



# COMPASS ACADEMY

---

## Curriculum Policy

**September 2021-22**

# The Compass Academy

Approved by:	LGC
Date:	September 2021
Last reviewed on:	April 2021
Next review due by:	September 2022

# **THE COMPASS ACADEMY ALTERNATIVE PROVISION**

YOUR JOURNEY TO SUCCESS STARTS HERE

## **OUR VISION**

Together we will create powerful and collective experiences of compassion, courage, achievement & meaning

## **AIMS**

- To help pupils see their worth and feel that they belong
- To develop the skills of empathy, resilience and respect
- To promote lifelong learning experiences through the broad & balanced curriculum

Ultimately, supporting & encouraging our pupils to chart their own course through life as successful citizens.

## **VALUES**

We believe that each and every member of our Compass family has the right to be successful, feel valued, loved & cared for.

## Statement of Policy

This policy should be read in conjunction with the following policies:

- Assessment Policy
- Marking and feedback Policy
- RSHE Policy
- SEND Information Policy
- Reading Strategy
- English Policy
- Mathematics Policy
- Careers Strategy

### 1. Context

At the Compass Academy, our pupil population is transient. Pupils are referred to us at any point in the academic year between yr. 7 and yr. 9, having found a mainstream environment difficult to manage for a wide variety of reasons.

Pupils have varying abilities which can span from 'significantly below age related expectations' to occasionally exceeding expectations. Typically, pupils have significant barriers to their learning and gaps in their academic and personal and social development.

Through the curriculum, we aim to ensure that pupils are able to make increasing rates of progress but also recognise the need to fill gaps both academically and in pupils' personal and social development.

Many pupils lack an understanding of the increasingly complex world in which we live and need to develop the skills required to ensure that they remain safe, healthy and well. We teach pupils how to manage their academic, personal and social lives in a positive way, re-engaging pupils in education and supporting pupils in making successful future transitions.

Our priority is to enable pupils to take ownership and responsibility for their learning, progress and behaviour. This ethos is promoted not only through our curriculum but through our pastoral approach and our tutor system, where pupils have a key member of staff who will help and support them, when needed, allowing them to recognise the consequences of their choices and actions.

### 2. Legislation and guidance

This policy reflects the requirements of 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](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

### 3. Roles and responsibilities

#### 3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The Governing Body 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 curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and/or disabilities (SEND)
- The Academy implements relevant 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 parts of the curriculum (where appropriate), and in any subsequent appeals
- Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced
- The curriculum fulfils statutory requirements in relation to Relationships, Sex and Health education (RSHE).

### **3.2 Principal**

The Principal 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 Body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from parts of the curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body 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 SEND.
- The curriculum is reactive and responds to the needs of individual pupils/the academy (as required).

### **3.3 Staff**

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

The Senior Leadership Team, and in particular the Assistant Vice Principal/SENCo (Mrs C Horne) with responsibility for the Quality of Education, is responsible for ensuring that all departments have appropriate subject schemes of learning in place, reflecting the aims of the academy and indicating how the needs of individual pupils will be met (with particular reference to pupils with SEND).

Subject Leads are responsible for ensuring that schemes of learning provide appropriate levels of challenge, allow for progression from one year group to the next, and prepare pupils appropriately for future transitions. They must set out the knowledge and skills that pupils will gain at each stage.

## **4. Curriculum Intent**

We aim to develop our pupils' knowledge, skills and understanding so that they are able to thrive; be healthy, safe and active citizens and ready for their next steps. We aim to be reactive and regularly review our school curriculum to ensure that it meets the needs of our pupils and our ever-changing cohort.

As a Thrive school, we work with children in a specific way that helps pupils to develop their social and emotional wellbeing, enabling them to engage with life and learning. The curriculum supports our pupils in becoming more self-assured, capable and adaptable. It can also address any gaps in development, providing a firm foundation for academic attainment.

The Compass Academy aims to offer a broad and balanced curriculum to all pupils, ensuring equal access to learning to all and appropriate levels of stretch, challenge and support.

Our curriculum is designed to:

- Re-engage all pupils as learners, promoting a positive attitude towards learning.
- Enable all pupils to make progress from their individual starting points and to have success in learning underpinned by a focus on developing pupils' social development, emotional wellbeing and mental health
- Have a strong curriculum focus on facilitating the development of basic skills including: oracy, reading, writing and Maths.
- Allow pupils to explore subjects beyond the core curriculum in a thematic approach.
- Support all pupils to lead healthy and safe lifestyles through our core RESPECT values of: resilience, empathy, self-awareness, passion, excellence, communication and teamwork.
- Support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate to and be successful in the next phase of their education, including, where possible, mainstream education.

