



# **broadstones**

## **Curriculum Policy**

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| <b>Approved by:</b>        | Daniel Pastori |
| <b>Last reviewed on:</b>   | September 2025 |
| <b>Next review due by:</b> | September 2028 |

## ***'To Educate, Motivate and Inspire Young People to Achieve in a Nurturing Environment'***

### Introduction

Broadstones School is dedicated to providing outstanding education with an 'Empowering Curriculum' that is broad, balanced, inspiring, inclusive and pupil-centric. Consistent with our vision, we aim for our pupils to have the best opportunity to realise their full potential by building their academic, social, emotional skills and resilience so that they can become the best version of themselves in modern British society. Therefore, we work with pupils and parents/carers to ensure that the curriculum takes individual differences into account and that it provides continuity and progression. We work with pupils and parents/carers to ensure that the curriculum takes individual differences into account and that it provides continuity and progression.

Our intent is to provide pupils with the knowledge and skills that will empower them to build self-esteem and confidence and that will help them grow into positive, responsible, independent individuals who can work and cooperate with others in school, and in life beyond Broadstones.

### Our Curriculum Vision

Our school provides pupils with a creative, flexible, personalised curriculum that helps to build their resilience, confidence and self-esteem. To fulfil the dreams and aspirations of all our learners and as outlined in each EHCP, our curriculum is delivered in a safe, supportive and nurturing environment that celebrates both personal and academic achievement.

### Our Aim

To empower pupils to become the best version of themselves so that they can be successful, responsible citizens in modern Britain.

Our aim is to prepare pupils for adult life by:

- providing the opportunities and skills that will give them the essential knowledge that they need to be independent, educated citizens;
- empowering them to personally achieve the best possible academic qualifications and standards, whatever their ability;
- empowering them to make informed choices and have the motivation to be successful.
- empowering them so that they have a voice in their learning and their future;
- providing opportunities that enable them to play an active role in their school and community;
- providing experiences that give them the foundations for culturally rich and
- diverse lives;
- providing experiences that enable them to show an appreciation for human creativity and achievement.
- supporting them in developing and sustaining a range of enriching relationships;

- ensuring that they are empowered to think about issues and understand a range of varied opinions;
- empowering lifelong learners to become employed citizens
- empowering them to make informed choices and having the motivation to be successful

## Our Rationale

Many of our pupils are from disadvantaged backgrounds, where they have suffered from adverse childhood experiences (ACEs). Many start the school with one, or multiple, diagnoses which may be compounded by specific learning difficulties, motor skills difficulties, mental health issues and, in fewer cases, a degree of physical impairment. These complex needs, as well as their strengths and aspirations, are clearly outlined in their Education and Health Care Plan as well as out ILP and pupil profiles. Our approach is very child centred, which is also reflected in our curriculum that is designed to meet the needs of each child.

Some of our pupils are often in a state of high anxiety, which causes them to have a very limited concentration and engagement. Many of them are capable of complex learning. However this is often hindered by their anxiety, which puts them at risk of becoming increasingly disengaged with education and isolated from society. The curriculum is designed to help pupils manage their anxieties, so that they can engage for longer periods and become more independent learners.

Many pupils, when in a state of high anxiety, struggle to communicate their feelings and emotions often due to their adverse childhood experiences (ACEs).

All behaviours are recognised in our school as a form of communication. We have designed a curriculum that will help pupils manage their anxiety and build communication skills, in order to become more emotionally literate and build confidence.

Many pupils who attend our school have low self-esteem and low self-efficacy. They come to us with negative connotations about themselves such as, 'I am unlikeable', 'I am different, nobody likes me' or 'I am behind and can't catch up'. This leads to a lack of self-confidence and decreased motivation which dampens their interest in school and learning. Our curriculum is designed to help pupils believe in themselves, and their abilities so that they can take controlled risks, express their creativity and invest in their education.

A lack of social skills, which includes social interaction skills and the ability to make and maintain enriching relationships, is another barrier that the curriculum is intending to address. As part of our curriculum, pupils will have access to opportunities and experience to build these skills.

We are very aware that once we build confidence, self-esteem and resilience that this enables independence. The curriculum is designed to incorporate opportunities for independence.

As a staff team we know that anxiety and presentation of behaviour mask academic potential. We strongly believe that there is no limit to how much our pupils can achieve academically once their basic physiological needs, their need for safety, for security and a sense of belonging are met. We are aware that, because of the nature of our pupils, these basic needs supersede the need for academic achievement. It is within our pupils' interest that we develop a curriculum that will empower their success

by embedding opportunities and experiences that will build confidence, build resilience, make pupils feel safe, secure and feel a sense of belonging. Only then will our pupils be able to meet our high academic expectations where they are expected to develop problem solving skills, thinking skills, reasoning, inquiry and evaluative skills. Key skills that are necessary for them to become functioning, responsible adults. We know that in order for our pupils to achieve academically the curriculum must rely on strong pastoral support, a very robust reward system to boost motivation and a relaxed, friendly environment that makes pupils feel safe and secure.

