Our Rock Academy

Curriculum Policy

" A nurturing, ambitious and inclusive school where every child feels known, valued and connected."

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Date	Revisions

Our Vision

To create a school where every child thrives academically, socially and emotionally, leaving ready to positively shape the world.

Our Values

Resilience, Ownership, Creativity and Kindness

Our Ethos

A nurturing and ambitious school where every child feels known, valued and connected.

Our curriculum is designed to:

- provide a broad, balanced and ambitious education
- meet the individual needs of pupils with SEND
- support emotional wellbeing and personal development
- re-engage pupils positively in learning
- prepare pupils for adulthood, independence and life in modern Britain.

Context

The school provides full-time supervised education for pupils aged 11–16 with a range of SEND needs, including Autism Spectrum Condition (ASC), Social, Emotional and Mental Health (SEMH) needs and associated learning differences. Many pupils may have experienced difficulties accessing or thriving within mainstream education.

The school provides a bespoke curriculum which is adapted to meet pupils' individual needs, interests and EHCP outcomes. Where a pupil has an Education, Health and Care Plan (EHCP), it informs the school's educational and therapeutic provision.

Aims

At Our Rock Academy, the curriculum aims to:

- provide a broad, balanced and ambitious education
- promote engagement and re-engagement in learning
- develop communication, confidence and independence
- support emotional wellbeing and personal development
- prepare pupils for adulthood and life in modern Britain
- promote safety, resilience and positive relationships
- enable pupils to achieve according to their individual abilities and needs.

Curriculum Organisation and Progression

The curriculum is carefully sequenced so that pupils build knowledge, understanding and skills over time. Long-term plans identify the intended progression within each subject from Key Stage 3 into Key Stage 4 and towards appropriate qualifications and preparation for adulthood.

Reading is developed across the curriculum through daily reading opportunities, access to the school library and teaching that builds vocabulary and comprehension. Where assessment

identifies gaps in decoding, pupils receive targeted Little Wandle Code phonics support alongside continued access to the wider curriculum.

Pupils' individual starting points are established through initial and ongoing assessment. Where a pupil has gaps in prior knowledge or skills, teaching may draw on earlier curriculum content to secure the foundations needed for future learning. This is delivered in an age-appropriate way and does not reduce the school's ambition for the pupil.

The pace of learning, level of scaffolding and qualification pathway may therefore differ according to individual starting points, progress and needs. Assessment is used to identify gaps and misconceptions and to determine what pupils need to learn next.

Safeguarding

The curriculum supports the school's safeguarding responsibilities and promotes pupils' safety, wellbeing and preparation for life in modern Britain.

Through the curriculum, pupils are taught about:

- healthy relationships
- online safety
- mental health and wellbeing
- consent and boundaries
- exploitation
- extremism and radicalisation
- personal safety.

The Curriculum

The curriculum which has been developed at Our Rock Academy meets the requirements specified in the independent school standards as issued by the Department for Education (DfE). The curriculum prepares pupils for the opportunities, responsibilities and experiences of life in British society.

Our curriculum covers the following statutory areas:

- Linguistic
- Mathematical
- Scientific
- Technological (digital skills and use of technology to support everyday life)
- Human & Social
- Physical
- Aesthetic & Creative (including art, music and cooking)

The curriculum is designed in order to provide high quality education for pupils in all of the above areas of learning. The curriculum takes into account the ages, aptitudes and needs of all pupils, including those with SEND and EHCPs. Teachers adapt schemes of work and learning activities to meet pupils' individual needs, interests and EHCP outcomes.

Bespoke intervention will be provided in order to either meet the needs of pupils as specified in section F of their EHCP, if one is issued, or to meet any educational deficit as identified by the SENCO and teaching staff at the school.

Our curriculum includes English, Mathematics, Science, Computing, Humanities (History, Geography and Religious Education), Physical Education, Creativity (Art, Music and Cooking) and PSHE/RSHE. At Key Stage 4, pupils progress towards appropriate qualifications according to their starting points, progress, strengths and intended next steps. The curriculum also includes careers education, preparation for adulthood, enrichment and bespoke provision to meet individual needs and EHCP outcomes. The curriculum is designed to ensure that all pupils have the opportunity to learn, make progress and achieve according to their individual abilities and needs.

We are aspirational in that we want pupils to achieve as highly as possible and to do their personal best.

Teaching and Learning

Teachers plan and deliver lessons which:

- are adapted to pupils' ages, aptitudes, SEND needs and EHCP outcomes
- use assessment to identify pupils' prior, current and next learning and adapt teaching accordingly
- provide appropriate challenge and support
- develop pupils' understanding and use of subject-specific vocabulary
- promote engagement, independence and communication
- promote positive behaviour and relationships
- encourage pupils to think and learn independently
- use appropriate resources, technology and learning materials to support pupils' learning and engagement
- use approaches that support positive behaviour, engagement and readiness to learn
- use a range of strategies, resources and approaches to meet pupils' individual needs.

The school maintains appropriate curriculum plans and schemes of work which are regularly reviewed through the quality assurance process.

Assessment and Feedback

Teaching staff have responsibility for performing regular assessments on the academic levels of the pupils, including an initial assessment in order to build a profile of the pupils’ strengths and areas for support.

Teachers assess pupils’ learning throughout the term. Progress is formally reviewed and recorded three times per year, with assessment information held centrally.

A progress chart for individual subjects will be maintained by teaching staff. And will be accessible to the pupils so that they are aware of their progress in any given subject.

