



Registered Charity 1171812

Curriculum Policy

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1. Introduction

Vision and intent at CRLT

To build a safe and supportive environment where young people are empowered to change their lives.

To encourage and help each young person to develop a natural curiosity, persistence, grit and an appreciation of lifelong learning.

To give all learners a positive experience of education.

To encourage and welcome learners who have had difficult experiences and relationships with mainstream educational settings to engage in education.

To be different in our ability to adapt to learners' needs but provide the same academic provision and opportunities as a traditional school.

To provide the opportunities and next steps provision that our learners will need to be able to flourish in the wider world.

To give our learners a chance to grow in skills, confidence and cultural capital in their time with us.

This policy outlines the school's approach to the curriculum, this meaning the students' complete experience. It serves the wider aims of the school to provide an all-round education, not only delivered through timetabled lessons, but also through extra-curricular activities, special events, the promotion of appropriate behaviour, a healthy lifestyle, and British values. The safeguarding of students is paramount in all activities directed by the school.

2. Curriculum Aims

2.1 The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on young people's individual experience and starting point and that helps all young people to become successful learners, confident individuals, and responsible citizens.

2.2 Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- move towards enabling students to progress more easily based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.
- To have and be able to use high quality personal, learning skills and become independent learners.
- To have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- To be challenged and stretched to achieve their potential.
- To enjoy and be committed to learning, to 21 and beyond.
- To value their learning outside of the curriculum and relate to the taught curriculum.

3. The Curriculum Outcomes

3.1 Our curriculum will:

- Lead to qualifications that are of worth for employers and for entry to FE/HE.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- To meet the needs of young people of all abilities at CRLT.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and numbers effectively.
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help students understand the world in which they live.
- Develop a specific curriculum for key stage 3 (years 7,8 and 9) which will focus on the core skills of numeracy and literacy and offer a wide range of opportunities within the curriculum to inspire and engage.
- Design a key stage 4 curriculum which meets the needs of students, parents, and wider society. This will follow the national curriculum but be adaptable to the needs and abilities of our students.
- Design a 6th Form that offers a range of qualifications at Level 3 to enable transition to HE or the workplace.

4. Roles and Responsibilities

4.1 The Headteacher will ensure that:

- All statutory 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 students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- 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 statutory targets to make informed decisions.

4.2 The Board of Trustees will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

4.3 Teaching and Learning Lead will ensure that:

- They have an oversight of curriculum structure and delivery
- Detailed and up-to-date schemes of learning are in place for the delivery of courses
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with subject teachers on a regular basis and that actions are taken where necessary to improve these.

Department Lead and Individual subject teachers (if only teacher delivering a course):

- Long term planning is in place for all courses. Such schemes of learning will be designed using the academy pro-forma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation, and resources.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the students' following courses. There should be consistency of approach towards assessment.
- They keep the Teaching and Learning Lead informed of proposed changes to curriculum delivery.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee CPD needs regarding curriculum planning and delivery within their area of responsibility.

4.4 Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform future curriculum decisions in order that it best meets the needs of each cohort of students.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

4.5 Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support, and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

- Receive coordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.

4.6 Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

5. Monitoring, Evaluation, and Review

5.1 The Board of Trustees will receive an annual report from the Headteacher on:

- The standard reached in each subject compared with national and local benchmarks
- The standards achieved at the end of each key stage considering any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was disapplied and the arrangements which were made.

5.2 The Board of Trustees will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

6. Outlining of Curriculum Provision

6.1 Subjects and various class lessons timetable

In **KS3 classes**, students are exposed to a wide variety of subjects. They can learn French, Computer coding, Humanities including RE, along with English, Maths, and science. They also have an opportunity to express themselves through Art, Music, and Drama. All students become members of Christchurch library which they visit on a weekly basis to work on projects to support their SEMH needs. Students attend a weekly PSHE lesson and have access to a school counsellor and mental health nurse on a weekly basis. Phonics lessons are provided for students who struggle with reading and writing. Wellbeing and Physical Education lesson are timetabled once a week to ensure a healthy, well-balanced education.

