

Curriculum Policy

Arise



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1. Overview

Mission statement: At Horizon, our ambition and focus are to enable the young people we care for to fulfil their potential and achieve the brightest futures. This vision is shared with all the Horizon’s compassionate colleagues whose collaborative efforts to care for, nurture, educate and support young people is truly inspiring. I am honoured to be a part of the horizon family who can be depended on to provide therapeutic care support and education for individuals to flourish and grow. Amanda Cunningham CEO

Vision: Welcome to Arise we are a holistic school educating learners from the age of 11 – 19. Our experienced staff work with a different range of students who all have an EHCP. Our aim is to ensure that students can reach their full potential. We aim to do this by offering a creative and flexible curriculum. The mix of academic, social, and vocational skills allows students to flourish and develop as people. We want to ensure that all students have an opportunity to access a curriculum that will suit them and celebrate their successes.

School Ethos: We believe that our school will nurture all individuals in their journey to achieve their full and unique potential. We are committed to developing an inclusive, welcoming, safe, and stimulating learning environment that will enable our pupils to be happy and become responsible, community-aware citizens and lifelong learners.

2. Curriculum Intent

At Arise we strive to ensure every student has the opportunity to develop their knowledge, skills and emotional well-being so that they can become successful, active, and well balanced, employed members of their communities as adults.

Arise values are at the heart of our school curriculum. We believe these values contribute to a strong learning environment that enhances achievement and develops students' social, emotional, and relationship skills. Our values are to be:

Compassionate

Inspiring

Dependable

Collaborative

Through education, we enable young people to gain the skills and resilience needed to succeed in life beyond school, inspiring the brightest futures.

All the subjects stated below form the core curriculum offer that we teach at Arise. This allows the students to obtain a range of skills that will prepare them for working life. Alongside the core offer we pride ourselves on having a creative curriculum which we try to tailor to the student’s needs. At the foundation of all of the above students develop their

core skills literacy, numeracy, resilience, self-esteem.

At each stage of our curriculum intent, the aim is to equip our pupils with skills for their next stage of education and for life.

3. Curriculum Implementation

Aims and objectives for Arise

- To provide a holistic curriculum that meets academic and SEMH needs.
- To provide a learning environment that meets the needs of all students.
- To ensure differentiated learning styles are catered for.
- Allow students to develop a sense of achievement and self-awareness.
- To allow students to develop a sense of independence.
- To prepare learners to become model citizens
- For students to gain a greater understanding of cultural capital
- To enable students to access the curriculum.
- To prepare students for working life

Access to learning starts with a nurturing environment and a therapeutic approach with a large focus on the Social, Emotional, Mental Health needs. By addressing these through the curriculum we allow students to focus on the academics as well as the core life skills.

The result of our approach is a learning environment where our pupils can gain access to a broad range of high quality, bite-sized learning which both has the flexibility to provide for each individual and builds from one day/week/month/year to the next so that they become lifelong learners who make a positive contribution to society.

Baseline and Assessments

Teachers use a range of Assessments to baseline and monitor pupils' progress in Math's, English, Science, Reading, and Spelling including BKSB and Mathswatch. Assessments are also used to assess pupils' cognitive and social skills. As well as the traditional route of assessing through baseline exams which are taken at the end of each term in all subjects.

Core Curriculum KS3, 4 and 5

We offer qualifications in English, maths, Science and ICT, comprehensive qualifications for all ages and learner types, which equip learners with the practical skills needed to live, learn and work successfully. This includes a range of improved assessment, delivery and administration support services that enable you to tailor learning plans to target individual and cohort weaknesses.

Maths	English	Science	ICT
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Additional Accredited Subjects

PSHE	Art	Finance	Food Tech	Music production/ DJ Skills
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Other Subjects

RSHE	PE	Human and Social
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Post 16 Offer

Dedicated Key Stage Four and Five provision.

Individualised programmes to ensure the development of core skills, including numeracy, literacy, resilience, self-esteem, and skills for independent living.

Students learn entirely in local community facilities.

Students worked mostly 1:1 in a totally bespoke manner (a minimum of this level of support is also given during group activities)

CURRICULUM

- Functional skills Maths, English and ICT
- GCSE Maths and English Language
- London Institute of Business and Finance (LIBF)
- Personal Social Health Education PSHE
- Development of life skills such as cooking and independent living
- Additional qualifications available depending on need.
- Next steps career programme

Relationship-First approach

Our young people achieve their full potential through the strong, caring relationships they develop with staff. Our trusting, high-need, high-support model provides the foundation on which our young people build the confidence to thrive. Positive relationships help dismantle barriers to learning and promote self-belief and aspiration. All our staff are committed to creating a safe, caring, home-from-home environment where young people are confident to take risks, undertake new challenges, and be the best they can be.

