

# Curriculum Policy



## SILVER BRIDGE SCHOOL

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<b>Approved by:</b>	Dan Alipaz	<b>Date:</b> 19 <sup>th</sup> Dec 2019
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## 1. Curriculum Intent

At Silver Bridge School we are proud to use an individualised and enquiry based learning approach called 'Percept Learning'. Through this ambitious and unique method, our intention is to change the traditional education model to be student led in order to engage students who have become disenfranchised from learning. Our aim is to design individualised, project based curricula around each students' interest, passions and desires in order to develop a broad level of skills, knowledge, fulfilment and personal wellbeing by exploring their own unique perceptions of the world.

Through this process, the curriculum aims to equip each student not only with academic skills and knowledge, but the necessary life skills to understand how their own interests, desires and talents – fostered through their own enquiries – can provide them with the needed cultural capital to be successful in society. In so doing, the enquiry based initiative develops each students' understanding of their agency which develops their confidence to creatively and positively contribute towards community. In this regard, our curriculum aims to – above all – provide students with a sense of value alongside the necessary skills to transition to their next step of their journey.

To this end, our intention is flip a traditional model of education on its head by having each student lead their own learning whereby by education staff become 'guides' to facilitate how and what children learn in line with their interests and desires. We work hard to ensure the curricula are individualised to meet this overall intention because we believe that each child has the capacity to reach their potential when they are provided with the right environment to realise their interests and desires.

The structure of the curriculum is broken into three categories with separate intentions and work together to form the overall intent outlined above. While students can move through, within and sit in multiple categories at once, all students – at any given point in their journey through Silver Bridge School – will have a predominant category which forms the intent and the implementation of their individualised curriculum. Where students sit within the categories will be determined by the 'Team Around the Young Person' (TAYP) which includes all relevant internal and external stakeholders. The three categories are:

- 1. Overcoming Barriers to Learning** – all of our students who start at Silver Bridge School have a barrier to learning for a multitude of reasons. For this reason, all students – irrespective of their age when entering Silver Bridge School – will sit firmly within this category in order to work towards the following aims:
  - a. To begin to understand their talents, interests and desires
  - b. To begin to positively engage meaningfully with others
  - c. To begin to utilise fundamental skills in reading, writing and math
- 2. Becoming Skilled** – As students begin to understand and overcome their barriers to learning, the intentionality of the curriculum will focus more on learning the necessary discrete skills to achieve the following aims:
  - a. To use their interests, talents and desires
  - b. To meaningfully contribute towards their own learning as well as the learning of others
  - c. To actively use and begin to master fundamental skills in reading, writing and maths
  - d. To begin building skills which contribute towards qualification achievement
- 3. Contributing Towards Community** – Where students are placed in this category, the intention of the curriculum becomes more discretely focused on preparing them for their chosen destination and seeks to achieve the following aims:
  - a. To understand how their unique interests, talents and desires can develop their cultural capital within their community
  - b. To proactively develop their learning and that of others

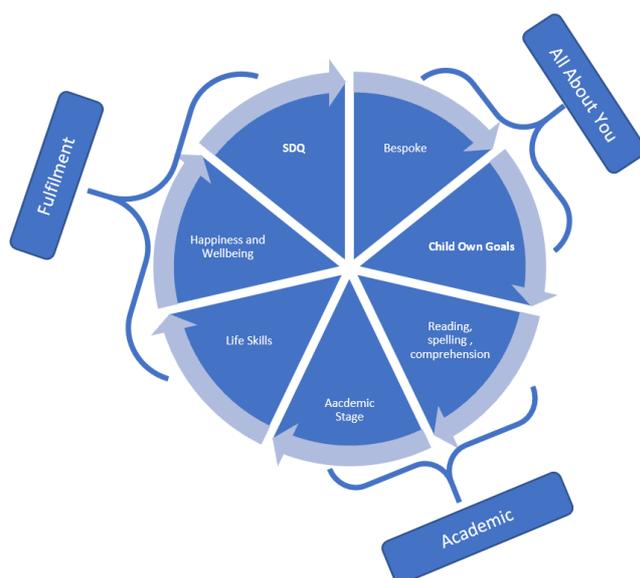
- c. To master necessary academic skills relating to their chosen qualification routes including reading, writing and maths
- d. To proactively engage with community in working towards their chosen destinations

In laying out these categories, the curriculum ultimately serves to facilitate a transition whereby children can recognise, foster and develop their own potential to reach their chosen destinations.

