



Caring Education

Curriculum Policy

Purpose of Curriculum

The key aims of our curriculum are to:

- reengage 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;
- 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

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
- embeds opportunities for experience in a variety of activities

Part Time and Full Time Pupils

VLC works in partnership with the local authority in providing excellent education for both full time and part time pupils.

At VLC a full time pupil consists of a pupil being placed on roll at VLC and VLC taking full responsibility for that child's education. A part time pupil may be commissioned to us by the local authority or by a local school and therefore remain on roll at another school and remain the responsibility of the school and will access part of their education with VLC. It is the responsibility of the school to ensure that the child is being offered a balanced and well-rounded timetable.

Due to this there will be significant differences in the two approaches to the curriculum. These differences will be flagged throughout the policy.

Curriculum Delivery

All KS4 teachers appointed to VLC must be able to teach up to GCSE standard. 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. In order to organise and deliver effective teaching and learning of VLC's Curriculum, our teachers work as a team according to their specialisms.

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.

Core Curriculum

For **full time pupils**, the curriculum offered will include core subjects with the addition of additional subjects to ensure a rounded curriculum.

Mathematics and English Language will form the centre of **part time pupils** individual learning package at VLC, with the option to add additional subjects at the description of both the commissioner and VLC.

At KS3 and 4, VLC offers:

- English (Language and Literature)
- Humanities (History)
- Languages (French)
- Mathematics
- Religious Education
- Science (Biology, Chemistry and Physics or Science Double Award)

We compliment this Core Offer with experiences of music, art, physical education and cookery via regular workshops.

Please see the curriculum map.

At KS1 and 2, the offer is wider. Please see the curriculum map.

Curriculum Areas and Experiences

Linguistic

Linguistic skills are primarily taught through the teaching of English, with the aim of students achieving one GCSE in English Language, and for **full time pupils** a second in English Literature. It is the responsibility of English teacher(s) at VLC to provide pupils with the knowledge, skills and understanding they need to speak, listen, read and write effectively.

However, it is the responsibility of all staff to contribute to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral to all lessons.

VLC will teach pupils to use language precisely and coherently; pupils should be able to listen to others, and to respond and build on their ideas and views constructively. The role of the teacher is to raise pupils' awareness of the strategies and skills involved when developing their Speaking and Listening skills. Speaking and listening forms a part of every students' English Language curriculum.

This is broken down into two areas, reading and writing, focusing on key skills such as:

Reading

- Identifying and interpreting explicit and implicit information and ideas.
- Selecting and synthesising evidence from a variety of texts.
- Explain, comment and analyses how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- Comparing writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Evaluating and texts critical and supporting this with appropriate textual references.

Writing

- Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Through literature pupils have a chance to develop culturally and acquire knowledge of the best that has been thought and written. For our **full time pupils** studying Literature, the approach should encourage students to read for pleasure. Students will be expected to read and access a wide range of classic literature and read in-depth, critically and evaluatively, learning to appreciate the depth of literary heritage and be able to respond accordingly and effectively about their reading.

Mathematical

Mathematical skills are primarily taught through the teaching of Mathematics with the aim of students achieving a GCSE in Mathematics for **all pupils**. However, VLC recognises that almost all subjects depend on students having competence in basic numeracy skills, and acknowledges the importance of numeracy skills for school leavers, whatever their destination. Therefore the approach will be dependent upon the needs and skills of the learner.

Pupils will be taught to make calculations, and to understand and appreciate relationships and patterns in number and space. Pupils will also develop their capacity to think logically and express themselves clearly. Learners' knowledge and understanding of mathematics will be developed in a variety of ways, including practical activities, exploration and discussion.

Scientific

Full time pupils will all experience Science teaching in line with our schemes of work. **Part time pupils** could access Science as an additional subject. In most cases, Science would be added as a priority after Mathematics and English in agreement with the commissioner. Regardless, VLC acknowledges that a number of key scientific skills will be taught, and scientific experiences offered, in other subjects (eg. Mathematics).

