



Safe Start Curriculum Policy

Policy Created: January 2020

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Review Date: January 2021

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1. INTRODUCTION

Safe Start offers full time secondary education to young people whose personal and social circumstances are barriers to regular mainstream attendance.

The aims of our School are to:

- Offer an appropriate programme of educational provision to young people not attending mainstream secondary school, which includes English, Maths, Science and IT
- Respond to students' needs, Identifying, addressing and take steps to resolve issues, which result in student non-attendance, such as behaviour problems, bullying, learning difficulties, caring responsibilities or poor relationships with teachers, overcoming potential barriers for individuals and groups of students
- Develop individual routes back into mainstream school, training, further education as appropriate.

The core work of the school lies in building trusting and respectful relationships with young people, offering a curriculum that will re-engage their interest in learning, and work in partnership with schools and other agencies to achieve reintegration to mainstream education if appropriate.

The whole curriculum, as approved by the Board of Trustees, is designed to ensure that the education offered to all students is broad and balanced and includes access to linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative areas. The school curriculum will:

- Promote good teaching of literacy, numeracy and interpersonal skills
- Promote the spiritual, moral, cultural, mental and physical development of students
- Prepare students for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that are planned for students; the national curriculum is one part of the school curriculum.

This policy is designed to reflect our unique circumstances and sets out our curricular aims.

2. POLICY AIMS AND VALUES

The curriculum provides pupils with an introduction to the essential knowledge that they need to be rounded, educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

Aims:

- To provide a curriculum which is broad, balanced, relevant and engaging which allows students to maintain contact with key areas of the home school curriculum.
- To provide a curriculum which is flexible to changing needs

- To provide a curriculum which is consistent with British Values of democracy, rule of law, equality and diversity.
- To make provision for the individual learning needs of each student as identified through the referral information from schools and any statement of educational need.
- To provide a curriculum which develops literacy and numeracy across the curriculum, utilising opportunities in subject areas to develop students mathematical and literacy fluency?
- To support our students in experiencing and demonstrating continuous progress and achievement with opportunities for assessment to inform their learning needs.
- To ensure provision for equal opportunities and cultural diversity.
- To provide opportunities for students to celebrate success and achievement.

3. CURRICULUM REVIEW

The curriculum will be reviewed annually taking account of any changes to legislation and the changing needs of students.

It is recognised that curriculum planning is a collective responsibility which needs to incorporate the expertise, subject knowledge and experience of the staff. Staff will be consulted annually in order to provide a curriculum which is responsive to changing needs and priorities locally and nationally for approval by the Board of Trustees

The planning will take account of:

- the teaching time available
- the need to develop a programme of study which allows individuals to learn at a pace which is appropriate to them.
- how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), numeracy and the use of ICT.
- Meeting the legal requirements with the procedures for assessment ensuring that students and their parents/carers receive information to indicate progress

The following questions will help with focus for these reviews:

1. Are we meeting the needs of individual students?
2. Does the planning ensure continuity for individual students over time and across the whole curriculum?
3. Is there progression across the key stages?
4. Is the curriculum broad and balanced and providing a range of educational opportunities which meet student need?
5. Are there adequate opportunities for practical work and problem solving?

4. ASSESSMENT AND RECORDING

Using information from the initial referral form (from MSPRU) the teaching staff will:

- provide a baseline assessment of students' attainment levels as a starting point in planning for individual target setting.
- develop individual education plans showing clear, measurable targets.
- maintain a record of achievement and experience demonstrating the learning opportunities with which students have been presented.
- set appropriate half termly learning targets and report achievement.
- plan lessons which set high expectations for every student