



# **NEWBRIDGE SCHOOL**

## **Curriculum Policy 2018**

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## **Introduction:**

Newbridge School provides our students with a curriculum which is broad and balanced, but is also adapted to suit their specific needs.

Students come to Newbridge with very different levels of prior education. Many have been out of school or out of the classroom for a significant period of time before they gain a place at Newbridge.

A significant number of students have one or more Special Educational Need which has hindered their access to learning in the past. Many students have had 3 or more school moves, with significant non-attendance at their previous key stage test school (with sometimes less than 40% attendance). A significant proportion of our students arrive below the DFE expected progress level and below the DFE aged expected level. As a result students typically have historically low value added and the majority of our students are KS2 low attainers.

The result of this is that students on entry typically have significant gaps in their learning. Moreover, a significant majority start Newbridge not ready for learning due to their Social, Emotional and Mental Health (SEMH) needs.

Our curriculum, therefore, aims to make students ready for learning and ultimately close these gaps in attainment and attendance, as well as supporting students with their SEMH needs. We have a particular focus on English and Maths, whilst ensuring that we open the minds of our students to a wide range of knowledge and experiences which will help them to define and achieve their ambitions. We therefore also aim to provide a range of vocational courses in a highly supportive manner.

Newbridge School's Senior Leadership Team, Middle Leadership Team and Tutor Teams use data analysis to monitor and evaluate the impact of additional funding on our students. In particular, that of Pupil Premium which is additional funding provided by central government to support the achievement of students entitled to free school meals or those looked after by the local authority. By evaluating and improving the quality of teaching and learning, and by the creation of intervention time within the weekly teaching cycle, we aim to ensure good progress for our target groups of students.

## **Aims:**

As Newbridge School is a short-stay school, our curriculum aims to either prepare students for mainstream provision or to prepare students for a more suitable educational setting for their specific needs. Newbridge is a recognised Exams Centre, and will also cater for Year 11 finishers, offering qualification entries that are suitable for each individual child.

With that in mind, a proportion of our students are with us for a key part of their educational career. As a result, we aim to provide access to a range of suitable KS4 outcomes (including Entry Level Functional Skills, Functional Skills Level 1 and 2, and GCSE) so that students are best equipped for life beyond Newbridge.

Our key goal is to ensure all students make good progress based on their individual starting points. Good outcomes may therefore be different and unique to each child depending on their personal baselines.

**Overview:**

All students are assigned to a tutor team. Each tutor team consists of a tutor and teaching assistant. These key staff are with students for the whole day, every day. Tutor teams are therefore in a position to know the complex needs of our students well and adapt to them as appropriate. Tutor teams teach English and Maths at the start of every day.

In addition to this, tutees are also taught PSHE, Design Technology, Food Technology and Physical Education: each of which aims to deliver a GCSE or equivalent qualification. These qualifications are delivered by subject specialists. The tutor team are then in the position to support students to be ready for learning these subjects. At these times, the typicality is that up to three professionals are able to meet the needs of learners.

Newbridge School runs an intervention program to support the curriculum. As our intervention is based on data analysis, it has the capacity to adapt to identified student needs, particularly those relating to our target group of Pupil Premium students. The intervention Newbridge offers focuses on students' reading ability; students' social, emotional and mental health needs; Thrive; English and Mathematics ability. We recognise that in some cases students need small groups or one-to-one support to help them make good progress.