

<b>Reference number</b>	OPED20
<b>Designation</b>	Education Policy

# Bright Minds Creative Academy Curriculum Policy

<b>Responsible department:</b>	Education Services	<b>Owner:</b>	Head Teacher
<b>Version:</b>	2.0	<b>Date of issue:</b>	August 2023
<b>Date of next review:</b>	August 2024	<b>Executive approval:</b>	Managing Director, Education Services

<b>Version</b>	<b>Date of withdrawal</b>	<b>Reason for withdrawal</b>
1.0	September 2023	Review

## 1. Meeting the needs of children

The curriculum at Bright Minds Creative Academy meets the need of pupils by:

- promoting the skills, competencies, knowledge and understanding within the National Curriculum programmes of study at each key stage;
- using a personalised learning approach to meet individual pupil needs; and
- supporting pupils to reach their intended destinations in further education, training and/or employment.

This approach is required because the pupils who attend our school have a wide variety of educational backgrounds and life experiences, which have often involved serious trauma. Consequently, pupil attainment may not reach age-related expectations.

All of our pupils have an Education, Health and Care Plan (“EHCP”) and many have significant gaps in their learning due to not being in school previously. The flexibility within our approach enables pupils to experience a broad and balanced curriculum through which they acquire the skills and knowledge required to make progress commensurate with their ability.

We recognise that pupils referred to our school may well have had traumatic life experiences that are beyond those experienced by the vast majority of society. As a result, pupils may have missed out on prior positive learning experiences, be it within their family, education, or within the community. The impact of these experiences on pupils’ attitudes to, and engagement with, learning often transfer into school.

At Bright Minds Creative Academy, we endeavour to make learning relevant to our pupils, ensuring that they develop and progress in the core subject areas of English, mathematics and science, alongside the wider curriculum. There is a strong focus across the school on the importance of personal, social, health and economic education (“PSHE”), alongside pupils’ spiritual, moral, social and cultural (“SMSC”) development.

Where possible, we provide continuity to our pupils from their previous educational setting and ensure that qualifications in the core subjects are studied via a range of appropriate specifications. Information and communication Technology (“ICT”) is embedded into all of our teaching and is approached in a cross-curricular manner.

Our approach to implementing the curriculum helps to support our pupils to become positive and responsible individuals, who can work and co-operate with others in any situation they may find themselves in once they have left school.

The aims of our curriculum are:

- to enable all pupils to learn and develop their skills, knowledge and understanding across the curriculum to the best of their ability so that they are equipped to lead happy, purposeful lives in society;
- to support pupils to develop a positive attitude towards learning, so that they become lifelong learners who can live successfully in modern Britain;

- to develop pupils' competencies in literacy, numeracy, and ICT;
- to enable pupils to be creative in developing their own thinking;
- to provide opportunities for pupils to successfully return to a mainstream environment, where appropriate;
- to support pupils to develop respect for themselves, for others, and for their environment;
- to enable pupils to be positive citizens that contribute to society;
- to allow pupils to experience the world of work as part of a preparation for their future working lives;
- to support pupils to develop a personal awareness of their own spiritual self and an understanding of right from wrong;
- to help pupils understand the importance of truth and fairness, so that they are able to recognise discrimination and stereotyping, and to challenge it;
- to enable pupils to develop an understanding of the rights and responsibilities that all of us have in society; and
- to develop in pupils the desire to pursue healthy lifestyle choices.

## **2. Organisation and planning**

Pupils have individual personalised timetables. Some are bought together in small groups of no more than five pupils in core subjects, based on their current key stage.

The groups are, as far as possible, based on key stage and ability. Tasks set are differentiated to meet each pupil's needs and starting points. Where assessment identifies particular challenges, enhanced support can be provided to strengthen engagement and accelerate progress.

The curriculum is planned in terms of long, medium and short term programmes; the short term programmes drive the learning that is current. The medium and long term programmes are adjusted on the basis of an evaluation of the progress pupils are making.

In core subjects and other courses that lead to accreditation, planning is informed by the requirements of the exam board specification. Our pupils may join us at any time in the year, and in enabling these pupils to reconnect with learning, a review of prior learning and achievement will take place, alongside baseline assessment.

We meet the challenge of finding age-appropriate learning experiences for pupils who are working well below age-related expectations.

## **3. Our curriculum rationale**

We have high expectations of teaching and learning; the quality of education pupils receives should be of a consistently high quality. We recognise that, as staff, we are all learners within a community of learning and that, as learners, we continue to develop our expertise and professionalism.

The curriculum promotes the following strategic challenges for developing the school vision:

- the promotion of high standards without inequalities in attainment;
- education tailored to the talents, aspirations, and potential of individual pupils;
- encouragement of innovation through ICT to transform learning;
- developing the skills necessary for autonomous learning, enabling pupils to become lifelong independent learners; and
- setting targets for both learning and teaching standards.

#### **4. Teaching and learning**

The curriculum is based on pupils' intended destinations. The content of our curriculum is informed by the suite of accreditations that can unlock the doorway to a happy, purposeful life as a member of a local, national and global community. We adopt the requirements of the National Curriculum, with some adaptations to meet the individual needs of pupils.

Pupils in Key Stages 3, 4 and 5 experience a curriculum that promotes both personal and academic development through a range of qualification pathways. This enables them to pursue their life ambitions and is supported by appropriate advice, information and guidance to suit each individual.

Pupils in Key Stages 4 and 5 have access to independent careers advice and to work experience opportunities.

#### **5. Practice**

Learning happens within three different contexts at our school:

1. Lessons – planned experiences where pupils work through a programme or scheme of work. The needs of the pupils requires curriculum planning that is flexible and relevant as both the context in which we live continually changes, as do the needs of our pupils at different stages of their lives. Our curriculum facilitates the acquisition of knowledge as well as skills and promote enjoyment of learning.
2. Routines – regular occurrences where pupils are influenced as they go through the school day: registration, assemblies, break-times etc.
3. Events – these can include, but are not limited to, performances, sporting occasions, field/study trips and themed days which all create opportunities for pupils to access curriculum content and/or develop personal qualities and characteristics.

#### **6. Teaching and learning behaviours**

In the classroom, the behaviour of staff and pupils should reflect high standards of engagement, challenge and expectations.

#### **7. Managing diversity**

We make every attempt to give consideration to the educational requirements of different groups of learners: pupils with SEND, pupils with behavioural/emotional difficulties, pupils from ethnic minorities, pupils with a disability and those who appear to

be underachieving. There are numerous opportunities to improve and extend teacher skills in differentiation and learning styles to meet individual needs. Different systems of internal and external accreditation have also been developed thus acknowledging a broader range of educational outcomes.

**8. Monitoring, evaluation and review**

The elements of self-evaluation - monitoring, evaluation and review - are applied within a wider programme of whole-school review. Within teaching and learning there are key areas for self-evaluation: quality of learning, meeting pupils needs, assessment and quality assurance. These key areas are monitored through cyclical visits to lessons looking for the extent to which there is evidence of elements of good and outstanding practice and regular reviews of the quality of outcomes and the response of our pupils to what they are given (quality assurance).

**9. Policy review**

This policy is to be reviewed annually by the Head Teacher.

**10. Supporting documents**

In support of this policy, all subject areas develop their own schemes of work and curriculum plans. These are available upon request.