

NEWBRIDGE SCHOOL

CURRICULUM POLICY

2018-2019

Date of Review: September 2018

Next Review Date: September 2019

Staff Responsible: Assistant Head

1.0 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 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.

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, offering qualifications that are suitable for each individual child.

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.

1.1 The Tutor Group

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 are paired and teach English and Maths to the two groups at the start of every day.

In addition to this, tutees are also taught: PSHE, History and Geography.

Newbridge School aims to run 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.

2.0 Curriculum Objectives:

Newbridge School's curriculum has been designed with several goals in mind.

1. To prepare students for future study and to enter the workforce.
2. To enable students to explore and gain an understanding of British values in a relevant and meaningful way.
3. To provide every child with the opportunity to achieve at least 5 different qualifications.
4. To standardise the way that progress and attainment is measured and evidenced in all subjects so that it is clear who is on track, who is exceeding expectations and who requires further intervention.
5. To 'spread' the opportunity for students to obtain a variety of qualifications throughout the year.
6. To create a 'goal focussed' culture for the entire school.

2.1 To prepare students for future study and to enter the workforce

All the qualifications studied at Newbridge School have been carefully selected so that they offer skills that are needed at both work and in preparation for a successful adult life. All subjects can be studied at Entry Level and all subjects progress onto a GCSE or equivalent course. As a result, all students have the opportunity to make good progress and achieve outcomes that are relevant for life beyond Newbridge School.

2.2 To enable students to explore and gain an understanding of British values in a relevant and meaningful way

Newbridge School recognises that excluded students, and particularly those with SEMH, are at increased risk of not fully appreciating British values and morality in relation to their age expectations. As such, the school has chosen courses such as PSHE and History that allow students to explore British values in a safe and interesting way.

The school day is also structured to facilitate this – for example with 'Restoring' time at the end of the day, which can be used for Restorative Justice or for relationship building activities.

2.3 To provide every child with the opportunity to achieve at least 5 different qualifications

It is vital that despite the disadvantages that excluded children often face, they are given every opportunity to fulfil their full potential. As such, every child has the opportunity to acquire at least 5 qualifications in English, Maths, History, Geography and PSHE. Some students will also be able to complete qualifications in either Mechanics or Construction at college.

2.4 To standardise the way that progress and attainment is measured and evidenced in all subjects so that it is clear who is on track, who is exceeding expectations and who requires further intervention

It is important that good progress can be clearly shown with baseline and progression data. Newbridge School has therefore selected qualifications that can be baselined and monitored in the same way. This is crucial for the effective running of a data-based organisation so that students' performance can be aspirational and kept on track.

Newbridge School has a variety of intervention systems available to support children who do not make expected progress. These include: Thrive, Accelerated Reader, Speech and Language, Learning Mentor support and Behaviour Team support, as well as the support of a Tutor and Teaching Assistant throughout the day.

2.5 To 'spread' the opportunity for students to obtain a variety of qualifications throughout the year and to create a 'goal focussed' culture for the entire school.

Newbridge School recognises that children with SEMH may not always be ready for learning and can sometimes experience undesired challenges in their lives. Our children need short, achievable goals. As such, the curriculum has been designed in such a way that children are able to both work towards and obtain relevant qualifications throughout the year. This allows the school to raise students' aspirations both in terms of the number of relevant qualifications that they can achieve, but also the level at which they can be obtained. Depending on the ability level of the child, accreditation can be achieved from Entry Level to GCSE or equivalent level qualifications.

3.0 The Newbridge Way

Our goal is to develop our students to be independent learners who are ready either to enter the world of work or to pursue Further Education Post 16. We therefore have a particular focus on English and Maths, with these subjects being taught daily. The vast majority of students will go on to be entered for GCSE qualifications, a qualification that is recognised by both employers and colleges. Many students will be entered for Functional Skills at either Level 1 or Level 2. Functional Skills are GCSE equivalent subjects, and are also recognised by colleges.

The courses are particularly beneficial for our students as they equip students with the skills that are needed at both work and in everyday life. Newbridge School will also aim to enter all students for Entry Level Functional Skills at either level 1, 2 or 3. These qualifications are vital in preparing students for more advanced study at GCSE or Functional Skills Level 1. They focus on skills required for success at work.

In addition to studying the core subjects, students also learn History and Geography at Entry Level. This is vital for our students, as the courses are specifically designed to help equip them with the skills necessary for work as well as supporting the development of skill sets in Numeracy and Literacy. Newbridge School aims for every child to achieve at least an Entry Level qualification in both History and Geography. For those students who make exceptional levels of progress, Entry Level study in these subjects prepares students for GCSE level learning. As such, when students have made the required level of progress and secured the appropriate Entry Level qualification, they can be entered for a GCSE in the subject.

4.0 PSHE

Personal, Social, Health and Economic (PSHE) education is an important part of the curriculum at Newbridge School. Newbridge School recognises the significant need that excluded students have in studying and exploring this subject. The school recognises that students can sometimes be at risk as they face challenging circumstances. As such, the school will choose PSHE topics which meet its goal - to develop our students to be independent learners who are ready either to enter the world of work or to pursue Further Education Post 16. These topics could include: Personal Action Planning, Personal Finance, Making Informed Career Choices; and, applying for Jobs and Courses. In addition to this, the school will aim to select topics which help to meet the SEMH needs of the pupils. This could include Emotional Wellbeing, for instance.

PSHE is, therefore, a cohesive course that joins students' academic studies with their future ambitions. It helps students be mindful of and avoid dangers which could otherwise prevent them from achieving their potential. It prepares students for life beyond Newbridge School. It is therefore vital in helping students achieve their full potential.

Students are able to obtain qualifications through their study of PSHE. Depending on the student's particular level, on successful completion of the course, student can achieve an Entry Level qualification. For more able students, a half-field or full-field GCSE equivalent is available.

5.0 Vocational Qualifications

As Newbridge School strives to prepare students for the world of work, when possible and appropriate, it will aim to provide students with vocational qualifications. These currently include Construction and Mechanics at the Heart of Worcestershire College.

Students accompany their key member of staff to a college provider. They are then able to access the GCSE-equivalent learning offsite. The school will aim to select students showing an interest to an interview so that pupils are selected to such courses appropriately.

6.0 Data

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, we aim to ensure good progress for our target groups of students.

Knowing students' starting points is vital for ensuring both high quality teaching and appropriate intervention. Typically on arrival to Newbridge School, children have either made no progress since KS2, or the circumstances they face have rendered them either not ready for learning; or, worse, that students' academic attainment has been damaged to such an extent that the current performance of a child is below that which was historically demonstrated.

Students are therefore baselined in both English and Maths. This information allows the school to identify what good progress will be for each individual child. Outstanding progress is where the child's rate of attainment increases faster than expectation. In such circumstances the gap between the KS2 target and the Current Performance will tend to close.

The school will aim to identify students at risk of not making expected progress. The school's intervention systems will be prioritised to those deemed most at risk of underperforming. The school's intervention systems include: Speech and Language therapy, Behaviour Team support, Learning Mentor support, Thrive and Accelerated Reader.