#### **4. Curriculum Implementation**

In any one classroom at the academy, we have pupils who will have experienced very different curriculums before joining us, and who may return or move on to another setting with a different curriculum. We have mixed age classes of children, many of whom are not working at age related expectations. It is therefore crucially important that our curriculum is flexible enough to enable us to meet a wide range of needs and is adapted, as necessary, in response to these needs.

A robust admissions and induction process ensure prior information is shared involving previous school and parents/carers. Each pupil who enters the academy, will be assessed on entry. Pupils complete baseline assessments in Maths and English, allowing staff to develop a personalised curriculum that fills any gaps that they have in prior learning, and allows them to move at their own pace, whatever their starting point.

All lessons are taught within pupils' dedicated classrooms delivered by the specialist teacher, supported by the groups' allocated tutor.

There are specialised curriculum areas within the school which are used by relevant subject areas including: Art room, Food Technology room, ICT room, library and drama studio.

##### **4.1 Basic Skills**

Developing key skills in: oracy, reading, writing and maths is the foundation to all learning. In addition to daily English and Maths opportunities, pupils benefit from a daily **personalised learning** curriculum which focuses on developing pupils' basic skills in line with personalised targets which arise from BKS (Basic Key Skills Builder) diagnostic assessments.

Personalised learning time is allocated to fill gaps in pupils' basic skills, which thus supports pupils in making accelerated levels of progress through subject pathways.

Personalised learning includes 15 minutes dedicated reading time, in addition to 15 minutes to progress through BKS personalised targets.

#### 4.2 Thematic learning

Using the themes from the PSHE Jigsaw curriculum as a starting point, each half term we promote a half termly theme and British value, which is threaded throughout the delivery of core and foundation subjects.

The Academy teaches the fundamental **British Values** of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. These values are embedded in the curriculum through the half termly theme, and reflected in our own RESPECT values of: resilience, empathy, self-awareness, passion, excellence, communication and teamwork.

	Half Termly theme	Half Termly British Value
<b>Autumn 1</b>	Being me in my World	Compass Community Values
<b>Autumn 2</b>	Celebrating Difference	Tolerance of different faiths/beliefs
<b>Spring 1</b>	Dreams & Goals	Rule of Law
<b>Spring 2</b>	Healthy Me	Individual Liberty
<b>Summer 1</b>	Relationships	Mutual Respect
<b>Summer 2</b>	Changing Me	Democracy

#### 4.3 Life Studies

Half termly themes are taught explicitly through 'Life Studies' lessons which are an integral part of our school curriculum and underpins all that we do. A robust Life Studies curriculum provides the foundations in ensuring that our pupils develop the knowledge, skills, and attributes that they need to keep themselves healthy and safe, and support our pupils, to prepare them for life and future transitions.

Parents do have the statutory right to withdraw their child from key aspects of the Life Studies curriculum. Parents/carers with concerns are encouraged to discuss these with the RSHE lead, Miss S Marshall, in the first instance.

#### 4.4 Extended Learning Opportunities

In addition to the Academy, 'Life Studies' curriculum, pupils also experience a programme of cultural and awareness days to promote pupils' social, moral and cultural development. Thematic lessons are planned across the academic year and can be adapted in response to the needs of the academy.

A key feature of progress within the academy is a joint partnership with the Pastoral team to ensure that all learning supports each pupil's social and emotional needs. Through the curriculum, we are reactive to these needs and will adapt the curriculum in response to pupil/academy needs.

#### 4.5 Enrichment: Character Education

Developing life skills and providing new experiences is an integral part of the school curriculum. We believe that **enrichment opportunities** extend educational experiences for our pupils, broadening

horizons, helping them to discover hidden talents, try new things and to promote their growing love of learning.

The Enrichment programme provides a range of extracurricular opportunities including: fishing, photography and swimming. Where possible, pupils are supported in achieving Sports Leaders and Coaching accreditation learning key skills, knowledge and understanding about the world of work.

Pupils have access to team sports and use of a range of onsite/offsite facilities.

#### **4.6 Careers education, information, advice and guidance (CEIAG)**

The school is committed to fulfilling the Gatsby benchmark standards for careers education. Opportunities to promote CEIAG strands are provided through subject 'careers spotlights' in addition to one explicit Careers lesson taught per week. Additional, independent advice is provided by the Academy careers lead, Miss S Marshall who coordinates opportunities to participate in both internal and external careers' events which are mapped throughout the year.

#### **4.7 Curriculum Subjects**

The curriculum is subject based, with all pupils studying the full range of subjects in each class group including:

- English
- Mathematics
- Science
- Food and Nutrition
- History
- Art
- Careers education
- Drama
- PE
- Life Studies (a programme which delivers the RSHE curriculum in addition to personal, social, health, citizenship, religious, enterprise skills).
- Independent Skills (including swimming, Animal Leaders programme and independent travel).
- An Enrichment programme to broaden the curriculum and promote 'Character Education' opportunities, reinforcing the core RESPECT values: resilience, empathy, self-awareness, passion, excellence, communication and teamwork.

