



# NAVIGATORS

  

# CURRICULUM

  

# POLICY

**Our Ethos and Mission Statement:**

***“To ensure all students have the opportunity to achieve academic and vocational qualifications to enable them to have a good start in the next stage of their lifelong learning pathway. To equip young people with social and ethical intelligence, life skills and positive experiences”***

## Contents

<a href="#">1. Introduction.....</a>	<a href="#">page 3</a>
<a href="#">2. Legislation.....</a>	<a href="#">page 3</a>
<a href="#">3. Our Values.....</a>	<a href="#">page 3</a>
<a href="#">4. Statement of Intent.....</a>	<a href="#">page 4</a>
<a href="#">5. Curriculum Aims.....</a>	<a href="#">page 5</a>
<a href="#">6. Key Stage 4 Provision.....</a>	<a href="#">page 5</a>
<a href="#">7. Rationale.....</a>	<a href="#">page 6</a>
<a href="#">8. Extended Curriculum.....</a>	<a href="#">page 7</a>
<a href="#">9. Entitlement.....</a>	<a href="#">page 11</a>
<a href="#">10. Organisation and planning.....</a>	<a href="#">page 11</a>
<a href="#">11. Curriculum content.....</a>	<a href="#">page 12</a>
<a href="#">12. Careers education.....</a>	<a href="#">page 12</a>
<a href="#">13. Reporting &amp; Assessment.....</a>	<a href="#">page 12</a>
<a href="#">14. Equal opportunities.....</a>	<a href="#">page 13</a>
<a href="#">15. SEND.....</a>	<a href="#">page 13</a>
<a href="#">16. Co-curricular activities.....</a>	<a href="#">page 13</a>
<a href="#">17. Roles and Responsibilities.....</a>	<a href="#">page 14</a>

## **1. Introduction**

Navigators is an Independent School for young people aged 14-16. We recognise that all students have a right to a broad, balanced, challenging and engaging education. Our curriculum covers a broad range of subject disciplines, delivered through teaching that will enable all students to make good progress according to their abilities. Navigators is aspirational for all the young people that we support, and this is highlighted with the range of subject areas in the curriculum. We endeavour to develop social and ethical intelligence in children and young people who, for whatever reason find themselves out of mainstream education through a nurturing, thematic, academic, vocational and practical programme. We recognise the uniqueness of our students and this is evidenced in a thoughtful and insightful curriculum. The choices that we make reflect the needs of our learners and the determination to provide students with the very best of opportunities when they leave us.

PSHE is embedded throughout the school day in all aspects of learning and development. Navigators continually drives the ethos, morals and values surrounding British Values and Protected Characteristics. This is a crucial missing element of our pupils' lives and we place particular emphasis on supplementing this crucial element. These values and skills will be transferrable throughout their lives and in their aspirations and quest to become Prepared For The Future, Lifelong Learners and Responsible Citizens.

## **2. Legislation**

This policy reflects the requirements for Independent schools to provide a broad and balanced curriculum, as per the Schedule to the Education (Independent School Standards) Regulations 2014, and the National Curriculum programmes of study.

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.

## **3. Our Values**

Navigators is aspirational for all of the young people that attend. Our vision is that all children receive a meaningful and fulfilling education enabling them to achieve their full potential. The Navigators values are the driving force which underpin our school curriculum and are at the heart of all we do. They are the core values of our school, upon which our curriculum is based.

We believe:

- Every student is a unique individual with potential.
- Every student has an entitlement to the best education and support available.
- The student should be at the centre of decision making and is more important than the school.
- Student voice should be heard and respected.
- We should nurture the children in our care as if they were our own family.
- Student learning is bespoke and for life.
- Clear goals make decisions more numerous and effective.

#### 4. Statement of Intent

Our curriculum is designed with students learning at the forefront. We recognise that a curriculum has to be broad, balanced and offer students opportunities to grow as individuals. One of our main aims is for our students, at this stage of their learning is to become; independent and lifelong learners, responsible citizens and be prepared for the future.