### Our Curriculum

Broadstones School's aims to be an 'Empowering Curriculum' because it is designed to enable social and emotional success, which in turn enables academic success, which then builds responsible adults and successful citizens.

The curriculum consists of :

- An Academic Core Curriculum
- A Creative Curriculum
- A Vocational Curriculum
- Personalised Social and Emotional Wellbeing Curriculum

### Our Academic Core Curriculum

Pupils in all Key Stages follow an Academic Core Curriculum. The Academic Core Curriculum for Key Stage 3 and 4 follows the core subjects that are outlined in the national curriculum. All pupils in these two key stages must do Maths, English, Science, ICT and PSHE. The accreditation pathways for Maths, English, and Science are dependent on the pupil's baseline. All pupils do a baseline assessment on entry to the school; these assessments are used to identify a pupil's pathway in a subject (GCSE, Level, 1 & 2, Functional Skills).

The Academic Core at Key Stage 3 is designed to set the foundation at Key Stage 4. The core subjects at Key Stage 4 are to prepare pupils to further their education, either at a college, or on an apprenticeship. Further academic options include Business studies, which is offered as a Gateway qualification up to Diploma level.

### Our Vocational Curriculum

Broadstones School offers vocational through Gateway qualifications up to Diploma level to enrich the curriculum on offer. These curriculum subjects include Hair & Beauty, Construction, Art & Music, Sport, Bicycle Mechanics and Health & Social Care.

Any subject from the Vocational Curriculum may be included in the individualised educational programme for pupils in Key Stage 3 and 4 depending on their interest.

### Personalised Social and Emotional Wellbeing Curriculum

Pupils in all Key Stages have access to the school's Social, Emotional and Wellbeing curriculum, although they may access different sessions and levels of support based on their personalised Programme, their needs and the outcomes that are outlined in their EHCP. All pupils have an individualised Boxall target which is worked upon across all of their teaching and learning and is also

recorded and progressed on their ILP as well as their personal Boxall profile. All pupils receive 1:1 or group pastoral sessions based upon their needs, outcomes and their current development. All pupils receive independence, social and enrichment sessions based upon their need and current ability.

### Implement- Delivering the Curriculum

A Personalised Approach to Education that is Driven by an Individualised Curriculum. Our curriculum is supported by our unique personalised approach to education that is very pupil centred and focuses on the holistic development of the child. Within this personalised programme of study the school offers each child an individualised curriculum. The pupil's individualised curriculum is developed by the headteacher, or a designated senior leader, in collaboration with the pupil and the parent/carer/foster carer/social worker. They are designed based on pupil choices, their interests, aspirations and the targets that are set in their EHCP.

### Individualised and Small Group Teaching

The curriculum is delivered through 1:1 or small group (~3) teaching where pupils are taught in a safe space. 1:1 small group teaching gives pupils an opportunity to build trusting relationships with staff and it gives staff an opportunity to establish routines and boundaries in an environment where pupils do not feel pressured by their peers.

### Expert Knowledge of Staff

The learning of our pupils is supported by a strong staff team that has a very good knowledge and understanding of their subject of specialism and a good understanding of pupils' needs. To ensure that teachers have the depth of knowledge to deliver concepts clearly and address misconceptions adequately, the school employs qualified teachers, or unqualified teachers who have a degree in their subject of specialism. To help teachers build their pedagogy in order to maintain good or outstanding teaching the school supports the continued professional development of staff through weekly staff meetings where teachers are kept up to date and where they are given an opportunity to share good practice.

Support staff use their strong understanding of pastoral care to help pupils manage their anxiety so that they are able to access learning. It is the school's aim to ensure that staff are aware of and trained in individual pupils' diagnoses, including pupil's mental health.

### Comprehensive Planning

It is staff's role within the school, through implementing the school's curriculum policies and practices, to ensure that they provide a variety of relevant experiences for our children. This is done through careful planning of the curriculum.

Schemes of work are developed for every subject.

These are presented in either termly or half termly plans. Each half term plan takes into account the context for the child which includes: reading age, current level, predicted level, accredited route, the child's diagnosis and strategies to support the pupil's learning. This context is taken from the pupil's One Page profiles and ILPs developed from the pupils' EHCP and pupil voice. They kept securely on the staff shared drive.

## Engaging lessons

Through a wide range of strategies, teachers prioritise teaching that encourages thought, question and creativity. Lessons are personalised based on pupils' interests and their preferred learning styles which are taken from pupil information. Teachers' creativity relates lessons to everyday life scenarios and makes pupils aware of the big picture by linking their learning to their aspirations and their ambitions.

Due to the short engagement span of some pupils, lessons may be chunked into small manageable learning with short breaks in between. The time for learning chunks is personalised to individual pupils. Activities for breaks during lessons are also agreed and pupils are given a choice based on controlled options.

Teachers use the other adults in the room to create a positive climate for learning and to help pupils engage. Pupils are encouraged to be independent learners. Due to lack of confidence pupils are often tempted to become dependent on the adults in their lessons. Teachers always attempt to 'pass learning back to the pupils' through questioning where appropriate to the pupils needs. Pupils are rewarded for engagement and completion which helps their motivation and are constantly reassured which builds their self belief.