Scientific experiences are those focused on increasing students' knowledge and understanding of nature, materials and forces, and the development of skills associated with science as a process of enquiry. For example, observing, forming hypotheses, conducting experiments and recording their findings. This may or may not be through undertaking practical tasks.

Technological

Technological skills can include the use of ICT; the development, planning and communication of ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Pupils will make use of IT systems throughout their learning. For example, through the accessing of additional resources (eg. MyMaths) and as a means of displaying ideas (eg. producing a newspaper article in English). Moreover, pupils will also be taught to be aware of the impact of IT on their lives, and to be mindful of appropriate use of IT communication to forming and developing relationships.

Pupils will also take part in cookery workshops, being able to experience and learn key life skills with the guidance of a trained and qualified member of staff.

Human and Social

Human and social experiences are those concerned with people and their environment, and how human action (now and in the past) has influenced events and conditions.

Pupils partaking in the study of History (with the aim of achieving a GCSE in the relevant subject) will experience this area of the curriculum directly.

Nonetheless, it is noted that this area crosses over into students core English curriculum. For example, as students study the context to key texts in English Literature they will gain an understanding of the events, conditions and actions of individuals at the time of the texts.

French

Learning a foreign language can be hugely beneficial as it provides a variety of cultural and educational opportunities. At VLC, it is offered in key stages 2,3 and 4. For both **full time**

and **part time** pupils, French GCSE is offered as an additional subject. French offers pupils a rich and broad experience to learn about other cultures and communities.

Physical

At key stages 1 and 2, Physical Education is delivered by teaching staff. At key stages 3 and 4, experiences will take the form of workshops. Workshops will develop students' physical control and coordination as well as their tactical skills and imaginative responses, and helping them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and Creative

Aesthetic and creative experiences are those focussed on the process of making, composing and inventing.

VLC recognises that there are aesthetic and creative aspects of all subjects. However, students will gain vast experience through the study of English Literature and Language, as it calls for imaginative and often practical responses and analysis. In this subject students will be encouraged to develop their creative skills in their writing and analysis of texts.

Creative workshops are also offered to give students experiences in a range of additional creative outlets. For example, Art workshops are offered and students can opt to have peripatetic music lessons.

Religious Education

Varied teaching and learning methods are used, and pupils are encouraged to think for themselves, exploring religious beliefs and practices in order to gain understanding of both their own cultural heritage and of the variety of traditions that are influential in the modern world.

As mentioned elsewhere, VLC's teaching is secular but each centre has a compassionate Christian ethos in which all students are treated with mutual respect. The nature of VLC's locations is such that it is expected that students will raise questions regarding religion, but it is not the place of VLC staff to proselytise to students. Conversations will be conducted in accordance with guidance relating to the teaching of RE, SMSC and PSHE.

Personal, Social, Health and Education

PSHE helps pupils to lead confident, healthy and responsible lives as individuals and members of society. Due to the unique 121 teaching setting, it would not be appropriate to hold group PSHE lessons. Therefore VLC's approach is to discuss with the individual student and identify key points of interest or need and using a range of PSHE resources and working through with the student on a one to one basis.

Social, Moral, Spiritual and Cultural

VLC recognise the need and the importance for a well-rounded SMSC curriculum that is suitable to the needs of our learners. Due to the unique nature of our setting, as previously discussed, it is not possible to hold assemblies and tutor groups. Therefore, there will be a weekly topic and display in the main entrance of the centres. Staff will guide students through a series of guided questions and or teaching aids relating to the topic during lunch times and use this topic to aid cross curricular teaching. In addition to this, there will also be specific activities and events for students to participate in entered and planned around the topic of the week.

Approach to Reporting, Assessment and Marking

Please see our separate assessment and marking policy.

Wider Learning Across the Curriculum

Other important aspects are offered to pupils in a variety of ways. This includes working with external agencies. Wider learning includes:

- Careers education and transitions work (please see our Careers and Transitions Policy;
- External Speakers
- Talking through lego, talking through art, talking through music

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. One of the main tasks of teachers is to try to differentiate between the needs of individual pupils and to respond appropriately as a teacher to each pupil. We are proud that the one-to-one nature of tuition 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.