



Eden Park Academy
Every Pupil Achieves

Eden Park Academy - Leeds

Curriculum Policy

The principle of our curriculum

As a DfE-registered Independent School, we are committed to the principle that all students, regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, or pregnancy and maternity (Equality Act 2010) have a right to the highest quality of education we can provide.

The curriculum also upholds fundamental British values to provide an understanding for students that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The government has defined British values as being the following:

- democracy
- individual liberty
- the rule of law
- mutual respect
- tolerance of those with different faiths and belief

These values are central to our school ethos and are promoted not only through the curriculum and its content but through every aspect of school life including student experiences, displays, use of the buildings, assemblies, the behaviour policy, and the fundamentally courteous, respectful and sensitive learning community that we are.

All areas of the curriculum are accessible to all students. No student is denied access to any part of the curriculum on grounds of ability.

The design of our curriculum

Our curriculum design originates in the vision and values underpinning our education services, and is designed specifically to reflect these and the unique ethos of our school.

Our vision is to offer a sector-leading service to vulnerable young people with SEMH (Social Emotional and Mental Health) needs. This requires a flexible, adaptable curriculum structure and the ability to personalise experiences and outcomes for individual learners.

Aims and values

Specifically, our aims are:

We aim to be the **best we can be** at all times. We are **resilient** and constantly look to improve, **supporting** each other and playing to our **strengths and interests**. We **learn** from our practice and **share** it with each other, supported by relevant and focused **professional learning**.

Everybody – our learners and professionals together – **contributes to our success** regardless of their circumstances, responsibilities and prior experience. **We all have a voice** and contribute to decisions.

We promote **rights and responsibilities** and support our young people to be **effective contributors** to society and **responsible citizens**. Our schools encourage active participation in local communities and wider society.

Our young people are supported to **build partnerships** within their school, their **local community**, **external agencies** and **local businesses/charities** to promote **citizenship** and develop them as an active part of the **future workforce**.

All our young people **achieve** the most they can supported by a **relevant, stimulating curriculum personalised** for them and offering the **choice** to allow them to improve their **life chances**. We create **effective** and **supportive learning environments** to ensure every pupil achieves their best. We place each **child at the centre**, with their **health and wellbeing** our priority.

We are consistently **compassionate** and **patient**, and skilfully apply our expertise to create a **caring** and **tolerant** ethos.

We are increasingly **proud of our achievements and celebrate** them regularly as part of a vibrant and dynamic learning community.

Our values are:

<u>E</u> den	Excellence	<ul style="list-style-type: none"> • Being our best and continuously improving • Visualising excellence and knowing how to get there
	Equity	<ul style="list-style-type: none"> • Equal opportunities to develop for all members of our community • Achievement for all regardless of challenges
<u>P</u> ark	Participation	<ul style="list-style-type: none"> • In enriching activities, communities, and society as a whole • Professional learning
	Partnership	<ul style="list-style-type: none"> • Across agencies and organisations • With communities • With care providers
	Pride	<ul style="list-style-type: none"> • In our learners' progress • In our achievements • In our ethos
<u>A</u> cademy	Aspiration and Ambition	<ul style="list-style-type: none"> • Creating a supportive and aspirational climate • Ensuring our young people see the possibilities for their futures • Prioritising health and wellbeing
	Achievement	<ul style="list-style-type: none"> • Developing excellent teaching practices to support learners • Building a personalised curriculum for individuals to ensure every pupil achieves • Managing data effectively to ensure we make sound judgements

Structure

We design our curriculum around the challenges, needs, context, rights and wellbeing of our individual learners. Our curriculum is themed around three key areas:

- Literacy and Humanities (History, Geography and RE)
- STEM (Science, Technology, Engineering and Maths)
- Health & Wellbeing, Skills for life and work, and creativity

This structure allows the meeting of individual needs in a supportive and nurturing learning environment, ensuring that the capacities of Curriculum for Excellence are at the core of our everyday practice. Our learning experiences (focused on expert teaching using AifL, active learning and incorporating personalisation and choice to engage learners) ensure our young people develop learning skills through application, breadth and challenge. Celebrating achievements, regular feedback, a range of active and outdoor learning experiences, and attention to individual needs and wellbeing mean our young people develop self-esteem and confidence and re-engage with learning quickly. We encourage discussion and cater for the interests of individual learners through flexibility to ensure they develop the ability to contribute effectively in their future lives as responsible citizens.

To ensure the integrity of our aims, we plan our curriculum delivery around the principles of our curriculum. These are:

- Challenge and enjoyment: for engagement
- Breadth: for flexibility and building capacity for the future
- Progression: through clear planning for an individualised curriculum following flexible pathways for individuals while ensuring entitlements are met
- Depth: specialisation depending on interests, talents and abilities
- Coherence and clarity: based on our vision and values
- Relevance: to young peoples' lives, interests and future aspirations
- Personalisation and choice to engage all our learners in learning and capitalise on talents and interests and meet needs

Pupils follow a common curriculum comprising:

Key Stage 3: Years 7, 8 and 9

- English and Literacy
- Mathematics and Numeracy
- Science
- Humanities – History, Geography, RE
- Art & Design
- Us and the World (SEMH and SMSC development)
- P.E.
- I.C.T.
- Design and Technology
- Outdoor education
- ASDAN

Key Stage 4: Years 10 and 11

- English Language
- Mathematics
- Humanities – History, Geography, RE
- Science

- Art & Design
- Us and the World (SEMH and SMSC development)
- P.E.
- I.C.T.
- Design and Technology
- Outdoor education
- ASDAN

KS4 students will gain a range of qualifications including GCSEs, Entry Level qualifications, Functional Skills and vocational qualifications to meet the wide range of abilities and career interests.