<b>Prepared for the future</b>	<b>Lifelong Learners</b>	<b>Responsible Citizens</b>
<p data-bbox="113 535 389 566">Navigators students...</p> <ul style="list-style-type: none"> <li data-bbox="161 611 528 642">▪ are literate and numerate</li> <li data-bbox="161 647 451 678">▪ are digitally literate</li> <li data-bbox="161 683 480 714">▪ are financially literate</li> <li data-bbox="161 719 536 790">▪ are articulate in a range of contexts</li> <li data-bbox="161 795 544 1010">▪ aspire to their future education, employment or training for their individual pathway &amp; have an understanding of how to get there</li> <li data-bbox="161 1014 552 1122">▪ explore and research the jobs and industries they are interested in</li> <li data-bbox="161 1126 536 1305">▪ develop the skills and qualities that are required to progress onto the next stage of education or employment</li> </ul>	<p data-bbox="582 535 858 566">Navigators students...</p> <ul style="list-style-type: none"> <li data-bbox="630 611 975 714">▪ have the opportunity to study a broad range of subjects</li> <li data-bbox="630 719 1027 790">▪ value academic and vocational styles of learning</li> <li data-bbox="630 795 1007 898">▪ take opportunities to learn and participate outside of lessons</li> <li data-bbox="630 902 831 934">▪ are resilient</li> <li data-bbox="630 938 903 1010">▪ are organised and independent</li> <li data-bbox="630 1014 967 1046">▪ take pride in their work</li> <li data-bbox="630 1050 999 1193">▪ constantly develop their vocabulary and can often work out what new words mean</li> <li data-bbox="630 1198 991 1377">▪ develop their cultural capital and appreciate a variety of cultures and society beyond their own experience</li> <li data-bbox="630 1382 823 1413">▪ read widely</li> </ul>	<p data-bbox="1053 535 1329 566">Navigators students...</p> <ul style="list-style-type: none"> <li data-bbox="1101 611 1477 683">▪ respect people from other cultures, races and faiths</li> <li data-bbox="1101 687 1493 759">▪ value equality and diversity in society</li> <li data-bbox="1101 763 1477 835">▪ look after the school, local and global environment</li> <li data-bbox="1101 840 1453 911">▪ know what is going on in the world</li> <li data-bbox="1101 916 1493 987">▪ understand the importance of diversity</li> <li data-bbox="1101 992 1493 1064">▪ understand the importance of democracy</li> <li data-bbox="1101 1068 1477 1162">▪ know how to maintain healthy relationships with others</li> <li data-bbox="1101 1167 1437 1238">▪ know how to look after their mental health</li> <li data-bbox="1101 1243 1437 1314">▪ know how to look after their physical health</li> </ul>

Each subject area meets individual needs by delivering a national curriculum programme of study at its core. It gives all students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It includes the formal programme of lessons, based on the national curriculum, however we are keen to ensure that students are educated beyond its strict limits and that they undertake a wide range of educational experiences aimed at enriching and extending their abilities and understanding.

Students' growth in the above three areas is developed across all aspects of their school experience: subject areas, extended curriculum, tutor time, assemblies and wider curricular opportunities.

Individuals at Navigators will benefit from staff meeting their needs and planning their education from the start of their journey with us into return into mainstream school, further education or employment.

### 5. Curriculum Aims

- All pupils enjoy their learning
- All pupils make the best progress possible
- All pupils achieve their full potential
- All pupils become effective communicators
- All pupils are motivated and independent individuals
- All pupils develop social and ethical intelligence
- All pupils build confidence and self-esteem
- All pupils play an active role in their communities
- All pupils become responsible citizens
- All pupils are committed to excellence

