



R.E.A.L. Education Limited

Curriculum Policy

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(R.E.A.L. Education Ltd.)
(R.E.A.L. Independent Schools, Ilkeston)
(R.E.A.L. Independent Schools, Blidworth)
(R.E.A.L. Independent Schools, Hinckley)
(R.E.A.L. Alternative Provision Schools)

Review Date: 17.05.22, or sooner if required.

Reviewed March to May 2021- Updates include: Amendments to the Intent, Implementation and Impact sections and the addition of roles and responsibilities.

Original Developed March 2020 according to the new curriculum framework



Curriculum Policy

Introduction

The curriculum encompasses all the planned opportunities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Values

Research supports that learners need to be in a positive emotional state in order to be ready to learn (Education Endowment Foundation, 2020). Therefore, we place a high emphasis on supporting learners with their social and emotional development to enable them to be ready to access, enjoy and retain curriculum knowledge and develop the skills for succeeding in life.

At REAL Independent Schools we strive to make learning as enjoyable, meaningful and as relevant as possible. We offer our learners high quality educational experiences in a safe, calm, creative, inclusive and stimulating environment. Every learner is valued as an individual; we aim to nurture well rounded, respectful and confident individuals who will develop skills for life-long learning. We support our learners on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare learners for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our schools.

Our curriculum promotes respect for the views of each individual learner, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. Our curriculum is organised to promote cooperation and understanding between all members of our community. We are fortunate at R.E.A.L to have varied and specialist learning environments. These are respected and used by all in our schools and we aim, through our curriculum, to teach consideration for our world, and how we should care for it for future generations, as well as our own.

At R.E.A.L. independent schools our values of **Trust, Innovation and Achievement**. permeate all areas of school life.



Intent

Our broad and balanced curriculum enables us to provide a bespoke and inclusive pathway for each individual learner. This highly personalised approach is based on initial assessments which mean that all learners are able to make progress based on their individual starting points. The individual curriculum offer is reviewed regularly and adjusted as learners progress both academically and with regards to their personal development.

Our learners have widely unique and varying starting points. We have a high proportion of Looked After Children (30%), some of whom have experienced a great deal of trauma and change in their lives. Many have attended several educational placements before they join us. The curriculum takes this into account by ensuring we place strong emphasis on developing trusting relationships and by identifying any gaps in learning. Additionally, many of our learners experience high levels of social and economic deprivation, for this reason we ensure that the curriculum has a strong cultural capital dimension where enrichment activities are an important planned element of the broader curriculum. This enables our learners to benefit from a range of activities that may otherwise appear to be inaccessible to them with the added aim of raising aspirations. For example, in English we organise theatre visits and library visits. We also offer a very wide range of sporting activities such as golf, mountain bike riding and abseiling. Learners are taught how to behave in each setting and to respect different environments. This not only supports their academic learning but also enables them to take their rightful place in society in the world of work as adults and encourages them to select and benefit from positive and enriching leisure activities.

Given the diverse and complex range of needs, prior experiences, previous attainment and key stages, our curriculum design is based on 4 pathways that take account the individual learner's starting points. These pathways (1. Re-engagement, 2. Emerging, 3. Developing and 4. Formal) are designed to be flexible, allowing individual learners to be able to transition between them. The design of our pathways is underpinned by the Preparation for Adulthood Framework.

R.E.A.L Independent Schools are ambitious in our expectations of learners. We foster and develop positive attitudes to learning and fulfill aspirational academic, social, technical and vocational targets. This is set out by the Learning Manager, in collaboration with teaching staff, within the Individual Curriculum Intent Profile (ICIP).

Implementation

Our personalised approach to the curriculum, and a good knowledge of how our learners engage and learn best, means that we are able to match teachers and support staff to the learners. Positive and trusting relationships are often key for our learners to feel 'safe



enough' to take risks in their learning. The impact of this may result in some occasions where staff will be required to teach outside of their specialisms. In order to support this, all delivery staff have access to an engine room overseen by our subject leads. Each engine room offers subject specific support, enhanced resources and schemes of learning.

All delivery staff are expected to differentiate schemes of learning and resources to meet the individual needs of the learner, as set out within their Education Health and Care Plan (EHCP) and developed through their ICIP form. Where learners are accessing a highly bespoke curriculum, it is the role of delivery staff, in consultation with Learning Managers, to ensure that key skills, knowledge, understanding and attitudes, are sequenced within the learning preparation form. These should match those within the Individual Curriculum Intent forms.

Our curriculum is supported by four graduated and adaptable curriculum pathways, which carefully consider how the core curriculum is delivered. These take into account the individual learner's preferred style, learning environment, resources, assessment information and Preparation for Adulthood outcomes.

Impact

We measure the impact of our curriculum through use of holistic data - ranging from attendance, behaviour and welfare to progress in individual curriculum areas, destination and learner outcomes data.

We have a rigorous and triangulated approach to assess the impact of our curriculum, utilising staff at all levels (Heads of Area, Deputy Heads, Subject Leads and Learning Managers) to analyse learner progress and plan for and monitor the success of our individualised provision and interventions. Learner voice and parent/carer views form an integral part of this assessment, through the use of person centred planning and reviews, questionnaires and informal discussions. Alongside this we continuously evaluate learning through our quality assurance processes: lesson observations, book looks, learning and climate walks to highlight developments and improvement priorities within their programme.

