



the
beckmead
trust

The Curriculum Policy

- nurture
- sustain
- grow

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1. Introduction

The Beckmead Trust curriculum includes all the planned activities that are organised in order to promote learning, personal growth and development of the whole child. It comprises not only the formal requirements of the National Curriculum, but also the wide range of activities that our schools organise in order to enrich the experience of our children. At the heart of this across our schools, is a nurturing based education.

This policy sets out the broad curriculum offer and approaches with more detailed subject specific outlines for each school site available through the school website, for example the range and content of accredited KS4 courses currently offered is available on the school website.

The curriculum across the Beckmead Trust is evolving according to the needs of our children and to the aspirations of the staff and the local community of each of the schools, and we are continually reviewing and improving the curriculum we offer to our children to ensure we remain focused on this.

For a detailed overview of the curriculum offer for each school, please visit their website.

2. Values

Our school's curriculum is underpinned by the core shared values that run across all school sites. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community. We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty.

We want to enable each person to be successful, and we provide equal opportunities for all our pupils. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion. We value

our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3. British Values

At The Beckmead Trust, we actively promote a culture of mutual respect and tolerance, democracy, the rule of law, equal opportunities and freedom. British values permeate throughout the school curriculum and support the development of the whole child. Further information on the delivery of this can be found in the SMSC overview.

4. Aims and objectives

We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others while developing their knowledge and skills, so that they can realise their true potential.

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

5. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

This policy complies with our funding agreement and articles of association.

6. Roles and responsibilities

6.1 The local governing body

The local governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The local governing board 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 National Curriculum and other statutory requirements
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and B-Tech, are approved by the secretary of state

- The school implements the relevant statutory 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 all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Maintained secondary schools, and secondary academies (including free schools) where offering careers guidance is a condition of your funding agreement: Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resource

6.2 Headteacher

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 by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The local governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The local 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

3.3 Other staff

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

7. Organisation and Planning

A nurture based education is central to our approach across the Beckmead Trust and as such has an effect on how we organise, deliver and plan the curriculum. Each class operates in a way that attends to the nurture needs of the children within

it. With the younger children this is based on the traditional nurture group model where the majority of teaching and learning is delivered by the same, familiar teacher and teaching assistants. This approach becomes gradually less formalised as the children progress up the school such that in key stage 4 elements of nurture are incorporated into a more traditional class format.

The curriculum is broadly planned in three phases across each school site. A long-term outline for each key stage is agreed upon. In the secondary phase at KS4 this will denote the curriculum offer in particular access to accredited courses.

Medium-term plans give clear detailed guidance on the objectives and teaching strategies that we use when teaching each topic or subject. Short-term plans are those that our teachers write. These set out the learning objectives for each session, and identify what resources and differentiated activities that are going to be used in the lesson.

7.1. Primary

The primary curriculums across The Beckmead Trust aim to facilitate the teaching of children with SEMH and autism as set out in the schools vision statement. The curriculum is a driver for children to develop their communication skills, social skills, manage their own feelings and behaviour and to make good choices with adult support.

The curriculum is delivered through nurture based classes with one teacher and support from teaching assistants. Other professionals contribute not only through specific therapeutic interventions but also by supporting identified curriculum areas for example the pre-teaching of subject or topic specific vocabulary by a SaLT.

The primary curriculum is planned in accordance with the objectives outlined within the National Curriculum. The aim of our primary curriculum is to provide creative, interesting and accessible lessons across the family of schools. Each year group has specific topics and objectives to be taught. The long term plans provide the outcomes, for each topic, to support planning and ensure consistency. Some schools use a two-year cycle approach when classes are mixed year groups to ensure pupils do not repeat topics.

All purchased programmes and schemes of work are adapted to meet the needs of the classes to ensure purposeful implementation and impact.

7.2 Secondary Key stage 3 and 4

The secondary curriculum is the next stage in the learning and development of pupils within the Beckmead Trust. Building on the core elements of the primary plan, the secondary phase looks to introduce new skills, develop and build on existing ones, develop more flexible ways of learning and provide qualification pathways. Ultimately we are aiming to enable all our pupils to work towards achieving a range of appropriate qualifications that will allow them to access post 16 education, apprenticeships and work.

As with primary, other professionals contribute not only through specific therapeutic interventions but also by supporting identified curriculum areas.

In KS4, pupils study a broad core curriculum. The specific makeup of the KS4 curriculum varies each year depending on the nature of the learning needs of the pupils in the year 10 and 11 year group. Accredited courses are appropriate to the needs of the learners across the key stage with qualifications ranging from Entry Level through to GCSE.

Specialised staff support pupils with the college application process linking with local colleges and our own Post 16 provisions (where applicable) to enable successful application for pupils. The secondary curriculum offer may differ slightly from site to site.

7.3 Key Stage 5

Our Key stage 5 offer is a gateway to the world of work or further education. Students working in key stage five/post 16 provisions (where applicable) are offered a broad range of subjects to support their career interests and life skills. Core skills in numeracy and literacy are developed alongside vocational and creative courses.

Opportunities to develop an understanding of workplace environments are provided through careers advice and, where possible, work experience.

8. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all, including:

- Pupils working above expected objectives for their age
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

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 English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

9. Monitoring and Review

The local governing body monitors coverage of National Curriculum subjects and compliance with other statutory requirements. Local Governors are concerned with the day to day oversight of a school within the Trust, and providing support, expertise and challenge to the Headteacher, throughout the annual cycle of calendar activities from September to August. In TBT, the Governors establish an atmosphere of high expectations around delivery, ensuring that it meets the expectations for excellence and enables students to succeed. Parent representation in TBT is addressed at this level of governance.

The Trust will operate on a common structure for local governance in all its schools. To support efficiency and effectiveness, Local Governing Bodies consist of up to 8 persons.

Subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by completing planning scrutinies, learning walks, book scrutinies, etc. to assure the quality of education across the school. Subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed yearly by the Director of Education and Care. At every review, the policy will be shared with the full governing board.

10. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objective