## Assessment and Feedback

Teachers use formative and summative assessments to assess learning. Formative assessments are embedded as a continual process throughout the lesson. This is done through teacher and self assessment and plenaries. Summative assessments are done at the end of units or when the teachers think the time is right for an assessment. Summative assessments increase anxieties for our pupils therefore a number of desensitising strategies are used to help pupils with these assessments. Marking is done regularly and feedback is very effective because it is closely linked to objectives and outcomes. Pupils are frequently given the opportunity to have dialogue with their teachers about where they are in their learning and how to move to move their learning to the next stage.

## The Implementation of Literacy and Numeracy

At Broadstones School, literacy and numeracy are recognised as life skills. Literacy is a proficiency that is developed not just in English, but across the whole curriculum. It involves pupils having the confidence to read, write, listen and speak competently and clearly. pupils who are identified as reading significantly below their reading age have access to the reading intervention, 'Reading Eggs'. As part of the school's literacy programme, reading for pleasure is encouraged and includes staff regularly sharing their 'staff member is reading' to encourage a good model of regular reading. The school's drive for improving literacy also recognises the importance of pupils using correct grammatical terms and that these terms are integrated in learning across all subjects. Spelling, punctuation and grammar (SPaG) is a key focus in the school's marking and all teachers are expected to help pupils with their SPaG through their feedback. All staff have a responsibility to help pupils develop Tier 1 vocabulary by modelling appropriate spoken vocabulary and by seizing opportunities to correct pupils' spoken language in and out of lessons on a daily basis. It is the expectation that teachers will help pupils to build their Tier 2 vocabulary during lessons. Teachers use structured opportunities during lessons to highlight new vocabulary and to help pupils understand the use of this vocabulary in written and spoken language. Tier 3 vocabulary (subject specific key vocabulary) is introduced to remove barriers and pupils are expected to use them in their work to show deeper understanding of a particular concept in a subject.

Similarly, numeracy is developed not just in mathematics, but also across the whole curriculum. As is the case with literacy, a numeracy target is set on the pupils' ILP and teachers across all subjects are encouraged to seek opportunities to teach numeracy, so that basic mathematical skills are embedded through constant repetition.

### The Implementing of Social Moral Spiritual Cultural elements in the Curriculum

SMSC is embedded throughout the curriculum. This integrated approach ensures that aspects of SMSC are considered in all subject areas. There is special emphasis in subjects such as PSHE, Humanities and British Values.

SMSC is infused within the day to day operation of the school through the implementation of the school ethos. It is the expectation that pupils show an awareness and respect for diversity, take part in social opportunities, cultural opportunities and artistic opportunities. The school's SMSC programme is supported by a very diverse staff who model behaviour that demonstrates British values. Staff are trained to challenge behaviours and opinions that are contrary to those of fundamental British Values. Pupils are encouraged to have a voice and develop respect for democracy through the school's pupil representative.

### Behaviour for Learning

Pupils' access to the curriculum is underpinned by effective behaviour. Behaviour in the school is supported by strong pastoral support that is underpinned by an ethos of care and nurture. Organising the school into small sites of a nurturing nature in order to create a safe and positive environment for pupils, does support the school's Behaviour approach. Pupils are risk assessed for compatibility on different sites, in order to keep anxiety low and to form timetables accordingly. This non-threatening environment helps pupils to be better able to access the curriculum. Pupils' behaviour is also supported by a very strong school home liaison system. A strong relationship between home and school facilitates consistency, which lowers anxiety enabling better access to the curriculum. This includes daily positive phone calls home and certificates. Behaviour is also managed through a very robust reward system, the school's RATE System. The points system is made up of five points for each section which help pupils with their behaviour by rewarding them for making the right choices.

It also teaches pupils that the wrong choice comes with negative consequences. The points are reviewed at the end of every lesson, and every lesson is a new start. At the end of each week points are reviewed and recorded to either improve poor behaviour or maintain good behaviour. At the end of the term they receive vouchers and equipment suited to their vocational subject choices in keeping with the value of the points kept. Staff are encouraged to 'catch pupils doing the 'right things' and to celebrate 'small wins'. In other words, motivate pupils by identifying snippets of good behaviour and provide them with a certificate and positive phone call home.

Daily staff briefings enable staff to have two opportunities daily (morning briefing/evening briefing) to discuss pupils' risks, discuss strategies to minimise risks, share good practice and discuss pupils' preferred learning styles and any other concerns. Information from the briefings and from daily parental contacts are used to update the pupils' ILPs and one page profiles. The constant flow of information equips staff with a range of strategies, making them more proactive than reactive in their approach to

behaviour management, including pupil conflicts potentially leading to bullying and safeguarding concerns.

### Impact

#### Academic Outcomes

Academic achievements are assessed by exam results. The school uses GCSE results as well as results from Functional Skills, Entry levels and Unit awards to make an assessment of how the school helps pupils to make progress. Although the school has its own data this is used mainly to support planning to get the best results from the external exams.

#### Vocational Outcomes

Vocational outcomes are assessed through coursework submission for Gateway qualification up to Diploma level. This coursework is internally verified from our to school on site verifiers