

INVESTED EDUCATION

Curriculum Policy

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Curriculum Intent

Invested Education aims to provide a curriculum that is broad, balanced, inspiring, inclusive and student-centred. We aim for our students 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. Our core values of INVEST are encouraged in all elements of our curriculum. Our intent is to provide students with the knowledge and skills that will empower them to build their own academic profile, self-esteem and confidence and that will help them to grow into positive, responsible, independent individuals who can work and cooperate with others in school, and in life beyond Invested Education.

Curriculum Rationale

Our curriculum is driven by student EHC plans which includes the ambition of the National Curriculum. We understand that our students arrive at Invested Education with varying needs and have often had a disjointed educational experience which leaves many of them with issues surrounding attendance and emotional regulation. Our curriculum is designed to help students 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 addresses. As part of our curriculum, students will have access to opportunities and experience to build these skills.

As a staff team we know that presentation of behaviours mask academic potential. We believe that there is no limit to how much our students 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 students, these basic needs supersede the need for academic achievement. It is within our students' interest that we develop a curriculum that will empower their academic success by embedding opportunities and experiences that will build confidence, build resilience, make students feel safe, secure and feel a sense of belonging. Only then will our students be able to meet our high academic expectations.

We know that in order for our students to achieve academically the curriculum must rely on a strong pastoral support, a very robust reward system to boost motivation and a relaxed, friendly environment that makes students feel safe and secure.

As well as developing their understanding of core academic subjects, our curriculum offer includes a wider and bespoke curriculum detailed below:

Our Core Offer:

Invested Education's Core Curriculum offer consists of:

- English
- Maths
- Science
- PSHE
- PE
- Personal Development

The ways in which students access our core offer is driven by their need and their EHCP and so works in conjunction with our bespoke curriculum offer.

Our Wider Offer:

Invested Educations Wider Curriculum Offer consists of:

- Art (KS3)
- Geography (KS3)
- Citizenship (KS4)
- OPTION SUBJECTS (KS4):
- BTEC Health & Social Care
- NCFE Travel & Tourism
- NCFE Sport
- Personal Development – Breaking Barriers (KS3 & Y10)
- Careers

Our Bespoke Offer:

Invested Education’s Bespoke Curriculum Offer consists of:

- Art Workshops (Y11)
- Functional Skills English
- Functional Skills maths
- Digital Functional Skills
- AQA Unit Awards
- Numeracy Intervention:
- Numerise
- Literacy Intervention:
- Lexonik Leap
- Accelerated Reader
- Therapeutic Intervention:
- Thrive
- Drawing & Talking
- Butterfly Counselling
- Lego Therapy
- Vocational courses:
- Cookstars
- NOCN Bricklaying (delivered by Marske Mechanics)
- Sport & coaching (delivered by Evolve Sports Academy)

Curriculum Implementation

Individualised and Small Group Teaching

The curriculum is delivered through small group, 1:1 and 2:1 teaching (if required). Where students are able to access groups, the group sizes are small and there is staff support in the teaching classes to help establish an environment conducive to learning. For students accessing 1:1 and/or 2:1 teaching, this arrangement is made in conjunction with parents/carers and any relevant external agency and is informed by the student’s EHC plan.

Expert Knowledge of Staff

The learning of our students is supported by a strong staff team that has a very good knowledge and understanding of their subject of specialism and/or relevant training when teaching out of their specialism and a good understanding of students' needs. To help teachers build their pedagogy in order to maintain good or outstanding teaching, the school supports the continued professional development of staff through regular staff meetings where teachers undergo training pertinent to their roles and where they are given an opportunity to share good practice.

Our classroom and pastoral support assistants use their strong understanding of pastoral care to help students manage any barriers to learning so that they can access learning. It is the school's aim to ensure that teachers are trained in trauma, autism, emotional coaching, and children's mental health.

Comprehensive Planning

It is the teacher'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.

Long Term Planning:

Schemes of work are developed as a guide for every subject. Students are made aware of the long-term plan for each subject through learning journeys which gives a snapshot of the units that will be covered throughout the year. A copy of these learning journeys are displayed on the first page of the student's exercise books.

