



# *The Bridge School Curriculum*

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## **2022**

<b>Approved by:</b>	The Management Committee	<b>Date:</b> 04/10
<b>Last reviewed on:</b>	October 2022	
<b>Next review due by:</b>	October 2023	

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### 1. Curriculum aims

Our curriculum aims/intends to:

- **Re-engage our students with a desire to attend school (*improve attendance*) and take part in the learning process (*participate*): Promote a positive attitude towards learning**
- **Provide a broad and balanced education for all students that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment**
- **Raise competencies and confidence with regard to all aspects of literacy and numeracy**
- **Develop the *reading* and *comprehension* ability of all students**
- **Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations**
- **Support and develop students' spiritual, moral, social and cultural awareness.**
- **Support students' physical development and responsibility for their own health, and enable them to be active**
- **Where possible provide equal access to learning for all pupils, with high expectations for every student and appropriate levels of challenge and support.**
- **Have a high, yet appropriate, academic, vocational and personal ambition for all students**
- **Develop 'cultural capital' within students – so that they are knowledgeable about a wide range of culture, are increasingly comfortable discussing its value and merits, and have been given an array of experiences and access to skill development.**
- **Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals**
- **Provide as broad curriculum as possible prioritising a strong academic core of subjects.**
- **Develop students' *independent* learning skills and *resilience*, to equip them for further/higher education and employment**

## 2. Legislation and guidance

This Curriculum Policy reflects DfE guidance for Pupil Referral Units and Alternative Provisions. They are not required to follow the National Curriculum (DfE guidance on Alternative Provision p.10-12), but there is a framework for an expectation of coverage. This includes:

- English
- Maths
- Science
- Computing
- Careers guidance

At The Bridge School we currently extend this curriculum with vocational studies (Construction, Vehicle Maintenance and Engineering, and Hair and Beauty), Physical Education (including Outdoor Education), Life Program (Citizenship and PSHE) and Art.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and the [Equality Act 2010](#). It also 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 Management Committee

The Management Committee will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Management Committee will also ensure that:

- A robust framework of planning and monitoring is in place for setting curriculum priorities and aspirational targets
- Teaching time is maximised, where possible, to create the best potential for raised progress, outcomes and accreditations.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 3.2 Headteacher

The headteacher 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, maximised where appropriate, and is reviewed by the Management Committee.
- The Management Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Management Committee 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 (particularly subject leaders and educational support staff) will ensure that the school curriculum is implemented in accordance with this policy.

Key staff and responsibilities:

Wayne Alexander	Deputy Head teacher (Curriculum and T&L)
Amanda Williamson	SENDCo
Jess McKnight	KS4 English & whole school literacy
Aaron Needham	KS4 Maths & whole school numeracy
Jonathan Brown	Centre 37 Manager (Vocational studies)
Martyn Jowett	KS3 Outreach Lead teacher

## 4. Organisation and planning

### Curriculum Approach – KS3:

- The curriculum has been designed (where possible and within available resource prioritisation) to engage all learners regardless of year group, ability or interest.
  - It prioritise English and Maths, Literacy and Numeracy and developing learners **resilience** and supporting SEMH.
  - The curriculum is designed to encourage learners to engage in a wide range of curriculum areas including but not exclusive to Art, Cooking, Science and Humanities.
  - Opportunities to engage in physical activity are encouraged and made available through a PE program, Outdoor Education and after-school extra enrichment.
  - PSHE recognises the vulnerabilities and social, societal, emotional, and employability challenges that are young people experience within this local community and the wider national community.
- Our KS3 PSHE curriculum covers the following:
  - Relationships and sex education, and health education (secondary schools)
  - Spiritual, moral, social and cultural development
  - British values
  - Understanding emotions in yourselves and others.
- Throughout a KS3 placement there are planned and supported developments to encourage increasing levels of **transition** (either location, staff or both) in order to develop the skills needed to return to a mainstream setting or moving onto specialist provision.

