

Curriculum Policy

Bushbury School



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Curriculum Rationale

We provide a rounded curriculum for our students and are committed to ensuring they make progress in both their academic and social education. Our curriculum provides our students with the core subjects they will need for their future alongside subjects where they have the opportunity to succeed, subjects they enjoy and subjects that are of particular interest.

They are taught subjects that will prepare them for life beyond school, for adulthood, future learning and work life.

Due to the needs of the students, the curriculum is adapted with a lower number of subjects than you would find in a mainstream school, however it remains broad.

“A broad curriculum can mean limited subjects.” Amanda Spielman, June 2020

Our curriculum gives all students

“Experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;” as required by The Revised Education (Independent School Standards) (England) Regulations January 2015.

Parents and carers are encouraged to be a part of their student’s journey in education and to support their child. This is facilitated by daily communication with parents/carers.

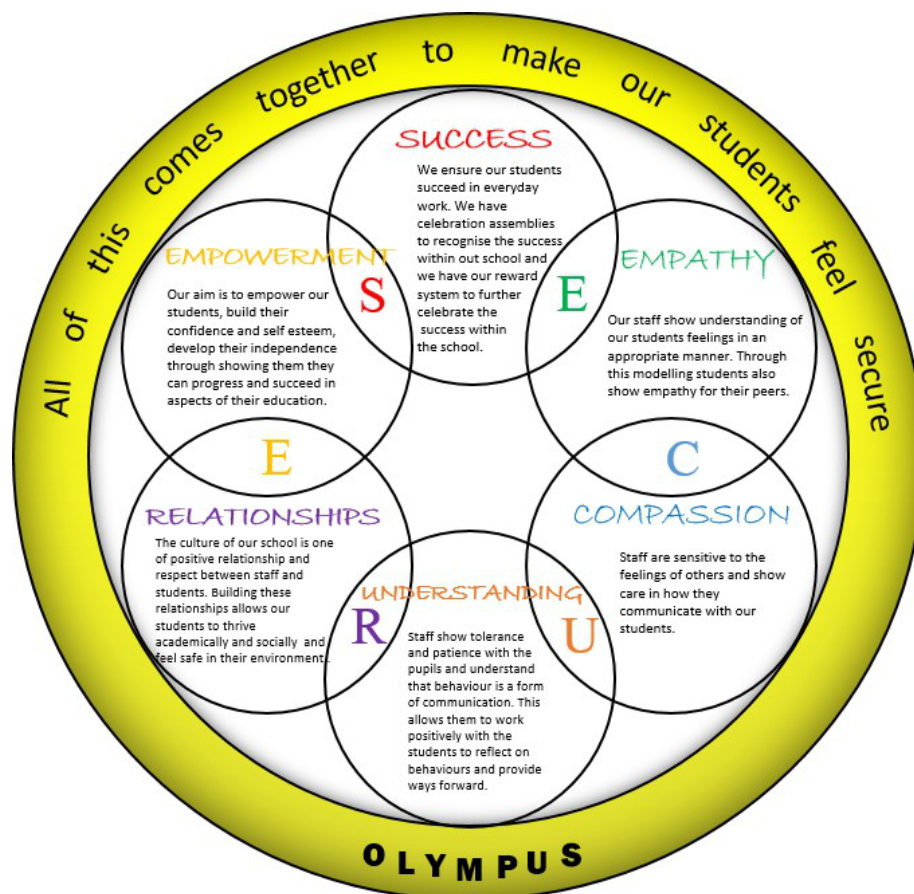
Our school is inclusive, and we create opportunities for our students and staff members to succeed.

Where possible, we provide continuity to our pupils from their previous educational setting and ensure that qualifications in the core subjects are studied via a range of appropriate specifications. When students transfer between key stages a clear transition programme provides support for our students.

Our approach to implementing the curriculum helps to support our pupils to become positive and responsible individuals, who can work and co-operate with others in any situation they may find themselves in once they have left school.

We have high expectations of teaching and learning; the quality of education students receive should be of a consistently high quality. We recognise that, as staff, we are all learners within a community of learning where we continue to develop our own expertise and professionalism.

The school’s curriculum gives our students the chance to succeed in a safe and secure environment, where there are strong relationships that enable the students to experience and celebrate their progress and success. Having students who are SECURE in school enables them to succeed!



