



Curriculum 21-22

Intent & Implementation

Curriculum - INTENT

Sandwell Community School aims to provide all students with a broad and balanced curriculum that utilises interactive learning opportunities to improve personal, social and academic development. Students will also have the opportunity to develop leadership and essential life skills, as well as experiencing vocational opportunities and enrichment activities.

Sandwell Community School aims to CREATE opportunities:

- To build on students prior learning and experiences
- To provide students with the opportunity to become successful learners
- To promote independent thinking skills
- To promote positive attitudes to learning that provide students with a basis for further education, apprenticeships and employment
- To provide interactive and stimulating learning opportunities
- To develop IT skills in order for students to effectively engage in the advancing world of technology
- To encourage the tolerance of opinions and beliefs that reflect the multicultural nature of society
- To develop self-confidence and self-esteem
- To use group work to promote communication skills
- To provide opportunity for work placed learning
- To develop the skills needed to contribute successfully to society
- To develop a sense of community and be aware of issues in the wider community

Sandwell Community School aims to minimise the significant barriers students with SEMH have to their learning, so that they feel safe and able to learn. It is these barriers that make our students particularly vulnerable, so significant time is proportioned to explicitly address these difficulties that underline the behaviours our students display.

All lessons are planned to ensure there are clear objectives, intended learning outcomes and clear progression from each student's starting point. All learning is assessed against bespoke student targets. Both formal and informal opportunities to develop academic, personal and social skills are utilised throughout each day, aimed at encouraging students to transfer their learning into different situations and problem solving opportunities.

Responsibilities:

Class teachers are responsible for the planning and delivery of differentiated learning opportunities and the assessment of student progress over time. Faculty Leads have the additional responsibility of department action plans for KS3 and KS4, accreditation opportunities and course development.

Monitoring and Evaluation:

SLT alongside Faculty Leads line manage subject leaders who are responsible for observations, work sampling and moderation, voice of the learner, individual target setting and progress and attainment in their subject area. Overall responsibility for the curriculum will be with the Head teacher and Director of Learning.

Curriculum - **IMPLEMENTATION**

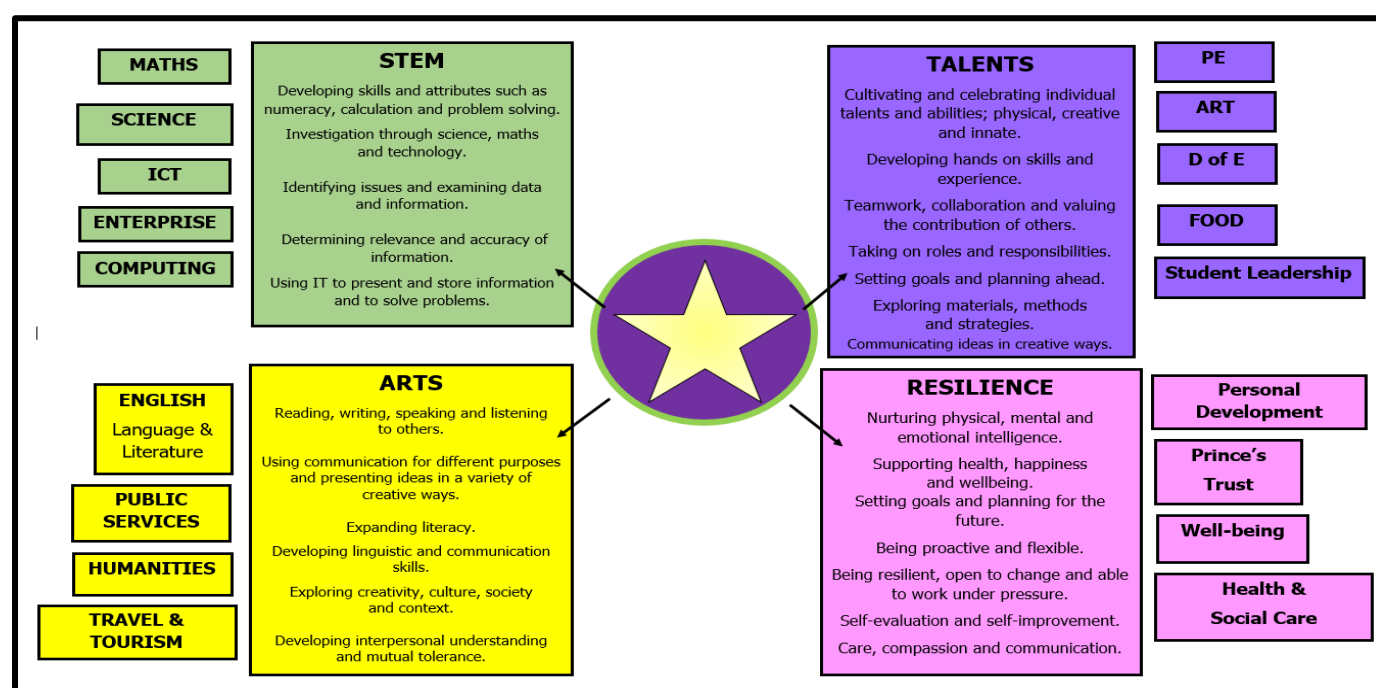
MAIN Centre of Learning @ West Bromwich

Students will enter the Main centre of Learning following an initial assessment and induction period.

Students will follow the SCS STAR Curriculum which is divided into 4 strands:

- STEM
- TALENTS
- ARTS
- RESILIENCE

With the intention of deepening and recognising the skills and knowledge of a whole learner, academically, creatively, personally and socially.



