



## Curriculum Policy and Coverage

**Date of Policy: May 2023.**

**Frequency of Review: 2 Yearly.**

**Date of Next Review: May 2025.**

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the young people. It also includes the 'hidden curriculum', or what the young people learn from the way they are treated and expected to behave. We aim to teach young people how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

We strive to provide a balanced and well-rounded curriculum to our students at Wize-Up. The timetable consists of three one-hour period on any given school day interspersed by a morning and lunch-time break respectively

Central to learning and teaching at Wize-Up are the principles underpinning the policy of Every Young people Matters (ECM). The latter revolves around five interrelated aspects of Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Achieving Economic Well-being. These aspects are built into the lessons our teachers deliver to the students who attend our unconventional school.

## **Values**

Our curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating young people in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The main values of our school, upon which we have based our curriculum:

- We value the way in which all young people are unique, and our curriculum promotes respect for the views of each individual young person, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual, emotional, social and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect all young people in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the young people in our school regardless of disability, gender, sexual orientation and race.
- We value the rights of individuals to express themselves and where political views are expressed a balanced view will always be promoted. This is a requirement across all teaching, young people are not to be advised on issues which could incite hate, such behaviour will result in disciplinary action not excluding termination of employment.

## **Aims and objectives**

The aims of our school curriculum are:

- to enable all young people to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that young people enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach young people the basic skills of literacy, numeracy and information technology (IT);
- to enable young people to be creative and to develop their own thinking;
- to teach young people about their developing world, including how their environment and society have changed over time;

- to enable young people to be positive citizens in society;
- to fulfil all the requirements of the National for Religious Education;
- to teach young people to have an awareness of their own spiritual development, and to understand right from wrong;
- to help young people understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable young people to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

## **Organisation and planning**

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of young people. We review our long-term plan on an annual basis.

With our schemes of work, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our lesson plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives, and to identify what resources and activities we are going to use in the lesson.

Our teaching staff plan, prepare, deliver and evaluate lessons for thirteen disciplines. The three core subjects of English, Mathematics and Science (Biology) We believe that these subjects are the basic building block for effective learning and accessing the rest of the subjects at our 11-16 School.

We also offer the following subjects:

- RE
- Citizenship
- English Literature (at Key Stage 4)
- PSHE
- Sports

We strongly believe in teaching individual subjects based on the concepts of literacy, numeracy and ICT across the curriculum. Educational researchers in the UK and elsewhere in the world stress the importance of making students take ownership of their own learning by making connections between what they learn and their own experiences in real life.

## **Young people with special educational needs**

The curriculum in our school is designed to provide access and opportunity for all young people who attend the school.

If a young people has a special educational needs, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for young people with special

educational needs. If a young person displays signs of having special educational needs, the staff team makes an assessment of this need. In most instances the young person is provided with resources and educational opportunities which meet the young people's needs within the normal class organisation. If a young people's need is more severe, we consider the young people for a statement of special educational needs, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for young people with special educational needs.

The school provides an Individual Learning Plan (ILP) for all young people who. This sets out the nature of the special educational needs, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each young people at regular intervals.

Extra curriculum

Year 11 students school day is extended in term two to include additional learning/revision allocation

### **Key skills**

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

Our school believes that all young people need to make good progress in these skill areas in order to develop to their true potential this is supported by our curriculum

### **The role of the subject teacher**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor the young person progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject teachers negotiated non-contact time throughout the academic year, so that they can carry out the necessary duties involved with their role. It is the role of each subject teacher to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This

development planning links to whole-school objectives. Each subject teacher reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

### **Monitoring and review**

Our management team is responsible for monitoring the way the school curriculum is implemented.

The management team liaise with the subject teachers of these areas, and monitor closely the way the school teaches these subjects.

The Pastoral and Curriculum Lead is responsible for the day to day organisation of the curriculum. The headteacher and Young People and Pastoral and Curriculum Lead monitor the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject teachers monitor the way their subject is taught throughout the school. They examine long-term and schemes of work, and ensure that appropriate teaching strategies are used. Subject teachers also have responsibility for monitoring the way in which resources are stored and managed.