A major part of this SECURE environment of education is provided through constant reassurance to the students that we will not give up on them.

Phonics

At Bushbury we recognise the importance of developing early reading skills. Reading is embedded throughout the curriculum. We are passionate about developing a love of reading. Though all our pupils will have different starting points, phonics is the preferred strategy to develop the required skills. For some pupils this will mean starting with letter sounds and blending. For others it will be using the skills they have to decode sounds to make new words. For some pupils phonics will continue to be taught throughout their school years.

The chosen scheme for KS2 pupils at Bushbury is 'Read, Write Inc' (Fresh Start). In KS3 and KS4 'Abigail Steel' materials will be used alongside an age-appropriate reading scheme, to continue to engage young people in reading and encourage reading for pleasure.

Teaching at school (KS2)

In KS2, pupils are taught in small class groups of 5-6 pupils, ensuring individualised attention and support for each child's Social, Emotional, and Mental Health (SEMH) needs. Recognising the importance of understanding how children learn, KS2 is designed as the stage for building essential skills. Classes are organised by age and social development, with lessons no longer than

thirty minutes to maintain engagement and focus. Each lesson is divided into several segments, often utilising a carousel of learning to keep pupils engaged and to provide movement breaks, catering to different learning styles and needs.

The curriculum is enriched with schemes of work developed around a central themed topic, supported by relevant texts with a strong emphasis on reading skills. Key words and vocabulary are identified and consistently used across the curriculum, facilitating the transfer of knowledge as familiar language permeates all subject areas. This approach supports a coherent and connected learning experience, enabling pupils to build on prior knowledge effectively.

Understanding that each child is unique, all schemes of work are adapted to meet the individual needs of pupils, creating a fully inclusive environment. The KS2 curriculum is carefully sequenced to build on the skills acquired in the early years. Recognising that some pupils may have gaps in their skill acquisition, the school is committed to reducing these gaps to prepare pupils for KS3. To achieve this, the school employs additional support and planned interventions, aiming to accelerate learning and ensure that every child reaches their full potential.

The school recognises its critical role in developing a rich curriculum and providing high-quality education. By addressing the SEMH needs of pupils and fostering an inclusive, supportive learning environment, the school not only enhances academic outcomes but also contributes to the overall well-being and development of each child. Through this holistic approach, the school ensures that pupils are well-prepared for the next stage of their educational journey.

Teaching at school (KS3 & KS4)

At KS3 and KS4, our student's study in class groups of up to five students or in individual rooms that are either one-to-one or two-to-one settings. Class groups are organised, as much as possible, in academic year settings. Lessons are 45 minutes long with double lessons for option subjects.

Schemes of work form the basis of the learning programmes for each subject and are adjusted by our teachers according to the assessment levels of the learners. In core subjects and other courses that lead to accreditation, planning is informed by the requirements of the exam board specification. We also meet the challenge of finding age- appropriate learning experiences for pupils who are working below age-related expectations. Where assessment identifies particular challenges, enhanced support can be provided to strengthen engagement and accelerate progress.

Teaching at Pathways (KS5)

At KS5, students are taught a personalised curriculum which can involve college courses. Their timetable will be made up of:

- Lessons in a group setting (English, Math's, PSHE and Working Skills);
- Lessons at college (Teaching Assistants support);
- Lessons in the KS3/KS4 setting; and/or
- Lessons/activities in the community.

Meeting the Needs of our Learners

At our school we adapt the curriculum and learning environments for our students. We have a range of approaches to support the student's learning and progress, and to break down any barriers they face. All students within class group settings benefit from quality first teaching, which caters for their individual needs and supports them to make continuing progress. For those students who have a 1:1 or 1:2 learning environment, we provide adapted lessons from teachers and support staff to meet their individual needs. Within all lessons, learning is adapted for each individual or group and, where students need additional support, we provide Teaching Assistants or additional resource.

The SENCo works alongside the class teachers and supports staff to oversee SEN provision and monitor the progress of any child requiring additional support. Where appropriate, agencies and therapists work alongside the school to assess and support a child and develop plans for their needs. We share these plans with all staff to support the students.