## 2. Implementation

All students at Silver Bridge School undergo a six week baseline period for which they are assessed and monitored against three distinct areas: *All About You*, *Fulfillment* and *Academic*. These three distinct areas are broken down further to ensure that all targets are truly individualised and form the basis their 'Personal Outcomes Pie' (POP):

- **All About You** – in this area, students are set targets against two areas that relate specifically their needs:
  - **Bespoke Targets** – these are specific targets that are discussed and agreed by the Team Around the Young Person (TAYP)
  - **Child Own Goals** – these are targets set by the student which are equally monitored with curriculum activities planned accordingly
  
- **Fulfillment** – in this area, students needs relating to their sense of fulfillment and can range from pragmatic life skills to psychological development around wellbeing:
  - **Happiness and Welbeing** – these targets will be set against selected wellbeing assessments approved by...
  - **Life Skills** – these are pragmatic targets agreed by the TAYP for which the appropriate curriculum activities are planned and progress is monitored
  
- **Academic** – In this area all academic targets are set against initial assessment and prior attainment and are broken into two areas:
  - **Academic Stage** – in this area, we assess the student's academic stage in order to understand which aspects of the national curriculum will feature within their project work
  - **Reading, Writing & Comprehension** – to ensure that all of our students develop the fundamental skills and knowledge to read, write and comprehend, we ensure that specific targets are set and monitored closely.



## Academic Implementation

In all key stages, each curriculum project is supported by nine key 'Pillars' which align with the independent school standards and have embedded within them the key stage 1, 2, 3 & 4 national curriculum.

The Nine Pillars are as follows

- **Linguistic Pillar** – English, reading, writing and Speaking & Listening
- **Mathematical Pillar** – all areas of maths
- **Scientific Pillar** – biology, chemistry, physics
- **Human & Social Pillar** – history & geography
- **PSHE Pillar** – Physical, Social, Health and Economic development
- **Technological Pillar** – ICT
- **Aesthetic and Creative Pillar** – art, design and technology and music
- **MFL Pillar** – modern foreign languages
- **Physical Pillar** – physical education

Each Pillar has been carefully mapped to show clear progression routes and curriculum coverage for each subject. By aligning the 'Pillars' with traditional subject areas, students can gain a clearer understanding of their academic areas of strengths and development in order to inform their qualification routes within key stage 4 and 5. All projects – irrespective of the area of interest – will have aspects from each pillar.

At Silver Bridge we use each Pillar to plan a Personalised Project Plan (PPP) for every student by using our 'percept philosophy'. Each PPP will have a balance between two distinctly timetabled sessions: *discrete skills based sessions* and *project work sessions*. In both timetabled sessions, students work either independently or in small groups no larger than 3 to 5 depending on their needs. In the discrete sessions, students develop and fine tune the specific skills which are then *practically applied* in their project-based sessions.

As each curriculum project is supported by these Pillars, Silver Bridge does not have subject classes in a traditional sense. However, each key area of the national curriculum are covered in the Pillars and incorporated into each project plan depending on their applicability and the needs of each student. While the Pillars support their project development, each in their distinct way,

Underpinning each Pillar is the Spiritual, Moral, Social and Cultural Development strand and is incorporated throughout all curriculum planning and through the ethos at Silver Bridge School.

Linguistics is a high priority for all students at Silver Bridge school as evidence consistently shows that *language use* has a significant impact on the development of cultural capital. Consequently, speaking and listening, reading, writing and comprehension features in all sessions across the week with specific processes being implemented:

### Reading:

- Children in Key Stage 1 will learn to read by using a phonetic programme, 'Read, Write Ink'. This will be daily. They will learn individual sounds, blending, segmenting, and manipulating words in order to read and spell words correctly. Students who require further support in KS2/ KS3/ or KS4 will have a dedicated phonic session in addition to their English lesson as well as a more intense reading intervention.
- We promote reading by encouraging Independent, guided, share or paired reading to develop confidence, fluency and understanding. Reading takes place with a variety of adults, peers and mixed age groups. We encourage a home/ school reading partnership.
- We have a well-resourced library with a wide-ranging variety of books and reading materials to meet all interests, passions and abilities. In every learning room children have access to a variety of reading materials.
- We run special reading event days, we host author visits, and book fairs. We encourage members of our community to come and read to the children at Spaghetti Bridge. We ensure that we ask a whole range of different people from different walks of life. For the younger children we practice DEAR time (Drop everything and read!) where the teacher reads the children a class book that they have chosen. Every half term there is an author focus

covering the breadth of the different reading genres. At Spaghetti Bridge we host a book club for children, young people and staff.

### Writing:

- Every child and young person will be encouraged to write daily. The lesson will be linked to the project however, discrete English aspects may be taught separately e.g. for aspects of SPAG (Spelling, Punctuation and Grammar) If a child's handwriting is illegible we will provide sessions to help it become legible and if necessary Technology may be used.

### Speaking and Listening:

Throughout the day speaking and listening will be promoted through every aspect of a school day to encourage student's to express themselves with clarity and to listen and respect other points of views and opinions. As students begin to sit more firmly within the categories of 'Becoming Skilled' and 'Contributing Towards Community', they will work more discretely towards their chosen qualification pathways that both contribute towards their project development as well as to their chosen destinations. Silver Bridge offers a range of qualifications at different levels and are aligned with the Pillars which support their project. As students begin to understand their specific strengths and interests through the Pillars, they can choose from a suite of qualifications which will facilitate their next step. These include the following:

KS4 & KS5	Mathematical Pillar	Linguistic Pillar	Scientific Pillar	Technological Pillar	Human and Social Pillar	Aesthetic and Creative Pillar	Physical Pillar
GCSE	Pearson Edexcel Level 1/2 GCSE (9-1) Mathematics- (1 MA)	Pearson Edexcel Level 1/2 GCSE (9-1) English Language (1 ENO)	Pearson Edexcel Level 1/2 GCSE (9-1) Combined Science (1SCO)		Pearson Edexcel Level 1/2 GCSE (9-1) History (1H0) Pearson Edexcel Level 1/2 GCSE (9-1) Geography B (1 GBO)	GCSE Music	Important to note  PE, is always taught weekly to encourage positive health and mental wellbeing.
Functional Skills	Pearson Edexcel Entry Level 1,2,3 and Level 1 and Level 2 Mathematics	Pearson Edexcel Entry Level 1,2,3 and Level 1 and Level 2 English		Pearson Edexcel Entry Level 1,2,3 and Level 1 and Level 2 Information Communication Technology			
BTEC			Pearson BTEC Level 1 Introductory Applied Science  Pearson BTEC Level 1 & 2 First Principles of Applied Science	Pearson BTEC First Information and Creative Technology Level 1 & level 2  Pearson BTEC Entry Level 3 for IT Users	Pearson Btec E3- L1 Land Based Studies  Pearson BTEC First Level 1 & level 2 Public Services	Pearson BTEC E3 Award in Art and Design and  BTEC First Level 1 & level 2 in Art and Design  Pearson BTEC in Creative Media Production E3 and Level 1 &2  Pearson BTEC level 1	Pearson BTEC First Level 1 and Level 2 Sprt

						Introduction to Digital Media. BTEC Music Technology	
Skilled for Life Programme	<p>At Key Stage 4 and 5 a student may choose to follow the 'Skilled for Life Programme' which consists of gaining qualifications from the following areas:</p> <p>Industry Knowledge, Work Experience, Social and Personal Skills, and Skills for Work.</p> <p>In addition, each student will gain a Mathematical and English qualification from the suite listed above. A substantial vocational qualification will be chosen through the industry knowledge strand</p>						

### Next Steps

As students begin to sit more comfortably within the 'Contributing Towards Community' category, there is more focus placed on preparations for their chosen destination. 'Next Steps' Sessions will occur.. These can include:

- **Independent Careers Advice Guidance** – Silver Bridge will have both an independent guidance councilor attend the school as well as a advice and guidance subscriptions to a range of independent websites
- **Work Placements** – each student's timetable can be reorganised to accommodate work placements which are appropriate risk assessed and monitored against targets
- **Visits to Future Education Placements** – Silver Bridge staff will accompany students on visits to possible further education sites.

### Fulfillment and 'All About You' Implementation

As outlined above, students are set targets in relation to two key areas: wellbeing and life skills development. To support the development in these areas, each student will have discrete sessions called '*life skills sessions*' where teachers plan activities to meet specific targets around life skills development and ensure they have time each week to discuss their emotional stability. These sessions may take place for each student independently or in small groups depending on their specific needs.

These 'life skills sessions' will be delivered by their teacher/practitioner and will incorporate any specific methodologies outlined by both specific therapeutic input as well as the collective thoughts and opinions of the 'Team Around The Young Person' (TAYP) which includes all relevant stakeholders.

On a more general level, Silver Bridge's '*Wellbeing Commitment Strategy*' ensures that all staff hold the wellbeing of our students as a central tenant to our overall approach. This is embedded throughout the curriculum. At Silver Bridge we believe that opportunities need to exist to develop and promote social, emotional mental health and wellbeing and resilience skills through a dedicated Personal Social Health Education (PSHE) and the wider curriculum. We are committed to ensuring that our curriculum, teaching, learning and assessment is exceptional and actively promotes wellbeing. .

### Extra-curricular Activities

Silver Bridge offers a range of extracurricular activities which offer a range of opportunities to develop vital life skills as well as provide a therapeutic opportunity to fostering wellbeing. Extra- curricular activities are extensive and provide enrichment opportunities where learning and teaching can take place in a variety of ways both within and beyond the classroom. Forest and Coastal school activities, residential trips, community projects, themed weeks and after school clubs are some examples when students are able to develop their social skills and learn to to become more active citizens within the school community and beyond.

We are proud of our curriculum at Silver Bridge School and are continually reviewing and updating to give our students the best possible learning experiences in order that they achieve their full potential and are well prepared for adulthood and working life

### 3. Legislation and guidance

This policy reflects the 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](#).

### 4. Roles and responsibilities

#### 3.1 The Governing Body/Proprietor

The governing body/Proprietor will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body/Proprietor will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is teaching a "broad and balanced curriculum" which includes English, maths, and science.
- 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, 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

#### 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 and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body/Proprietor is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body/Proprietor 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.

### 4. Inclusion

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

Teachers will plan lessons so that all pupils can study every 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.

### 5. Monitoring arrangements

The governing body/Proprietor monitors whether the school is a "broad and balanced curriculum".

Subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Book scrutinies
- Formative and summative assessment.

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

This policy will be reviewed annually by the headteacher and governing body/proprietor. At every review, the policy will be shared with the full governing board.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- Assessment policy
- Equality information and objectives