

Curriculum Policy

Arise Academy



Reviewed by:	Headteacher	Date: September 2024
Approved by:	MD Education Services	Date: September 2024
Next review due by:	September 2025	
Policy ref:		
Version: 6		

1. Introduction and Purpose

At Arise Academy, we believe that the curriculum is **'everything that a pupil experiences from the moment they enter the premises.'** This includes all the planned activities that are organised in order to promote learning and personal growth and development. It not only the consist of the qualifications offered, but the range of extra-curricular activities that the school organises in order to enrich the experience of pupils. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. This document outlines our vision, values, and the guiding principles that shape our curriculum.

2. Vision and Values

At Arise Academy our vision is to be a source of inspiration for our young people, where collaboration flourishes, and every student, regardless of their unique needs, finds a dependable and compassionate support system. We aspire to empower our young people to rise above challenges, fostering an inclusive and nurturing environment that leads to lifelong success and fulfilment. Our aim is to support our young people to become confident and independent adults.

2.1 The educational vision and curriculum design for our academy curriculum recognises that:

- Although the pace of change in society and the workplace is increasing, the foundations of a strong education remain. We believe that all our pupils deserve a curriculum that provides them with secure and flexible knowledge across a broad range of subject disciplines;
- Young people have, and will have increasingly, greater access to information and learning material independently of school. However, formal education remains the most important way in which young people gain the knowledge and 'cultural capital' they need to thrive and succeed in their future lives;
- Curriculum delivery should involve the flexible use of all adults, as well as teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

2.2 Our Curriculum Policy is based on the following aims and principles:

- To have pupils at its heart, putting their interests above those of the institution.
- To offer a broad curriculum that is differentiated to meet the individual abilities of each student, providing tailored support and challenge.
- To prioritise the development of social skills, fostering positive interactions, empathy, and effective communication.
- To provide a safe and supportive environment where students can build emotional resilience and well-being with an atmosphere of tolerance and mutual respect.
- To equip our students with practical life skills to enhance their independence and prepare them for the challenges of adulthood.
- To offer specialised support services, such as speech therapy, occupational therapy, and counseling, to address specific needs.
- To support effective transition to further education.
- To involve the community and other stakeholders.
- To integrate assistive technologies and adaptive resources to enhance learning and communication.

- To ensure it complies fully with the requirements of the Equality Act 2010, particularly in respect of pupils with protected characteristics as defined by the same Act.

2.37 C's Learning Portfolio

To achieve the aims and principles we employ our strategies around the core principles of the 7 C's learning portfolio: Curriculum, Cognition, Control, Communication, Compassion, Creativity, and Co-ordination. This provides a comprehensive framework for holistic development that celebrates many areas of SMSC and fundamental British values

Cognition: At the heart of our curriculum is the development of cognition. We aim to provide students with the tools they need to think critically, solve problems, and make informed decisions. Our instructional strategies are designed to meet students at their current cognitive levels and provide opportunities for growth. We employ personalised learning plans and adapt teaching methodologies to suit individual needs, ensuring that cognitive development remains at the forefront of our educational approach.

Control: We believe that empowering students with a sense of control over their learning is essential for their holistic development. Our curriculum encourages self-regulation, self-awareness, and the development of executive functioning skills. Students are given opportunities to set goals, make choices, and take ownership of their learning journey, promoting independence and self-confidence.

Communication: Effective communication is a cornerstone of success in life. Our curriculum emphasises the development of both expressive and receptive communication skills. We provide a nurturing environment where students can enhance their verbal and non-verbal communication abilities. We also prioritise augmentative and alternative communication methods for those who require them, ensuring that every student has a voice and can connect with others.

Compassion: Compassion is an essential aspect of development, promoting empathy, social awareness, and emotional intelligence. Our curriculum incorporates social and emotional learning activities that encourage students to understand and manage their emotions, develop positive relationships, and become caring members of the community. We emphasise the value of diversity and inclusion, fostering an environment where kindness and acceptance are celebrated.

Creativity: Creativity is a catalyst for innovation and personal growth. Our curriculum provides ample opportunities for students to explore their creative potential. Through art, music, drama, and various hands-on activities, we nurture imagination and original thinking. We understand that creativity can manifest in different forms, and we encourage students to express themselves in ways that resonate with their individual talents and interests.

Co-ordination: Co-ordination encompasses physical development and motor skills, which are crucial for overall well-being. Our curriculum includes activities that promote physical fitness, fine and gross motor skills, and sensory integration. We provide adaptive physical education programs to address the unique needs of our students, ensuring that they can engage fully in physical activities and maintain a healthy lifestyle.