To ensure all students can access the curriculum at an appropriate level and fulfil their potential, we ensure we do the following:

- adapt to ensure that all students have access to the school curriculum and school activities;
- support students to achieve their full potential despite any difficulty they may have;
- ensure that staff are aware of students' individual needs, and adapt teaching so that it is appropriate for them;
- provide opportunities for students to develop confidence, self-esteem and resilience;
- work in partnership with parents/carers, students, and external agencies to cater for their needs;
- make provision for students to fully develop their abilities, interests and talents;
- ensure all students are fully included in all aspects of school life; and
- regularly review resources and teaching methods to best support our students.

How we support students of differing needs in class, and 1:1/1:2 classroom environments:

- A clear outline of each lesson.
- Clear, unambiguous language.
- Repetition of learning and revisiting concepts.
- Adapting teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Preparing resources to make access to the learning achievable - using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Tasks are effectively adapted, and outcomes are ambitious for all students.
- Learning is organised in small chunks with plenty of opportunities to revisit.
- Signpost to support changes e.g. routines, class/group learning, new language concepts.
- Adults actively and effectively supporting students to access the lesson - rewording and re-framing instructions and learning using whiteboards.
- Verbal instructions accompanied with visual aids - for example, the use of Widgeo Symbols to enable those with speech and language and reading challenges to access the learning.

- Many opportunities to talk through the learning, repeating instructions back and verbalising thought processes.
- The use of technology to scaffold learners or to aid in writing and learning.
- Those achieving at a higher level provided with challenges and extension tasks. Home learning is provided to support and extend the students.

Curriculum Intent

Our curriculum, is designed to develop the following in our pupils

Independence	Communication skills	Relationship skills
Life Skills	Confidence and Self Worth	Resilience and Responsibility
Emotional Literacy	Learning skills	

To do this our intent is that the curriculum will be

Be Broad and Balanced

Providing experiences in linguistic, mathematical, scientific, social, human, physical and aesthetic and creative education and access to a broad range of subjects from the national curriculum.

Be appropriate for the learners

The curriculum at the school is appropriate for our learners by promoting the skills, competencies, knowledge and understanding within the National Curriculum programmes of study at an appropriate level. Supporting students to reach their intended destinations in further education, training and/or employment and prepare them for future life. Adjusted curriculum is required because the students who attend our school have a wide variety of educational backgrounds and life experiences, which have often involved serious trauma. Consequently, students' attainment may not be at age-related expectations.

Be engaging

Often our students have become disengaged in their education. To engage them we strive to provide stimulating lessons, whilst also allowing students to access subjects of interest and explore their talents.

Enable Success

We provide opportunities for success for our students by providing work that is appropriate to the level of the learners, and that works towards qualifications they can take and pass. Celebrating the students' success through praise in the lessons, affirmation of their progress, phone calls home, positive Sleuths and weekly certificates in assembly.

Support the needs of the students

We are mindful that our students' attainment may not be at age-related expectations. All of our students have an Education, Health and Care Plan ("EHCP") and many have significant gaps in their learning due to not being in school previously. The flexibility

within our approach enables students to experience a broad and balanced curriculum through which they acquire the skills and knowledge required to make progress commensurate with their ability. We recognise that students referred to our school may well have had traumatic life experiences that are beyond those experienced by the vast majority of society. As a result, students may have missed prior positive learning experiences, be it within their family, education, or within the community. The impact of these experiences on pupils' attitudes to, and engagement with education often transfer into school. Through our curriculum and lesson delivery, we support them with their attitude and engagement in learning.

Develop Interests

We look for opportunities to give our students opportunities within the curriculum to discuss or study subjects that they have a personal interest or talent in. This gives them a greater investment and increased engagement in their learning.

Be inclusive

Our curriculum ensures through all the above that all our students are included and provided for within our curriculum and their learning experience. We ensure we adapt and change our curriculum and deliver according to the cohort of learners we have.

Curriculum Implementation

At the School, we endeavour to make learning relevant to our pupils, ensuring that they develop and progress in the core subject areas of English, mathematics and science, alongside the wider curriculum. There is a strong focus across the school on the importance of personal, social, health and economic education including relationship and sex education, alongside student spiritual, moral, social and cultural ("SMSC") development.

Where possible, we provide continuity to our students from their previous educational setting and ensure that qualifications in the core subjects are studied via a range of appropriate specifications. ICT is an integral part of our curriculum and its relevance in today's ever changing technological age makes it essential we ensure our learners are equipped with the skills which will allow them to adapt to changes throughout their lives.

