Crisp Vocational Provision Ltd
Building futures for tomorrow

Curriculum policy

Crisp Vocational Provision



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1. Curriculum aims

Our intent is to provide a nurturing and inclusive educational environment tailored to the unique needs of students who do not thrive in mainstream settings. We are committed to fostering personal growth, academic achievement, and the development of essential life skills. Our goal is to ensure that every student is equipped with the knowledge, confidence, and resilience to succeed in their post-16 destinations, whether that be further education, vocational training, or employment. Do this through:

- Providing a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enabling students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Responding to the needs and ambitions of all children, giving them the foundations and resilience to succeed in education and in their future life.
- Supporting students' spiritual, moral, social and cultural development
- Supporting students' physical development and responsibility for their own health, and enable them to be active
- Promoting a positive attitude towards learning
- Ensuring equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
- Having a high ambition for all students
- Equiping students with the knowledge and cultural capital they need to succeed in life

Aims of our curriculum:

- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- To deliver a flexible and individualised curriculum that recognises and builds upon each student's strengths, interests, and learning styles. Develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- To offer comprehensive guidance and support in exploring and securing post-16 pathways, including further education, apprenticeships, and employment opportunities.

These curriculum aims are underpinned by our values:

Our Provision is founded on the principles of **Respect, Resilience, Inclusivity and Value**. These values are integral to our mission and are reflected in every aspect of our curriculum and school culture.

- **Respect:** We foster an environment where every student feels valued and respected. Our curriculum promotes mutual respect through collaborative learning, encouraging students to appreciate diverse perspectives and cultures.
- **Resilience:** We empower students to overcome challenges and develop a growth mindset. Our curriculum includes activities and support systems designed to build emotional strength and perseverance, ensuring students are prepared to face future obstacles with confidence.
- **Inclusivity:** We are committed to creating an inclusive learning environment that caters to the diverse needs of all students. Our curriculum is flexible and personalised, ensuring that every student has access to the resources and support they need to succeed.
- **Value:** Our curriculum is designed to challenge and inspire students, fostering a love for learning and encouraging them to achieve their highest potential. Meaningful credible subjects, courses and qualifications that will enable students to take the next step into further education, employment or training.

Challenges to the curriculum:

- students with different jumping-on and jumping-off points throughout the year
- some students being placed for a few weeks, others for longer, and some permanently
- students with gaps in their knowledge
  - insufficient information about a student being provided before they arrive
- students with SEND, some of it undiagnosed, often manifesting itself through challenging behaviours

How These Values Are Met by Our Curriculum:

1. **Respect:** Through group projects, peer mentoring, and community service initiatives, students learn to respect and value each other's contributions and backgrounds.
2. **Resilience:** Our curriculum includes challenge both physical and mental, self-reflection, and goal setting to help students develop coping strategies and a positive outlook.
3. **Inclusivity:** We offer differentiated instruction, tailored learning plans, and accessible resources to ensure that every student can engage with the curriculum in a way that suits their individual needs.
4. **Value:** High-quality teaching, rigorous academic standards, and opportunities for enrichment activities ensure that students are valued and develop a sense of achievement and worth. Improves student motivation, self-confidence, attendance, and engagement with education

2. Legislation and guidance

The curriculum is informed by the following legislation and guidance:

Although there is no legal requirement to follow the National Curriculum to provide a broad and balanced curriculum aspects of the Academies Act 2010, and the National Curriculum programmes of study have been adapted to the needs of the students.

Crisp Vocational Provision upholds the 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. Taking into account the curriculum statement in Arranging Alternative Provision – A guide for Local Authorities

3. Roles and responsibilities

3.1 The Proprietor

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

The Proprietor will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 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 students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the proprietor
- The individual needs of some students are met by the Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The proprietor is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Proprietor is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

3.3 Teaching staff

- **Curriculum Development**: Design and update the curriculum to ensure it meets educational standards and addresses the needs of all students.
- **Resource Management**: Select and manage teaching materials and resources that support the curriculum.
- **Assessment and Evaluation**: Develop and implement assessment strategies to monitor student progress and curriculum effectiveness.
- **Professional Development**: Provide training and support to teaching staff to ensure effective delivery of the curriculum.
- **Quality Assurance**: Monitor and evaluate the quality of teaching and learning within the subject area.
- **Student Support**: Offer guidance and support to students to help them achieve their academic goals.

- **Collaboration**: Work with other subject leads and senior leadership to ensure a cohesive and integrated curriculum across all subjects.
- **Innovation:** Introduce new teaching methods and technologies to enhance learning experience.
- **Compliance**: Ensure the curriculum adheres to national standards and educational policies. Ensure that the school curriculum is implemented in accordance with this policy.
- **Reporting:** Prepare reports on curriculum progress and outcomes for senior leadership and stakeholders.

4. Organisation and planning

Curriculum Organisation

Our curriculum focuses on employability, vocational skills, building resilience, and fostering ambition.

- **Foundation Skills** - including English, Mathematics and Sport. Core subjects like English, Maths, and Sport are taught to ensure students achieve essential qualifications.
- **Vocational Training** - including Construction, Mechanics, Catering and Digital Skills. Emphasis on practical applications of literacy and numeracy to prepare students for real-world scenarios.
- **Creative** – Art and Media
- **Personal Development**- Relationships and sex education, and health education. Programs focused on emotional intelligence, stress management, and coping strategies. Teaching essential life skills such as financial literacy, cooking, and personal hygiene.

