



Curriculum Policy

Date approved	September 2020	Approved by	Executive Headteacher
Review cycle	1 year	Signature	
Date for review	September 2021	Author	Emmet Bunting

The core aims of our curriculum are:

- to provide pupils with the requisite skills, knowledge, qualifications and experience to make positive next steps post Kingsmead
- for pupils to feel supported and included
- to provide a safe space for pupils to better understand themselves and develop their resilience, confidence and sense of personal responsibility

Guiding Principles:

Kingsmead School offers an engaging and opening curriculum designed to inspire and challenge our students to make outstanding progress in aspects of their life and learning. The curriculum is structured around a two-year accelerated key stage 2 to 3 catch up phase, aimed at quickly bridging the gaps in knowledge, experiences and skills that many pupils arrive with. Key stage 4 is delivered over 2 years. Year 9 is an “accelerated learning year” that helps rapidly fill gaps in knowledge and understand to move pupils from the nurturing model in key stage 3 to study disciplines needed for qualification and exam accreditation. In years 10 and 11 pupils focus on consolidating their knowledge and skills and developing higher order and critical thinking skills. Students will follow the National Curriculum but the approach will be nurture based, with a strong emphasis on knowledge acquisition, cross-curricular learning and development of social and emotional resilience and critical thinking skills.

Kingsmead recognises that we are preparing our students to live in a diverse and rapidly changing World where the skills of independence and resilience will be key to future success. Alongside our academic curriculum of mathematics, English, Science and ICT, we believe in ensuring our students have a broad range of ‘life’ skills: sex and relationships education, for example, will follow national guidelines and there will be a strong emphasis on developing economic understanding and British values, as well as the identification of core competences related to the world of work. Using the knowledge base of the national curriculum, there will be an emphasis on developing higher order thinking skills through topic based learning. Students will also be given opportunity to acquire and expand a wide range of social and emotional tools via a range of embedded and extra-curricular activities linked to developing a wider and deeper understanding of themselves and the world they live in.

The school expects all students to undertake the Kingsmead Pledge during their time with us. This describes a range of additional, wider learning and character education opportunities designed to enrich their school experience and build their cultural capital.

This will be achieved through our character and emotional development programme during which pupils will be guided through a range of social and cultural experiential milestones. For example – visiting a capital city and attending a theatre production.

We will foster a love of reading and provide students with opportunity to develop and articulate their opinions in a forum designed to demand deeper thinking and questioning. This commitment is concurrent with our Kingsmead Pledges whereby pupils will be exposed to a range of experiences to enable them to understand context. We want our students to be positively challenged to think about why they are learning, as well as what they are learning. Students will sit nationally-recognised assessments and gain nationally-recognised qualifications at the end of key stages 4. Where students are significantly below age-related expectations, the core disciplines of English and Mathematics will be prioritised in their timetable until they have “closed the gap”. The identification of students who will benefit from such a strategy will begin during the primary school transition programme and Kingsmead induction and will be supplemented with baseline testing once the student has joined the school

Kingsmead has a variety of curriculum pathways that aim to support pupils with a range of different needs and aspirations. Whilst the guiding principles of the curriculum are the same across the whole school, the PRU and Special school offer different approaches. These are “core”, “nurture” and “turnaround” at the PRU and “core” and “nurture” at the Special School.

Key Stage 3 Core

We offer the subjects of English, Mathematics, Science, ICT and PHSCE as discreet taught subjects. Pupils also access the “Themed Curriculum” which encompasses Humanities and Religious Education. We also include Design & Technology, Physical Education. In addition, the KS3 curriculum is enhanced by giving pupils the opportunity to engage in a wide range of enrichment activities which can include outdoor education, cycling, farm placements, engineered learning and music production.

Key Stage 4 Core

Pupils have the opportunity to achieve a variety of GCSE’s and a range nationally recognised entry level through to level 2 qualifications. There is a core curriculum of English, Mathematics, Science, ICT and PHSE. Other academic options include Art, Design Technology, Childcare, Food Technology and Physical Education which form part of the pupils “Options” choices. Pupils are also able pursue other vocational and technical interests by choosing from a wide range of vocational provisions. These include; land based studies, motorsport, engineering, music production and hair and beauty. This study is practical and delivered in real working, contextual settings. The programme that each pupil follows can be very much tailored to meet their individual needs and career aspirations.

Nurture Provision

Kingsmead School recognises that many students require further support through their education. This support is delivered through our “nurture” provision that prioritises meeting SEND needs and bridging development gaps that often restrict a pupil’s ability to fully access and engage in all aspects of learning and school life. The curriculum is delivered predominantly through topic based learning which aims to encompass the full range of National Curriculum subjects. However, this is underpinned by discreet lessons for Maths, English and PHSE to ensure pupils close gaps in learning and have the opportunity to develop skills that meet age related expectations.

Re-engagement provision.

Many pupils, particularly those at the PRU, arrive at Kingsmead having had a traumatic and turbulent experience of education. These pupils are often extremely disengaged and not yet ready to participate in a full “core” or “nurture” offer. For these pupils the priority is to breakdown barriers to engagement with education through establishing positive and productive relationships. This is underpinned by learning that is accessible and prioritises equipping pupils with the skills and appropriate qualification that prepare them for life beyond Kingsmead.

Preparing for the future and Post 16

Students access a programme of Careers Education that develops their understanding of their own skills, qualities and abilities and seeks to celebrate this to build confidence and raise aspirations. Through vocational provision students get access to real working environments and are given opportunity to develop sector specific skills and develop and understanding of working life. Each student is provided with personalised guidance to help them make the transition to FE, training or work. Students are supported in their research and applications to Post 16 providers and have meaningful access to employers that exposes them to wider range of opportunities.

