



Curriculum Policy			
Last Reviewed:		Next Review:	Pending
Approved by:	Governing body	Date:	

Rationale

Sandwell Community School aims to minimise the significant barriers students who have been excluded from mainstream education or who are at risk of exclusion may experience so that students feel safe and able to learn. It is these barriers that make SCS students particularly vulnerable, so significant time is proportioned to explicitly address the difficulties that can manifest in the behaviours our students display.

The curriculum at Sandwell Community School must be dynamic, flexible, personalised and fully inclusive to support students' learning, progress and achievement. It must raise standards, stretch the most able, and narrow any gaps in achievement and attainment for all students.

The curriculum focuses on cumulative skills and knowledge and is designed to support students to develop the depth of understanding required to access subjects at KS4 level and post 16.

Curriculum intent

- To provide a broad and balanced curriculum that fosters a love of learning and enables all students to achieve their highest academic potential.
- To prepare students for the rigours of KS4 qualifications.
- To ensure students study a varied range of subjects at KS3 in addition to core subjects so that all future avenues of study and employment remain open to them.
- To meet the needs of individual students, adapting the core curriculum where appropriate and within the constraints of time and resources to provide a personalised curriculum that supports individual achievement.
- To provide a range of learning experiences both in and outside of the classroom, going beyond statutory requirements in order to enrich learning for all students.
- To develop students as independent and resilient learners, instilling the ability to work both autonomously and in groups.
- To enable all students to become successful learners, confident individuals and responsible citizens.

The curriculum at Sandwell Community School enables all students to develop:

- a sense of enquiry; the ability to question, solve problems and argue rationally
- a positive attitude towards learning and engagement with lessons
- knowledge, skills and understanding relevant to adult life and employment in our changing world
- functional skills in mathematics, English and IT
- creativity, critical awareness, empathy and sensitivity
- a recognition of their own and others' achievements, in school and beyond
- self-worth, self-esteem, self-awareness and self-confidence
- the skills of working as an individual and as a member of a group or team
- appropriate moral, social, cultural and spiritual values, tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual trust and respect
- an awareness of their place within the local, national and global community and opportunities for service to each other and to these communities
- strong verbal and written communication skills.

Curriculum implementation

Each department must have schemes of learning related, where appropriate, to the National Curriculum and to examination board requirements. Schemes of learning must be followed by all departmental staff and monitored by Faculty and Subject Leaders. Schemes of learning must establish how the course content is structured, so that students' skills, knowledge and understanding are developed progressively and delivered in ways to support retrieval and retention of learning.

Our teachers will have a detailed understanding of the curriculum structure and sequence, recognising how each lesson's learning fits into the pupils' broader development within the subject. Teachers will know what skills students are expected to have gained at each stage of the curriculum and how these cumulatively prepare students for the rigours of qualifications in the subject.

Students who enter at below age-related expectations will be supported to narrow the gap, so they can access, and be successful in the curriculum.

Curriculum Content

Every student will receive a core curriculum of English, maths, Science and Personal Development.

In addition to the core subjects, Key Stage 3 offers a varied curriculum designed to prepare students for reintegration into mainstream education or to progress to achieving high quality qualifications at KS4.

Key Stage 3
English maths Science Personal Development Art Computing PE Humanities Drop Everything and Read ASPIRE (Life Skills) including Sandwell Valley Farm

Subjects aim to deliver topics through a thematic approach in KS3, in order to develop students' understanding of the SCS CREATE values:

