



Stevenage ESC

CURRICULUM POLICY

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| Executive Headteacher: | Dan Nearney |
| Chair of Management Committee: | Emma Flawn |
| Date of Policy: | September 2022 |
| Date of Review: | September 2023 |



Curriculum Intent

The aim of Stevenage ESC is to ensure that the students are given maximum life chances to ensure a successful transition into adulthood; the critical way that we can influence a positive outcome is through a varied curriculum.

Every pupil admitted to SESC has been on a unique educational journey. We are committed to being a positive and stabilising setting that bridges to continued education, whether that be another mainstream school or a specialist setting. Pupils are with us for varying amounts of time: some individuals will have a very short time with us while others can remain in excess of 1-year dependent on the availability of provision. Our curriculum therefore needs to be flexible, personalised and designed to enable pupils to progress to the next stage on their educational journey. Our aim is to provide a curriculum that enables each child to shine: to nurture their individual talents and raise aspirations.

SESC seeks to support students in re-engaging with education, addressing barriers to personal growth and supporting students with successful transition into the next stage of their learning. Every student is an individual but has an equal right to a high quality and holistic package that supports their strengths, interests and aspirations and allows all students to achieve their best.

The curriculum is designed to:

- Re-engage all pupils as learners
- Enhance the self – perception of pupils as learners
- Inspire and motivate pupils, fostering a curiosity to learn
- Enable all pupils to make progress from their individual starting points and to have success in learning underpinned by a focus on developing pupils' social development, emotional wellbeing and mental health
- Focus on developing pupil's social, emotional and mental health
- Have a strong curriculum focus on the facilitating subjects of English and Mathematics
- Allow pupils to explore subjects beyond the core curriculum in a thematic approach
- Support all pupils to lead healthy and safe lifestyles
- Support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate to and be successful in the next phase of their education

The principles that underpin our approach and all curriculum learning are:

- The relationships are key
- Children's learning is understood developmentally
- The Centre provides a symbolic secure base creating the sense of safety to enable pupils to explore and learn
- All behaviour is communication
- The importance of transition in children's lives

The PSHE curriculum including RSE and embedded SMSC will ensure that SESC fulfils all our statutory obligations under equality legislation.

Implementation:

In any one classroom at SESC we will have pupils from state-maintained schools and academies, who have experienced very different curriculums before joining us, and who may return or move on to another setting with a different curriculum. We have mixed age classes of children in KS3 and year groups in KS4, many of whom are not working at age related expectations. It is therefore crucially important that our curriculum is flexible enough to enable us to meet a wide range of needs. A robust induction process ensures prior information is shared involving previous school and parents/carers.

Each pupil who enters SESC will be assessed on entry. Pupils complete baseline assessments in Maths and English, along with reading and spelling allowing staff to develop a personalised curriculum that fills any gaps they have in prior learning, and allows them to move at their own pace, whatever their starting point.

Using the National Curriculum as a starting point we operate a two year rolling programme of themes indicating which topic is to be taught each term. Foundation subjects and, where appropriate, core subjects are taught under these themes.

SESC Curriculum Entitlement KS3

Key stage 3 provision provides short term respite and reintegration support. Therefore, the Key stage 3 curriculum not only provides a core offer of English, Mathematics, Science and Sport and Well-Being, but focuses on additional learning and intervention to promote personal development and wellbeing skills. Subjects taught include

- English
- Mathematics
- Science
- Humanities
- ICT
- Technology (Food and DT)
- Arts Award
- Sports Leader
- PSHE including Religious Education
- Sport and Well-Being
- Drama
- Social Development
- Bushcraft
- Princes Trust
- Social Development
- ERIC time; everybody reading at the same time in the centre. This is 10 minutes daily and students read either 1-1 or in small groups with staff.

Each student is taught at their own level either individually or as part of a group. All students are challenged and extended. A number of students who attend the centre arrive with low levels of self-esteem. Staff therefore focus on developing a relationship and building on areas of success, concentrating on what the student can do. All students have weekly mentoring and a designated mentor.

SESC Curriculum Entitlement KS4

'Impact of the number of qualifications taken on a pupil's Progress 8 score It may benefit some less able pupils to work towards good grades (and hence score more points) in fewer subjects, with the emphasis on doing well in English and mathematics, rather than to take more subjects but achieve lower grades overall.'

(DfE: Progress 8 and Attainment 8, Guide for maintained secondary schools, academies and free schools Jan 2017).

Whilst pupils attending SESC are not considered less academically able, it is recognised that their learning, prior to the point of them being referred, is likely to have been significantly disrupted.