Equity and flexibility

Equity, flexibility and compassion underpin our decisions about our young peoples' learning experiences. While the structure of our curriculum is clear, there is adaptability incorporated to meet the needs of our young people and change their experiences as required. As they have significant challenges in their lives and have suffered significant trauma in the past, Health & Wellbeing is a priority. The uniqueness of our setting requires more of a focus on this than in mainstream schools and our staffing, accommodation and curriculum structure reflects this. Our curriculum is designed to ensure young people's awareness of the diversity within society is developed and tolerance and compassion is built.

Review and development

Our curriculum is regularly reviewed and evaluated by all members of teaching staff, based on feedback obtained from our young people and a range of other evidence obtained from our self-evaluation framework, including evidence from our monitoring calendar. We take a collaborative approach to curriculum planning and the development of the curriculum offers a unique opportunity to build a responsive and relevant curriculum through a shared understanding based on our visions, bound together by clear principles of curriculum planning. Daily meetings of the whole staff will bring together the experiences of the day and celebrate successes and address challenges. Regular peer observations will provide feedback on learning experiences for discussions. This will ensure the needs of our learners continue to be met going forward.

Health and wellbeing, confidence and self-esteem

Through our curriculum we aim to ensure personalisation for our young people in their experiences to truly engage them in their learning. This will undoubtedly lead to successes and achievements in a wide range of contexts; academically, in skills development, creatively and in independent living. These will be celebrated regularly. Compassion and understanding of peers will ensure our young people are prepared for life in a diverse society.

Depending on the young person's situation, the celebration of this achievement and success is appropriate for their prior learning and experiences. This will be celebrated in a range of ways appropriate to individuals and will ensure equity and the meeting of individual needs. It is vital that learning experiences facilitated by our curriculum build confidence and self-esteem to ensure engagement and inclusion.

Education, Health, Care Plans (EHCP)

Where a child who has an Education, Health and Care Plan (EHCP) joins our school, we will always consult with parents/carers and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the (EHCP), including the full National Curriculum if this is specified. This will ensure that planning and delivery of "the child young person outcomes" identified in Sections E, F of EHCP are met. This is reviewed and monitored through EHCP trackers. This is overseen by the SENDco.

We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an EHCP.

Skills for learning, life and work

Our curriculum is designed to develop skills for learning, life and work. These will be highlighted through day-to-day learning experiences. Independent living skills will be incorporated in our curriculum to ensure value is added to our young people so they can function as responsible and independent citizens and break the cycle of trauma and negative lifestyles which are detrimental to quality of life for our young people. The skills our curriculum is designed to develop include (but not exhaustively):

- research skills
- problem-solving skills
- decision-making skills
- presentational and communication skills
- planning and self-management skills

- confidence needed to operate in the employment marketplace
- awareness-raising
- personal strengths analysis
- job application and interview skills/body language

There will be an overt focus on skills for work through a work-based learning programme which focuses on specific skills for work. Our young people will be able to talk about the skills they have developed and how they are applicable to the world of work. Young people will be encouraged to develop their creativity and enterprise skills: through enterprising learning activities and partnerships with local schools, community groups, potential employers, hairdressing/beauty, mechanics/technology and other activities relevant to their interests. This is intended to develop:

- an understanding of the demands and challenges of the workplace
- the rewards and satisfaction work can bring
- the rights and responsibilities of employers and employees
- knowledge of the requirements of employers and educational institutions

These skills will be developed through:

- learning and teaching approaches across the curriculum designed to develop skills as well as subject knowledge
- careers meetings with external provider Inspira
- information and guidance about post-16 and post-school education and career routes
- guest speakers
- workshops
- one-off events such as ‘World of Work Day’

Inter-disciplinary and themed learning

Our curriculum is based on inter-disciplinary learning and connections between curricular areas. Our focus on three areas of the curriculum and linked themes within them ensures this and is appropriate for our young people to support the principles of curriculum design. For example, Literacy will be learned and assessed through themes related to Humanities themes as well as an individual subject (reading and writing) and Mathematics through themes in Science (volume, weight) as well as through life skills Maths (through experiential learning) and Mathematics in its own right (algebra, addition, subtraction, etc.).

Development of our curriculum

The ongoing evaluation of our curriculum is central to ensuring excellent experiences for all our young people. This is supported by our self-evaluation framework which focuses on young people's experiences and ensures professionals are reflecting continuously on the curriculum and their practice. Fortnightly Head Teachers' meetings and monthly whole staff self-evaluation meetings ensure that this takes place.

Successful partnerships with other schools, community groups, colleges, potential employers and other partners will encourage us to look outside our own practice and share good practice with others to continuously improve our practice.

Our collegiate ethos ensures sharing of good practice and a mechanism for developing ideas and strategies for improvement in our curriculum. Daily meetings allow this, and our supportive and inclusive culture encourages shared/distributed leadership of the curriculum.

Learning pathways

Our curriculum is flexible and adaptable to individual needs, and our procedures in place for tracking and monitoring individual achievements and progress will ensure there are numerous pathways available for young people to progress in their learning depending on their ability, prior learning and skills, interests and aspirations.

There are a number of planned learning pathways available to young people. They access an appropriate pathway based on their baseline assessments along with information about prior learning. A learner can change pathway depending on progress, abilities, needs and interests throughout the learning journey. This represents a planned structure while also facilitating flexibility to meet individual needs thus ensuring every pupil achieves their full potential.

High quality learning experiences facilitated through excellent teaching (achieved through validated self-evaluation and training where appropriate) will ensure that this flexibility is available to young people.