



Curriculum Policy

Approved by: Headteacher: Rob Pritchard **Date:** 01/09/22

Last reviewed on: 01/09/22

Next review due by: 01/09/23

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1. Aims

The Seeds School upholds the Independent School Standards (2014). We deliver a curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The Seeds School provides Alternative Provision for pupils of compulsory school going age. Our curriculum offers subjects and learning activities which compliment the National Curriculum. Our delivery is different to mainstream schools in order to best support the needs of our learners who have struggled in education. This policy outlines the Seeds School curriculum: its principles; the values behind it; its delivery; monitoring and review.

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils*
- *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, with high expectations for every pupil and appropriate levels of challenge and support*
- *Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals*
- *Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment*

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

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 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 Senior Leadership Team.
- The school's procedures for assessment meet all legal requirements.
- The Senior Leadership Team is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

3.2 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The Quality & Curriculum Manager will oversee/manage the implementation of the Curriculum. Department Heads will also play a key role in the development of the curriculum.

4. Organisation and planning

Our pupils are all referred to us by local authorities and other schools because they have not managed to cope in a mainstream education environment. Our learners tend to form part of the following:

They have been or are about to be excluded from a mainstream school; they have an Education, Health and Care Plan (EHCP); they have social, emotional, mental health difficulties (SEMH); they are in care; they have been out of education for significant periods of time. Some students will access our provision for just one day (part time basis) whilst receiving the remainder of their education with their host school. For some learners, the Seeds School provides respite during the week to help them sustain their educational journey.

The Seeds School is committed to ensuring that students pursue and work towards the highest educational outcome within their skills and abilities. Some students referred excel in certain areas and fall into the category of 'gifted and talented'. It is our aim to provide an education that continues to help them reach their full potential.

To promote an appreciation of diversity and good citizenship, the Directors and the staff at the Seeds School show respect for all. Pupils feel valued and that feeling initiates their journey towards gaining back their confidence and self-respect. Respect is an important aspect of our ethos and coupled with excellent support it is the reason why our pupils' overall development is so impressive.

Students will have access to create both a paper based and an "e-portfolio" of work to record and demonstrate progress and achievement.

Edexcel/Pearson, ASDAN City & Guilds Observation criteria will continue to be implemented to ensure rigour and support Staff who deliver these programmes. A continuous professional development model will be maintained.

Full Time Students follow a timetable that allows them to study:

- English
- Maths
- ICT
- PSHE
- Relationships & Sex Education
- Physical Education
- Careers Education
- Art
- One Vocational area (Construction / Hairdressing / Hospitality & Catering / Sports)
- Employability
- Preparation for Adulthood
- Cultural Studies
- British Values
- Science Projects
- Community Projects
- Food Technology

5. Inclusion

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN

- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every part of our curriculum wherever possible 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 English, and to support pupils to take part in all subjects.

6. Monitoring arrangements

The Quality & Curriculum Manager will monitor the way subjects are taught throughout the school by means of lesson observations, working closely with external verifiers of Awarding Bodies and implementing department head meetings each month.

Heads of department have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed by the Headteacher every year. At every review, the policy will be shared with the Senior Leadership Team.