#### **4.8 Implementation: Nurture group**

The nurture group follows a bespoke curriculum. Pupils within the nurture group participate in project-based learning which integrates all core and creative subjects, humanities, science and PSHE alongside developing vital social and communication skills. Projects are tailored to pupils' interests and passions, delivered by the Nurture group lead and dedicated Nurture group tutor.

#### **4.9 Intervention**

In addition to the academy curriculum offer, the Academy also offers a variety of interventions:

- Accelerated Reader fluency programme
- Maths Basic Skills
- English Basic Skills
- Phonics

- Work Experience Opportunities
- Personalised aspiration meetings
- Independent travel support
- Thrive intervention
- Behaviour mentoring
- Transitional support.

## 5. Safeguarding

Throughout the curriculum, pupils are taught how to keep themselves safe within school and in the wider world. Providing pupils with the knowledge and skills required to keep themselves safe at school and in the wider world is central to all of the work that we do.

## 6. 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 SEND
- Pupils who have experienced significant trauma
- Pupils with English as an additional language (EAL)
- Pupils with a reading age deficit

Teachers will plan lessons so that students with SEN and/or disabilities can access every subject, 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 communication skills, and to support students to participate in all subjects.

## 7. Curriculum Impact

The primary measure of the impact of our curriculum will be pupil achievement and attainment, both academically, socially, in addition to pupils' readiness to transition. Our assessment policy contains the details of how we assess pupils progress through subject pathways and basic skills modules.

We further evaluate the impact of our curriculum in the following ways:

Aim	Impact Measure
Engage all pupils in learning.	<ul style="list-style-type: none"> <li>• Observations of learning</li> <li>• Pupil voice surveys</li> <li>• Attendance</li> <li>• Review of ABAL data</li> </ul>
Enable all pupils to make progress from their individual starting points, and to have successes in learning.	<ul style="list-style-type: none"> <li>• Analysis of pupil progress data (including pathway data, BKS outcomes and Reading Age data)</li> <li>• Qualitative data on pupil progress eg book scrutiny</li> <li>• Analysis of SEND progress outcomes.</li> </ul>



Support all pupils to lead healthy and safe lifestyles.	<ul style="list-style-type: none"> <li>● Observations of learning in Life lessons</li> <li>● Pupil voice</li> <li>● Analysis of behaviour data</li> <li>● Extended Learning curriculum adaptations</li> <li>● Pathway outcomes</li> <li>● ABAL data tracking</li> </ul>
Support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in future transitions.	<ul style="list-style-type: none"> <li>● Number pupils successfully reintegrated to the next phase of their education.</li> <li>● Progress against Gatsby benchmark measures</li> </ul>

## 8. Curriculum Documentation

The following documentation is published each year:

- The curriculum policy
- Curriculum policy (Appendix 1) outlines the key curriculum priorities for the academic year
- Curriculum newsletters with specific subject-by-subject information for parents/carers on what is taught and when
- A curriculum map for each subject which shows how pupils' prior knowledge and skills are built upon and developed across the year groups
- A half termly pacing sheet which reflects the different schemes of learning which each class group will study.

## 9. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Regular LGC Meetings
- 'Fact finding' visits in which they meet with staff and pupils, and observe the school in action
- Link visits to subject areas or covering specific areas of the School Development Plan

The monitoring of subject areas is carried out through:

- Learning walks
- Lesson observations
- Book monitoring
- Pupil voice exercises
- Moderation events
- Raising Standards Meetings
- Parent/Carer feedback

## Curriculum Priorities Appendix 21-2022

This document reflects curriculum adaptations and priorities for the academic year 2021-2. Adaptations have been made to reflect school improvement priorities and in response to Covid 19.

