

# Curriculum Policy

JUST LEARN

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## 1. Curriculum aims

### Statement

Jus‘T’Learn offers a curriculum that is broad and balanced and that reflects the National Curriculum. All students have the opportunity to study GCSEs and Functional Skills. Students in Year 10 can follow a two-year course that leads to their GCSEs. Students in Year 11 have the opportunity of taking GCSEs and/or follow a vocational programme of study such as the Prince’s Trust Programme which is a Level 2 programme which enables students to develop their interpersonal skills as well as learning to work as part of a team. Student ins KS3 have the opportunity to complete project based learning through AQA Awards.

Students also have the opportunity to access an Individual Learning Plan (ILP) and Personal Development Programme (PDP), aimed at supporting students through their studies as well as bereavement and loss. Our Personal Contribution Curriculum allows students to become involved in, for example, the Student Council, etc. Our students also have the opportunity to work with a Moving Forward in Life Mentor who provides 1-1 support and small group support, tailored to individual needs.

### Mission Statement

Our Mission statement is: Building the pathway to your future.

### Aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils’ spiritual, moral, social and cultural development
- Support pupils’ physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils’ learning and progression, and enable them to work towards achieving their goals
- Develop pupils’ independent learning skills and resilience, to equip them for further/higher education and employment

## SMSC Statement

To ensure that all learners show a keen interest in ethical issues. Pupils to have a very good understanding into their own and others' cultures. To appreciate a cultural diversity and where required to, challenge racism and to engage well with those from different backgrounds.

## The National Curriculum

In addition to supporting the aims, ethos and value of our school, our curriculum meets the statutory requirements of the Secondary Curriculum and the three key aims for all young people; namely that all young people should be:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

## Organisation of the Curriculum at Jus'T'Learn

Our curriculum is delivered through 5 different types of weekly timetable with each day divided into 4 or 5 periods of either 50 minutes and 60 minutes, resulting in approximately 25 hours of teaching per week.

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## 3. Roles and responsibilities

### 3.1 The Board of Trustees

The Board of Trustees will monitor the effectiveness of this policy and hold the head of school to account for its implementation.

The Board of Trustees will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum
- › It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

- › Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 3.2 Head of School

The Head of School is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the board of trustees
- › Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The board of trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The board of trustees is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- The school's curriculum officer is responsible of ensuring the curriculum policy is followed and implemented by all members of the staff.
- The schools intervention officer is responsible of ensuring that all students that require interventions within the curriculum are in receipt of this.
- The school careers advisor is responsible of ensuring that careers guidance is implemented within the curriculum.

## 4. Organisation and planning

### Curriculum Planning and Monitoring

It is the responsibility of curriculum and subject leaders to plan and manage the curriculum and assessment of their subject areas. They report back regularly to the Curriculum Officer. An annual, structured curriculum meeting will take place and other key staff to plan the curriculum for the following year to ensure that the quality of planning and monitoring meets the needs of all students.

### Literacy and Numeracy

#### Mission Statement

Jus'T'Learn Independent School is committed to raising the standards of numeracy and literacy of all of its pupils, so that they develop the ability to use these skills effectively in all areas of the curriculum and to cope confidently with the demands of everyday life and lifelong learning. This policy explains how the National Literacy and Numeracy Framework (LNF) will be implemented.

## **The National Context**

"Literacy is the use of language skills in daily activities at school, at home, at work, and in the community. It involves both using literacy skills and knowing how to use English. Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn – fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas." (National Literacy and Numeracy Framework information document 120/2013)

### **Expected characteristics of a literate pupil:**

Literate pupils have essential life skills, and are able to apply these skills across the curriculum in different subject areas and in real-life contexts. They can understand the world around them. They have an understanding of written and spoken language. Literate pupils can interpret what has been written or said, and can draw inferences from the evidence around them. They can communicate accurately, fluently and persuasively.

### **Expected characteristics of a numerate pupil:**

'Numeracy is not the same as mathematics. Numeracy is proficiency with number that is acquired through being taught mathematics well. Although pupils usually learn their numeracy skills during mathematics lessons, to be fully numerate they must be able to apply these skills in other subject areas and real-life contexts.' (The Key – Policy Information, Jan, 2017)

Numerate individuals are able to function responsibly in everyday life and contribute effectively to society. Numerate pupils are able to handle numbers fluently in mental, oral and written work, exploit patterns within number when calculating and approximating: measure and calculate and accurately estimate.

