

# Cross Keys Learning Curriculum Policy

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<b>Date approved:</b>	<b>September 2020</b>
<b>Assigned review period:</b>	<b>1 year</b>
<b>Review date:</b>	<b>September 2021</b>

**Executive Summary:** This policy provides details of the core principles which underpin the organisation's approach to the curriculum offer. It aims to provide a framework for development and a statement of our basic principles for developing the teaching and the learning of our students. This policy does not aspire to present a detailed plan outlining the courses to be provided.

The ethos of Cross Keys Learning is to empower students to expect an excellent education that allows all students to believe in their own ability and achieve the best that they can in all that they do. This will enable students to develop as autonomous, educated individuals, and it is intended that the Curriculum Policy will promote this ethos.

Our commitment at CKL is to ensure equal access to education for all students provided by a broad and balanced curriculum.

We strive to meet the diverse social and emotional needs of all students through stimulating and creative learning experiences. We acknowledge the individual and unique needs of all our students and empower them to acquire the necessary skills and qualities to fulfil their potential and prepare them for lifelong learning.

## Values

We subscribe to the following values:

- All students should have the opportunity to develop their literacy & numeracy skills to reach their full potential.
- That students' learning develops at differing speeds and that curriculum design must recognise this.
- That all students need the opportunity to develop the skills and knowledge essential to become active social and valued citizens.
- Part of the function of schooling is to induct students into a common culture, offering the availability of differentiated educational experience within a common curriculum.
- A clear moral and ethical framework based on personal responsibility, citizenship, equality and tolerance will inform all our practices.
- High quality teaching is an important aspect of students' motivation, the basis of high quality learning.

## Promoting British Values

Cross Keys Learning firmly believes in promoting British Values. Much of this is delivered through our lessons and tutor times where we teach the importance of:

- **The Rule of Law**  
We understand the difference between right and wrong and the consequences of breaking rules and laws.
- **Democracy**  
We can make decisions and participate, so that our voices are heard. We have a Student Voice.

- **Individual Liberty**  
We hope to have the wisdom to make the correct choices for ourselves.
- **Mutual Respect**  
We work together to help one another. We forgive people. We treat other people with respect and friendship.
- **Lessons**  
The School timetable consists of 25 lessons, 5 lessons per day, each one hour in duration. There is also an opportunity to offer a flexible approach to timetabling with a combination of double and single lessons to be provided where desired, in particular for practical subjects.

One hour lessons should be able to offer greater pace and challenge to learning; provide greater opportunities for improvements in the quality of teaching and learning; enable improvements in student learning and attainment/achievement; Provide an opportunity to offer a more diverse curriculum at KS4, meeting the needs of all learners, and provide a greater balance of curriculum time to each subject across the School.

Cross Keys Learning will:

- Provide a curriculum that permits a personalised learning pathway
- Provide a curriculum that links with students previous learning experiences
- Provide learning beyond the national curriculum
- Provide a curriculum which focuses on participation and student engagement
- Provide a curriculum that includes a wide variety of assessment for learning strategies that are effective
- Provide a curriculum that supports teaching and learning developments
- Provide a curriculum that enables students to successfully progress from Key Stage to Key Stage to another
- Provide a curriculum that encourages life-long learning

Following the National Curriculum for secondary school, CKL delivers a wide range of subjects at Key Stage 3 and Key Stage 4 through differentiated curriculum planning and teaching, ensuring progression and achievement for all. The curriculum is enhanced by incorporating the personal interests and skills of individual students. The learning is consolidated through relevant and significant educational and work-related visits.

Robust assessments enable us to identify individual strengths and gaps in learning as well as individual interests and potential. At the core of our delivery is the recognition of the need for a differentiated teaching and learning approach. Small classes enable us to provide a bespoke learning experience giving our expert and qualified teachers the opportunity to target specific learning needs via precision teaching and social intervention sessions outside the classroom.

A suite of qualifications is available to our learners depending on their needs and levels. It ranges from Functional Skills Maths, English and ICT to a series of certificates in Food Tech, SMSC, Preparing for Life and Work, Design and Food Technology.

CKL also offers the post 16 progression route of Supported Internships whilst also encouraging external alternative progression pathways, working closely with local colleges and businesses for students to access further learning.