Our approach to implementing the curriculum helps to support our students to become positive and responsible individuals, who can work and co-operate with others in any situation they may find themselves in once they have moved on from school.

To reach our curriculum intent we implement within our School at KS3 and KS4

Life Skills					
PSHE	Assemblies	Life Skills KS3	Voice for Schools	Cooking	Gardening

Work Skills	
Careers	Work Skills KS4

Academic				
English	Math's	Science	Humanities KS3	Computing

Creative			
Art	DT	Music	Performing Arts

Active
Physical Education

Option Choice			
Media GCSE	Sports BTEC	History GCSE	Art GCSE

Our option choice is led by our students' interests and is based on their decisions in the previous academic year.

Leadership Opportunities	
School Council	Sports Leadership

Enrichment
Activities

Our classes choose their activities and are complemented by trips as we go through the year.

To reach our curriculum intent we implement within Pathways (KS5)

Life Skills
Personalised
Life Skills PSHE Voice for Schools Cooking

Work Skills
BTEC Working
Life Careers

Academic
English Math's

Creative
Art Music

Option Choice
Media Sports History
GCSE BTEC GCSE Art GCSE

Students at Pathways have the opportunity to join the KS4 options.

Leadership Opportunities
School Council

Active
Community
Sports Horse-riding

Enrichment
Activities Arc Animal
Centre

Curriculum Impact

Through our curriculum we support our students be able to move on to lead happy and purposeful lives in society.

The impact of our curriculum is for our students to have developed and become

Responsible, resilient and confident students

- Confident in their abilities
- Possess a positive attitude to learning which will enable them to be lifelong learners
- Confident to give things a go and do not give up due to the fear of failing

Students able to make positive choices in life including in relationships

Through the curriculum

- Students have developed respect for themselves, for others, and for their environment
- Students are positive citizens who choose to contribute to society
- Students have developed a personal awareness of their own spiritual self and an understanding of right from wrong;
- Students understand the importance of truth and fairness, so that they are able to recognise discrimination and stereotyping, and to challenge it;
- Students have an understanding of the rights and responsibilities that all of us have in society;
- Students understand what a healthy relationship is and how to maintain relationships

Students who can communicate effectively

To enable them to access independent life, work or further education

Students with qualifications to enable progression to work or college

Students have been exposed to world of work and college as part of a preparation for their future lives and have accessed work experience and independent careers advice

Literate for life students
with qualifications in
English

Every student is a reader and writer and has a qualification to enable them to take the next step in education or to work

Numerate for life
students with
Qualifications in

Every student has numeracy skills which will allow them to access everyday life and a qualification to enable them to take the next step in education or to work

Students with an
appreciation of the
Arts

Every student has an understanding of the importance of the Arts in our everyday lives and the importance of the creative skills

Students with
independent living skills

Students have developed everyday life skills to enable them to live as much as possible independently

Students able to make healthy living
choices

Students desire to pursue healthy lifestyle choices and are able to make informed choices.

Students with leadership skills

Students are able to lead themselves and others and are aware of their leadership skills

SMSC

At the School we recognise that spiritual, moral, social and cultural education is an essential part of our curriculum which will enable our students to play a successful role in their community as local, national and global citizens.

Our SMSC intent is that our students:

- hold and develop their own values and opinions;
- understand the difference between right and wrong, both legally and morally;
- develop an awareness of how their own behaviour can impact others;
- be responsible and caring members of society;
- develop positive attitudes and beliefs;
- respect and celebrate the diversity of their community;
- value everyone equally;
- develop relationships based on self-esteem and mutual respect;
- become responsible citizens who are active within our democracy;
- appreciate the contributions of others in society;
- have an understanding of the world we live in and how humans, countries and the environment are interdependent;
- are able to make independent decisions on moral and spiritual dilemmas; and
- have an understanding of other faiths and cultures.

Staff are aware of the role they play in developing the SMSC and permeates through our school including in our weekly theme, assemblies, PSHE, leadership opportunities and Votes for Schools.

British Values

All students are taught the four British values of

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual respect and tolerance for those with different faiths and beliefs or those with no faiths.

These British values are introduced through assemblies, Votes for Schools and PSHE lessons. According to the Department of Education guidance, "actively promoting the values means challenging opinions or behaviours in school that are contrary to British values. Attempts to promote systems that undermine British values would be completely at odds with schools' duty to provide SMSC.

