriculum. Relationships and Sex Education are taught within this programme, with additional sessions delivered by external agencies (see RSE policy). KS4 have a weekly PSHE lesson. KS3 have two PSHE

lessons per week. SMSC is intrinsic within the curriculum and as part of the school ethos. In Tutor time weekly themes are explored.

## **Values Based Education**

We uphold a set of core values, which underpin everything we do at Cherry Tree. We are keen to promote a values based educational experience for the young people attending our setting. The values of resilience, respect, compassion, co-operation, hope, honesty and trust are modelled by staff and pupils. They are embedded throughout the curriculum and taught explicitly through the vehicles of PHSE, RSE, SMSC and form part of our assembly cycle. Students are made aware of the values they are using through modelling by staff and positive reinforcement.

## **5. Inclusion**

Pupils within CTLC have a pupil profile which outlines their specific needs and strategies to support. These relate to anything that may lead to a potential barrier to learning including social and emotional or medical needs, disabilities, SEND, prior attainment, EAL or economic background. The profile is prepared in consultation with the pupil, parents/carers/other agencies and named school, where appropriate. Realistic targets are agreed with the pupil, following a period of assessment. These are regularly reviewed and shared with the pupil and parents/carers/other agencies. An exit strategy for future reintegration is discussed at the outset.

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
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study the National Curriculum, wherever possible, and ensure that barriers are reduced.

Cherry Tree will consult with medical professionals to ensure a curriculum that is challenging, while taking implications of ill health into consideration. Where no medical evidence to the contrary is provided, students are expected to access a full curriculum.

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 SEND policy and information report.

## **6. Monitoring arrangements**

Governors monitor the school's compliance with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Regular discussions between the Assistant Heads, Leaders of Learning and teaching staff.
- Monitoring the use of the Google Drive and reviewing planning materials, including Road Maps, Action Plans & SFL and Strategy documents.
- Pupil and parent voice.
- Cherry Tree is a member of Challenge Partner's which includes an annual review from an external team of peers and the opportunity for leaders to attend another school to do the same. A report is produced with 'even better if' statements to support the development of the curriculum.
- The Trust has also employed a School Improvement Advisor, who conducts 'deep dives' to review teaching, learning, planning and progress within subject areas. There is regular reporting of curriculum matters to the LGB by the Headteacher.

This policy will be reviewed annually by the Assistant Headteachers. At every review the policy will be shared with the full governing board.

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

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEND policy and information report
- Equality information and objectives
- Teaching and Learning policy
- Curriculum area on website
- SRE/PSHE and SMSC policies
- Remote learning policy