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**Curriculum Policy**

**Curriculum intent:**

To deliver a broad and balanced curriculum that is intended to identify current starting points and rapidly fill in gaps in learning, particularly in literacy and numeracy. The curriculum is designed to build on current skills and widen the learning experiences of children and young people (CYP) to develop a deeper love for learning.

At VLC, we believe in the abilities of our CYP. Our CYP achieve far beyond their expectations. Our curriculum aims to prepare our CYP:

* To be outstanding British Citizens
* To have a bright and successful adult life
* To have success in Further and Higher Education and Apprenticeships

We will:

* create a culture based on high expectation delivered in a safe and well-ordered learning environment
* ensure high quality teaching and learning that reengages pupils in learning;
* work with pupils to create a bespoke and individualised planned approach to their learning
* prepare learners at VLC for the opportunities, responsibilities and experiences of adult life; by widely involving them in the local and wider community
* enable pupils to achieve the best possible qualifications and standards for them, whatever their ability;
* promote the spiritual, moral, cultural, mental and physical development of learners at the school and within society.
* actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
* prepare CYP for transition onto the next stage of their educational journey e.g. transition into new key stage, reintegration into mainstream, progression onto P16.
* deliver impartial careers education, advice and guidance to prepare students for progression onto further education, employment and /or training.

To achieve these aims our curriculum:

* is driven by the quick assessment of prior learning and needs of our pupils;
* includes a well-rounded approach to the curriculum, focusing on the core subjects
* demands a love of deep learning in our pupils by making learning varied, relevant, additive and interesting

**Implementation:**

At VLC CYP will start their school day at 9.30 and will end at 2.30 each day. See table 1 for KS3/4 timetable.

Example of our timetable (these may vary different in each centre dependent on cohort needs)

|  |  |  |
| --- | --- | --- |
| Period 1 | 9.30-10.15 | Full time Student – Maths / Boot Camp Fitness |
| Period 2 | 10.15-11.00 | Full time Student – English / Music |
| Break | 11.00-11.15 |  |
| Period 3 | 11.15-12.00 | Full time Student - Science |
| Period 4 | 12.00-12.45 | Rotation of subjects:PSHE, History, Cooking, Art, Geography, Digital Technology |
| Lunch (SMSC) | 12.45-13.15 |  |
| Period 5 | 13.30-14.00 | Rotation of activities:Some pupils stay behind in the centre. These pupils receive 1:1 support identified on their ILP in literacy, numeracy, GCSE catch up, emotional literacy, study skills, art, cooking, sewingSome pupils leave the centre:Mon – Foundry Wood – Outdoor LearningTues – Rotation of activities – climbing, tennis, football, squash, golfWednesday – Dance, Yoga, Circuits – Nuffield Health GymThursday – Circuits – Nuffield Health GymFriday - Swimming |

**Curriculum Offer**

Some CYP will attend full time, whilst others will be part time. For **full time pupils**, the curriculum offered be fully rounded. At VLC full time pupil will have access to the full curriculum subjects on offer at the school. **Part time pupils** will access a pathway that offers the subjects that complement their return to mainstream school. Baseline testing alongside literacy, numeracy and emotional literacy screening will help to identify a bespoke package to help our alternative provision pupils to return to mainstream school.

**On roll** pupils will have a personalised timetable built around their identified educational needs.

The flexibility provided within the curriculum will enable VLC to adjust the curriculum offer as and when it is appropriate to meet the learning needs of the CYP.

Mathematics, English Language and Emotional Literacy will form the basis of individual learning package **part time pupils** at VLC. Additional subjects will be added at the discretion of both the commissioner and VLC.

**Table 3 KS3/4 Full time Pupils:**

**Mandatory Subjects Additional Subjects**

|  |  |
| --- | --- |
| English Language  | AQA |
| English Literature  | AQA |
| Maths | Edexcel |
| **EITHER** |  |
| Science Trilogy (Double Award) | AQA |
| **OR** |  |
| Chemistry | AQA |
| Biology  | AQA |
| Physics | AQA |
| Religious Education (A) | AQA |
| French | AQA |
| Art  | Level 2 |
| History | Edexcel |
| **Mandatory Non Examined Subjects** |
| PSHE | Emotional Literacy |
| Art | Outdoor Learning |
| Cookery | SMSC |
| P.E and physical activitiies | Digital Literacy |
| Music | Working Memory Training |

**Table 4 : KS3/4 Part Time Pupils:**

**Mandatory Subjects Additional Subjects Cont:**

|  |  |
| --- | --- |
| English Language | AQA |
| Maths | Edexcel |

|  |  |
| --- | --- |
| History | Edexcel |
| Religious Education | AQA |
| French | AQA |
| **Mandatory Non Examined Subjects** |
| PSHE | Emotional Literacy |
| Art | Outdoor Learning |
| Cookery | SMSC |
| P.E and physical activitiies | Digital Literacy |
| Music | Working Memory Training |
| PSHE | Emotional Literacy |