Through teaching British Values, we provide our students with

- an understanding of how citizens can influence decision-making through the democratic process;

- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) will be accepted and tolerated, and will not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination

Prohibition of Partisan Political Views

Legal duties applicable to all schools. This means schools:

- must prohibit the promotion of partisan political views; and
- should take steps to ensure the balanced presentation of opposing views on political issues when they are brought to the attention of pupils.

(DfE Guidance- Political impartiality in schools- 17 February 2022)

Teaching about political issues

“Schools will need to teach about political issues in many areas of the curriculum. When planning this, teachers should consider how to ensure teaching aligns with schools’ duties on political impartiality.”

Balance in Teaching

Schools should also consider how:

- meaningful political balance across the whole curriculum and during pupils’ time at school can be achieved; and
- to ensure pupils are taught about a diverse range of views and ideas.

(DfE Guidance- Political impartiality in schools- 17 February 2022)

‘Legal duties on political impartiality should not impede methods of teaching that involve pupils adopting and arguing in favour, or against, partisan political views, such as mock and parallel elections or debates, hustings events or visits from local candidates or political party representatives. Teachers should seek to manage these activities to ensure that all pupils receive a balanced account of the political issues being covered.’

(DfE Guidance- Political impartiality in schools- 17 February 2022)

'When teaching about sensitive political issues relating to discrimination, teachers should still be mindful to avoid promoting partisan political views or presenting contested theories as fact. A distinction should be drawn between the shared principle that discrimination and prejudice are wrong, and partisan political views that go beyond this or advocate political reform.'

(DfE Guidance- Political impartiality in schools- 17 February 2022)

'Where schools wish to teach about specific campaigning organisations, such as some of those associated with the Black Lives Matter movement, they should be aware that this may cover partisan political views. Schools should ensure this content is taught appropriately taking steps to offer pupils a balanced account of opposing views on these points. Partisan political views must not be promoted to pupils, including by encouraging pupils to support campaign groups advocating such views.'

'Schools should continue to take steps to tackle racist and discriminatory attitudes or incidents - and condemn racism within the school and wider society. Challenging intolerant, racist or discriminatory views where these are shared at school should be seen as part of schools' wider anti-bullying and safeguarding duties.'

(DfE Guidance- Political impartiality in schools- 17 February 2022)

Careers

As part of our Careers curriculum

- From year 9 to 14 students have access to independent careers advice
- Years 7 to 9 are introduced to elements of careers in their Life Skills lessons
- Years 10 and 11 have Work Life as part of their curriculum which is focused on Careers
- Pathways pupils access the BTEC Working Skills
- Students have access to work experience (whenever appropriate)
- Students develop their CVs and develop interview skills

Leadership Opportunities

Through providing leadership opportunities across the school, we build in our students

- Raised aspirations
- Recognition of their talents
- Recognition of their leadership skills
- Self-confidence and self-esteem
- Ability to lead themselves, others and their communities

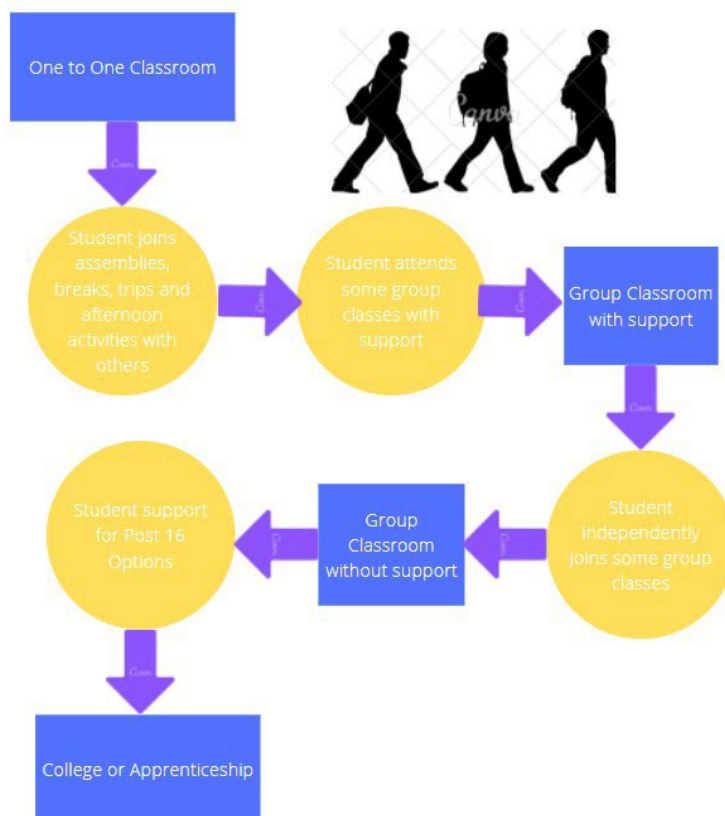
The ability to lead starts with leading oneself and our cohort of students can be vulnerable. Leading oneself will enable our students to understand when they are being influenced by peers or others, whether in person or online. It will discourage them from becoming followers and encourage them to develop their own routes and responsibilities.

