



## Curriculum Policy

### Purpose

The curriculum at Open Box Education Centre refers to all the planned activities organised for our students to promote learning and personal growth. This policy also highlights the importance of our “hidden curriculum” whereby our students learn from the way they are treated and expected to behave. The essential aim of the policy is that students are supported in their personal and social development in order that they can access learning opportunities provided and be prepared for the world outside formal education. To that end English, Mathematics, Science, ASDAN and PSE are at the core of the educational provision of the Open Box Education Programme and every aspect of our programme promotes the spiritual, moral, social and cultural development of our students.

### Scope

This Policy is an inclusive policy designed to provide effective learning opportunities for all students by setting suitable learning challenges and responding to diverse learning needs. It is a holistic policy, which aims to overcome potential barriers to learning. Its objective is to educate our students in the knowledge, skills and understanding they need in order to lead fulfilling lives. It recognises the spiritual, moral, social and cultural factors which significantly affect students' ability to learn and to achieve.

### Implementation and Review

Evidence gathered from evaluation regarding the effectiveness of the policy together with any revised statutory curriculum guidance will determine the next review date.

### Aims

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- To provide a broad and balanced curriculum within a full time programme between 20 and 25 hours contact time each week
- To enable all students to learn and develop skills to the best of their ability
- To engage students and promote a positive attitude towards learning
- To enable all students to have a positive experience of education
- To provide a broad range of curricular opportunities that cater for the interests, aptitudes and particular needs of students and ensure progression in learning.
- To establish appropriate, coherent links across the curriculum and across the year groups
- To ensure the curriculum maximises reintegration into future educational opportunities and effective participation in adult life.
- To enable our students to have respect for themselves and develop a positive self-image of themselves as successful learners and successful citizens.

The aims will be achieved by:

- Careful planning of the curriculum at three levels –
  - Long term planning which relates to exam syllabi and provides an overview of topics or areas to be taught.
  - Medium term planning which gives clear indications of objectives, success criteria, differentiation and assessment opportunities to support learning in each topic/ subject area.
  - Short term planning which teachers prepare with learning objectives for each lesson and targets for individual students, specific activities, resources and deployment of learning support to promote learning
- Working in partnership with our parents/carers, detailing expectations at all meetings and maintaining contact with parents/carers so they can fulfil their role in their child's learning
- Providing a broad and balanced curriculum, which will inspire, challenge and safeguard our students whilst still encouraging our students to learn independence and resilience
- Providing a well-planned curriculum that will support our students in a smooth transition into further education
- Maximising student achievement in all subjects regardless of gender, race and ability by developing schemes of work which engage, motivate and challenge.
- Providing termly reports with individual targets to facilitate curriculum access and meet specific requirements.
- Enabling each student to become a confident individual and to see themselves as a successful learner who can relate well to others and form good relations
- Developing the relevant skills to become independent learners and effective members of society in order to move successfully into further education.
- Developing an awareness in the student of how they learn and that these skills can be applied in all subject areas.
- Creating an ethos in which the quality of teaching and learning is continually evaluated and improved

At Open Box Education Centre we recognise that we may need to organise learning in a different way and therefore we use ASDAN-based project work that draws on several subject areas to extend access to learning and learning opportunities.

## **Effective Use of Resources**

In order to enable effective development and delivery of the curriculum:

- Termly staff training meetings are planned to ensure all staff understand the structure of the curriculum
- Annual staff appraisals are planned to help develop staff skills and plan CPD
- The Principal meets regularly with teaching staff to quality assure the curriculum provision and moderate staff's assessment of learning
- Teachers and support staff, with appropriate qualifications and experience, deliver the curriculum.
- Accommodation and resources allow the curriculum to be effectively taught.

- Training is identified for teachers to develop and maintain current subject knowledge. Contact with Local Authority, School partnerships and national organisations to provide advice and training is arranged on a regular basis.
- Meetings between the Principal and the subject leads are held in order to monitor, evaluate and further develop current schemes of work.

