

Policy Name	Curriculum Policy
Policy No.	NA09
Date Written	18.01.24
Date to Review	18.01.26
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Cross Reference	<ul style="list-style-type: none"> <li>• Behaviour Policy</li> <li>• Careers Policy</li> <li>• Literacy Policy</li> <li>• Numeracy Policy</li> <li>• PSHE / RSE Policy</li> <li>• Pupil Assessment Policy</li> <li>• SEND Policy</li> <li>• SMSC and British Values Policy</li> </ul>

Contents	
1	Key Principles
2	Intent
3	Implementation
4	Core Subjects
5	Foundation Subjects
6	Personal Development Pathway
7	The Wider Curriculum
8	Pupil Assessment
9	Impact
10	Meeting Therapeutic Needs
11	Headteacher Responsibility
12	Subject Lead Responsibility
13	SMSC Development
14	British Values and Non-Partisan Views
15	CIEG
16	Monitoring and Evaluation
17	Legislation

1. Key Principles
<p>Our vision at New Avenue is to create a caring and inclusive environment that fosters the social, emotional, and academic growth of all of our pupils. It will be grounded in the belief that every pupil has unique strengths and challenges, and that they all deserve to be supported in realising their potential and becoming successful members of 21st century society.</p> <p><b><i>Our offer is therefore built upon the following principles:</i></b></p> <ul style="list-style-type: none"> <li>• <b>Holistic Approach</b> – Through the belief in a whole-child developmental approach, we recognise the equal importance of supporting our pupils’ physical, intellectual, emotional and social progress.</li> <li>• <b>Personalised Learning</b> – We will ensure all pupils are treated as individuals so that content, activities and interventions are delivered in a personalised manner to ensure learning is engaging and accessible.</li> <li>• <b>Bridging the Gap</b> – We recognise that pupils may have significant gaps in their learning, so, through a flexible curriculum based on principles of overlearning, retrieval and repetition, we will deliver pathways to ensure skill gaps from previous phases can be achieved in age-appropriate contexts.</li> </ul>

- **Positive Behaviour Support** – We will curate a culture that fosters positive behaviour and personal responsibility. Our approach will focus on a pro-active approach to behavioural management and will support pupils to learn and use tools to self-regulate and move forward positively following conflict.
- **Community Cohesion** - We will create a strong sense of community within the school, ensuring pupils/parent and other stakeholders are actively heard and involved in day-to-day activities, project planning and the long-term objectives of the school.