### 6. Key Stage 4 Provision

#### NAVIGATORS CURRICULUM MODEL 2020-2021

SUBJECT AREA	KEY STAGE 4	
	YEAR 10	YEAR 11
<b>English</b>	GCSE English/Functional Skills English (4)	GCSE English/Functional Skills English (4)
<b>Maths</b>	GCSE Maths/Functional Skills Maths/Unit Award Scheme (4)	GCSE Maths/Functional Skills Maths (4)
<b>Science (Biology)</b>	GCSE Biology (3)	GCSE Biology (3)
<b>Citizenship</b>	GCSE Citizenship (2)	GCSE Citizenship (2)
<b>ICT</b>	Cambridge National iMedia L1/2 (2)	Cambridge National iMedia L1/2 (2)
<b>Humanities</b>	History Entry Level (2)	History Entry Level (2)
<b>Art</b>	NCFE Creative Craft L1/2 (2)	NCFE Creative Craft L1/2 (2)
<b>PE</b>	Sports Leaders Level 1 (2)	Physical and Mental Health and Wellbeing (2)
<b>PSHCE (inc RSE)</b>	PSHCE (inc RSE)/Careers (1)	PSHCE (inc RSE)/Careers/School Competencies (1)
<b>Independent Learning</b>	Intervention & Self Study (2)	Revision & Self Study (2)
<b>Extended reading/speaking and writing</b>	DEaR (Drop everything and read) and progress reviews	DEaR (Drop everything and read), progress reviews and exam practice (2)
<b>Vocational Carousel</b>	ASDAN NCFE	ASDAN NCFE

Y10 Curriculum (lessons per week)
Y11 Curriculum (lessons per week)

Navigators curriculum aims to channel our students' courage and supports them to develop resilience around their learning. Our cross curricular SMSC programme will foster students' compassion for each other and individuals within the world we live that are coping with adversity. Students will be presented with creative solutions to help them overcome barriers that they are presented with and will be encouraged to think creatively within their learning.

Students will have the opportunity to develop and consolidate their skills in speaking and listening, reading and writing in line with National Curriculum requirements. The skills and knowledge acquired will be relevant and transferable in both educational and career settings. The attendance and behavioural complexities of the students do not facilitate anything other than a flexible and varied approach to formal accreditation and assessment.

## **6.1 Timetable**

We have developed a separate Year 10 and Year 11 scheme of work for each subject area within the Navigators Curriculum.

However, at the inception of Navigators and due to local demand, the schemes are used as a basis for planning by staff and can be adapted for a mixed Key Stage 4 class displaying a vertical curriculum. The experienced teaching staff at Navigators will use the diagnostic assessments together with information from the host school to determine where on the schemes of work each student will be working at. We also try to ensure that topics are not repeated unnecessarily which could narrow the experience and learning of a child.

The small groupings and 1:1 sessions will provide a catch up curriculum mainly for Year 11 students. We have also included intervention sessions (literacy and numeracy) to aid this overlap and meet the needs of all our students.

## **7. Rationale**

The curriculum is designed to ensure that each student has the opportunity to learn and make progress. Also, to fulfil our ethos which aims to achieve academic and vocational qualifications to enable them to have a good start in the next stage of their lifelong learning.

Our student profile is typically mixed ability and broadly average prior attainment on entry when compared to national average; our curriculum is designed to meet the needs of all our students with an emphasis on providing the breadth and balance of subjects across key stage 4 to enable each student to develop their strengths and personal talents.

The foundations of our curriculum are based on our core values of; student learning is bespoke and for life, the student should be at the centre of decision making and is more important than the school and that every student has an entitlement to the best education and support available.

The rationale for each specific subject area in our curriculum is described in the scheme of work. However, we have a cross curricular theme of improving each students' reading and literacy. These are indispensable skills for our students to enable them to actively participate in society.

All staff at Navigators are responsible for helping their students to read with confidence and understanding. From teaching students' specialist vocabulary, deliberately and repeatedly in Science, to accessing and understanding a source in History; we make language come alive and arm students with strategies to decode new words.

Reading is part of every subject and therefore integral to the curriculum, preparing students for the rigors and challenges of all accredited courses. Reading daily, even if only 20 minutes, implicitly allows for the absorption of new vocabulary making us 'word rich' as opposed to 'word poor'. On joining secondary school experts suggest many students have 25,000 words at their disposal; however, the 'word poor' have less than half of this. At Navigators we are striving to increase our students' vocabulary by 3-5000 (depending on the time they are with us). By gifting them with this increase we will enable them to improve their academic success, become responsible citizens and ready for the world beyond Navigators.