3. Scope

3.1 The Policy applies to all leaders, teaching and professional services support staff.

4. Regulatory matters relating to the curriculum

Arise Academy satisfies the regulatory requirements for the quality of education we provide in the following ways:

4.1 The school has a written curriculum policy which is laid out in this document and supplemented by various further academic policies detailed below:

Teaching & Learning Policy
Behaviour Policy

4.2 Section 4 below explains how the curriculum is structured. The school's written curriculum policy, curriculum plans, schemes of work and lesson plans are carefully constructed and refined over time to take into account the ages, aptitudes and needs of all our pupils as they all have Education and Health Care (EHC) plan.

4.3 As stated in our curricular aims above, Arise Academy's curriculum promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

4.4 The school provides full-time supervised education for pupils of compulsory school age. The school has no pupils below compulsory school age but in KS5 pupils above compulsory school age are provided for by a full programme of activities appropriate to their needs, including academic and co-curricular programmes. We give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and creative education. Departmental schemes of work are set up to ensure that lessons are well planned, and that instruction proceeds at an appropriate pace.

4.5 As befits our school aims and ethos, we have a full programme of personal, social, health and economic education. The PSHEE programme encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a).

4.6 The school is fortunate to possess an excellent Careers department which provides accurate, up-to date college admissions and careers guidance that is presented in an impartial manner, enables students to make informed choices about a broad range of Higher Education and career options and encourages them to fulfil their potential. The Careers Department is staffed by a full time Head of Careers, who curates the programme as well as events such as the Careers Fairs with external guests for all year groups.

4.7 All Arise Academy pupils have the opportunity to learn and make progress. Differentiation is at the heart of our Teaching & Learning policy. Our reporting and tracking practice allows us to make appropriate interventions and adapt pupils' programmes to suit their needs. We use baseline assessment data to inform these interventions and pride ourselves on our success with providing bespoke programmes for underachieving pupils. We incorporate relational practices to support pupils who are struggling to engage with the curriculum.

4.8 Arise Academy provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society through the content of our lessons and activities, our numerous offsite trips and visiting speakers who address our pupils. We connect with local businesses and organisations to offer work-based learning experiences for students as they transition to adulthood.

5. Organisation and Planning of the Curriculum

Each subject plans its curriculum in four 'layers'. Each subject area will keep these plans under continuous review.

5.1 Subject Curriculum Intent Statements:

Subjects follow the principles of the 7 C's portfolio and embody this in their day-to-day teaching. From this flows the 'subject curriculum intent statements'. These set out the aims, purpose and rationale for the curriculum in each subject at Arise Academy.

5.2 Long-Term Plan:

This shows the chronology of the content to be taught for every subject. Subject teachers will use this guide to inform them of starting and end criterion for a learner, due to the nature of the school and referrals it is imperative to know that every learner will be on their own learning journey when they are admitted.

5.3 Mid-Term Plan:

There are 3 mid-term plans per qualification per academic year. This plan highlights the following areas for each term/phase:

- Intent - Specific skills and knowledge we want pupils to learn.
- Implementation - Sequence and organisation of lessons, including keywords and prior knowledge (gateway concepts)
- Impact - Personalised detail of how the content relates to real life, bolster cultural capital and the impact it will have on our learners given our specific context.

5.4 Short-Term Plan:

There are 6 short-term plans per qualification per academic year. Short-term plans are typically half termly plans. Short-term plans will highlight and provide information for the following areas:

- Topic
- Specific Content/Skill
- Key Language
- Literacy/Numeracy/SMSC/British Values

5.5 Qualification Offer

Qualification Offer					
KS3/KS4	English	Pearson Edexcel Functional Skills Qualification in English at Entry Level 1-3	Pearson Edexcel Functional Skills Qualification in English at Level 1	Pearson Edexcel Functional Skills Qualification in English at Level 2	AQA GCSE English Language

Mathematics	Pearson Edexcel Functional Skills Qualification in Mathematics at Entry Level 1-3	Pearson Edexcel Functional Skills Qualification in Mathematics at Level 1	Pearson Edexcel Functional Skills Qualification in Mathematics at Level 2	Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Mathematics - Foundation
Science	Pearson Edexcel Entry Level Certificate in Science (NSC0)			
Hospitality	Pearson BTEC Level 1 Award in Home Cooking Skills	Pearson BTEC Level 2 Award in Home Cooking Skills	Level 1 Food Hygiene & Safety	Level 2 Food Hygiene & Safety
ICT	Pearson Entry Level in Essential Digital Skills	Pearson Level 1 in Essential Digital Skills		
Art	Pearson BTEC Level 1 Introductory in Art and Design	Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Art and Design		
Humanities	AQA Unit Awards	GCSE Religious Studies		
PSHE/Personal Development	AQA Unit Awards			

5.6 Co-curricular Activities

The activities planned are designed to allow another dimension for the 7C's to flourish, give opportunities for staff and students to build on positive relationships and embrace additional moments of developing cultural capital.