Support for Learning

The range of support that we offer to our students is often the key to unlocking barriers to success. The cornerstone for this is the development of positive relationships. We offer support for learning, communication, social, emotional and behavioural needs. This may be in the form of additional targeted social and emotional support; a literacy programme to facilitate access to the full curriculum; a package of counselling and/or therapeutic support to ensure that a student is emotionally able to make good progress and lead a happy and fulfilled life. Academic intervention takes place at designated times in the school day to address specific areas for development.

Enrichment Activities

We believe that activities outside the classroom can enrich and extend our students' learning and provide valuable opportunities to practice and develop key interpersonal skills. We offer a range of activities at lunchtime and after school. Our students also take part in theatre trips, and a range of trips and visits

Students are encouraged to engage in community and charity events and activities in order to widen their understanding of the wider world. Within the curriculum opportunities are taken to develop global, spiritual, cultural and moral understanding.

Individualised Learning

Some students may not be able to access group work, in this instance a bespoke curriculum will be organised to ensure the most suitable route for the individual depending on the young person's needs. In some cases, 1:1 tuition is used to ensure our most vulnerable learners access a quality education that is appropriate to their needs.

Monitoring and Development of our Curriculum

Our curriculum is reviewed on an annual basis in consultation with staff and taking into account the changing needs of our students and their interests. We work closely with colleagues in other schools and FE providers to ensure that our curriculum offer and choice of qualification pathways is relevant and provides pupils with genuine currency to

successful move on. Governors closely monitor pupil progress and the curriculum that is offered.

Governors are committed to ensuring that pupil premium is used efficiently to ensure all pupils have equal access to the curriculum, to enhance programmes where appropriate and to maximise progress.

Learning pathways

Pupils arrive at our provisions with a wide variety of learning needs, emotional needs and academic ability. As such we understand that a “one size fits all” approach isn’t a conducive approach to achieve long term, sustainable progress.

At the PRU and special school a number of learning pathways have been established to allow a pupils experience at school be better matched to their needs and aspirations. These are not fixed and in most cases are designed to allow pupils to progress towards meeting more challenging learning objectives as their needs and learning gaps are addressed.

PRU

In KS4, students work towards the appropriate accredited qualifications in English, Maths, Science, PHSCE and ICT. How they access the curriculum depends on three different pathways. These can interlink, depending on the learning need of an individual student.

Pathway 1 Core curriculum – Students access GCSE levelled work in a traditional environment. Alternative qualifications are used as a safety net and optional subjects, more practical based, are offered to wider the curriculum further.

Pathway 2a ESOL – For students that come to us with a low level of English language acquisition. Students will study a bespoke curriculum based on language acquisition and gain an accredited qualification before they move to their next stage. Students can access this pathway from year 7 onwards.

Pathway 2b Nurture – The nurture curriculum is used as a vehicle to support pupils in working towards accessing a traditional core curriculum from year 9 onwards. There is a strong emphasis on holistic support and diagnosis through external colleagues and agencies

Pathway 3 Preparation for Independence – Alongside a core curriculum, students will undertake an accredited ASDAN programme. This is a practical based pathway that allows students to acquire skills that will prepare them for more practical based post 16 courses and later life in general.

At KS3 pupils work towards addressing learning gaps and getting a broad range of exposure to academic and vocational learning. This is taught as a “primary” model with consistent environment with one teacher delivering a range of subjects. Depending on the child’s needs and admission route this could lead to a rapid turnaround back to mainstream or more detailed assessment and diagnosis of need with a view to acquiring an EHCP.

Special School

Personalised Programmes – these are bespoke programmes of study for pupils who cannot access a typical classroom type environment. The learning offer is tailored to the pupils needs but will seek to equip pupils with the necessary numeracy and literacy to access learning. Many of the pupils on these programme have experienced recent trauma, as such there is a strong emphasis on therapeutic input and counselling in preparation to join one of the main learning pathway groups

Enhanced Support – this programme is taught in a primary type model and is a tailored learning resource to support our pupils who have the highest level of need. Pupils are supported to bridge development and learning gaps and work towards qualifications that will allow them to make a positive transition post Kingsmead

Nurture – This is also taught in a “primary” model and is pathways that aims to find the balance between addressing social and emotional development gaps alongside gaps in learning and knowledge. Core literacy and numeracy skills are taught discreetly but all other subjects are delivered through a range of engaging topics and projects. As students develop and grow as learners they can move to the Core pathway where they can build on the knowledge and experience acquired in the Nurture pathway.

Core - In core groups there is a stronger emphasis on academic learning, pupils study a range of subjects including English, Maths, Science, ICT and PHSE. At KS4 these are delivered through nationally recognised qualifications such as GCSEs and Functional Skills. Pupils also study a range of technical “options” qualifications such as Art, D&T and Food Technology – these range from entry level to GCSE and level 2 equivalents

Within all learning pathways at both KS3 and KS4 there is also a strong focus on a Personal Development and Careers and Guidance programmes. Personal Development enables students to focus on themselves and gives them the necessary skills that enable them to learn and succeed in all aspects of their lives. Careers and guidance is embedded within PHSE but also forms part of our wider offer and gives students opportunity to meet and engage with employers and make detailed plans about their future. This ensures all pupils get the support they need to make the necessary steps into the next phases of their education or employment.