Further feedback will be given to the pupils verbally on the strengths and areas for improvement around their work.

Written feedback will be given to pupils where teaching staff deem it is constructive and useful to do so.

Whilst assessment and feedback is the responsibility of teaching staff to do regularly and to a high quality, the head teacher or authorised deputy will audit the work of the teaching staff as part of the quality assurance cycle. The head teacher will be responsible for holding teaching staff to account if this is not done.

Reporting to parents and carers

Our Rock Academy will provide parents and carers with a written report at least once each year on their pupil's progress and attainment in each main subject taught. Teachers will use the school's assessment records to prepare the reports, and the Headteacher will oversee their completion and distribution.

Therapeutic Support

At Our Rock Academy, pupils' emotional wellbeing and therapeutic needs are considered alongside academic progress.

Where appropriate, therapeutic support may be delivered individually or in small groups in line with pupils' EHCP outcomes, identified needs and professional recommendations.

The school adopts a therapeutic and relational approach to supporting pupils' emotional regulation, communication and engagement in learning.

Curriculum overview

The following provides an overview of the curriculum that will be available to the pupils at Our Rock Academy. We will periodically review the qualifications offered in order to ensure that the pupils have the best possible qualifications available to them.

Curriculum area	**Our Rock curriculum / pathways**
English	KS3 English; Pearson Functional Skills English EL1–L2; AQA GCSE English Language and Literature where appropriate
Mathematics	Pearson Functional Skills Mathematics EL1–L2; Pearson Edexcel GCSE Mathematics where appropriate
Science	KS3 Science; OCR Entry Level Science; GCSE Biology where appropriate
Computing	Digital Functional Skills, progressing from Entry Level 3 towards Level 1
Humanities	History, Geography and RE at KS3; AQA GCSE History pathway at KS4, with alternative Humanities pathways considered where appropriate
Creativity	Art, Music and Cooking at KS3; Arts Award Bronze progressing towards Trinity Arts Award Silver, with alternative creative/practical pathways where appropriate
Physical Education	Core PE; Pearson BTEC Level 1 Introductory Certificate in Sport where appropriate
PSHE/RSHE	Planned PSHE and RSHE curriculum throughout Years 7–11

The school will endeavour to introduce additional subjects as required or a demand is identified.

SMSC and British Values

Special attention and consideration will be paid by all school staff to meeting the need for Spiritual, Moral, Social and Cultural education.

This will be woven throughout the broad and balanced curriculum and will sometimes be delivered in discrete lessons, i.e. form time and assemblies.

British Values are promoted throughout the curriculum, including:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of different faiths and beliefs.

These themes are taught through PSHE, SMSC, assemblies, enrichment activities and wider curriculum opportunities.

Where political issues are discussed, the school will take reasonable steps to ensure that pupils are offered a balanced presentation of opposing views.

PSHE and RSHE

PSHE and RSHE are taught as a planned and progressive curriculum throughout Years 7–11. Pupils develop the knowledge and understanding they need to keep themselves safe, build healthy relationships, manage their physical and emotional wellbeing and prepare for adulthood. The curriculum includes relationships and sex education, physical and mental health, online safety, social and emotional learning, safeguarding and fundamental British values.

Where an emerging safeguarding or pastoral need requires additional teaching, the sequence may be adapted while ensuring that pupils continue to receive their planned curriculum entitlement.

Relationships and Sex Education (RSE) will be delivered in accordance with statutory guidance and the school's RSHE policy.

Equality Act 2010

The curriculum promotes respect for protected characteristics and challenges discrimination, prejudice and stereotyping. The curriculum includes opportunities to explore diversity, equality, identity and different cultures and experiences.

Protected characteristics as defined in the Equality Act are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex

- sexual orientation

The school will continue to promote equality, diversity and inclusion in accordance with current legislation and guidance.

Careers Guidance and Preparation for Adulthood

Careers education is delivered throughout the curriculum, including through PSHE, enrichment activities and wider learning opportunities. Teaching staff support pupils to explore aspirations, employability skills, independence and preparation for adulthood.

The school will engage the services of CXK to provide independent and impartial careers advice and guidance to pupils throughout KS3 and KS4.

Careers guidance may include:

- one-to-one careers meetings
- group guidance sessions
- support with post-16 pathways
- information about further education, apprenticeships and training opportunities.

The school aims to provide careers education and guidance which reflects the Gatsby Benchmarks and is appropriate to the individual needs of pupils, including those with SEND.

Preparation for adulthood is embedded across the curriculum rather than taught as a standalone subject. Pupils develop communication, functional literacy and numeracy, digital independence, personal safety, healthy living, decision-making, problem-solving, teamwork and self-management across different curriculum areas. As pupils move through Key Stage 4, increasing emphasis is placed on applying these skills to further education, employment, independent living, community participation and managing adult responsibilities.

Enrichment Activities

The school seeks to provide enrichment activities both on and off site in order to give the pupils the opportunity to experience new things and to have their horizons broadened.

These will usually be to complement some area of the broader curriculum, such as, for example, British Values, SMSC etc.

These will include but are not restricted to:

- Trips in the local community
- Trips to places of worship
- Trips to historical sites
- Trips to experience the arts
- Trips to areas of countryside or coast in order to do specified activities

Monitoring and Review

The Headteacher will monitor the implementation and effectiveness of the curriculum through:

- lesson visits
- planning scrutiny
- assessment analysis

- pupil progress reviews
- learning walks
- staff supervision and appraisal.