

Curriculum policy

Crisp Vocational Provision



Crisp Vocational Provision Ltd
Building futures for tomorrow

Approved by:	Simon Hackett	Date: Nov 2024
Last reviewed on:	04/02/2025	
Next review due by:	Feb 2025	

Contents

1. Curriculum aims.....	232
2. Legislation and guidance.....	43
3. Roles and responsibilities.....	343
4. Organisation and planning.....	454
5. Inclusion.....	6
6. Monitoring arrangements.....	7742
7. Links with other policies.....	8814

1. Curriculum overview and aims

Crisp Vocational Provision provides a vocational, Mathematics and English subject education offer for KS3 and KS4 Students. At each key stage it provides opportunities and experiences to all in preparation for the next stage of their education and recognising their individual needs to support the transition to adulthood. The provision is committed, through its curriculum and extra-curricular pursuits, to helping students to understand how to stay safe, build positive and healthy relationships and always promotes the welfare and safeguarding of students.

Our curriculum offer is varied for students to try different vocational subjects as well as core subjects and RSHE. kinesthetic learning in small group sessions which allow for greater tailoring of learning across a variety of courses such as Mechanics, Construction, Digital Media, Catering, Duke of Edinburgh, Art and Sport.

At Crisp, we also dedicate ourselves to nurturing our cohort as individuals- promoting self-esteem and empathy while standing beside them as support for the often-challenging situations they find themselves negotiating. Using not only our subject knowledge but our life experiences and kindness, we challenge and develop our students as holistically as we can, increasing their ability to deal with whatever may come their way as they transition into adulthood.

Our curriculum aims to:

- Ensure staff continuously update and refresh their subject knowledge, their understanding of the courses they deliver and that they use current, relevant initiatives so their expertise can be shared confidently with students.
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students spiritual, moral, social, and cultural development
- Support students 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 students, with high expectations for every student with appropriate levels of challenge and support
- Have academic/vocational ambition for all students
- Equip students with the knowledge and cultural capital they need to succeed in life
- Develop students independent learning skills and resilience, to equip them for further/higher education and employment
- Take all reasonably practicable measures to fulfil the requirements of any students identified SEND needs, including students with an EHC plan and in line with its obligations regarding the SEND Code of Practice.
- Underpin these curriculum aims by our core values S, S:

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Our Core Values

- To safeguard our students to the highest standard, supporting them through any difficulties that may arise in their lives.
- To embrace uniqueness, creativity, and diversity.
- To have high quality outcomes for students, through a range of experiences and opportunities to develop the whole 'self'
- To build up resilience and independence for our students in an effective way, including respect for ourselves and others.
- To allow students to use their voice through appropriate channels so they are heard.
- To develop a 'sense of community', within the provision, across the Bulwell area, Nottingham and further across the East Midlands.
- To prepare our students for adulthood, through career support and allowing them to work on their life skills which can be transferred in different situations and settings.

2. Legislation and guidance

This policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010

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3. Roles and responsibilities

3.1 The Head Teacher

The Head teacher will monitor the effectiveness of this policy and hold the deputy headteacher to account for its implementation.

The Head teacher will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Clear provision is made for students with different abilities and needs, including students with special educational needs and disabilities (SEND)
- The school implements the relevant assessment arrangements.
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 The Deputy Headteacher

The deputy 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 student will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and as required by course specification. This is reviewed by the ~~deputy head~~ deputy teacher ~~head teacher~~.
- The school's procedures for assessment are effective

3.3 Other staff

All Teaching and support staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

At Crisp Vocational provision we have a set of clear core values and ambition. It is important to us that all our students are given as many opportunities and experiences as possible to thrive in the real world. We strive to do this by focusing not just the curriculum but providing personal development and extra-curricular activities.

Curriculum content includes -

- Construction, Mechanics, Digital functional skills, Art and design, Sports, Hospitality, and tourism
- Core subject study options
- Reading and literacy focused learning
- Lexonic leap literacy program
- RSE/PSHE programme
- Interventions and pup#student support
- Earn as you learn scheme
- Careers with Morrisby
- Online learning platforms
- Online safety awareness
- Arts award
- Music/studio interventions
- Duke of Edinburgh Award
- Student support and monitoring
- Full Provision Assemblies
- 1 to 1 Careers guidance
- Health and wellbeing lessons and support
- Fundamental British Values embedded into the curriculum
- Personal development
- Student council

Extra-curricular

- Sports competitions including - basketball tournaments/inter provision football competitions/Alternative provision Olympics/Athletics
- Charity work/fund raising
- Residential with Ocean Trust sailing and Outward Bounds outdoor adventure
- Summer BBQ
- Reward evenings
- Celebrating success assemblies

Curriculum overview

Safeguarding:

Within our curriculum, we build opportunities for students to understand safeguarding issues which may affect them and to ensure they feel safe and supported at CVP. More broadly, our curriculum takes account of and promotes our students mental and physical health and development to minimise the impact of any impairments that would affect the best possible outcomes for all our students.