### **Policy Aims:**

- To develop a whole school approach to addressing literacy and numeracy needs across the curriculum.
- To support teachers of all subjects in identifying and providing opportunities for learners to apply numeracy and literacy across the curriculum in accordance with the requirements of the LNF.
- To determine learner progress in numeracy and literacy and the next steps.
- To ensure effective cross curriculum planning for skills.
- To provide a framework for continued development, clearly setting out annual expected statements in numeracy and literacy and progression indicators for learners with additional learning needs.
- To enable all pupils to develop their skills in numerical reasoning, using number, measuring and data skills (Numeracy) and in reading, writing and orally [Literacy].
- To be able to transfer and apply these skills in order to enable them to access learning across all areas of the curriculum.
- To encourage staff to take responsibility for the development and implementation of the National Literacy and Numeracy Framework (LNF) in their subject areas through inclusion in schemes of work and lesson plans.

### **Policy Commitment:**

- Literacy and numeracy is the responsibility of all staff.
- All staff are responsible for acting as role models in the use of literacy and numeracy skills.
- All staff are expected to promote the value of literacy and numeracy skills in learning.
- Staff must actively identify, intervene and support pupils who display difficulty in any or all areas of literacy or numeracy.
- Effective use is to be made of literacy and numeracy intervention.
- Staff must actively intervene, support and challenge pupils who display particular talents in any/all aspects of literacy and numeracy.
- If staff are uncertain about the best course of action they should seek the advice of their line manager, any member of senior staff or the Literacy or Numeracy coordinator (curriculum officer).

### **Curriculum Planning:**

The LNF is first and foremost a curriculum planning tool that supports all teachers to embed numeracy and literacy in their teaching of the curriculum. Current curriculum planning has been adapted to support cross curricular planning using the LNF and tasks are set that aim to introduce, consolidate, apply and make progress in specific numeracy and literacy skills. Although the LNF identifies age-appropriate numeracy and literacy skills, planning will need to take into account the different abilities of the pupils. The development of skills should be progressive with each skill, having been taught in one lesson, then practiced and consolidated elsewhere as required by the skill itself or the individual child.

### **Developing**

Departments will need to consider how the specific literacy/numeracy pathways can be developed over a period of time within their departmental schemes of work. In the developing stage pupils can work in pairs/groups to develop specific skills. Teaching activities should include modelling good literacy/numeracy skills and the use of AFL, in particular success criteria, such as rubrics or skill ladders, allowing pupils to peer and self-assess against LNF end of year expectations.

### **Assessing**

Pupils should individually be given tasks where they can demonstrate their ability in specific literacy/numeracy pathways within a subject, along with subject specific level descriptors. The school has provided each department with the pupil friendly versions of the LNF. These should be used by departments to develop assessment grids or rubrics which can be used by pupils and staff to assess against the LNF and also reflect the context of the subject they are covering. The assessed piece of work should provide a narrative comment explaining the pupil's current performance in relation to the LNF and what their next steps should be. Each pathway should be assessed at least twice per year in order to show progression.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

Board of Trustees monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Schools visits
- Meetings
- School council

Curriculum leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Book Scrutinises
- Assessment trackers
- Homework implementation

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the head of school, board of trustees and curriculum leaders. At every review, the policy will be shared with the full board of trustees.

## 7. Links with other policies

This policy links to the following policies and procedures:


- › Assessment & Marking policy
- › SEN policy
- › Equality opportunities policy



**Appendix 1:**

**Marking**

Marking of books should be completed efficiently. We will be following the two stars and a wish mark scheme.

Date
Learning Intention-

Wish -

Above is a template of the way we will be marking work at Just Learn.

**Exemplification**

Departments, working with the literacy and numeracy coordinators, should build up a portfolio of pupil work that exemplifies the literacy/numeracy pathways they are responsible for assessing. At the end of each tracking period each department is required to submit exemplar work for each of the 4 possible outcomes for each year group. This will be moderated by the literacy/numeracy coordinators to ensure consistency. Where these pathways go across a number of department cross moderation meetings will take place.