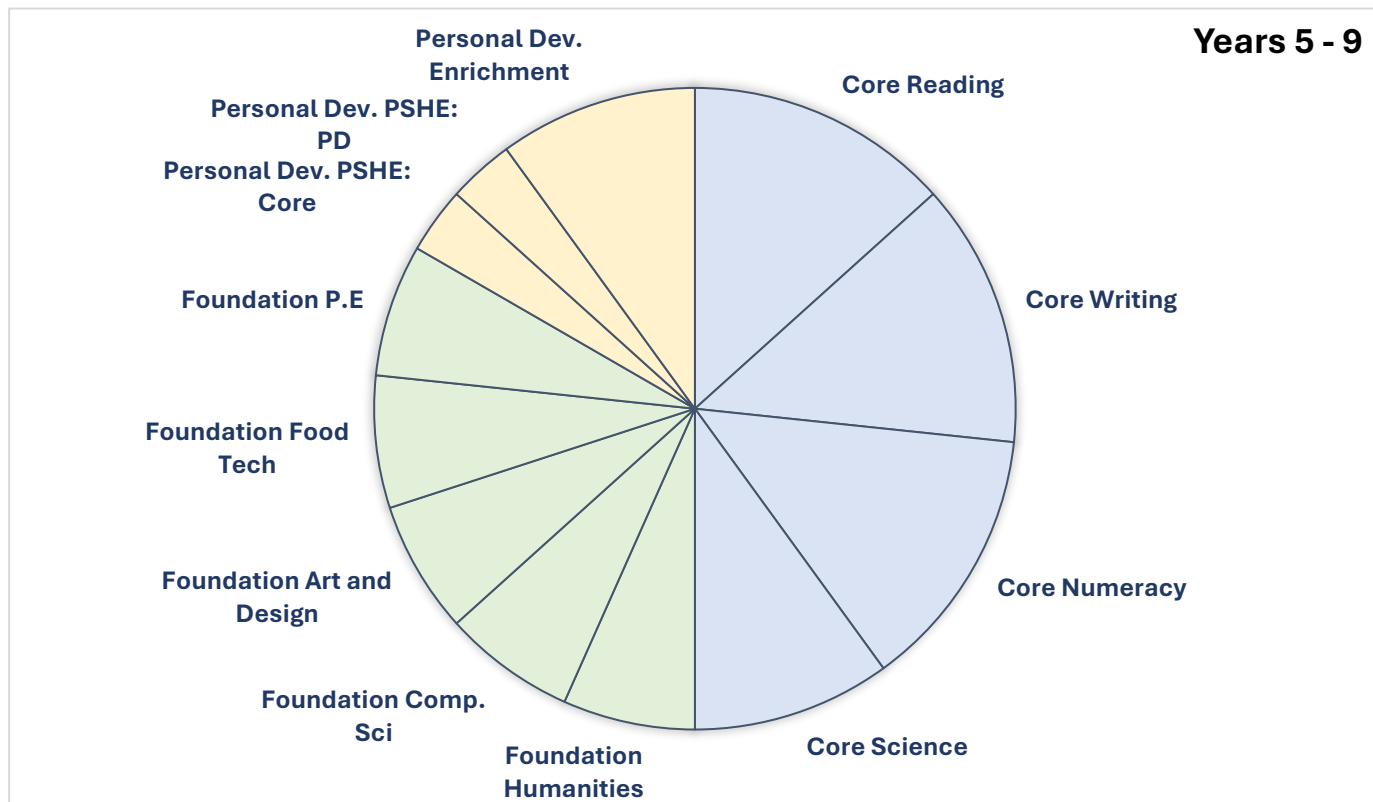
## 2. Intent

### ***Our curriculum intends to...***

- be delivered through therapeutic principles, ensuring that pupils are equally supported in their academic and personal development.
- ensure teaching and learning approaches are grounded in SEN research and are personalised towards each pupil.
- create the opportunity for pupils to leave with formal accreditation in line with their potential, interests, and aspirations for the future in line with our CIEG obligations.
- create enrichment and outdoor opportunities that are relevant, engaging, conducive to building life skills and spark an interest and curiosity about the world around them.
- place a strong emphasis on personal development, so that they can understand themselves and be armed with the skills and knowledge needed to thrive in modern Britain.

## 3. Implementation

Our curriculum will be composed primarily of the core and a selection of foundation subjects of the National Curriculum (2014) but will be enhanced through a personal development pathway.



The pupils will work through a maximum **5 key phases\***, outlined below:

<b>Foundation Phase</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>
Working at: Year 1 and 2 of NC	Working at: Year 3 and 4 of NC	Working at: Year 5 and 6 of NC	Working at: Years 7, 8 and 9 of NC	Working at: Years 10 and 11 of NC

\*We are aware the spikes in profiles will exist and that pupils could be working at different phases in each of their subject areas. We are also aware that not all pupils will work up through all phases. We are committed to making content age appropriate, even if we are leaning upon objectives from prior years of the NC.

Curriculum plans are sequenced in a coherent and logical way so that skills and knowledge are built over time. Flexibility is incorporated into our approach, so that overlearning, repetition, retrieval, and targeted intervention can be implemented to improve the learning schemas of our pupils.