CKL offer access to vocational training believing that education is an embedded experience in work related learning by working in partnership with local businesses and organisations. We are committed to providing students with the widest experience possible that prepares them for life beyond school. Our students are

encouraged to develop greater independence and are encouraged to use functional Maths, English and ICT skills in real-life contexts.

Courses and lessons are carefully planned with varied teaching styles to ensure that the individual needs and learning styles are met. This enables us to progress all individual students and help them to achieve their potential.

**At Key Stage 3** all students follow the core English, Maths and Science subjects giving them the necessary foundation skills to perform confidently.

The curriculum at KS3 builds on prior learning so that students reach their optimum potential in core subjects; supports students. It also supports students' to make decisions and build confidence by accessing and evaluating a wide range of learning opportunities and further develops independence and problem solving skills. All students access core National Curriculum subjects of Maths, English and Science through discrete sessions tailored to individual needs and interests.

Foundation subjects (History, Geography, Art, ICT, D+T, R.E.) provide a context for learning and are taught in themed blocks or sessions throughout the year to allow pupils to use and apply knowledge and skills developed in the core subjects. PE is taught throughout the year in Key stage groups.

**Key Stage 4** has a functional curriculum that supports students to utilise the skills that they have acquired as they have progressed through the school and apply them in practical, real life situations.

At Key Stage 4 all students follow accredited functional skills programmes in English, Maths and ICT designed to meet their needs, gain a nationally recognised qualification, and to empower them to fully function in life and at work. They also have the opportunity to prepare themselves to access a variety of post 16 programmes or apprenticeships with our 'Preparing for Life and Work' Programme.

**All Key Stage 3 and Key Stage 4** students study additional subjects to enhance their learning and their understanding of society and the world around them, subjects such as Geography, History, Art, PE, Design and Technology. Social and emotional and communications skills are taught across the whole curriculum and are embedded in all lessons.

### **Assessment for Learning**

Cross Keys Learning is aware of the importance of Assessment for Learning as a fundamental basis for improving qualification results and enabling all students to access the curriculum.

Assessment for learning involves using assessment in the classroom to raise students' achievement. It is based on the idea that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

Effective assessment for learning happens all the time in the classroom. It involves:

- hierarchical learning objectives
- helping students know and recognise the standards to aim for
- providing feedback that helps students to identify how to improve
- believing that every student can improve in comparison with previous achievements
- both the teacher and students reviewing and reflecting on students' performance and progress
- pupils learning self-assessment techniques to discover areas they need to improve
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Research has shown that being part of the review process raises standards and empowers pupils to take action to improve their performance. Assessment for learning (formative assessment) is different from assessment of learning (summative assessment), which involves judging students' performance against national standards (level descriptions).

Key characteristics of assessment for learning are:

- using effective questioning techniques
- using marking and feedback strategies
- sharing learning goals
- peer and self-assessment

### **Hierarchical Learning Objectives**

As part of the curriculum development and the aim to improve standards and achievement, all staff at Cross Keys Learning are working on the delivery of Hierarchical Learning Objectives. The aim of this is to enable students to understand what is required of them in their work; more importantly, what is required to achieve the higher levels.

Hierarchical Learning Objectives are based on the principal that students need to know:

- What they **MUST** do
- What they **SHOULD** do
- What they **COULD** do

All teaching staff give students these objectives throughout the lesson. Assessment is closely linked to the objectives. Blooms taxonomy should be used in the production of the Hierarchical Learning Objectives.

Hierarchical learning objectives are a central feature of all Schemes of Work.

All meetings are minuted and have action points connected to:

- Attendance and Punctuality
- Students giving cause for concern on academic and social progress
- Teaching and Learning
- Standards and Achievement
- Staffing and CPD
- Assessment for Learning
- Resources
- Learning environment
- SIF

Students undergo continuous assessments throughout their school life. Their needs are monitored continuously, and provision is adapted as their needs change and evolve. This is reflected in the review of their EHCP annually.

End of year Assessments for Key Stage 3 and Key Stage 4 are completed in June each year.

The Headteacher gathers formative assessment data termly and summative assessment and targets annually in June. Data collected is scrutinised and then forms the basis of a formal termly dialogue between the Headteacher, the Quality Lead and class teachers. The analysis of data will be one of the tools used to plan for school improvement targets.