Therapeutic Education

Our students have access to therapist sessions as required; however, therapy sessions alone are not enough support for our student community. For this reason, therapists are an integral part of our staff community and provide us with the tools we need to support our students in their school week. Therapists provide input in briefing and debrief sessions, and the training of staff. This has the impact of improving the therapeutic environment within our classrooms.

Step Down

To prepare our students for adulthood we aim for our students all to integrate socially as often as possible in the school and in the community. Our school builds in a process to allow our students to 'Step Down' and our aim is for all students to eventually move to a group setting, whether in our school or at college. We acknowledge that our students join us at different stages of their journeys, and we will support them in progressing towards becoming independent learners and livers.



The diagram below provides a visual for this process

Roles and responsibilities

The Proprietor will:

- monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation;
- ensure that a robust framework is in place for the setting of curriculum priorities and aspirational targets;
- ensure that the relevant statutory assessment arrangements are in place; and
- ensure that the curriculum is broad and balanced and suitable for the needs of the learners.

The Head teacher is responsible for:

- implementation of the curriculum through the timetable;
- review and revision of the curriculum and timetable annually and throughout the year;
- working alongside the Curriculum Lead to develop Option Choices;
- organising and providing training for staff regarding the curriculum for pupils;
- monitoring the teaching and learning of their subject alongside the Curriculum Lead, providing support for staff where necessary; and
- ensuring common standards are met for recording and assessing pupil performance.

The Curriculum Lead is responsible for:

- liaising with subject leaders/subject teachers to develop and implement the curriculum throughout the school;
- liaising with the Head Teacher to ensure appropriate training is in place to ensure the quality of teaching and learning;
- monitoring the teaching and learning of their subject alongside the Head Teacher, providing support for staff where necessary; and
- working alongside the Head Teacher to develop Option Choices

The SENCo is responsible for:

- effectively using the EHCP to advise staff on how best to support pupils' needs;
- advising staff on the inclusion of curriculum objectives in pupils' individual education plans;
- advising staff on the use of Teaching Assistants to meet pupils' needs;
- advising and assisting staff in completing annual review documentation; and
- leading on, and coordinating, the EHCP annual review and PEP process alongside the Pastoral Deputy Head Teacher and communicating progress information that is required from the local authority.

Teachers are responsible for:

- reviewing how their subject area can support, enrich and extend the curriculum;
- monitoring the ways in which developments within their subject area can be assessed and records maintained;
- reviewing how their subject area can benefit the aims and objectives of the whole academy;
- reviewing changes within their subject area and advising on their implementation in the curriculum;
- ensuring the curriculum in their subject area is adequately planned and all teaching staff are aware of the curriculum and lesson sequence;
- ensuring the continuity and progression from year group to year group;
- encouraging staff to provide effective learning opportunities for pupils;
- helping to develop colleagues' expertise in their subject area;

- organising the deployment of resources and carrying out an annual audit of all subject-related resources;
- liaising with subject teachers across all year groups in their setting;
- ensuring there is consistency in the delivery of their subject area;
- communicating developments in their subject area to all teaching staff;
- leading staff meetings and providing staff members with the appropriate training;
- organising, providing and monitoring CPD opportunities in their subject area;
- advising on the contribution of their subject area to other curriculum subjects, including cross-curricular links and extra-curricular activities; and
- collating assessment data and setting new priorities for the development of their subject area in subsequent years.

All teachers, if they teach a subject, are considered a leader of that subject.

All staff

All staff will ensure that the implementation of the school curriculum is in accordance with this policy.