When pupils enter Phase 4 (Years 10 and 11 – KS4), the composition of their timetable changes. Their 30 lessons are comprised of (5 x English, 5 x Maths, 4 x Science, 3 x Option A, 3 x Option B, 3 x Option C, 2 x P.E (mandatory), 1 x PSHE (Core), 1 x PSHE (Pers. Dev), 3 x Enrichment). The pupils will pick 3 foundation subjects as their option choices so they have the potential to leave us with the same number of accreditations as you would find in mainstream settings.

We teach in a multi-sensory way to make learning accessible; and even though modern research tells us that labelling specific learning styles to pupils is too simplistic, we appreciate that incorporating a combination of delivery methods to meet all learning styles is paramount to pupil progress.

We incorporate weekly enrichment trips to ensure that pupils are exposed to real-life and outdoor-based experiences; this allows pupils to make real connections between learning inside and outside of the classroom and improves their capital culture and life experiences. This is supplemented by a bespoke personal development curriculum offering, in conjunction with our 7C's Strength Based approach, that enhances their understanding of themselves, others and the world around them.

We do not fixate on the idea of topic-based learning; we do, however, make links between subject areas where appropriate in the planning phase so that opportunities are taken to interleave skills and knowledge across different subject areas.

A full CPD induction is presented to our staff so that they remain compliant and at the forefront of their subject knowledge; this is consolidated by a personalised CPD pathway. We will support any staff member who wants to grow their knowledge of their subject(s) and/or other associated pursuits related to their roles.

#### 4. Core Subjects

The core offering, pre KS4, is composed of...

- **4 lessons of reading per week** – delivered through a teaching-through-text pedagogy, linked to personal development, and founded upon the primary reading domains working through to more complex and detailed textual analysis in readiness for key stage 4 accreditation. Read, Write, Inc phonics is delivered for those who have been assessed to need this and those working at a year 1 NC level.
- **4 lessons of writing per week** – delivered in the context of fiction and non-fiction. Fiction, taught through the pedagogical principles of the 'Real World Writers', will allow pupils to develop their skills of creating narratives/descriptions. The non-fiction pathway will combine the classic non-fiction demands alongside 'preparation for life in the 21<sup>st</sup> century'.

- **4 lessons of numeracy per week** – delivered using the ‘White Rose Maths’ planning and small steps, using CPA principles to develop learning in a small-steps and multi-sensory way.
- **3 lessons of science per week** – delivered in a multisensory approach that ensures the working scientifically guidance is embedded throughout units of work. The upper phases combine traditional disciplines with content applicable for science in the 21<sup>st</sup> century.

#### 5. Foundation Subjects

The foundation offering, pre KS4, is composed of...

- **2 lessons of humanities per week** – delivered in equal distribution between history and geography, sequenced to build local, national and global knowledge across the disciplines.
- **2 lessons of P.E per week** – delivered using world class and exciting local amenities, including Solent University, Active Nation and Calshot Activities centres to ensure pupils can enjoy multiple sports and leisure activities and outdoor space.
- **2 lessons of Art and Design per week** – delivered to inspire skills and creativity through a variety of mediums that combine both classic and contemporary topics and artists.
- **2 lessons of Food Technology per week** – delivered to arm pupils with the skills and techniques to produce dishes that celebrate local, national and global cuisines.
- **2 lessons of Computer Science per week** – delivered with the 21<sup>st</sup> century in mind. Topics include programming and multimedia skills to ensure our pupils can thrive in modern industries.

#### 6. Personal Development Pathway

The Personal Development pathway offering is composed of...

- **2 lessons of PSHE** – delivered through 2 strands: core (mandatory inc. RSE) and personal development. This enhanced offering with prepare pupils to understand themselves and others through our wider PIES development model.
- **3 lessons dedicated to enrichment** – this ensures our pupils are given the opportunity to enjoy trips, activities and experiences that aid their academic, social and personal development.