Main Pathway

For our core curriculum, pupils ready for formal subject led learning will follow planning driven by the National Curriculum. Each pupil in the school has EHCP provision plans with outcomes and targets, which are addressed and embedded into teacher planning within the lesson.

English

The English language qualification focuses more on developing students reading, writing, speaking, and listening skills. Through the following areas

- Creative reading
- Creative writing
- Fictional texts
- Descriptive/narrative writing
- Extended writing
- Non-fiction texts
- Literary non-fiction texts

- Use of standard English
- Presenting
- Responding to questions & feedback

Mathematics

The topics that are broadly covered

- Algebra
- Geometry and Measures
- Numbers
- Probability
- Ratio, proportions, rates of change
- Statistics

We also have the use of Mathswatch and BKSB which allows students to practice what they have learnt but also extend themselves further.

Science

The science curriculum covers the knowledge that students need to progress from one year to the next and develops their ability to work scientifically through practical investigations.

Biology

- 1. Component 1 - Biology: The human body
- 2. Component 2 - Biology: Environment, evolution, and inheritance

Chemistry

- 3. Component 3 - Chemistry: Elements, mixtures, and compounds
- 4. Component 4 - Chemistry: Chemistry in our world

Physics

- 5. Component 5 - Physics: Energy, forces, and the structure of matter
- 6. Component 6 - Physics: Electricity, magnetism, and waves

The beauty of this way of teaching Science is that students can gain unit award qualifications throughout their course of study.

SMSC and PSHE

At Arise, we aim to both 'plug the gaps' and provide life-enhancing experiences to help our young people catch up and excel. Social, moral, spiritual, and cultural development, alongside personal, social, health education are key parts of our overall curriculum offer. For many of our young people, they have not had the rich opportunities to develop these skill sets, nor understand the importance of them in being successful members of society. We provide a range of learning opportunities including hands-on activities, enrichment, offsite visits, educational trips, theme days, and celebration events to name a few. These provide the building blocks our pupils need to understand both who they are, and their

place in the world, and have the values, skills, and personal attributes to succeed.

PHSE / RSE is an integral part of the curriculum to support pupils to live well rounded, happy, safe, and successful lives. PHSE and RSE will be taught as both discreetly, through the PSHE Association, and embedded into all elements of school life.

Cross-curricular topics

Our topics are designed to provide flexible planning to be used as intensive or extended cross- curricular study over a range of subjects. Some focus heavily on history or geography, while others are more wide-ranging, incorporating National Curriculum for England objectives in art, music, science, PSHE, PE as well as English and Math's.

4. Curriculum Impact and monitoring

At Arise there are a range of measures used to evaluate the impact of the curriculum across all our learning pathways.

These include:

- Half-termly progress measures using formative and summative assessment (see Assessment Policy)
- Half-termly Pupil Progress Review Meetings
- Senior Leaders/Curriculum leader work scrutiny.
- Monitoring of pupil well-being and engagement using classroom-based assessment and wellbeing sessions.
- Monitoring the impact of Social, Emotional and Mental Health Interventions
- Monitoring of EHCP provision plan targets.
- Reviewing pupil behaviour plans to assess the impact of strategies and interventions.
- Reviewing attendance data.
- Pupil surveys.
- Parent surveys.
- Parental feedback at EHCP reviews - Section A form.
- Observation of pupil engagement during drop-ins, lessons observations and learning walks.
- Assessing the impact of transitions through pupil well-being at the start of the new academic year or following a change in class.
- Destination data and follow up calls to pupils, parents, and carers to ensure transition to college, apprenticeship or employment has been successful.
- Feedback from other agencies such as Social Care, CAMHS, Virtual School.
- Reviewing the impact of Safeguarding referrals and parent/carer support and engagement.

Horizon Education and Care provide full governance through Independent SIP Visits, Director Monitoring Visits (Monthly) and Managing Director Visit (Termly) the reports generated monitor the effectiveness of our school curriculum. The SLT of Horizon Care, along with the Head Teacher are responsible for curriculum monitoring and take responsibility for different subjects and areas of the curriculum holding subject leaders and school leadership team to account.