**Additional Subjects - To be agreed with Commissioner and VLC**

|  |  |
| --- | --- |
| English Literature | AQA |
| Science Synergy (Double Award) | AQA |
| Any ONE choice of the separate sciences | AQA |

**Table 5: KS1/2 Pupils:**

National Curriculum Programme of Study

|  |  |  |
| --- | --- | --- |
|  | **Key Stage 1** | **Key stage 2** |
| **Age** | **5-7** | **7-11** |
| **Year Group** | **1-2** | **3-6** |
| **Core Subjects** |  |  |
| English | ✔ | ✔ |
| Maths | ✔ | ✔ |
| Science | ✔ | ✔ |
| Social, Emotional Mental Health | ✔ | ✔ |
| PSHE | ✔ | ✔ |
| **Foundation Subjects** |  |  |
| Art and design | ✔ | ✔ |
| Computing | ✔ | ✔ |
| Design and Technology | ✔ | ✔ |
| Geography | ✔ | ✔ |
| History | ✔ | ✔ |
| Music | ✔ | ✔ |
| Physical Education | ✔ | ✔ |
| RE | ✔ | ✔ |

**Class size**

Teaching and Learning is carried out either in very small groups or on a 1:1 basis.

Our usual ration of staff:pupils is 1:2 for most activities.

PE and other physical activities is delivered in groups sizes will be no more than 7 at any one time.

The majority of teaching staff, at all key stages, are qualified teachers, those that do not have a teaching qualification will have a degree in a relevant subject. Where we employ teaching assistants, we expect them to be working towards HLTA standards. In order to organise and deliver effective teaching and learning of VLC’s Curriculum, our staff deliver a variety of subjects. Planning is aided by the expertise of subject specialists across the organisation. A number of our teachers mark for examination boards and help moderate assessment and marking.

In the case of **part time learners**, VLC will work closely with the commissioner and other providers to ensure consistency in the content of learning and share information regarding the prior learning and pattern or order of learning, should the student still access teaching at another provider.

**Schemes of work;**

There are detailed schemes of work written for each subject area in every key stage, following (for the most part) the National Curriculum.

Teachers use the SOW in line with the baseline assessments to determine at which point they will begin to deliver each pupil a bespoke program. Once the starting point for a pupil has been ascertained the SOW will guide the personalised planning of learning for that pupil moving forward.

**Approach to Reporting, Assessment and Marking**

Every teacher is expected to differentiate all materials and to ensure high challenge and stretch for every pupil. Teaching and learning is monitored in line with our monitoring and evaluation and appraisal processes.

Parents are provided with reports every term to provide them with a detail account of their child current achievement and progress to date against a series of baseline assessment.

Assessment is carried out in line with our assessment and feedback policy.

**Cultural capital and wider Learning Across the Curriculum**

Our curriculum Broad based curriculum which gives pupils access to the awe and wonder of the world.

VLC pupils will have opportunity to experience the awe and wonder of our world and local community. We will build effective and successful citizens. Our Wider learning often changes based on the bespoke needs of each cohort. We take every opportunity to place learning into the context of real life. Our wider learning is vital for preparation of adult life and for the mental health and wellbeing of all pupils.

At VLC, we never shy away from taking our pupils out and about. Our pupils experience all that our community has to offer

We prepare CYP for future success through:

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* Careers education and transitions work (please see our Careers and transitions section of the website)
* External Speakers
* Visits to RSC and other shows
* Pupil voted trips
* Work experience
* Visits to a variety of places of worship
* Working closely alongside local sporting clubs and gyms
* Visiting local cafes
* Enterprise days

**Preventing Radicalisation**

We promote equality of opportunity and diversity for staff, pupils and volunteers alike and do not tolerate prejudiced behaviour or attitudes. Staff work hard to protect students from radicalisation and extremism by being open to discussion about these issues, and are swift to identify and respond to vulnerable pupils

**Individual Educational Needs (IEN)**

All students have individual learning needs. At VLC, we are incredibly proud of the way we can vary the curriculum to suit the bespoke needs of each pupil. We are proud that the nature of teaching and learning at VLC allows time for bespoke planning to truly personalise learning. In this way, all pupils have the opportunity to fulfil their unique potential.

VLC pupils are offered additional support where required and learning can be extended to add challenge where required.

Staff at VLC also support pupils who have other needs such as mobility/health problems. VLC works in conjunction with a pupil’s school and/or other agencies to implement strategies, support their individual needs, and share best practice.

**Impact;**

At VLC we will make a positive contribution to the local community by enabling pupil to become responsible citizens by breaking the cycle of underachievement.

Every pupil who attends VLC will be:

* Ambitious and understand the importance of hard work
* Have a good relationship with adults and peers
* Prepared for the challenges of society and their next steps in their learning journey
* Has a sense of responsibility and discipline
* socially, morally and spiritually aware
* able to operate as part of a team and have well established leadership skills.
* achieving at their full potential regardless of their starting point.
* good attenders.

**Related policies**:

**Assessment and feedback policy**

**SEN policy**

**Careers and transitions policy.**

**Safeguarding policy**

**Attendance policy**