To help the students discover these words and in consequence the understand them, we ensure that students have access to a reading book which is checked during tutor time and our DEaR timetabled sessions. This will help to develop a culture of reading within the school. Students who regularly read at least 20 minutes a day will not only exceed their chronological age, by their reading age, they also have a wealth of words at their disposal, not to mention a rich culture capital through the transportation reading has to offer.

## **8. EXTENDED CURRICULUM - British Values and SMSC**

At Navigators we work extremely hard to improve the Spiritual, Moral, Social and Cultural Development of our students. This is done across the curriculum in all subjects; pupils also receive weekly PHSCE lessons. A key part of this development in all our pupils takes place during their extended curriculum participation. The extended curriculum at Navigators is designed to:

### **Enable students to develop their Self Knowledge, Self Esteem and Self Confidence (Spiritual Development)**

Pupils have the opportunity to attend a small non-judgemental school, they are encouraged to articulate their feelings to all staff members in an informal setting, as well as having access to a daily tutorial session where they are encouraged to discuss and reflect on their experiences. Pupils are also encouraged to participate in roles which carry additional responsibility e.g. School Councillors, Subject Leaders and Community Citizens all of these positions are designed to help pupils at Navigators develop into confident young adults and have a sense of enjoyment and fascination in learning about themselves, others and the world around them.

### **To enable pupils to distinguish Right from Wrong and to respect the Civil and Criminal law (Moral Development)**

Navigators has very strong links with the Community Police Officers; they are an active force within school, offering formal education sessions with all of our students, as well as fun activities such as being transported in a police van and role play activities. Navigators has an open-door policy with Community Officers and PCSO's who often drop in for a friendly chat with students. Navigators and the police work hard to promote a positive and respectful attitude from students towards the police. Navigators expect students to understand the right from wrong and the ethos of this is explored in the Citizenship and PHSCE programme, where students are supported in developing their own moral sense and to understand the impact of their actions on others. At Navigators we run anti-bullying weeks on a regular basis and a number of our students benefit from learning about the Youth Justice system.

**To enable pupils to show initiative and understand how they contribute positively to the lives of those close to school and the society as a whole, as well as encourage pupils to accept responsibility for their own actions. (Social Development)**

Navigators students all participate in fundraising for Children in Need and local fundraising for Royal Manchester Children's Hospital and Salford FoodBank. This allows students to see how their direct participation can influence the lives of others. Within school, students are allowed the opportunity to act responsibly and carry additional responsibilities within the School Council system, including running a successful tuck shop and playing a big part in the decisions made at school. Through our Sports Leaders programme, we are also hoping to create links with local primary schools and carry out leadership sessions with younger pupils. Students can also highlight their social development by demonstrating the ability to use modern communication technology, including mobile technology, the internet and social media safely. This will be highlighted in the Creative iMedia Scheme of work.

**To enable pupils to gain a broad general knowledge of public institutions and services within the UK.**

At Navigators students have the opportunity to learn about public institutions, they visit the local emergency services sites.

Students learn about the democracy of the UK and the role of parliament through the Citizenship scheme of work and even have the opportunity to hold elections and participate in the voting system as part of the school council and mock elections. Within the Careers curriculum students have the opportunity to visit public health care service, such as hospital services. Students are encouraged to participate in work experience within public service institutions.

**To enable pupils to understand and show respect for their own culture and cultures of others, to promote tolerance between cultures and traditions (Cultural Development)**

At Navigators we celebrate different cultures and traditions as a whole school this includes; lunches from different cultures scheme, twice a term the school will serve lunch from a different country/culture. Students will have the opportunity to try different foods which they may not have previously experienced. We also visit the local Jewish Synagogue and Manchester Central Mosque. A local Jewish Rabbi is planned to visit the school to discuss their culture. Following on from this, students produce quizzes, table mats and posters related to that culture. Students understanding of their cultural development will also be demonstrated by their knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, in continuing to develop Britain. Navigators is currently setting up a pen pal scheme at school which will link us to other schools around the world and improve students' literacy skills.