Medium Term Planning:

Medium term plans are presented in half termly sections to allow for progress to be monitored and for a review of strategies. These take the form of personalised half term plans. A half term plan gives a breakdown of the unit of study for that half term. The unit is broken down into objectives and outcomes. Embedded in the half term plans are the INVEST values, SMSC objectives, work related and numeracy and literacy outcome activities. The half term plans are also used as a tool for self and peer assessment. Each unit of work includes a formative and summative assessment which is undertaken as a way of preparing students for the rigours of examination in Year 11 and also to help them develop resilience with their subject disciplines by understanding and acting on feedback to improve.

Short term Planning:

Teachers are provided with planners for their daily planning. They also share strategies regularly amongst staff to highlight ways in which they are catering for students' individual needs using the student EHCPs, class and individual one-page profiles.

Due to the short attention span of some students, lessons may be chunked into small manageable learning chunks with short breaks in between. To help students' predictability, which lowers anxiety. The time for learning chunks is personalised to individual students. Activities for breaks during lessons are at the discretion of the teacher and incorporate the needs of the class/individual.

Teachers use the other adult(s) in the room to create a positive climate for learning and to help students engage. The second member of staff is used as a learning resource, where the person encourages participation by either becoming a reading partner, a talk partner for discussions, or a peer for group work, peer work or peer assessments. Students are encouraged to be independent learners. Due to lack of confidence students are often tempted to become dependent on the adults in their lessons. Teachers, as well as the second member of staff that is involved in the students' learning, encourage independence and a 'can do' attitude to the students. As part of Invested rewards scheme, students are rewarded for engagement with the lesson content which promotes the notion of 'consistent imperfection' as students develop the ability to 'have a go' and don't fear getting work wrong.

Assessment and Feedback

A major challenge for the school is student often arrive with a lack of Key Stage 2 data for the use of establishing baselines and to set predicted grades. In order to have some form of data to establish a starting point for learning, the school's aim is to assess all students within the first term of entering the school using the Cognitive Assessment Tests CAT4, the New Group Reading Test, STAR reader assessments and PASS.

The CAT tests provide predicted scores which are used to establish a baseline while the NGRT give an actual baseline for functional skills. The New Group Reading Tests and STAR reader assessments gives an indication of the students' reading age and subsequent ability to access the curriculum and inform other interventions to be put in place. The data from CAT test and the reading test are used very cautiously because they are standardised scores which do not take into consideration the complex contexts of our children. The students also start the school at different stages and with major gaps in their learning which is an added challenge for teachers. Teachers use the data from these tests to inform their planning so that they can fill these gaps. They also use the data as comparative indicators to measure progress overtime.

Teachers use formative and summative assessments to assess learning. Formative assessments are embedded as a continual process throughout the lesson. This is done through peer and self-assessment and plenaries. Towards the end of a unit of study, a formal assessment takes place which mirrors the skills and knowledge required for the summative assessment and helps to ensure that students are adequately prepared and have no trepidation towards sitting a summative assessment. Summative assessments are done towards the end of units or when the teachers think the time is right for an assessment.

Marking is done regularly and often on a 'live' basis due to our small numbers. Feedback is very effective because it is instant and closely linked to objectives and outcomes. Students are frequently given the opportunity to have dialogue with their teachers or with their peers 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 Literacy:

At Invested Education, 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 students having the confidence to read, write, listen, and speak competently and clearly. Within the first term of starting at the school students are given the New Group Reading Test (NGRT) to ascertain students' reading

ages based on their reading and comprehension skills. Teachers use the information from the test to inform their planning. Students who are identified as reading significantly below their reading age have access to the reading intervention, Accelerated Reader. The intervention is overseen by the school's Literacy Lead in is delivered by trained staff.

As part of the school's literacy programme, reading for pleasure is encouraged in our 'Relax and Read' registration time once per week. This takes the form of 15 minutes reading at the start of the school day. The school's drive for improving literacy also recognises the importance of students 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 policy and all teachers are expected to help students with their SPaG through their feedback.