### Curriculum Approach – KS4:

- The curriculum has been designed (where possible and within available resource prioritisation) to consider the local needs of children and families.
  - It prioritises English and Maths; Literacy skills and Numeracy
  - It has ensured that children have access to Science that is relevant to their lives and aspirations.
  - It has been constructed with a focus on developing the IT skills of our young people in order that that can access learning independently throughout their teenage and adult life.

- Opportunities to engage in physical activity are encouraged and made available through a PE program, Outdoor Education (including Duke of Edinburgh where appropriate) and after-school extra enrichment.
- Opportunities to engage in vocational studies are also encouraged and made available through courses run at the school's vocational centre, including but not limited to Construction, Hair & Beauty and Mechanics.
- The Life Skills program recognises the vulnerabilities and social, societal, emotional, and employability challenges that our young people experience within this local community and the wider national community.

➤ Our **Life Program** curriculum covers the following:

- Relationships and sex education, and health education (secondary schools)
- Spiritual, moral, social and cultural development
- British values
- Careers guidance: The school provides careers guidance from KS3 onwards. This is graduated in terms of time and focus through Year 10 and 11. All Year 11 students should expect a post school placement by the end of June.

## Planning:

➤ **Short, Medium and Long-Term Planning Expectations:**

In all subjects' staff will have a **long-term plan** that sets out the overview of the course and how areas of focus and units will be completed, revisited and evidenced over the period of the course or placement.

For each unit of work there will be a **medium-term plan** that sets out the outcomes/objective, identifies general misconceptions and highlights links to literacy numeracy and CEAG. Medium term plans will clearly show where and when deep dive opportunities should be accessed, identifies potential tasks/activities, and identifies forms of differentiation/adaptions and key resources.

There is *no* expectation for *short term*, daily, or lesson planning, although medium-term planning should be a working document showing amendments and reflections.

Staff should prepare an up to date medium-term, or weekly plan, when a **planned class observation** takes place. They may also wish, as good practice, to complete a lesson plan

➤ Supporting Curriculum and Planning resources are available on the School Staff IT Network:  
**TeacherShare/**

## 5. Inclusion

All young people will have access to a full-time educational offer regardless of their Special Educational Needs.

There may be occasions where bespoke and time limited planning provide reasonable adjustments that support the development of participation skills and resilience, and support the situational needs of a young person. This may include timetabling that directs young people to different, more effective profiles of curriculum and timetabling. These occasions will be documented and routinely evaluated, in order that progress towards the most full curriculum offer is possible.

Young people will be routinely offered opportunities that reflect and stretch their ability levels.

Teachers will set high expectations for all students. They will use appropriate assessment to set ambitious but 'need informed' 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 any curriculum subject that the school offers, 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 available 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

The Management Committee monitor coverage of the Curriculum and its subjects, and compliance with other statutory requirements through a combination of:

- Routine monitoring visits to the school
- Meetings with designated and key staff
- Meetings with Parent or Student Council

The Deputy Head Teacher and Subject and Provision Leaders monitor the way their subject is taught throughout the school by:

- › Termly Self-Evaluation
- › Evaluation of specific data and performance indicators
- › Lesson and delivery observations
- › Planning scrutiny
- › Learning Walks
- › Book scrutiny

The Deputy Head Teacher and Subject and Provision Leaders have responsibility for monitoring the storage and management of resources

This policy will be reviewed every 2 years by the Head Teacher/Deputy Head Teacher/ Subject and Provision Leads, and designated Members of the Management Committee with responsibility for Curriculum oversight.

At every review, the policy will be shared with the full Management Committee for evaluation, and Approval.

## 7. Links with other policies

This policy links to the following policies and procedures:

- › **Assessment policy**
- › **Non-examination assessment policy**
- › **SEN Policy and Information Report**
- › **Equality information and objectives**
- › **Behaviour Policy**