#### 7. The Wider Curriculum

We are aware that the school day is far more than 6 lessons. We will therefore embrace each day from start to finish, ensuring that:

- **Pupils begin their day the right way.** A tutor time programme comprised of breakfast club, outdoor walking, mindfulness, play, yoga, reading and exercise will be implemented to ensure pupils are regulated and in the best frame of mind they can be in readiness for learning. Sensory circuit programmes are delivered daily and planned in conjunction with our occupational therapist for those who need it.
- **Pupils are given lots of time to play outside.** We will provide daily opportunities to enjoy the outdoors. We are blessed with a myriad of outdoor amenities, including walks to the local common, playing in the parks, exploring the local nature trails, and using the facilities we have on our doorstep (including the sports centre)
- **Pupils are exposed to wider cultural and societal events.** A full teaching and learning calendar will be implemented to ensure we are celebrating events such as black history month, international women’s day and religions events from around the world.
- **Pupil’s end their day the right way.** Before leaving, pupils will be encouraged to reflect on their day and work through any issues that may have occurred. Pupils will know that every new day is a new start.

#### 8. Pupil Assessment

We adopt a holistic, strength-based approach to assessment, utilising the principles of the 7 C’s Framework adopted by Judith Carter to fit the context of our school. This flexible and rounded approach allows us to assess using a ‘whole child’ model, ensuring that we support our pupils both in their personal and academic development.

### Baseline Assessments

The ECHP will be used the starting point for pupils, ensuring that subsequent assessments, targets, interventions are driven towards the goals/aspirations articulated on this document.

Standardised academic tests will be used to identify strengths/areas of development in curriculum areas, ensuring QLA informs future planning. This will be used in conjunction with the 7 C's framework to inform strategies/interventions to aid **academic and personal development** progress.

**Therapeutic** baselines will be implemented on an individualised basis based on needs of the pupil.

Pupils, parents/carers and other key stakeholders will all have a voice in this process to ensure we are working together holistically.

### Academic assessments

We use summative assessments on a termly basis to monitor the progress of pupils across all subjects.

Core Subjects - Rising Stars assessments are used to assess reading and maths for pupils working at Year 2 – 9 NC level. Pupils who are accessing phonics are assessed every half term using Read, Write, Inc assessments and relevant past papers are used for pupils in Year 10 and 11. In writing, pupils are assessed via a writing moderation, this is held termly by the AHT and attended by all staff that teach writing across the school, this ensures coherence in our assessment of pupils.

Foundation Subjects – Teachers use the relevant progression documents to assess pupils in foundation subjects. Progression documents at New Avenue have been carefully curated to include small steps of learning with clear progression of skills and knowledge throughout each phase. In Phase 4 pupils will be assessed in their foundation subjects using relevant past papers, to ensure progress towards that accreditation is tracked accurately.

Formative assessment is used by teachers regularly in each lesson and discussed in staff briefing at the end of each day. A variety of methods are used in lessons such as; quizzes, use of mini whiteboards, hinge questions, exit questions, working the room, class discussion. Misconceptions that arise during the lessons are quickly addressed and followed up in retrieval practice within the following lessons.

## 9. Impact

Our acute and highly supportive setting aims to ensure that all pupils know that they have people that genuinely care about their educational and personal progress.

Therefore, the impact of our offer will strive to ensure that...

- Pupils feel safe and have a growing understanding of themselves and how to treat others with care, dignity and respect.
- Pupils are armed with the life skills to function and thrive in the 21<sup>st</sup> century.
- Pupils have enjoyed rich and engaging experiences that they will always remember.
- Pupils have been highly supported to achieve qualifications and accreditations that are indicative of their potential and interests.
- Pupils, in times of difficulties, have been holistically supported and have built strategies and resilience to cope with events that life throws at them.
- Pupils are given the skills and knowledge to lead happy and fulfilling lives.

## 10. Meeting Therapeutic Needs

We recognise the importance of addressing the therapeutic needs of our students to support their social, emotional, and mental well-being. Our curriculum is designed to embed therapeutic principles and practices within quality first teaching while providing targeted interventions for students requiring additional support.