The Star Curriculum provides learners with the opportunity to explore and develop knowledge and skills to help them to become well rounded individuals

STEM			TALENTS			ARTS			RESILIENCE		
Science, Technology, Maths			Art, Sport, D of E, Food, Leadership			People, places, society, cultural capital and communication			Personal Development		
SCIENCE	COMPUTING	MATHS	ART	SPORT	FOOD	ENGLISH LANGUAGE	ENGLISH LITERATURE	HUMANITIES	WORK	LIFE	BALANCE
Chemistry: Properties of materials Biology: Organisms Earth Physics: Waves Forces Electricity Magnetism	Enterprise ICT for business Data Software Search, store and share information Coding Legal, ethical and security issues	Number Algebra Ratio & Proportion Geometry & Measures Probability & Statistics	Creativity Visual Communication Materials and techniques Research Developing ideas and outcomes Evaluation	Collaboration Health and the human body Outdoor Education Team work Tactics Ball sports Athletics	Nutrition Diet Meal planning and preparation Recipes Methods Hospitality Catering Customer Service Food Hygiene	Reading SPAG Transactional and Creative writing Oracy	Shakespeare, 19 th century literature, Post 1914 prose/drama Poetry Cultures Contexts Creativity	People, places, society and culture Physical and human geography Conflicts and resolutions	Careers Applications Interview skills Colleges Apprenticeships Goal setting and future planning	Relationships education Relationship and sex education. Health, and Keeping Safe	Citizenship Equality of Opportunity FBV SMSC

Every student will receive a core curriculum of English, maths, Science and Personal Development. Students will also have the opportunity to study additional option subjects across the four strands, that will provide accreditation opportunities at Level 1 and Level 2, depending upon students' ability. The Personalised Accreditation Opportunities are intended to provide students with a range of skills that are relevant for further education, apprenticeships and employment.

Foundation Bronze Silver	Maths	PE	English	Personal Development
	Science	SSAT Student Leadership Award	Vocabulary Inference Programme	Group Mentoring sessions
	Computing	Art	Humanities	1:1 Mentoring as required
	Pearson Functional Skills Maths	Duke of Edinburgh	Pearson Functional Skills English	
		Food		

Courses and Qualifications delivered on-site across centres of learning			
iGCSE Mathematics	NCFE Level 1 Award in Creative Craft	iGCSE First Language English	NCFE CACHE Level 1 Certificate in Wellbeing
GCSE Combined Science: Trilogy AQA	NCFE Level 1/2 Certificate in Food and Cookery Skills	Pearson BTEC Level 1 and 2 Travel & Tourism	Prince's Trust
Pearson BTEC Level 1 and 2 Principles of Applied Science	Pearson BTEC Level 1 and 2 Sport	WJEC GCSE English Literature	Pearson BTEC Level 1 and 2 Personal Growth and Wellbeing
GCSE Computer Science	Pearson GCSE Fine Art	Pearson BTEC Level 1 and 2 Public Services	Pearson BTEC Level 1 and 2 Health & Social Care
	Duke of Edinburgh Award		

CREATE Centre of Learning @ Tividale:

Students will enter the Preventative Campus from mainstream education where a need has been identified by the school and/or other multi agency professionals to prevent a permanent exclusion from mainstream education.

At the Preventative Campus, the development of skills is of fundamental importance to enable students to reengage with their mainstream setting to prevent a permanent exclusion. In addition to the core aspects of the STAR curriculum, students will explore a creative "Project Based" experience that will reflect the major issues and challenges that are of significance for each individual. This therapeutic approach to the curriculum aims to reengage students with their learning and provide them with the necessary skills to be able to return to mainstream education.

ASSESS Centre of Learning @ Wednesbury:

Students will enter the ASSESS Centre of Learning following a permanent exclusion from mainstream education. Students will undertake a period of assessment which will focus on the three pillars of SCS success; Academic-Personal-Social. Students will then transition to either COPE or MAIN or return to mainstream education. Those students who are identified as SEND or are in the EHCP process will remain at ASSESS and access the key aspects of the STAR curriculum with specific SEND focus based on their individual needs.

Whilst exploring the key aspects of the STAR curriculum, emphasis will be placed upon ensuring that learning opportunities are successfully adapted, designed or developed to meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence, including reading at an age appropriate level.

Students in Key Stage 4 will also be provided with the opportunity to gain accredited outcomes at a level appropriate to their skills and ability.

COPE Centre of Learning @ Smethwick:

Students will enter the **Centre of Personal Excellence** from either the MAIN or ASSESS Centre of Learning. Alongside the core aspects of the STAR curriculum, students will access a wide range of therapeutic activities designed to enable them to develop the essential skills needed to be a successful member of modern society. Students will also access specific Mentoring sessions and Personal Development lessons that focus on Social, Emotional, Moral and Cultural awareness and understanding of safeguarding issues across KS3 and KS4. Areas of focus include; CSE, Radicalisation, FGM, E-Safety, all categories of bullying and careers guidance. Topic areas will also reflect the ever changing needs of our students.

Students in Key Stage 4 will also be provided with the opportunity to gain accredited outcomes at a level appropriate to their skills and ability.

There is also an opportunity to experience life and learning outside of the classroom, where students experience valuable life skills and experiences to assist their development personally and socially.

CREATE OPPORTUNITIES TO SHINE:

Sandwell Community School also aims to ensure all students are fully equipped with the necessary skills needed to be happy, healthy and successful in the modern world. These fundamental traits are explored and underpinned by the SCS CREATE values which are a key focus for every Centre of Learning:

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