

Progression 2Work Curriculum Policy – September 2020

Content

The curriculum is the substance of what is taught. It is a specific plan of what students need to know and should be able to do. The curriculum shapes and determines what students will get out of their educational experience. It is distinct from pedagogy, which is how the curriculum is taught. In addition, it is distinct from assessment, which is a means of setting out the desired outcomes we wish students to achieve and evaluating whether they have achieved those outcomes.

The curriculum and practice within Progression 2Work encourage students to participate in their own learning outcomes and assessment methods. We wish to avoid passive learning and encourage students to understand the purpose and sequence of the tasks and learning they participate in. We encourage individual interests, and this reduces feelings of alienation amongst students and has the potential to generate new knowledge and understanding.

Giving students especially disadvantaged students the cultural to deepen learning, engage with education, ask questions, participate in education, be articulate and curious can lead to positive change in social status. Where you come from should not dictate where you end up.

We divide our curriculum policy into the following areas

- Framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent).
- The translation of that framework over time into a structure and narrative, within an institutional context (implementation)
- The evaluation of what knowledge and understanding students have gained against expectations (impact/outcomes).

Progression 2Work aims to:

- Put students at the centre of curriculum decisions, putting their needs above that of Progression 2Work.
- Provide an educational experience and accreditation to meet the needs of our students and our local area.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students the next stage of their education and for a successful adult and working life in modern society.
- First, achieve and then exceed national standards in achievement, attainment, and progression.
- Be committed to excellence and continuous improvement.
- Provide vocational and academic courses, which meet the needs of students and prepare students with the skills required for local employment sectors.
- Nurture the talents of all and celebrate success.

- Involve the community.
- Involve parents/carers.
- Provide equal opportunities for all students regardless of gender, aptitude or cultural, ethnic or religious background.
- Offer a broad and balanced entitlement of all students.
- Prepare students for further study, the world of work and to become active citizens.
- Develop positive personal and social values.
- Provide a variety of activities which bring about effective learning, provide appropriate challenges for all students and lead to achievement for all students.
- Provide continuity and progression from the point of transfer to the time of leaving Progression 2Work.
- Embed in students fundamental British values and social, moral, spiritual and moral purpose.
- Develop knowledge and understanding, not just memorising disconnected facts.
- We recognise that improving memory via inclusion and appropriate curriculum tasks will deepen and strengthen understanding. It is crucial that staff need to know how memory works so that they can accurately evaluate the quality of the curriculum and student learning over time. For students to be able to exercise their cognitive and intellectual skills they must have access to relevant knowledge. The capacity for skilful cognitive performance depends on rich and detailed structures of relevant knowledge stored in a students long-term memory.
- There is a clear and coherent rationale for the curriculum design at Progression 2Work via collaboration with commissioning schools.
- Rationale and aims of the curriculum design are shared and fully understood by all.
- Curriculum leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts.
- Curriculum coverage allows all students to access the content and make progress through the curriculum.
- The curriculum is at least as ambitious as the standards set by the national curriculum/external qualifications.
- Curriculum principles include the requirements of centrally prescribed aims.
- Reading is prioritised to allow students to access the full curriculum offer.
- Mathematical fluency and confidence in numeracy are regarded as preconditions of success across the national curriculum.
- Subject leaders at all levels have clear roles and responsibilities to carry out their role in curriculum design and delivery.
- Subject leaders have the knowledge, expertise, and practical skill to design and implement a curriculum.
- Leaders at all levels, including Directors, regularly review and quality assure the subject to ensure that it is implemented sufficiently well.
- Leaders ensure that ongoing professional development/training is available to staff to ensure that curriculum requirements can be met.
- Leaders enable curriculum expertise to develop across the school.
- Curriculum resources selected, including textbooks, serve the Hubs curricular intentions and the course of study and enable effective curriculum implementation.
- The way the curriculum is planned meets students learning needs.

- Curriculum delivery is equitable for all groups and appropriate.
- Leaders ensure that interventions are appropriately delivered to enhance students capacity to access the full curriculum.
- The curriculum has sufficient depth and coverage of knowledge in the subjects.
- There is a model of curriculum progression for every subject.
- Curriculum mapping ensures sufficient coverage across the subject over time.
- Assessment is designed thoughtfully to shape future learning. Assessment is not excessive or onerous.
- Assessments are reliable. Staff ensure systems to check reliability of assessments in subjects.
- The curriculum provides parity for all groups of students.

INTENT

The framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent).

The curriculum should inspire and challenge all learners and prepare them for the future. The Directors aim is to develop a broad and balanced curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens by the end of the secondary phase.

Understanding is the core of our teaching and learning and therefore curriculum design. It deepens as structures of knowledge stored in our long-term memory become increasingly complex. Experts in every field depend on rich and detailed structures of knowledge stored in their long-term memory.

- Specifically, the curriculum should help young people to:
- Achieve high standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Have and be able to use high quality functional skills, including key literacy, numeracy and Computing skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 19 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum.

The Progression 2Work's curriculum will:

- Lead to a range of qualifications that hold currency for employers and for entry to higher education.
- Fulfil statutory requirements.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities.
- Provide equal access for all students to a full range of learning experiences beyond statutory.
- Guidelines.

- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and
- An ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, and progression, depth of knowledge, transferable skills, continuity and coherence.
- Ensure continuity and progression within the school and between phases of education, increasing students choice during their career at Progression 2work and also allow for free movement between education settings in order to support individuals and foster personalised learning goals.
- Foster teaching styles, which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Help students develop personal moral values, respect and tolerance of other ways of life.
- Help students understand the world and community in which they live.
- Ensure that the curriculum incorporates, and is improved and extended by, using specialist education settings and individual skill sets.
- Develop a specific curriculum for KS3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- Design a KS4 curriculum that meets the needs of students, parents and wider society.

IMPLEMENTATION

Progression 2Work recognises that the core and foundation subjects taught in our Hub must be the best they can be as securing skills within these subjects and become the drivers for increased participation and achievement throughout a students educational journey.

Challenge should be judged in terms of curricular goals not in terms of the general categories of activity used in a lesson and the appropriateness of lesson activity depends on how it contributes towards achieving curricular goals. Generic activities are often not helpful in achieving a depth of knowledge skills and understanding.

The Head Teacher will ensure that:

- All statutory elements of the curriculum, and those subjects which we offer, have aims and objectives, which reflect the aims of Progression 2work and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Head Teacher / Directors annually.
- Where appropriate, the individuals needs of some students are met by permanent or temporary disapplication from the national curriculum and intervention by specialist provision.
- The procedures for assessment meet all legal requirements and students, their making, and what is required to help them improve.

- The local governing body cluster is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on statutory targets in order to make informed decisions.
- They have an oversight of curriculum structure and delivery within each link department.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed on a regular basis and that actions are taken where necessary to improve these.

The Directors will ensure:

- They consider the advice of the Head Teacher when approving this curriculum policy and when setting statutory and on-statutory targets.
- Progress towards annual statutory targets is monitored.
- It contributes to decision making about the curriculum.

Teachers and Support Staff will ensure:

- Long term planning is in place for all courses and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place.
- And be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning.
- Needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications, can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses.
- There should be consistency of approach towards assessment.
- They keep the Head Teacher informed of proposed changes to curriculum delivery.
- All relevant information / data is shared with staff. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- Oversee any CPD needs with regard to curriculum planning and delivery within their area of responsibility.
- Ensure that the curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different trusts and through external networks, resulting in a dynamic and relevant curriculum.

- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students Will

- Have their individual needs addressed, extending beyond the classroom into the family and community through a curriculum, which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them to get back on track quickly.
- Receive coordinated support to enable them to make the appropriate curriculum choices at KS4.

Parents and Carers Will

- Be consulted about their child's learning and in planning their future education.
- Be confident that their child is receiving a high-quality education that is designed to meet their learning needs which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.
- Be informed of any decisions to change the setting or curriculum of their children.

Curriculum Delivery

Progression 2Work personalises its curriculum delivery in terms of the following in order to best support each individual learning cohort:

- A. Teaching Groups, Class Sizes and Ability Grouping
- B. Citizenship Education
- C. Sex and Relationship Education
- D. Core and Foundation
- E. Deployment rationale of teachers and teaching assistants.

Impact and Outcomes

The evaluation of what knowledge and critical understanding students have gained against expectations.

Assessment Is:

- A tool used to generate information.
- A process for making inferences (teacher judgement and assessment information)

Progression 3Work recognises that it is important to look beyond assessment information to wholly evaluate student progress.

Assessment has many purposes:

- Of learning
- For learning
- As Learning

- Progression 2work supports the central ideas of Blooms taxonomy regarding progress
- You do not get better at evaluating something specific by doing lots of unrelated evaluation.
- Understanding, application, analysis evaluation and creativity are NOT generalisable skills.
- The capacity for complex tasks is dependent upon knowledge of relevant content.

Monitoring, evaluation and review

Progression 2work identifies four components of effective assessment:

- Purpose
- Validity
- Reliability
- Value

The Directors will receive annual and termly reports from the Head Teacher on:

- The standards reached in each subject compared with national and local benchmarks.
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- The number of students for whom the curriculum was dis-applied and the arrangements, which were made.
- The Directors will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout Progression 2work.
- Teachers will regularly meet to triangulate their understanding of curricular intent and the impact on student progress over time.
- Senior leadership teams will undertake regular learning walks with focus on student progress in each subject and Key Stage to evaluate the actual progress of students over time compared to stated curricular goals.
- Lesson observations will be undertaken with a view to monitoring curriculum sequencing and student progression over time particularly focused on comparing to curriculum intentions.

Teachers are expected to regularly:

- Meet to evaluate intention and implementation.
- Scrutinise students acquisition of knowledge skills and understanding over time.
- Speak to groups of students with a specific focus on their work and progress.

We recognise that tracking data has potential issues:

- Each assessment does not assess the same thing so tracking could be inconsistent.
- An assessment may not always produce sufficiently reliable data to ascertain a precise and stable estimate of current state of knowledge skill or understanding.
- Inferences drawn from data may not be valid.
- Teachers need to identify what particular skills knowledge and understanding they are looking to communicate and tailor assessment and progress statements and inferences from that alone. In other words, the assessment has to be suitable for the purpose it is implemented for.



Policy Links:

Teaching and Learning

Assessment

Lesson Observation and Monitoring of Teaching

Policy Ratified on – February 21