We are committed to meeting the therapeutic needs outlined in students' Education, Health, and Care Plans (EHCPs), including the provision of qualified therapists when necessary.

### **Quality First Teaching**

- Our staff undergo training on trauma-informed practice, mental health awareness, and therapeutic approaches to teaching and learning.
- Teachers incorporate strategies to promote emotional regulation, resilience, and well-being into their lessons, fostering a safe and supportive learning environment.
- Restorative approaches are used to resolve conflicts, build positive relationships, and promote social skills development.

### **Targeted Interventions**

- Our SENCO identifies students with specific therapeutic needs and develops targeted intervention plans in collaboration with teachers and external specialists.
- Interventions are tailored to meet individual needs and may include counselling, mentoring, group therapy, mindfulness sessions, and social skills training.
- Progress is monitored regularly, and interventions are adjusted based on students' responses and outcomes.

### **Meeting EHCP Needs**

- We collaborate with external agencies, including local authorities, health services, and qualified therapists, to ensure students' EHCP needs are met effectively.
- Therapists and specialists identified in EHCPs are integrated into our multidisciplinary team to provide coordinated support and interventions.
- Individualised therapy sessions and interventions outlined in EHCPs are scheduled regularly, with progress monitored and reviewed in collaboration with external therapists.

### **Collaboration and Training**

- Partnerships with external therapists, mental health services, and specialist organisations provide access to training, resources, and expertise.
- Staff receive ongoing training and professional development opportunities to enhance their knowledge and skills in therapeutic approaches and interventions.
- Regular collaboration meetings are held between school staff, external therapists, and professionals to share information, discuss progress, and coordinate support for students with complex therapeutic needs.

## **11. Headteacher Responsibility**

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.
- The school's procedures for assessment meet all legal requirements, including ISS standards.
- The governing board is fully informed and 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.

## 12. Subject Lead Responsibility

All of our teachers will be responsible for leading subject(s). As such, they will be responsible for ensuring that:

- Curriculum plans are ambitious, robust and logically sequenced.
- Allow opportunities for retrieval, overlearning and repetition.
- Others teaching their subject area are informed of the latest guidance and research.
- Assessment is effective and identifies individual and group misconceptions.
- All stakeholders are informed of pupil progress, ensuring that parents/carers/social workers are informed.
- Pathways of accreditation are established so that all pupils, regardless of academic level, can achieve and succeed.
- They are involved in the wider quality assurance process.
- Opportunities are embraced to improve capital culture and meet The Gatsby Benchmarks.

## 13. SMSC Development

### **Spiritual**

We understand pupils will often arrive at our setting with negative perceptions of school and difficult prior life events. We will therefore ensure that pupils are able to explore their identity and understand their place in the world.

Opportunities to develop mindfulness and self-regulation will ensure that our pupils have the time, space and environment to reflect and develop resilience.

Through our curriculum offer, pupils will learn about other faiths, cultures, identities, and religions.

### **Moral**

We will strive to nurture a strong moral compass in our pupils, facilitating open discussions on moral dilemmas, and encouraging pupils to think critically and ethically. Our curriculum is designed to instill strong core values respect, honesty, and fairness — providing a moral foundation that prepares them for the future.

Through community service initiatives, such as volunteering, we will inspire a sense of responsibility and citizenship, reinforcing the importance of contributing to the greater good.

### **Social**

Social skills will be harnessed through our wider personal development offer. Indeed, the Talkabout programme is embedded within our PSHE programme, and there are plenty of opportunities to socialise within our enrichment activities.

We will embrace opportunities to debate and discuss issues, teaching our pupils to respect one another and developing key skills of oracy. This will stretch to resolving and moving on from inevitable conflict.