**To enable pupils to respect the British values of democracy, the role of the law, Individual liberty and mutual respect and tolerance of those with different faiths and beliefs.**

At Navigators all students are given the opportunity to stand for the school council, even though we have a small cohort we aim to have 2 school councillors who can represent student voice. This is a democratic process where members are voted for by the pupils and staff. Students can organise election campaigns, put up posters and argue and defend their own point of view. Navigators provides opportunities for our students to take part in debates and encourage them to take part in public speaking. Students also experience the writing of balanced arguments in English lessons. Students have an understanding and knowledge of how citizens can influence decision making and appreciation that in Britain we live under the rule of the law. These issues are explored fully in the Citizenship Curriculum.



**To enable pupils to grow in confidence, develop as young adults and experience as many opportunities as possible.**

At Navigators all pupils participate in the credit reward system, where they earn credits each day aligned to the Navigators Values. Working towards a minimum goal of 10+ credits per day, this builds to a minimum of 50 points per week which enables them to take part in the weekly off site fun activity at a centre of the class' choice. These activities are a combination of individual and small team activities, often exciting they are designed to motivate pupils to experience new adventurous activities for example, Chill Factore, Go Karting, Laser Quest, Shopping and Golf to name but a few. End of term reward activities may include Alton Towers, Blackpool Pleasure Beach and other national venues. Students can also experience city culture, by participating in the visits to York or London (these visits are part of the History and English Curriculum).

Students achieving higher points can earn Student of the Week and together with excellent attendance can earn half term vouchers of their choice.

As previously mentioned development in SMSC takes place in and out of the lessons and across all areas of the curriculum. SMSC has particularly strong links in tutor time, Citizenship and PSHE. All areas of the curriculum will draw examples from as wide range of cultural contexts as possible.

In order to develop a strong sense of identity in our students, we use classroom discussion and specific interventions to enable them to:

- Talk about their experience and feelings.
- Express and clarify personal ideas and beliefs.
- Speak about difficult events e.g. bullying, death.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs and behaviour of others.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable children to develop socially, morally, spiritually and culturally e.g empathy, respect, open-mindedness, sensitivity, critical awareness etc.

Many areas across the curriculum provide opportunities for students to:

- Listen and talk to each other.
- Learn an awareness of treating all equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree, including discussing current political issues and current affairs
- Experience good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Teachers will help students' SMSC development by:

- Encouraging teamwork in PE and other subject areas when it arises.

- Encouraging an appreciation of, and respect for, the work and performance of other students, regardless of ability.
- Using tutor times to explore important aspects of both British heritage and other cultures, e.g. festival days, Remembrance Day and other global events.

Activities	Spiritual	Moral	Social	Cultural
Student Voice tutor time (weekly)	x	x	x	x
Assemblies	x	x	x	x
Charity support	x	x		x
Competitions		x	x	x
Learning walks	x	x	x	x
Themed days		x	x	x
Trips and excursions	x	x	x	x

### How we intend to deliver the curriculum

We intend to deliver the curriculum through a variety of methods that are both classroom based and extra-curricular. Below, we have outlined how we intend to deliver this promise.

- **Classroom-based learning:** Our staff value the different ways in which students learn and plan lessons to account for these differences. We encourage teachers to make cross-curricular links where possible within their lesson plans, so that students can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.
- Teachers use a variety of activities and resources to teach core content. By using different techniques, we intend to keep students engaged with learning and accommodate students who learn differently to their peers.
- **Co-curricular activities:** We provide a variety of co-curricular activities for students to enhance their learning experience. The activities range from after-school clubs, to educational trips and visits. Co-curricular activities are designed to enhance students' learning experience, form personal connections between students and their peers, and teach skills essential for life after school. Details of our co-curricular offer can be found in APPENDIX 2

## **9. Entitlement**

The Key Stage 4 programme at Navigators offers a range of academic and vocational qualifications. Students will have the opportunity to achieve 5 GCSE qualifications English (literature and language), Maths, Science and Citizenship. Along with a range of vocational qualifications. (Although the idea is to acquire a DfE number to register with exam providers, Navigators is already a Registered Centre (9001302) with NCFE to deliver English & Maths Functional Skills and Creative Craft.)