Priority	Curriculum Adaptation	Implementation
<p><b>Basic skills:</b> Ensure that basic skills are a high priority to fill the gaps in learning and establish the foundations for learning-promoting attainment and greater levels of progress.</p>	<p>English and Maths to be taught on a daily basis, in addition to dedicated time for personalised learning. Reading is a priority across the school-15 minutes dedicated reading time allocated per day. Specific time is allocated within the school day to reading and basic skills. Reading fluency is to be measured during targeted interventions.</p>	<ul style="list-style-type: none"> <li>● Basic skills lesson to be delivered on a Friday morning to ensure that there is a daily input of English and Maths.</li> <li>● Content is bespoke to pupils-in response to BKSBS diagnostic assessments.</li> <li>● Pupils are set personalised progress targets in response to diagnostic assessment data.</li> <li>● Dedicated PL time allocated (30 minutes per day-15 of which is dedicated reading time).</li> </ul>
<p><b>Reading:</b> Ensure that reading remains high profile throughout the academy and pupils develop a love of reading for pleasure.  All pupils become fluent readers who develop a love for reading.</p>	<p>Dedicated time is allocated within the school day to promote reading. Reading opportunities are built into MTPs across the curriculum. Reading fluency is to be measured during targeted interventions.</p>	<ul style="list-style-type: none"> <li>● 15 minutes dedicated reading time is allocated per day. Reading records allocated per pupil.</li> <li>● Focus on reading comprehension (emphasis on vocabulary through the use of the Frayer model).</li> <li>● Dedicated reading intervention delivered by reading intervention tutor.</li> <li>● Progress assessed through RA data and the use of the fluency matrix.</li> <li>● Hard copies of texts distributed to pupils.</li> <li>● Basic skills lesson delivered in response to diagnostic assessment.</li> </ul>
<p><b>Careers/Skills for Life education:</b> Ensure that pupils are well supported in making appropriate and successful transitions.</p>	<p>Ensure that pupils have an explicit Careers lesson, timetabled per week, lessons are mapped out via the LTP fulfilling the 'Skills for Life' agenda. SMA allocated management</p>	<ul style="list-style-type: none"> <li>● Pupils have 1 explicit Careers lesson timetabled per week in addition to deep learning days and extended learning opportunities.</li> <li>● Nurture groups to benefit from 'Independent skills'</li> </ul>

<p>Ensure that pupils develop the knowledge, skills and understanding in line with the 'Skills for Life' agenda.</p> <p>Ensure that the academy fulfils the Gatsby benchmark standards.</p>	<p>time to carry out 'Aspirations meetings' and support transitions.</p> <p>Increasing from time allocated during the tutor period.</p> <p>Implementation of 'Independent Skills' for Nurture groups.</p>	<p>support which explicitly teaches skills from the CDI framework within real life contexts.</p>
<p><b>RSHE:</b> Fulfil the expectations from the RSHE agenda to ensure that pupils develop the skills required to support them as they grow into young adulthood.</p>	<p>Ensure that pupils have explicit lessons dedicated to RSHE which run throughout the curriculum</p> <p>Increasing from 1 lesson per week to 2 lessons per week.</p>	<ul style="list-style-type: none"> <li>● Pupils access 2 x dedicated Life lessons in line with the Jigsaw/Life Studies theme.</li> <li>● Further opportunities are mapped throughout the year in line with the half termly themes and the extended learning calendar.</li> <li>● Extended learning: A calendared curriculum across the academic year to promote key awareness days/cultural events which are contextual to our setting. This aspect of the curriculum is reactive and adapted in response to the needs of the pupils e.g. specific lessons focused on online safety and mental health.</li> <li>● The curriculum is reactive and responds to the needs of the current academy (e.g. in analysis of pupil behaviour data/incident reports).</li> </ul>
<p><b>Healthy Lifestyles</b> Promote opportunities for pupils to develop healthy lifestyles.</p>	<p>The Food Technology curriculum is to be rebranded as 'Food and Nutrition'. Schemes of work to be reviewed to ensure that pupils understand and apply the principles of nutrition and health.</p> <p>Pupils participate in regular exercise. The curriculum allows opportunities for pupils to participate in whole school events.</p>	<ul style="list-style-type: none"> <li>● The food technology curriculum has been rebranded as 'Food and Nutrition' with an emphasis on pupils developing the skills to cook independently and understand the importance of a healthy and varied diet.</li> <li>● All pupils access weekly PE lessons to promote physical health and emotional wellbeing.</li> </ul>
<p><b>Character Education:</b> Ensure that the curriculum is</p>	<p>Revise the existing 'Extend and Enrich' offer to be delivered by</p>	<ul style="list-style-type: none"> <li>● Pupils to access weekly enrichment opportunities, in</li> </ul>

<p>broad and balanced, providing opportunities for pupils to develop key values from the RESPECT curriculum.</p>	<p>lead teaching staff to broaden opportunities.</p>	<p>addition to extended learning and opportunities to develop pupils SMSC understanding.</p> <ul style="list-style-type: none"> <li>● Progress tracked and measured through pupil reflections evidenced through pupil work and observations.</li> </ul>
<p><b>Oracy:</b> Embed oracy skills across the academy developing real life opportunities to support and enable the development of oracy skills. Ensure that oracy skills are high profile throughout the academy and progress is assessed in line with the oracy framework.</p>	<p>Build in opportunities throughout the curriculum so that oracy skills can be taught explicitly. Drama skills to be delivered to all pupils x 2 lessons per week.</p>	<ul style="list-style-type: none"> <li>● Explicit Oracy skills to be taught through the Drama curriculum.</li> <li>● Life Studies curriculum/extended learning calendar to promote opportunities for the delivery of oracy including opportunities to be built into schemes of work.</li> <li>● The sharing of key vocabulary is non-negotiable across all lessons.</li> </ul>