The Policy

The Policy is updated annually and has been developed in line with the following legislation and guidance:

- The Education (Independent School Standards) Regulations 2014
- National Curriculum in England: Framework for Key Stages 1 to 4
- SEND Code of Practice (2014)
- Equality Act (2010)
- The Education Inspection Framework (2019)



The policy should be read in collaboration with the following R.E.A.L Independent Schools documents:

- Assessment and Pupil Tracking Policy
- Special Educational Needs Policy
- Careers Guidance Policy
- British Values Statement
- PSHE and Citizenship Policy
- Spiritual, Moral, Social and Cultural Policy
- Equality Statement
- Behaviour Management Policy
- RSE Policy
- Quality Assurance Policy
- Individual Curriculum Statement
- Marking Policy
- Continuous Performance Management Policy

Appendix One - Roles and Responsibilities

Role	Key Responsibilities
All	<ul style="list-style-type: none"> ● Ensure school policies are implemented. ● Promote high expectations for engagement, academic progress and attendance ● Ensure that appropriate resources are available. ● Provide opportunities for learners to develop their cultural capital opportunities and support the embedding of SMSC, PSHE and British Values ● Ensure learners have a secure and stimulating venue and environment that supports learning and high expectations
Teachers	<ul style="list-style-type: none"> ● Delivery of group and 1 to 1 learning sessions depending on the needs of the cohort. ● Work alongside the curriculum leads to ensure schemes of work, lesson preparation forms and resources are developed and regularly reviewed. ● Ensure that schemes of work and lesson preparation forms are implemented and differentiated to meet the individual needs of the learners ● Carry out regular assessments and keep adequate records to monitor progress. ● Take action following assessments to inform future planning and set challenging personalised learning targets ● Provide reports to parents and stakeholders at the request of Learning Managers ● Implement and monitor any specific interventions and support offered by Curriculum Leads and Learning Managers



	<ul style="list-style-type: none"> • Support TAs and STAs in the production and delivery of resources and sessions
TA and STA	<ul style="list-style-type: none"> • Deliver small groups and 1 to 1 sessions depending on the needs of the cohort. • Ensure that lesson preparation forms are implemented and differentiated in a creative way to meet the individual needs of the learners • Seek support from teachers and curriculum leads in order to contribute to any assessment work and ensure that personalised targets are implemented within sessions so that progress can be monitored effectively. • Provide report to parents and stakeholders at the request of Learning Managers • Ensure pupils have a secure and stimulating venue and environment that supports learning and high expectations • Implement and monitor any specific interventions and support offered by Curriculum Leads and Learning Managers
Curriculum Leads	<ul style="list-style-type: none"> • Set and promote the vision for their individual curriculum areas • Coordinate schemes of work, which are appropriate to meet a range of needs and ensure that they are available and accessible via a maintained engine room. • Monitor progress and attainment across the schools and to work with School Leaders, Learning Managers and staff to ensure that appropriate support and interventions are put in place quickly where progress is a concern • Ensure that learning objectives are appropriate and sufficiently challenging to ensure that all learners make strong progress • To work alongside leaders and learning managers in quality assurance work including lesson observations, climate walks, deep dives, book looks, scrutiny of planning, analysis of data and to moderate and interrogate the assessment decisions made by staff • Support staff and develop an appropriate programme of CPD for staff who are teaching outside of their specialism • Ensure that there is a clear progression of skills across the schools and key stages. • Report to school leaders about the progress of the learners on their caseload
Learning Managers	<ul style="list-style-type: none"> • Co-ordinate the personalised curriculum for each learner on their caseload • Promote high expectations for engagement, academic progress and attendance. • Ensure that learners have equitable access to a broad curriculum in line with their identified curriculum pathway • Monitor the progress of learners and ensure that learners are able to achieve good outcomes in line with their full potential • Ensure that parents, carers and the learners are consulted with regularly and that the curriculum is regularly reviewed through the person centred review process • Ensure that all staff are supporting learners to make progress towards the outcomes within their EHCP and that challenging targets to support learners to make strong progress are set. • To quality assure the planning, delivery and assessment of individual learners on their caseload
Deputy	Ensure that:



<p>Heads</p>	<ul style="list-style-type: none"> ● The curriculum and policies are regularly reviewed ● Teaching is consistently of a high quality and that sessions are delivered in a creative and meaningful way ● High standards are achieved and maintained ● Teacher assessments are appropriate and that there is a shared understanding of assessment across the staff ● Resources are efficiently deployed ● Training needs are identified ● Learning objectives are appropriate and sufficiently challenging to ensure that all learners progress
<p>Head of Schools and Heads of Area</p>	<p>Ensure that:</p> <ul style="list-style-type: none"> ● Any changes to statutory regulation and guidelines are adhered to ● The curriculum offer meets the Independent School Standards and EIF ● Qualifications on offer are appropriate, relevant and up to date ● All statutory curriculum requirements are met
<p>Governors</p>	<p>Ensure that:</p> <ul style="list-style-type: none"> ● Legal requirements are fulfilled ● Request information from the Head of Schools and Heads of Area to clarify judgements and procedures. ● Hold leaders to account through governing body meetings and visits ● Standards are maintained and improved throughout the school ● Receive reports from the Head of Schools and Heads of Area regarding progress made on raising standards ● Ensure the Independent School Standards are maintained.