## **10. Organisation and Planning**

- 10.1 The school's curriculum will be delivered over 190 days and equally throughout the school week
- 10.2 The school day starts at 9am and ends at 3pm and consists of six 45 min lessons split by two breaks, one at 10.45am (15 mins) and one at 12.30pm (45 Mins)
- 10.3 Where possible, teachers will look for links between areas of learning that will support one another and allow students to reinforce their skills from one subject to another.
- 10.4 Lessons will use a range of techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.
- 10.5 Teachers will plan lessons which are challenging for all students and ensure that there are provisions in place for more academically able students e.g. completing additional work that is above the academic level of their school peers.
- 10.6 A full list of subjects covered in school can be found in the Key Stage 4 curriculum model in section 6.
- 10.7 TAs/mentors will be deployed within lessons strategically so that they can assist with students in the differentiated learning programme, students who require additional help but are also able to minimise disruptions where necessary.
- 10.8 Students with EAL will be given opportunity to develop their English ability throughout lessons where necessary.
- 10.9 Planning will be used to identify any possibly difficulties within our curriculum and will break down barriers to learning.
- 10.10 Staff will involve students in planning to support their SEN or disability.
- 10.11 School takes into account the needs of the ages and aptitudes of all enrolled students, including those with SEND, and that any requirements of an Education Health Care (EHC) Plan are complied with along with the host school if they are the agreed named provision.
- 10.11 Any difficulties identified will be addressed once curriculum planning has commenced.
- 10.12 The classroom will be organised so that students have full access to resources and equipment – they will be provided with a rich and varied learning environment.

## **11. Curriculum content**

11.1 The school will ensure every student has access to the following core subjects:

- English
- Mathematics
- Science (Biology)
- ICT (Creative iMedia)
- Citizenship
- History
- Creative Craft
- Sports Leaders course
- Core PE
- PSHCE inc RSE

## **12. Careers education**

12.1 Careers education and guidance is encompassed into the PSHE programme and also the school will work to incorporate it into subjects across the curriculum in line with the Careers Policy.

12.2 The school will aim to ensure that every student is exposed to the world of work every year during their programme.

12.3 The school will engage with and ensure students have access to local employers and providers of post 16 education and training, inviting visiting speakers, with whom students can relate to. Navigators will also work closely with the students' host school and careers officer.

## **13. Reporting and assessment**

13.1 Homework will be set in accordance with the school's homework policy

13.2 The school's assessment processes are used to plan for differentiation within curriculum delivery, to ensure all students can access each lesson, and to inform individual teaching programmes.

13.3 Individual student performance and progress is regularly monitored and reviewed. Termly assessments will be recorded and reported back to the SLT, students, students' parent/carers and the host School. This will be through Interim reports

13.4 Pupils will complete national assessments in KS4. The results of the assessments will be reported back to the Management Committee, Proprietor, Head of Curriculum, the host school, students and their parent/carers.

13.5 Evaluations and assessments feed back into future or modified curriculum plans.

13.6 Assessments of students with EAL will take into account the students' age, length of time in the UK, previous education and ability in other languages

13.7 Access arrangements will be given to students who require them e.g students with specific SEND, students who are ill, or students who suffer from conditions that inhibit their academic performance. This will be in accordance with Joint Council for Qualifications (JCQ) regulations.

13.8 All reporting and assessments will be conducted in line with the school's Assessment Policy

## **14. Equal Opportunities**

14.1 There are nine protected characteristics within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

14.2 Care is taken with all schemes of work to ensure that all students have access to the curriculum content.

14.3 The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

14.4 When planning and implementing the curriculum, the school will have due regard to the Equal Opportunities Policy.

## **15. Supporting students with SEND**

15.1 The curriculum is designed to provide access and opportunity for all students who attend the school.

15.2 Pupils will receive the additional support they require both academically and with their personal development, in line with the school's SEND policy.

