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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.

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;
* 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
* embeds opportunities for experience in a variety of activities

**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. See table 2 for KS1/2 timetable

Table 1: Example of our timetable (this looks very slightly different in each centre dependent on cohort needs)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Period 1 | 9.30-10.15 | Full time Student – Maths | | | Part time student – Maths | | |
| Period 2 | 10.15-11.00 | Full time Student - English | | | Part time student - English | | |
| Break | 11.00-11.15 |  | | | | | |
| Period 3 | 11.15-12.00 | Full time Student - Science | | | Part time student - Maths | | |
| Period 4 | 12.00-12.45 | Full time Student - History | | | Part time student - English | | |
| Lunch (SMSC) | 12.45-13.15 | During lunchtime, students sit around a table for their lunch and debate the SMSC topic of the day | | | | | |
| SMSC | 13.15-13.30 | During lunchtime, students sit around a table for their lunch and debate the SMSC topic of the day | | | | | |
| Period 5 | 13.30-14.00 | Mon - Art | Tues - PSHE | Wednesday - Cooking | | Thursday – Study Skills | Friday - PE |
| Golden Time | 14.00-14.30 | Golden time – film or games | | | | | |

**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 the curriculum offer at the in which they school.

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 and English Language 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 |
| History | Edexcel |
| **EITHER** |  |
| Science Trilogy (Double Award) | AQA |
| **OR** |  |
| Chemistry | AQA |
| Biology | AQA |
| Physics | AQA |

|  |  |
| --- | --- |
| Religious Education (A) | AQA |
| French | AQA |
| **Mandatory Non Examined Subjects** | |
| PSHE |  |
| Art |  |
| Cookery |  |
| P.E |  |
| Study Skills |  |
| SMSC |  |
| Digital Literacy |  |

**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 |  |
| Art |  |
| Cookery |  |
| P.E |  |
| SMSC |  |
| Digital 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 | ✔ | ✔ |
| Languages |  | ✔ |
| Geography | ✔ | ✔ |
| History | ✔ | ✔ |
| Music | ✔ | ✔ |
| Physical Education | ✔ | ✔ |
| RE | ✔ | ✔ |

**Class size**

The majority of teaching and learning is carried out on a 1:1 basis.

On some occasions their may be a 1;2 teacher ot pupil ratio when practical activity are planned.

PE 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. We also employ a small number of teaching assistants. 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.

**Scheme of work;**

There are detailed schemes of work written for each subject area in every key stage, following 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 half 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**

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.

**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**