- Cooperation
- Respect
- Effort
- Attendance
- Tolerance
- Excellence

						
KS3	CO-OPERATION AUTUMN 1	RESPECT AUTUMN 2	EFFORT SPRING 1	ATTENDANCE SPRING 2	TOLERANCE SUMMER 1	EXCELLENCE SUMMER 2
ENGLISH	Speaking and Listening Oracy/Speeches	'Goodnight Mr Tom'	Shakespeare 'Much Ado About Nothing'	'Pursuit of Happiness' Exploring impact of missing education	19 th Century Literature 'Oliver Twist'	Media, Drama and Performance
MATHS	Rules and Order Sequences	Cultural Math Converting Currencies	Collecting Like Terms	Representing Data Attendance data	Converting Fractions, Percentages and Decimals	Surface Area and Volume
PD	Romance and Relationships	Racism and Xenophobia	Team Work	Every Mark Counts! Behaving to Achieve	Discrimination and Equality Act	Managing my Behaviour to Achieve my Dreams
SCIENCE	Chemical Reactions	Heredity and DNA	Human Systems Digestion and Reproduction	Patterns in the Periodic Table	Breathing and Respiration	Waves & Energy
COMPUTING	Privacy/Law	Applications	Excel & Databases Computing in a school environment	Patents	Networking	Data Representation
HUMANITIES	Citizenship People, parties and politics	World War II	Climate Change	Controversial Topics Abortion, Religion, LGBTQIA2S+	Travel and Tourism The UK and International	World Altering Figures: MLK, Nelson Mandela, Malala, Elon Musk etc.
SPORT	Problem Solving in Outdoor Environments	Applying Tactics to Develop Fair Play	Individual Game Plans	Responding to Changing Situations	Using Strategies to Improve	Defending Champions
ART	Observational Drawing	Propaganda Posters WWII	Manmade and Industrial Forms	Design Technology Design a Toy	Art from other cultures Aboriginal & Mandala	Personal Branding Logos
CAREERS	Explore the world of Careers	Discover options for the future	Preparing for the future	Develop knowledge, skills and ambition in the workplace	Employability Skills	Evolve into an adult with knowledge and skills for the future

Key Stage 4 focuses on depth of learning, with students guided to develop their knowledge of key concepts and to understand the underlying links between different subjects and ideas. In addition to the core subjects, students are also provided with a range of accreditation opportunities at Level 1 and Level 2, depending upon their ability. The qualifications are intended to provide students with a range of skills relevant to further education, apprenticeships and employment. Where appropriate, identified students are supported in achieving entry level qualifications in English and maths.

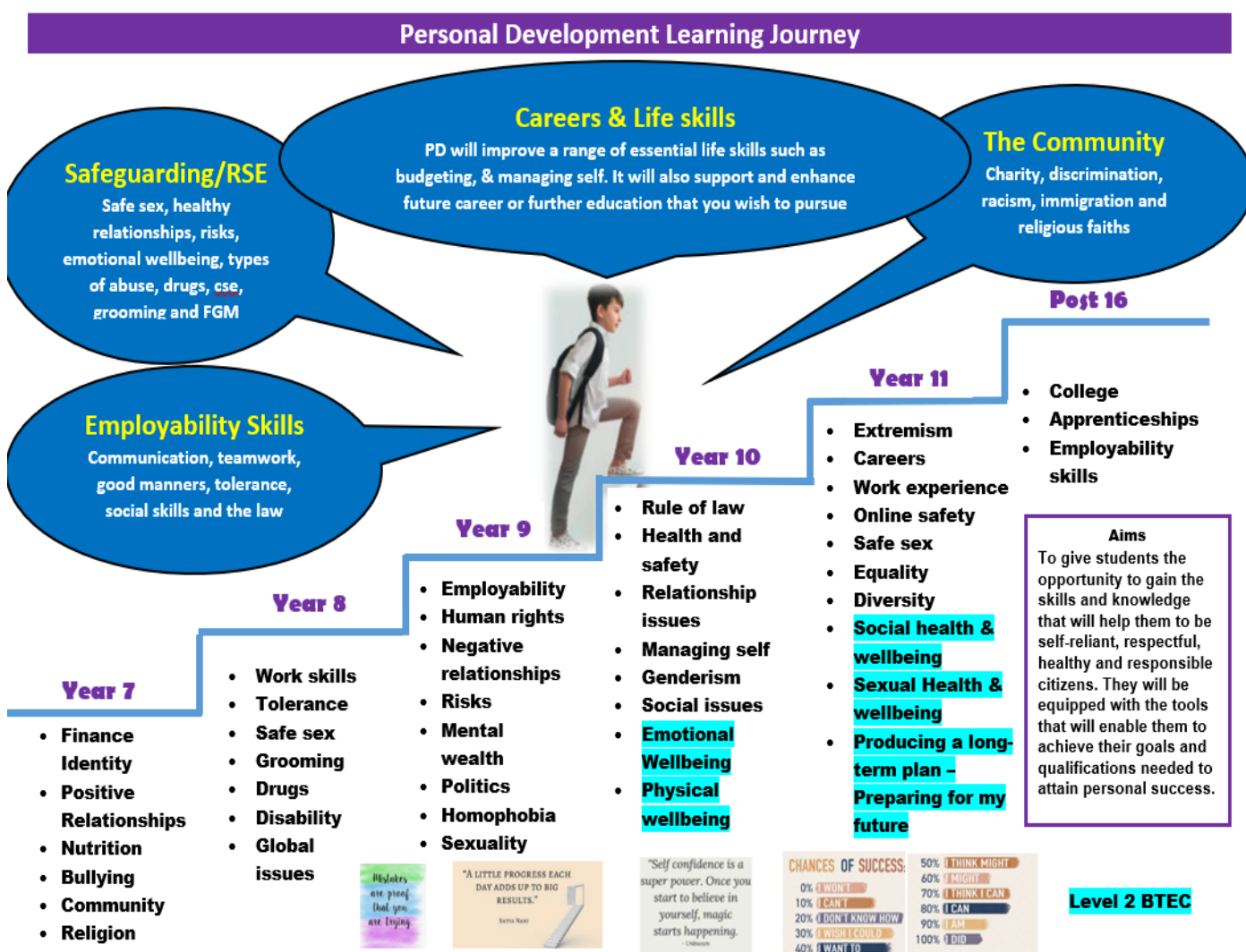
Key Stage 4	
Core: GCSE English (Functional Skills where appropriate) GCSE maths (Functional Skills where appropriate) BTEC Science BTEC Personal Growth & Wellbeing	Options: GCSE Art & Design GCSE English Literature BTEC Enterprise BTEC Sport Level 1 Hair & Beauty