### **Cultural**

Cultural diversity will not just be acknowledged, but instead celebrated. Our wider curriculum offer integrates a wealth of perspectives, exploring the rich histories and traditions of various cultures. Cultural celebrations, festivals, and themed days will fill our teaching and learning calendar, providing opportunities for pupils to embrace the diversity of backgrounds within our school.

## 14. British Values and Non-Partisan Views

In terms of **Democracy**, pupils will actively participate in decision-making processes, contributing to class councils and gaining a nuanced understanding of democratic principles.



Regarding the **Rule of Law**, we prioritise the development of respect for rules through transparent behaviour expectations. This not only provides a secure learning environment but also instils an appreciation for the importance of laws in fostering a just society.

Embracing **Individual Liberty**, our approach encourages pupils to express their opinions and make choices within the context of a respectful community. This emphasis on individual freedom contributes to the development of responsible and independent thinkers.

Our commitment to **Mutual Respect and Tolerance** is deeply embedded in our ethos. Through inclusive practices and a curriculum reflecting a myriad of perspectives, we celebrate diversity, fostering an environment of mutual respect and understanding.

These values are interleaved into our curriculum, extending across all of our subject areas, ensuring, too, we promote and protect the protected characteristics.

Furthermore, New Avenue School will take reasonable and proportionate steps to ensure political impartiality. This will include:

- Training staff on political impartiality and the relevant legal duties.
- Reviewing and selecting teaching materials to ensure they provide balanced views.
- Ensuring that external speakers and agencies will not promote partisan political views.
- Providing a balanced presentation of political issues, especially when they will be contentious or sensitive.

Further information can be found in our **Political Impartiality** policy.

Regular reviews and feedback mechanisms are integral to our practice, ensuring ongoing alignment with these principles. This comprehensive approach prepares our pupils to not only embrace these fundamental British values but also to emerge as responsible, respectful, and open-minded citizens.

## 15. CIEG

In working alongside Solent EBP, we will ensure Careers, Information, Education, and Guidance (CIEG) is seamlessly woven into our educational offer, aligning closely with the Gatsby Benchmarks.

Our stable careers programme provides pupils with a structured and comprehensive pathway throughout their academic journey. We prioritise learning from Career and Labour Market Information (LMI), empowering pupils with insights to make informed decisions about their future paths.

Recognising the uniqueness of each pupil, our approach is individualised. Personalised assessments and one-on-one sessions with qualified career advisors ensure tailored guidance that addresses specific needs and aspirations. We bridge the gap between academic learning and future careers by linking curriculum studies to real-world applications, enabling pupils to envision the practical implications of their education.

Direct encounters with employers and employees are central to our strategy, offering pupils valuable insights into the professional world. Work placements, internships, and industry visits provide practical exposure to diverse workplaces, enriching their understanding of potential career paths.

To broaden horizons, we facilitate encounters with further and higher education institutions. This includes a direct link to Solent University. These experiences offer pupils a glimpse into the array of educational



opportunities available, aiding them in making informed decisions about their academic and professional future.

In alignment with the Gatsby Benchmarks, our CIEG framework aims to empower pupils with stable, tailored, and comprehensive careers guidance. Through this holistic approach, we prepare our pupils for a successful and fulfilling transition from education to the professional world.

#### 16. Monitoring and Evaluation

Governors will ensure that the quality of education is regularly scrutinised to ensure it is meeting the required standard.

There will be a full monitoring and evaluation schedule in place to quality assure teaching and learning which will involve the scrutiny of planning, book and folder work, lesson visits and pupil voice. There will also be regular audits of subject areas, the environment and the wider curriculum.

We will also survey the wider stakeholders (parents/carers/wider care team) to monitor quality and ensure that we are striving for continual improvement.

#### 17. Legislation

This policy 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](#).

#### Updates

Dates	Comments
15.05.24	Added Sections 8 and 10
21.06.24	Added Non-Partisan Views to Section
02.03.25	Inclusion of foundation phase, reading, maths and science delivery adapted, added assessment methods.