

Contents:

Statement of intent

1. Curriculum intent
2. School ethos and aims
3. Legal framework
4. Roles and responsibilities
5. Organisation and planning
6. Subjects covered
7. PSHE
8. Reporting and assessment
9. Equal opportunities
10. Supporting pupils with SEND
11. Monitoring and review

Statement of intent

At Blue Sky Learning we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

At Blue Sky Learning we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners as well as focusing on individual children's S.E.M.H. in order for children to access the curriculum at their individual level.

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Activities are kinaesthetic to allow children a real hands on experience to aid their learning. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in section 6 of this policy.

2. School ethos and aims

2.1. The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.

- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

2.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Know they are safe, special and they are having their needs met.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

3. Legal framework

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

3.2. This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy
- SEND Policy

4. Roles and responsibilities

4.1. The advisory board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Principal and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The Principal is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the advisory board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers and learning support assistants with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the advisory board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

4.3. Teachers and learning support assistants are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring the given lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating sessions in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the other staff members to ensure that the curriculum is inclusive and accessible to all.

- Working closely with the Principal, Pastoral Lead and other learning support assistants to ensure those in need receive additional support in sessions.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents, whilst still focusing on their S.E.M.H.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Principal as well as completing progress data sheets
- Working to close the attainment gap of the children with gaps in their education in order to make them reach age-related expectations.

4.4. Principal is responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and sharing this with the team
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.
- Ensuring data folders are kept up to date and progress is shared with other team members

4.5. The SENCO is responsible for:

- Collaborating with the Principal and learning assistants to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

5. Organisation and planning

- 5.1. The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.
- 5.2. Each school day will be split into a morning session which will comprise of Maths, English, Thrive, PE, SEMH activities and an afternoon session which will comprise of Topic and Social Skills activities.

Pupils will receive at least one break (lunch).

- 5.3. In general, sessions will be separated into three core stages:
- **Attuning/Introduction to the topic and thinking time**– this is the time where staff attune into the students and when they are ready the session objectives will be set.
 - **A main learning event** – this will vary day-to-day based on the learning assistant’s plan.
 - **Thrive** – this will summarise what pupils have learnt in the session and how they feel.
- 5.4. Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.
- 5.5. The different learning techniques include:
- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
 - **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
 - **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others’ beliefs.
 - **Using assessments** to test pupils’ knowledge and consolidate learning; these can be through both informal and formal assessments.
 - **Role playing and acting** to develop pupils’ empathy and give them the opportunity to explore topics in a more interactive way.
 - **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils’ coordinate series of events.
 - **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.
- 5.6. Learning Assistants will plan sessions which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.
- 5.7. Learning Assistants will plan sessions to accommodate for pupils of mixed ability, making cross-curricular links where possible.
- 5.8. A full list of subjects covered in school can be found in section 6 of this policy.
- 5.9. Learning Assistants will have due consideration for pupils who require additional help within their planning and organisation of lessons.
- 5.10. Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated 1-1 time with Learning Assistants and access to specialist resources and equipment where required.
- 5.11. Pupils with EAL will be given the opportunity to develop their English ability throughout sessions where necessary.
- 5.12. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.

- 5.13. Any difficulties identified will be addressed at the outset of work.
- 5.14. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Subjects covered

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year.
- 6.2. The school will ensure every pupil has access to the following core subjects:
 - English
 - Maths
 - Science
 - Relationships and health education
- 6.3. The school will ensure pupils also have access to the following foundation subjects:
 - Art and design
 - ICT
 - Design and technology
 - Geography
 - History
 - Music
 - PE

7. PSHE

- 7.1. Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.
- 7.2. The school implements PSHE through the various daily Thrive activities. These topics include:
 - Antbullying
 - Online Safety
 - Celebrating different cultures
 - Environmental issues
 - Crime and punishment
 - British values
- 7.3. All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

8. Reporting and assessment

- 8.1. Informal formative assessments will be carried out at the end of each session to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- 8.2. Results of informal assessments will be recorded and reported back to the Principal, pupils and pupils' parents.
- 8.3. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- 8.4. All reporting and assessments will be conducted in line with the school's Assessment Policy.

9. Equal opportunities

- 9.1. There are nine protected characteristics outlined within the Equality Act 2010, these are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- 9.2. The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.
- 9.3. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.
- 9.4. The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

10. Supporting pupils with SEND

- 10.1. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- 10.2. Pupils have the opportunity to have 1-1 sessions with learning assistants and where appropriate will work 1-2 in order to develop social skills.

- 10.3. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- 10.4. The progress of pupils with SEND will be monitored by learning assistants and reported to the Principal and SENCO.
- 10.5. The SENCO will work closely with learning assistants to help them break down any barriers pupils with SEND have to education.

11. Monitoring and review

- 11.1. This policy is reviewed annually by the Principal and the advisory board.
- 11.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- 11.3. The scheduled review date for this policy is September 2021.