The inclusion of opportunities within lessons to address and promote positive relationships, health, mental well-being, and resilience is adopted by all subject tutors within CVP when considering adaptations to long- and medium-term plans and by practitioners in their day-to-day practice as part of our broad and balanced curriculum offer. Our leadership team and PSHE tutor lead oversees this.

Additionally, Our PSHE/RSE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within RSHE. Relationships and Sex Education (RSE) is provided as appropriate for the students' ages and stages of development and in line with statutory guidance. Please see RSE policy for further details.

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Commented [KJ1]: Whilst the diagram is detailed, is this all curriculum for example is earn as you learn part of your behaviour strategy to assist with engagement?

Commented [KJ2R1]: I'd suggest that the extra curricular section is rewritten so that it states the purpose of the enrichment and gives a flavour of what pupils can experience. I'm not sure fun days tells us much

Commented [JP3R1]: How is prize give aways a curricular activity?

Commented [SH4R1]: Probably the wrong wording, will change to celebrate success assemblies

Commented [KJ5]: I'm not too sure you can prevent an impairment. VI is an impairment, you cannot prevent this. Do you mean minimise the impact of any impairment???

Commented [SH6R5]: Good call

Commented [KJ7]: Subject teachers or are they leads?

Commented [JP8]: Again CVP or the Provision - just be consistent as it makes it easier to read.

The principles underpinning our PSHE/RSE curriculum development are with the aim of supporting our students to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

British Values

Crisp Vocational Provision (CVP) is committed to its community and surrounding areas. Our location is in the centre of Bulwell in Nottingham, which is a richly diverse, multicultural and multifaith county. It is our responsibility to promote and encourage a culture and ethos that uphold the Fundamental British values of Democracy, Rule of Law, Individual Liberty, Mutual Respect, and the tolerance of those with different faiths and beliefs

We aim to provide our student with multiple opportunities to access information throughout our curriculum. Fundamental British values are embedded into cross curricular subjects and promoted by all staff at the provision.

Our PSHE/RSE curriculum has been designed to give our students access to FBV at the appropriate stages throughout KS3 and KS4. See long term plan for more information.

Indirectly, British values are delivered in the following areas throughout the provision.

- Duke of Edinburgh designated independent and team sessions
- Tutor time directed/topic learning
- Intervention support sessions
- Enrichment activities
- Assemblies
- Reward events
- Offsite educational visits
- Residentials
- After school clubs

Careers Education, Information, Advice and Guidance

CEIAG is an integral part of the curriculum and contributes to the ongoing drive to raise aspirations, develop key employability skills and illustrate the relevance of subject content to later life. We aim to actively promote equality of opportunity, to challenge stereotypes and to support the progress of students.

Overview of Careers Programme:

Our Careers lead at CVP co-ordinates the internal careers programme, which is supported by a well-resourced careers library and is facilitated by Morrisby. Through this, staff, students and parents have free access to a wide range of online career profile resources, Competency and skills analysis tools; prospectuses and up to date Labour Market Information (LMI). Students are also provided with regular opportunities to keep an accurate record of their CEIAG progress including interactions with employers, employees, and educational providers.

Our internal programme of careers education at CVP is partly delivered through dedicated units of work in the RSHE curriculum, embedded into all subject lessons and integrated into personal development tutor sessions, twice weekly, or once for part time students.

This is achieved by making use of:

- External mentoring and coaching
- Speakers from the world of work and education
- Workplace visits and work experience placements
- Work taster events and workshops run by local employers
- Careers fairs and career networking events
- Access to creative online resources and labour market information

Commented [KJ9]: This is clear but perhaps repeats some of what you have said already so can you move this as your opener?

Commented [SH10R9]: Ok

Commented [JP11]: Consider how long the careers section is compared to how much you've presented about the taught curriculum (which has no detail apart from subject names so far in the policy). It all seems very imbalanced. Parents and schools will be looking more to see what subjects are offered at what levels. Perhaps consider depth of explanation and order of information. This is a very long policy and risks being repetitive.