## **Curricular Opportunities**

Open Box Education Centre provides education for students with special educational needs and there has to be a flexible approach to curriculum delivery. The spiritual, moral social and cultural development is at the core of our work. Account is taken of gaps in students' learning resulting from missed or interrupted schooling and of the difficulties related to emotional or behavioural problems. Age-related programmes of study are not always appropriate. The aim is for students to achieve as high a standard as possible. The curriculum is delivered through well-structured, efficiently planned lessons that take account of assessment and prior learning to ensure that the individual needs of students are met.

Opportunities are provided for all students to participate actively in their learning through termly parent/student review meetings when progress is reviewed and targets are set. Teaching is delivered in small groups of up to four students. Groups can be made up of students from both Year 10 and 11 and work is carefully planned to ensure that all students are working at an appropriate level. The approach to ICT is both discrete and cross-curricular and e-learning is an essential element of the curriculum.

### **Core Subjects**

All students will take the core subjects of English, Maths, Science and PSE to at least Entry Level, and above where possible.

### **Option Subjects**

All students will be encouraged to choose at least one accredited option subject to at least Entry Level, and above where possible. It is possible for students to choose up to five accredited option subjects, where appropriate.

### **Enrichment Subjects**

All students will be encouraged to choose at least one enrichment subject each half term in addition to the compulsory session of fitness & wellbeing and the SMSC starter sessions. Some enrichment activities can be taken through a whole year.

A personalised pathway is developed for students to undertake a range of courses appropriate to ability and post-16 pathways. Many of the courses on offer lead to accreditation through the referring school. The centre is working to be registered as examination centre and Key Stage 4 courses will lead to external accreditation where appropriate.

Students wellbeing, resilience and learning is supported further through weekly optional access to an onsite professional counselling service.

### **Work Related Learning**

Through both the PSE and ASDAN curriculum students undertake careers research, planning and preparation while also developing key skills for employability. Where possible students may undertake a period of work experience as part of their curriculum.

All students will have access to a one-to-one meeting with a qualified careers advisor, visit at least one further education provider and take part in a mock interview. All students are supported through the application process to further education.

### **Assessment**

All staff are expected to implement the school's Marking and Assessment policy to ensure that students are fully aware of their targets, know how they can achieve their targets and are given sufficient guidance relating to their progress. All students are assessed, either formally or informally, for their ability level on entry in each subject. Staff report on progress against individual targets on a termly basis and consider what needs to be maintained or developed to ensure progress. Current levels, recent assessment scores and target grades are included on the termly reports and this informs any new individual learning targets set during the progress review meeting.

The learning and social behaviours that underpin progress are highlighted daily through our tick system that allows students to see if they have approached a lesson in a way that supports progress and learning. This information is collated each half term and is included in the progress reports as an 'Engagement Percentage' for each subject. This informs any new individual behaviour targets set and strategies suggested during the progress review meeting.

### **Monitoring and Evaluation**

Our curriculum and its implementation is monitored by the Principal. Schemes of Work are submitted to the Principal for scrutiny and discussion and these discussions are integral to the performance management cycle.

Consideration is also given to feedback from students and their parents / carers at the termly progress review meetings and at the end of a student's placement through questionnaires completed at the meetings. Review meetings are scheduled with parents three times per year to enable us to formally report on progress and to make any amendments to our approach to improve the student's access to learning.

Monitoring of achievement and progress is done through a range of methods:

- Baseline and ongoing assessment which allows progress to be measured.
- Individual targets and success criteria for each student.
- Examination and assessment results.
- Completed evaluation forms

### **Complaints / Concerns**

Parents/carers who have concerns about any aspect of the curriculum for their child, should discuss these with the Principal. If they are still not satisfied they should follow the procedures outlined in the Complaints Policy.

**Approved by:** ..... (Principal) ..... (date)

**Authorised by:**..... (Chair of Governors) .....(date)

**To be reviewed every:** 2 Years

**Next review date:** July 2019

