



## **Curriculum Policy**

**2020-21**

# *"Providing the tools for mastery"*

## **Our Vision**

We aim for our young people to lead a happy and holistically prosperous life by developing the skills for them to move successfully along their life journeys. This includes academic outcomes that reflects the best of their abilities, being able to sustain relationships and employment and maintaining healthy households.

The Skills Hub follows a reflective and restorative approach with students, as opposed to for or to them. This allows staff and students to work collaboratively in a solution focused thinking manner.

## **PRIDE principles**

Perseverance – we keep trying, no matter what

Respectful – we care about each other's' feelings

Integrity – we are honest and fair

Diversity – we recognise our individual differences

Equality – we all have the same rights and responsibilities

# Intention, Implementation, and Impact

## Intention

At The Skills Hub, our vision is for all students to lead a happy and holistically prosperous life. We aim to achieve this through our mission, which is to develop the skills for students to move successfully along their life journeys.

Our broad and balanced curriculum has been designed to meet the complex needs of our students. Our courses and pathways have been chosen to best prepare our students for life beyond school as well as being able to reintegrate them back into mainstream school. Through our curriculum students will receive a high quality education and give them the tools for mastery they will need in the future.

Our curriculum aims to:

- Provide a broad and balanced education for all students that's coherently planned and sequenced.
- Provide a curriculum that is individualised and tailored to meet individual needs.
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active.
- Ensuring on entry students undergo a holistic review which includes: an assessment on academic ability, SEN, therapeutic and pastoral needs
- Provide a curriculum that enables students to achieve national GCSE qualifications or equivalent at KS4
- Ensuring that at KS4 a careers and post 16 advisor supports students to map out a career pathway so they understand where they are progressing to post statutory education

The curriculum at The Skills Hub:

- Students who are confident, prepared to take calculated risks, can cope with change and view failure as part of the learning process, they will learn to become more resilient
- Students who have high expectations of self and an ambitious vision for their future
- Students who have a passionate work ethic that results in them achieving, and exceeding, their academic potential
- Students who are respectful, tolerant and empathetic towards the values and beliefs of others
- Students who are self-aware and know their own strengths through reviewing and evaluating their progress
- Students who have a range of transferrable skills for learning life and work including: communication; collaboration and critical thinking
- Students who are capable of making informed decisions

## Implementation

Our curriculum promotes spiritual, moral, social, cultural, mental and physical development alongside preparing our students for the next stage of their education.

The curriculum offer is based around a number of pathways to give students the best 'fit for purpose' and curriculum offer to suit their future ambitions and aspirations. Each pathway is outlined as:

- KS3 Green Pathway – students with aspirations to return to mainstream quickly
- KS3 Yellow – students who may benefit from a thematic and 'hands on' approach to education
- KS4 Orange – students that will benefit from a more 'hands on' approach to education by engaging in Princes Trust and Duke of Edinburgh. They will still achieve English and maths nationally recognised qualifications
- KS4 Purple/Blue – students that have aspirations to attain 5 or more GCSES and vocational qualifications. They will also study three chosen options as well as English and maths nationally recognised qualifications.

At Key stage 3 our curriculum has been designed to mirror, to an extent, that of the national curriculum of a mainstream school. This has been implemented to give our students confidence if they should return to mainstream.

Subjects KS3 study are:

- English
- Mathematics
- ICT
- PSHE
- Science
- Humanities

We have personalised the curriculum for our students so that the national curriculum is engaging, fun and accessible for them. It enables our students to feel confident in their learning and aid a successful return to mainstream school.

We also recognise that our young people need rich learning experiences in a range of contexts that re-engage them. For this reason, we deliver enrichment programs include, outdoor activities, physical activities and trips and visits in the community – the aims of these alternative learning experiences is to build our students, confidence, team negotiation skills and communication skills, to name just a few.

Equally, at KS4, students study a broad and balanced curriculum. Subjects they study are:

1. English – reading, writing, speaking and listening
2. Mathematics
3. Science
4. PSHE
5. ICT
6. Computer Science
7. Child Development
8. Mechanics
9. Biology
10. Computer Science
11. Princes Trust
12. Duke of Edinburgh
13. Enrichment including visits, visitors, experiential learning, school clubs, community links etc.
14. Cross curricular – incorporating Computing, Geography, History and RE

Each of these subjects are pitched at GCSE, functional skills and unit award levels. This ensures that all students have access to achieve in all areas of the curriculum regardless of ability. The school regularly monitors the curriculum as part of its ongoing self-evaluation. Overtime the curriculum and student pathways are subject to change.

Each area of our curriculum areas is led by a competent teacher (or teachers), who is responsible for the subject statements, resources and curriculum. They design the curriculum following National Curriculum expectations, whilst considering the needs of our students. They map out both long-term and mid-term plans, ensure its implementation and monitor the teaching, learning and assessment of their subject to ensure that the intended impact is achieved. The curriculum mapping also ensures that all steps of progress can be seen across half terms and year groups. Training, support and guidance is provided from SLT to ensure all teachers are confident to deliver the set curriculum. Please see individual subject statements for further information.

All teachers are responsible for planning, teaching and assessing each class in their individual subjects. They ensure they plan the curriculum for their students accordingly:

- The curriculum is planned thoroughly, starting with the students' current knowledge and skills, so that real progress can be made and measured.
- Student's prior knowledge is assessed at the outset of each topic and learning planned accordingly.
- On-going AFL ensures the learning is built upon week by week.
- Further details of assessment procedures for individual subjects can be found in subject statements and the marking and Assessment policy.

At TSH, we pride ourselves on the consistent approach to teaching and learning that can be observed across all both key stages. This is achieved through our commitment to CPD and evidenced through the Teacher Evaluation Schedule. Expectations of staff and students are high, resulting in consistent progress across both key stages. There is a universal understanding of what outstanding teaching, learning and assessment should entail. These strategies

are consistently used throughout school and it is the expectation of leadership that all lessons will include a variety of these to enable learners to reach their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn.

At TSH, we believe outstanding teaching, learning and assessment must include the following:

1. Challenge for all
2. Collaborative learning
3. Assessment for learning
4. Questioning
5. Progression within lessons and books
6. Learning behaviours

## **Impact**

The effectiveness of our curriculum will be measured by how well our students develop knowledge and skills across the curriculum and, ultimately, how well they achieve. This may be reflected in results from national tests but also, in some cases, by the personal progress made by an individual.

If every student has become the very best they can possibly be, and they are well prepared for the next stage of their lives by the time they leave The Skills Hub, we will be confident our curriculum has been fit for purpose.