Rewards Trip - Once per term pupils have an opportunity to spend their money that has been accumulated through the rewards system, see Behaviour Policy. This takes place in various places such as Central London, through these activities we see pupils practice their travel training, plan and spend their money, as well as show generosity as they share their rewards.

National Celebration Days - When appropriate staff and pupils explore and celebrate various national celebration days via tutor time and lessons. At Arise we celebrate culture and teach pupils about numerous occasions such as Lunar New Year which takes us to Chinatown and understanding the Zodiac Calendar, by doing this we aim to promote and commemorate our already diverse setting.

Special Interest Course - During the summer term pupils will have the opportunity to select a special interest course from a menu, this will range from CABS project which focuses on pupils learning

about motorbike repairs as well as life and work through employability skills including optional AQA accreditations to music studies in which pupils can select an instrument and learn numerous skills.

Our Physical Education carousels around various sports, we endeavor to give pupils a broad selection of activities to discover, these include:

Football

Basketball

Netball

Badminton

Boxing

Swimming

Additional options are sometimes provided depending on student interest.

6. Phases of growth

Due to the context of our setting, it would be inappropriate to completely label skills to Key Stages, at Arise we focus on stage not age.

Below are the fundamentals of the different phases.

6.1 Phase 1:

At Phase 1, students should continue to develop their literacy and numeracy skills through increasingly complex texts and mathematical concepts. They should be able to read fluently and comprehend a range of genres, while also demonstrating proficiency in writing for different purposes and audiences. In numeracy, students should have a solid understanding of arithmetic operations, fractions, decimals, and basic algebraic concepts. Social skills become increasingly important at this stage, including the ability to collaborate effectively with peers, communicate ideas clearly, and resolve conflicts constructively. Developing empathy and emotional resilience is also crucial, as students navigate more complex social dynamics and encounter challenges both academically and personally.

6.2 Phase 2:

During Phase 2, students should further refine their literacy skills by analysing and evaluating texts critically, synthesising information from multiple sources, and expressing ideas with clarity and coherence. In numeracy, they should extend their understanding to more advanced topics such as geometry, statistics, and proportional reasoning, preparing them for the demands of higher-level mathematics. Social skills should continue to be honed, including active listening, effective communication, and respectful interaction with diverse perspectives. Empathy becomes increasingly important as students develop a deeper understanding of societal issues and their impact on individuals and communities. Strengthening emotional resilience helps students cope with academic challenges, peer pressure, and personal setbacks.

6.3 Phase 3:

At Phase 4, students should consolidate their literacy skills by engaging with a wide range of challenging texts, analysing language and structure in depth, and crafting sophisticated written responses. In numeracy, they should apply mathematical concepts to real-world problems, interpret data accurately, and communicate findings effectively. Social skills should include the ability to collaborate productively in group settings, lead discussions, and negotiate conflicting viewpoints

with maturity and empathy. Developing a deeper understanding of empathy becomes increasingly important as students explore complex ethical issues and global perspectives. Building emotional resilience equips students to manage the pressures of academic exams, career decisions, and personal relationships during this critical stage of transition.

6.4 Phase 4:

During Phase 4, students should refine their literacy skills to a level suitable for higher education and professional contexts, demonstrating the ability to analyse texts critically, construct persuasive arguments, and communicate ideas with sophistication and nuance. In numeracy, they should apply advanced mathematical concepts to specialised areas of study or career pathways, such as calculus, probability theory, or financial mathematics. Social skills should encompass leadership, teamwork, and effective communication in diverse settings, preparing students for the demands of university or the workplace. Deepening empathy is essential as students engage with complex societal issues and diverse perspectives, fostering a sense of social responsibility and ethical awareness. Strengthening emotional resilience equips students to navigate the challenges of academic rigor, career uncertainty, and personal growth as they transition into adulthood.

7. Communication about the curriculum

7.1 The school communicates with its stakeholders about its written curriculum by means of electronic material available on our website. During referral visits parents and guardians are given extensive information about the curriculum and its vision. There is also plentiful supplementary information available on our website. We hold academic review days to update parents and guardians on how their children are doing, and how their prospects are for the future. Parents and guardians are also freely invited to consult with teachers and pastoral staff in person, on the telephone or via email with the tutor being the primary point of contact for parents.

8. Monitoring and Evaluation

8.1 The Curriculum Director of Horizon, Curriculum Lead of Arise Academy will work together to create a curriculum that meets the needs of all pupils. The curriculum is scrutinised yearly by the Curriculum Director of Horizon and Headteacher

9. Review

9.1 This Policy will be reviewed every year by the Headteacher and approved by the Curriculum Director.