Numeracy:

Similarly, numeracy is developed not just in mathematics, but also across the whole curriculum. As is the case with literacy, teachers across all subjects are encouraged to seek opportunities to teach numeracy and the numeracy skills required are set out in subject medium-term plans, so that basic mathematical skills are embedded through constant repetition.

Our numeracy intervention programme: Numerise is also used to help further develop students' numeracy through tasks that respond to the level of competency demonstrated by students when answering questions.

Careers-based Learning:

Careers related learning is embedded across the curriculum in the same way as specified above for literacy and numeracy. In addition to this, our Breaking Barriers curriculum incorporates careers guidance and offers opportunity for students to visit further education establishments and explore a range of careers and apprenticeships.

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, Citizenship and Religion & Culture sessions which take place during registration time.

SMSC is infused within the day-to-day operation of the school through the implementation of the school values. It is the expectation that students 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 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.

Behaviour for Learning

Students' access to the curriculum is underpinned by an effective behaviour programme (detailed in the school behaviour policy). Behaviour in the school is supported by strong pastoral support that is underpinned by an ethos of care and nurture. Students' 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. Behaviour is also managed through a

very robust reward system. The system is made up of three core points which help students with their behaviour by rewarding them for: being punctual to lessons; being polite and respectful and engaging with the lesson. There is also a 'star point' award for any student(s) who have demonstrated exceptional effort/skill in the lesson. In addition, there are opportunities for 'be kind' points, awarded for any act of kindness towards a staff member or student to promote values of respect. The system also teaches students that the wrong choice comes with negative consequences. The points are reviewed at the end of every day, and every day is a new start. At the end of the week student points are accumulated and if students have achieved 70% or more of their available points they are able to attend enrichment on that day. Any student who achieves above 80% receives a voucher and they are encouraged to save and build these up as a form of money-management. Students with excellent attendance receive a postcard home and in Friday assemblies there are special 'shout-outs' for students who deserve special recognition for the week – this can pertain to excellent effort; an improvement from the previous week; acts of kindness and so on. Students who have not met the 70% threshold complete Friday 'reset' which includes academic work coupled with skills based/team activities to help foster a sense of teamwork and cooperation.

Daily staff briefings enable staff to have two opportunities daily (morning briefing/evening briefing) to discuss students' risks, discuss strategies to minimise risks, share good practice and discuss students' preferred learning styles. Information from the briefings and from parental contacts are used to update the students' risk assessments 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.

Impact

Academic Outcomes

Academic achievements are assessed by exam results. The school uses GCSE/BTEC/NCFE results as well as results from Functional Skills, Entry levels and Unit awards to assess how the school helps students to make progress. Although the school has its own data this is used mainly to support planning and to put interventions in place so that the students get the best results from the external exams.

Non-Academic Outcomes

At Invested Education we recognise that our students make progress in other areas than attainment. Our intent is that students are developed as well-rounded citizens that make positive contributions to society. Student achievement is also evident using termly progress tracking against students' EHCP outcomes and destination data – with students going on to further education and apprenticeships.

We also recognise that a measure of student attitude is a useful way to assess how well students are doing. The school conducts Pupil Attitudes to Self and School (PASS) surveys throughout the school year. The PASS Surveys are psychometric assessments that are designed to spot attitudinal and emotional issues in young people before they impact on school performance. The PASS survey assesses nine standardised factors proven to be significantly linked to educational goals:

- Feelings about school.
- Perceived learning capability

- Self-regard
- Preparedness for learning.
- Attitudes to teachers.
- General work ethic.
- Confidence in learning.
- Attitudes to attendance.
- Response to curriculum demands.

PASS Surveys are conducted at three points during the school year (October, March & June). Results are analysed by the Senior Leadership Team to identify areas of concern across the whole cohort, and individual concerns. Termly attendance reports, student questionnaires and individual case studies are used to assess students' anxiety levels as well as their level of confidence in the school to inform pastoral, academic and therapeutic interventions and develop teaching strategies.