Subjects: KS3	Lessons per week (50 mins)
English including reading plus	5
Mathematics	5
Biology	1
Chemistry	1
Physics	1
Art	2
Physical Education	2
Computing	2
Humanities (Geography/History/RE)	2
Wellbeing	1
Citizenship	1
Creative arts	1
French	1
PSHE	1
Life lessons	1
Library	2

In **KS4 classes**, students are taught the national curriculum. They take GCSE English Language, Literature and Mathematics (foundation or higher papers). If students struggle with GCSE level, they can sit Functional Skills English and Maths. Along with Combined Science (double award), students can take a Digital Media Studies course. All students take Photography GCSE. Our students become members of Christchurch library which they visit on a weekly basis to work on projects to support their SEMH needs and are enrolled for the Duke of Edinburgh Bronze Award. Students attend a weekly PSHE lesson and have access to a school counsellor and mental health nurse on a weekly basis. Phonics lessons are provided for students who struggle with reading and writing. Wellbeing and physical education lessons are timetabled once a week to ensure they become healthy, well-balanced individuals.

Subjects: KS4	Lessons per week (50 mins)
English Language and Literature	5
Mathematics	5
Biology	2
Chemistry	2
Physics	2
Photography	4
Physical Education	2
Digital Media Studies	4
Wellbeing	1
PSHE	1
Library	2

Our **KS4 emerging group** focuses on supporting students to get at least four GCSEs in a year. This is to equip students with the necessary qualifications to move onto college or to remain in our Sixth Form. These Level 2 qualifications include English, Maths, Photography and Statistics. Students can re-sit their English or maths in November, and if interested in taking Combined Science, they can join the current Year 11 class for lessons. They have a broad educational experience which includes some science, physical education and PSHE. We have also introduced an Employability Level 2 qualification to support students alongside their work experience opportunities.

Subjects: KS4 Emerging Group	Lessons per week (50 mins)
English Language	4
Mathematics	5
Reading Plus and Timetable Rockstars	2
Photography / Arts Award	4
GCSE Statistics	4
Science: Entry Level	1
Physical Education	2
Life Lessons	1
Wellbeing	1
PSHE	1
Library	2

Our **Sixth Form** provision offers students the opportunity to choose from a range of qualifications. These include A Level Mathematics, A level Business and Art and/or Photography. Students can complete Level 3 RSL Digital Media Studies and AAQ Early Child Development. We also offer BTEC Level 2 in Animal Care.

All students are timetabled a PSHE lesson, wellbeing, and physical education. Some of our students use their time at the school to re-sit GCSE English and/or Maths. All students can complete an EPQ which is worth almost half an A Level. Students also have access to a counsellor, mental health nurse and a careers advisor.

Subjects: Sixth Form	Lessons per week (50 mins)
A Level Mathematics	5
A Level Art	5
A Level Photography	5
A Level Business	5
BTEC (AAQ) Level 3 Early Child Development	5
RSL Level 3 Award Digital Media	5
Extended Project Qualification (EPQ)	4
BTEC Level 2 – Animal Care	4
PSHE / Well-being	2
Physical Education	2

6.2 Variations to the provision above are made for many learners:

- Many students start on a reduced timetable so that they can successfully transition into our school.
- Some students are accessing a range of qualification levels –mixing Level 2 and 3 (these tend to be 16+ students)
- Most 6th Form are accessing 3 A level equivalent (but some are accessing fewer qualifications)

6.3 School Day

Time	Lessons
9.00 – 9.10	Registration
9.10 – 10.00	Period 1
10.00 – 10.50	Period 2
10.50 – 11.10	Break
11.10 – 12.00	Period 3
12.00 – 12.50	Period 4
12.50 – 13.30	Lunch
13.30 – 13.50	Tutor Time: Class Reader: Mon, Wed, and Fri Numeracy Games: Tues and Thurs
13.50 – 14.40	Period 5
14.40 – 15.30	Period 6