15.3 Staff and the designated member of SLT will work closely together to help break down any barriers to education.

## **16. Co-curricular activities – see Appendix 1**

16.1 The school offers a wide range of co-curricular activities to enhance their academic learning and personal development.

16.2 Some extra-curricular trips may occur outside of school hours.

16.3 All students are able to participate in the activities and trips available. Wherever there is an instance where a student cannot participate, the trip or activity will be adapted so that the student can take part.

## **17. Roles and Responsibilities**

### **Management Committee:**

- To ensure the independent school standards are being met effectively
- To continue the drive for school improvement
- To implement a framework of internal and external quality assurance
- To ensure the quality of education provided is of a good standard and is being delivered and monitored effectively
- To provide full resources to meet the needs of learners and staff
- To recruit and retain the best staff possible
- To implement and monitor a staff performance and welfare framework
- To liaise and report with all stakeholders including the local authority
- To implement an annual curriculum and assessment review
- Ensure promotional material or off-site trips and visits do not include partisan political views or materials

### **The Proprietor:**

- The proprietor is accountable for all matters relating to the curriculum and delegates day-to-day responsibility for overseeing the curriculum to the Head of Curriculum.
- The proprietor will produce an annual report for the stakeholders on the standards achieved by the students and any alternative arrangements made to ensure all students could access the curriculum.

### **Head of Curriculum will ensure that:**

- All subjects offered within the curriculum have a scheme of learning. Schemes of learning are monitored and reviewed on a regular basis to ensure they are relevant, accessible and challenging.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the management committee. The management committee, proprietor and head of curriculum meet annually to ensure it is fit for purpose.
- Where appropriate, the individual needs of some students are met by creating a bespoke curricular alternative.
- The procedures for assessment, including examinations meet all legal requirements and students, their parents/carers receive information to show how much progress the students are making, and what is required to help them improve.
- Levels of attainment and rates of progression are discussed with teacher/TA's and mentors on a regular basis and that actions are taken where necessary to improve these.
- The management committee and proprietor are fully involved in the decision-making processes that relates to the curriculum offered.

**Teaching staff will ensure that:**

- The school curriculum is implemented in accordance with this policy.
- Appropriate awarding bodies and courses are selected together with the head of curriculum that best meet the learning needs of our students.
- High quality teaching, learning and achievement is delivered.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place, continuously reviewed, updated, be accessible and present challenge.
- Evidence of student assessment progress is produced.

**Other Staff**

- All staff working with pupils will ensure that the school curriculum is implemented in accordance with this policy.

**APPENDIX 1**  
**CO-CURRICULAR OFFER 2020-2021 KS4\***

	<b>Key Stage 4</b>
<b>Subject Specific</b>	<p><b>Science:</b> challenges, competitions (National Science Week) GCSE revision sessions</p> <p><b>English:</b> GCSE revision sessions and Theatre trips</p> <p><b>Maths:</b> GCSE revision sessions</p> <p><b>PSHE &amp; maths:</b> Supermarket visits</p> <p><b>PSHE:</b> Discussing current political issues and current affairs</p> <p><b>Creative Craft:</b> Visit to Tate Gallery in Liverpool</p> <p><b>PE:</b> Football, badminton, fitness &amp; running club</p> <p><b>History:</b> Visits to People’s History Museum &amp; Emmeline Pankhurst home</p> <p><b>CEIAG:</b> Northwest Careers Fair</p>
<b>Rewards</b>	<p>Chill Factor</p> <p>Bowling</p> <p>Cinema</p> <p>Shopping</p> <p>Golf</p> <p>Theatre Trips</p>
<b>Fundraising</b>	<p>Children in Need</p> <p>RMCH</p> <p>Salford Foodbank</p>
<b>Whole School theme days or activities</b>	<p>Mock General Election</p> <p>Anti-Bullying Week</p> <p>Black History Month</p> <p>International Days</p> <p>E Safety</p>

**\*Events can be added throughout the year**

*We review our curriculum annually, we listen to staff and student voice and work with other stakeholders to ensure the best possible curriculum can be delivered within the financial constraints of the school budget.*