Therefore, SESC focus on the following measures:

- Percentage of pupils staying in education or employment after key stage 4 (destination)

- Percentage of pupils achieving the threshold in English and mathematics (grade 5 in the 2017 performance tables)
- Progress, from key stage 2, across 5 qualifications
- Progress, from key stage 2, towards their identified destination pathway (see table below)

The key stage 4 curriculum not only provides a core offer of English, Mathematics, Science and Sport and Well-Being, but focuses on additional learning and intervention to promote personal development and wellbeing skills.

| Subject | Hours per Week |
|--|----------------|
| English | 4 |
| Maths | 4 |
| Double Science in Year 10 Single Biology in Year 11 | 3 |
| Sport and Wellbeing | 2 |
| PSHCE | 1 |
| Mentoring | 2 |
| Sports Leaders Award – Only in Yr. 10 | 1 |
| Princes Trust in Year 10 | 1 |
| Modular (History, Employability Skills, ICT) - Only in Year 10 | 1 |
| Functional IT – Only in Year 11 | 1 |

Block A (One student choice)

| Subject | Hours per Week |
|--------------------------|----------------|
| Art | 3 |
| Hospitality and Catering | 3 |
| Construction | 3 |
| Hair and Beauty | 3 |

Block B (One student choice)

| Subject | Hours per Week |
|--------------------------|----------------|
| CNAT Sport | 3 |
| Hospitality and Catering | 3 |
| CNAT Health and Social | 3 |
| History | 3 |

However, in all cases SESC act as they judge to be in the best interests of their pupils. Progression into post 16 pathways is a key measure and informs the 14-16 curriculum offer. Literacy and numeracy skills are essential for future employment and where appropriate to the progression route, and where appropriate functional qualifications are unlisted. By following a broad and balanced curriculum at Key Stage 4, students should have access to a wide range of post-16 options including level 3 BTECs/CTECs and Apprenticeships. When meeting with staff to consider options choices, we will discuss any career choices they have in mind and advise them towards choices which offer the right progression pathways for their future. KS4 students are also offered work experience one-day per week; this links to their interests as well as their education pathway, Careers advice and guidance using the Gatsby Benchmark and weekly mentoring sessions with a designated mentor.

Teaching Staff and Arrangements

SESC provides a formal education similar to that which one would expect of a school. All full-time students attend the centre for a total of twenty-five hours per week education, provided in five daily sessions.

These daily sessions commence at 8.30am and finish at 2:30for all students. Each day is divided into six teaching sessions and two breaks with a short registration at the beginning and end of each day.

All of the teachers employed at the centre are qualified teachers with experience of working with challenging children. Staff teach their specialist subject across both key stages and in addition may teach other subjects as and when necessary. In addition, the centre employs support assistants whose role is to support both teachers and students within the classroom and around the centre.

Curriculum Organisation

On notification of a new student the centre requests curriculum information from the previous school and data from the Student Assessment Data Unit. This provides information as to the levels at which the child is working within the National Curriculum subjects of Maths, English, Science. In addition, information relating to any identified special needs is requested e.g. IEP's, PSP's and EP reports. This information is made available to teaching staff in order that they may plan work at an appropriate level.

On arrival at the centre each student completes a spelling, reading, writing and comprehension test, learning style questionnaire, self-esteem questionnaire, COPS assessment, Goal assessments in other subjects and a Maths assessment in order to provide baseline levels of attainment so that the teachers can monitor progress and identify areas of difficulty. A number of these assessments are repeated on exit to provide an indication of student progress.

Staff are expected to deliver the curriculum in an engaging and dynamic way to ensure that gaps to learning are addressed expediently. Students can expect a fully differentiated and relevant curriculum using contextualised learning opportunities Spiritual, Moral, Social and Cultural (SMSC). Staff meet and greet students at the start of the day to provide a calm environment and assess any student need. This provides the opportunity to uncover and discuss any issues from the previous day both in and out of school and to ensure that students are prepared for the rest of the day within the centre. Registration provides a brief opportunity to identify any issues from that day up to that point in time; this may include both positive and negative issues. It also provides the opportunity to reinforce any issues previously identified. Required adaptations to timetables, additional interventions or access to specialist services can be made on a weekly basis to ensure that student's curriculum package (academic, social and behavioural) remains relevant, appropriate and targeted.

Each student is taught at their own level either individually or as part of a group. All students are challenged and extended. A number of students who attend the centre arrive with low levels of selfesteem. Staff therefore focus on developing a relationship and building on areas of success, concentrating on what the student can do. All students have weekly mentoring and a designated mentor. Additionally all students are also offered work experience one-day per week; this links to their interests as well as their education pathway, Careers advice and guidance using the Gatsby Benchmark.

Impact

The primary measure of the impact of our curriculum will be student achievement and attainment. Our assessment policy contains the detail of how we assess pupils. We will further evaluate the impact of our curriculum in the following ways:

| Aim | Impact Measurement |
|---|--|
| Engage all students in learning | <ul style="list-style-type: none"> Observations of learning Student voice Attendance Mentor time reviews Behaviour analysis Students attitude to learning/engagement scales (1/2 termly) Reward data |
| Enable all students to make progress from their individual starting points, and to have successes in learning | <ul style="list-style-type: none"> Analysis of pupil progress data Qualitative data on pupil progress e.g. book scrutiny |
| Support all pupils to lead healthy and safe lifestyles | <ul style="list-style-type: none"> Observations of learning in PSHE lessons Student voice Analysis of behaviour scaling Keeping safe curriculum Behaviour analysis (positive and negative) |
| Support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in a mainstream school or next steps in learning (post-16). | <ul style="list-style-type: none"> Number of students successfully reintegrated to the next phase of their education |