Running through the curriculum is all subjects are:

- Spiritual, moral, social and cultural development - embedding SMSC development into the curriculum, schools aim to nurture well-rounded individuals who are not only academically capable but also morally responsible, socially aware, and culturally sensitive.
- British values - These values include democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs which are present in all aspects of the curriculum.
- Careers guidance – Each subject promotes careers in their subject area. Career Counselling for all students, regular sessions with career advisors to help students set and achieve their career goals.
- Goal Setting: Encouraging students to set personal and academic goals, and providing the support needed to achieve them.

Curriculum Design:

Our curriculum is thoughtfully designed to accommodate students who join at various points throughout the academic year. This flexibility ensures that every student receives a seamless and personalized educational experience, regardless of their start date. We achieve this through:

- **Modular Structure:** The curriculum is divided into self-contained modules that can be completed independently. This allows new students to start with any module and progress at their own pace without feeling left behind.
- **Differentiated Instruction:** We employ differentiated teaching strategies to cater to the diverse learning needs and prior knowledge of each student. This approach ensures that all students receive instruction tailored to their individual readiness and learning styles.

- **Continuous Assessment:** Regular formative assessments help identify each student's current level of understanding and guide personalised learning plans. This ensures that new students receive targeted support to catch up and excel.
- **Flexible summative assessment points:** To allow students to take examinations when they are ready, allowing students to make progress and achieve.
- **Universal Design for Learning (UDL):** By implementing UDL principles, we create an inclusive curriculum that is accessible to all students. This approach ensures that learning materials and activities are designed to meet the needs of diverse learners.
- **Collaborative Learning:** Group projects and peer mentoring programs foster a sense of community and help new students build relationships and integrate socially and academically.

By incorporating these features, our curriculum ensures that every student, regardless of their start date, receives a comprehensive and supportive educational experience that promotes their academic and personal growth.

Curriculum Delivery:

1. Personalised Learning Plans:
    - **Individualised Approach:** Tailoring education plans to meet the unique needs and interests of each student.
    - **Flexible Timetables:** Allowing students to balance academic learning with vocational training and personal development activities.
2. Small Class Sizes:
    - **Focused Attention:** Smaller class sizes to ensure personalized attention and support from teachers.
    - **Supportive Environment:** Creating a nurturing and inclusive atmosphere where students feel safe and valued.
3. Project-Based Learning:
    - **Real-World Projects:** Engaging students in projects that have practical applications and relevance to their vocational interests.
    - **Collaborative Learning:** Encouraging teamwork and collaboration through group projects and activities.
4. Mentorship and Support:
    - **Mentorship Programs:** Pairing students with mentors who provide guidance, support, and positive role models.
5. Community Engagement:
    - **Partnerships:** Building strong links with local businesses, community organizations, and vocational training providers.
    - **Work Experience:** Providing opportunities for students to gain real-world experience through internships and community projects.

This approach ensures that students not only gain the academic qualifications they need but also develop the vocational skills, resilience, and ambition necessary to succeed in their post-16 destinations and beyond

5. Inclusion

Teaching staff set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teaching staff will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teaching staff will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, 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 SEN policy and information report.

6. Monitoring arrangements

The Proprietor and Headteacher monitor whether the provision is teaching a “broad and balanced curriculum” which includes the required subjects, through:

through several key methods:

Regular Curriculum Reviews: Conducting periodic reviews of the curriculum to ensure it covers all required subjects and meets educational standards. Evaluating the breadth and balance of the curriculum to ensure it promotes the spiritual, moral, cultural, mental, and physical development of students

Assessment and Data Analysis: Analysing student performance data to identify gaps in learning and areas for improvement. Using assessment results to inform curriculum adjustments and ensure all subjects are adequately covered

Lesson Observations: Observing lessons to ensure that teaching practices align with the curriculum objectives and that all subjects are being taught effectively. Providing feedback to teachers to support continuous improvement in curriculum delivery

Student Feedback: Gathering feedback from students about their learning experiences and the relevance of the curriculum. Using student insights to make informed decisions about curriculum enhancements

Staff Meetings and Training: Holding regular meetings with teaching staff to discuss curriculum implementation and share best practices. Providing professional development opportunities to ensure teachers are well-equipped to deliver a broad and balanced curriculum

External Audits and Inspections: Engaging external auditors or inspectors to review the curriculum and provide an objective assessment of its breadth and balance. Using inspection reports to guide curriculum improvements and ensure compliance with educational standards

The Teaching and Learning Leads monitor the way their subject is taught throughout the provision by:

- Collaborative planning and marking
- planning scrutinies,
- learning walks,
- book scrutinies,

Curriculum Leads also have responsibility for monitoring the way in which resources are stored and managed. Making use of the centralised SharePoint for the curriculum.

This policy will be reviewed every 12 months by Headteacher. At every review, the policy will be shared with the Proprietor, Senior Leadership team and Staff.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment and feedback policy
- SEN policy and information report
- Equality and Diversity