

Pulse and Water College Curriculum Policy



1. Introduction

1.1 Pulse and Water College is a learning environment designed to meet the needs of vulnerable learners of secondary school age. We believe that all students can learn and can access powerful knowledge if they have the motivation and ability to do so.

1.2 Our aim is to meet the needs of young people by preparing them for adult and working life in the 21st century.

1.3 Our educational vision and curriculum design recognises that:

- Our learners require a curriculum for behaviour (relationships approach) as well as knowledge.
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation and more.
- Our learners experience challenges with the curriculum prior to joining our school (see 1.5) and need to be actively pushed through teaching to facilitate their progression.
- There is sensitivity to protected characteristics as listed in section 4 of the Equality Act 2010 to ensure everyone seeks to understand differences and learn tolerance and mutual respect in line with British values:

Protected Characteristics:

- a. age
- b. disability
- c. gender reassignment
- d. marriage and civil partnership
- e. pregnancy and maternity
- f. race
- g. religion or belief
- h. sex
- i. sexual orientation

1.4 Our curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests first.
- Have a curriculum that is fit for purpose, offering differentiation, personalisation and the value of relationships.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Develop British values of tolerance, individual liberty, mutual respect, democracy, and rule of law.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Work with placing schools and organisations to ease transition.
- Involve parents/carers.
- Be in a learning environment that is above all else inspiring.

1.5 Challenges our learners may experience prior to admission

- Exclusion from mainstream school
- Disaffection with the school expressed in persistent non attendance
- Inadequate home schooling
- Being new to the country, the English language and the UK school system

2. Curriculum Aims

2.1 The curriculum should inspire and challenge all learners and prepare them for the future.

Our aim is to develop a coherent curriculum that recognises our learners' previous experiences and draws on any advantages that will help them 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.
- Enabling students to progress to enter for public examinations.
- have and be able to use high quality personal, learning and thinking skills (PLTS) and become independent learners.

- have and be able to use high quality functional skills, including key literacy, numeracy and ICT skills.
- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning, to 16 and beyond.
- value their learning outside of the curriculum and relate to the taught curriculum.

3. Curriculum outcomes

3.1 Our curriculum will:

- lead to qualifications that are of worth for employers and for entry to apprenticeships and further education.
 - fulfil statutory requirements.
 - enable students to fulfil their potential.
 - meet the needs of young people of all abilities.
 - 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 KS4 and beyond.
 - help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
 - include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
 - ensure continuity and progression within the school and in reintegration.
 - foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
 - help students to use language and number 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 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- deliver a key stage 4 curriculum which meets the needs of students in relation to their needs and abilities
 - ensure a cyclical relationship between learning, assessment, and progression actively pushed by good teaching.

4. Roles and responsibilities

4.1 The Principal/Proprietor will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect our aims 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 and is reviewed annually.
- The individual needs of students are met through personalisation
- 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 advice of the Head of School and curriculum lead is considered when approving this curriculum policy.

4.2 The Head of School will ensure that

- they have an oversight of curriculum structure and delivery
- detailed and up-to-date schemes of work are in place for the delivery of courses within their key stage.
- schemes of work are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed regularly
- long term planning is in place for all courses.
- Learning profiles encourage progression
- 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 are offered which best suit the needs of learners
- Assessment is appropriate to the course and the students following particular courses.
- 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.

4.3 All staff will:

- ensure that the 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 the design of the curriculum in order that it best meets the needs of each cohort of students.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- 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.

5. external educational provision

All external organisations that also provide education to students on our school roll are checked to ensure their staff are DBS checked:

https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=DUWSs1f8XpN4YbDc0xstCV5JLa3yzAdw&id=Z9VVcTfGqk-IsiTalTE_bbydvHONSY1Es3H8wfuWDGtUNjZLSURYWTICVDgwMjVZSFFNMzc1Mzk4Ti4u

Key Stage 3	Key Stage 4
English Language English Literature	English Language (AQA) English Literature (AQA)
Mathematics	Mathematics (AQA)
Science	BTEC Science (Edexcel) Single Sciences (Edexcel Biology, Physics)
PE	RE (Short Course AQA)
PSHE and Relationship Education	Cambridge Nationals Child Development (OCR)
Active Reading	Modern foreign Languages
RE	Active Reading
Employability	

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