Personal Development

The extensive Personal Development curriculum as well as support from Connexions ensures that all students receive impartial post 16 guidance. Careers education, information, advice and guidance (CEIAG) begins in KS3 and continues up to and beyond Yr11 and includes opportunities for work experience in KS4.

In addition to the Personal Development curriculum which is core for all students, Personal, Social, Health and Economic (PSHE) topics are also delivered through tutor times, assemblies, drop down days and the use of specialist outside agencies to help young people to be safe, healthy and prepared for life's opportunities.

Promoting British values: the school pays careful attention towards promoting students' spiritual, moral, social and cultural development through a wide variety of activities. The school promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance throughout the curriculum and pastoral time, including assemblies and school trips and visits.



ASPIRE

The Aspire Programme aims to develop students' life skills and explore key lessons beyond purely the academic.

The ASPIRE curriculum focuses on the six key areas:

- Academic
- Social
- Personal
- Independence
- Resilience
- Excellence



Introduction

We are thrilled to introduce you to an exciting new journey designed to help you achieve excellence in all areas of your life.

The ASPIRE Programme is all about supporting your growth in six key areas: Academic, Social, Personal, Inspirational, Resilience, and Excellence.

Throughout this programme, you'll have countless opportunities to develop not just your academic abilities but also vital life skills that will serve you well beyond the classroom.

At Sandwell Community School, our aim is to create excellence together. Through the ASPIRE Programme, you'll be encouraged to reach your full potential, build strong relationships, inspire others, develop resilience, and strive for excellence in everything you do.

We believe that every pupil has the ability to succeed, and we are committed to providing the guidance, support, and resources you need to thrive.

Get ready to embark on a transformative experience that will help you grow into a well-rounded individual, prepared to face the challenges of the future with confidence and determination.

Together, let's create excellence and make the most of the amazing opportunities that lie ahead!

A S P I R E

Students' achievement in ASPIRE is recognized through the AQA Unit Award Scheme.

- The Unit Award Scheme (UAS) allows all students to engage with learning and have their achievements formally recognised.
- Learners are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.
- The scheme boosts confidence, increases engagement and improves motivation, helping learners to make progress on their lifelong learning journey.

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Examination policy
- SEN policy and information report