Commented [JP12]: Needs formatting

- Individualised support with basic career management skills e.g., CV building and writing, job searches and job interviews

CVP Curriculum

KS3 Curriculum

Students have a broad and balanced curriculum with plenty of opportunities and cross curricular links for active and personalised learning, both independently and collaboratively. Students will participate in learning that provides the foundations for their KS4 learning as well as the National Curriculum to support them in transition for when they participate in their vocational qualifications in KS4.

Students will participate in learning various skills in the following areas –

- Mathematics
- English Language
- Motor vehicle maintenance
- Sports
- Art
- Digital media
- Hospitality and Tourism
- Duke of Edinburgh Bronze Award
- Construction

KS4 Curriculum

Students have a varied curriculum with plenty of opportunities for active and personalised learning, both independently and collaboratively. Students can learn the following subjects:

- Level 1 Award/Certificate/Diploma Introduction to Construction
- Level 1 IMI Award in Motor vehicle maintenance
- Level 1 Award/Certificate/Diploma Introduction to Sports
- Award in Arts Bronze and Silver
- Entry 3 and Level 1 Functional Digital media
- Level 1 Award/Certificate Introduction to Hospitality and tourism
- Duke of Edinburgh Bronze award
- GCSE Mathematics
- GCSE English Language
- Entry Level to level 2 Functional Skills Mathematics
- Entry Level to level 2 Functional Skills English Language

5. Inclusion

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

- Students with low prior attainment
- Students from disadvantaged backgrounds
- Vulnerable Students
- Students with SEND

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Commented [JP13]: If they are part time with you - is it able to be that broad and balanced. If I were a school or the council, or a parent - I'd be questioning when these are taught and how a child on a PT timetable could achieve any qualification with you - as not enough GLH possible?

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- Students with English as an additional language (EAL).

Teachers take account of the needs of students whose first language is not English. Lessons are planned so that teaching opportunities help students to develop their English (written and oral), and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND Policy and information report.

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6. Monitoring arrangements

Regular formative assessment and discussion with students enables them to have visibility over their learning and progress. Colleagues work closely with each other to ensure that learning and progress is communicated throughout the year. Targets are set according to tutor-collected data. This is evidenced through the work produced.

Subject specific progress tracking and monitoring systems are used depending on the qualification. These include My BTEC, Gridmaker, Morrisby and specific subject tracking systems to monitor students' progress across the curriculum.

Commented [JP14]: This kind of repeats previous sentence.

Standardised assessment is carried out each half term which supports tracking and recording of student attainment and progress towards awarding body standards.

Data Collection:

The purpose of collecting any data about a student/cohort in the Provision is to understand and use it to make informed and evidence-based decisions about next steps and interventions that will lead to the best outcomes for those students and to then impact, supporting in signposting what further action is needed.

At CVP we complete this so that tutors create actions from their analysis to maximise student learning and outcomes. This is quality assured and monitored internally by the Deputy Headteacher, and external quality assurance is provided to awarding bodies.

Assessment and GDPR:

Individual students assessment data is part of students' personal information. Care is taken with the collation, storage, and analysis of data. While it is appropriate to share consolidated assessment information outside of CVP any individual data must be anonymised or password protected.

Student progress meetings held termly help to determine if students are reaching the required milestones in relation to their own ability and CVP indicators. Where students are not making adequate progress, they will be identified for close monitoring/ small group intervention as appropriate.

Quality assurance

To ensure that we at CVP are delivering quality teaching and learning, senior leaders work collaboratively to constantly review the provision and practice. We aim to use the quality assurance process as a means of supporting colleagues in their personal improvement so they feel empowered and can excel in their role within the provision.

Commented [JP15]: As you have many tutors without QTS this is potentially a bold claim - do you have sufficient evidence of staff CPD on this?

Quality assurance includes the following which are carried out termly.

Commented [JP16]: Which is it?

- Lesson observations
- Learning walks
- Open door policy
- Work scrutiny
- Student voice
- Self-evaluation

- Staff voice

The Headteacher, Deputy head will conduct an on-going audit of all lesson observations and recommend specific colleagues or areas for targeted support. Where this is required, support will be put in place over a suitable period and overseen by a member of the SLT who reviews this to ensure that it is having the necessary effect in developing the staff's skills.

Commented [JP17]: capitalise

7. Links with other policies

This policy links to the following policies and procedures:

- SEN Policy and Information report
- Equality Information
- RSE Policy

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