

POLICY TITLE:	Curriculum Policy
Persons Responsible for Policy:	Kate Truscott - Director
Completion date:	19/07/23
Review date:	19/07/24 No Changes Made
Next Review Date:	19/07/25

1. Rationale

The aims and values of Eclipse Education ALP are focused on maximising every individuals' potential to develop into young people who are: Responsible, Respectful, Reflective, Resilient and Ready to be Remarkable!

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values particularly through the core subjects of English, Maths and PSHE. Further academic subjects will be offered where a student has a particular interest or talent in this area.

The provision provides enrichment opportunities to engage and enhance learning. Enrichment opportunities provide memorable experiences and ensure there are no limits to the learning environment and a pupils' curiosity and a thirst for new experiences and knowledge.

The curriculum is designed to prepare pupils with the knowledge and skills to access the next phase of education, training or employment.

We are therefore committed to the following principles:

- To respect and value all individual pupils and staff
- To provide the highest standards of care and education
- To ensure safety, security and opportunities for success
- To foster pupils' social, moral, spiritual and cultural development

Eclipse Education ALP delivers a differentiated curriculum which is aligned to pupils' ages, levels of ability, needs, interests and aspirations. It is coherent, imaginative, well-planned

Curriculum Policy

and sequenced, building systematically on prior experiences. There is integrated therapeutic style support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives.

Each bespoke curriculum is tailored to our pupils' individual needs and based on a person-centred planning framework. All pupils will have access to a rich curriculum. At the start of a placement a personalised curriculum statement of intent will be put in place for each pupil. These will build a clear path towards accredited courses which are appropriate to ability levels and individual aspirations.

2. Delivery of the curriculum

We provide a suitable learning environment for young people with a variety of special educational needs. Our pupils have historically struggled to access a traditional formal curriculum therefore opportunities to include personal development, vocational and functional elements are complimentary to the formal curriculum offer. We put great value on pupils being the best they can be while acknowledging their limitations and knowing how they learn best.

Education should be fun and we constantly seek to enrich learning opportunities by giving pupils a say in what they learn and engaging with external cultural partners such as: Museums, Libraries, The National Trust, Fitness, Sport and Leisure Centres, National Park visitor centres and facilities, post-16 providers and places of work, as well as theatres, a range of enrichment activities including animal care centres, equine centres, climbing centres, swimming, golf centres, art club, dance club, creative arts, music production, local football, rugby, tennis, cricket and juditsu clubs. We also provide the opportunity to complete the skill and voluntary sections of the Duke of Edinburgh award scheme and can offer staff support for pupils to rejoin their Home school to complete the expedition, where appropriate.

In addition to their learning needs, many students have missed large aspects of their educational entitlement prior to attending the provision, and so they often begin their education here with levels of achievement and skills significantly below age related expectations.

The provision has distinct curriculums relating to Key stage 3 and Key Stage 4. The implementation of the individual curriculum starts with a review of all information available around a young person. This will include the EHCP Objectives and Outcomes where available, looking at the provision required, removing obstacles and enabling access to learning. The referring schools will be asked to provide attainment scores and results of any assessments already completed. A range of learning styles are completed to ensure that the outcomes can be achieved. Larger goals are broken down into smaller steps to form

Curriculum Policy

discussion around strategies and approaches that will inform each child's Individual Education Plans.

Groupings are mostly organised by age and academic ability, while also taking into consideration the relationships in the group. Pupils are provided with access to National Curriculum content alongside Personal development and Enrichment opportunities. Pupils will also receive careers advice.

Key stage 4 follows core subjects and a combination of functional skills and GCSE curriculums. Pupils will also have careers advice sessions along with college visits and will complete an accredited work experience where appropriate.

3. Impact

By implementing a differentiated and modified national curriculum it is intended that Eclipse Education ALP will:

- Optimise the communication skills of all pupils.
- Cater for the specific needs and learning difficulties of individual pupils as described in their EHCPs, by providing teaching and learning opportunities at an appropriate level.
- Engage pupils' interests in personal development and encourage a thirst for learning.
- Create a positive learning environment where pupils can work safely.
- Allow pupils to interact and learn from each other.
- Allow all pupils to reach their full potential and achieve their own personal success
- Give pupils opportunities to develop their key skills including reading.

It is intended that through their programme of study, our pupils will:

- Improve their communication skills.
- Improve their reading, writing and mathematical skills.
- Develop greater levels of independence.
- Have gained the life skills required to function more appropriately in the community.
- Have gained accreditation to demonstrate the levels to which they have studied.
- Have gained relevant experiences to inform their decisions about future careers.
- Have a positive attitude towards their past, present and future learning.
- Develop confidence to move to the world of work, vocational or higher education.

Curriculum Policy

- Have sufficient key skills and self-esteem to approach new situations confidently.

- Have gained emotional regulation strategies to help them overcome potential barriers to learning and communication.

4. Monitoring of the curriculum

The Director has overall responsibility for the curriculum in conjunction ensuring appropriate breadth and depth. Tutors are asked to undertake an annual evaluation of their subject area including an evaluation of progress data. Weekly staff meetings offer opportunity for peer evaluation. Tutors will also be formally observed regularly to ensure the quality of teaching is monitored and continually improved.

5. Inclusion and Intervention

The needs of the pupils educated at Eclipse Education ALP are varied and often complex. Successful inclusion relies on a good understanding of, and absolute respect for, the needs of the individual. Wherever possible, the provision gives all individuals the same access and opportunities as every other pupil.

Each tutor sets suitable learning challenges, responds to pupils' needs and seeks to overcome all potential barriers to learning. This is supported by:

- Past assessment data and information including SATS, CATS, school reports, S&L report, EP report, EHCP
- Regular data analysis
- Pupil progress reports and meetings

6. Safeguarding children

All elements of the provision curriculum are underpinned by the need to enable pupils to feel safe and adopt safe practices. The Designated Safeguarding Lead (DSL) supports staff in delivering specific safeguarding issues within the curriculum, including how to keep safe, e-safety, anti-bullying, Anti radicalisation, FGM, County Lines and a wide range of awareness raising topics.

7. Non-partisan views

Our curriculum encourages pupils to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum is designed to be non-partisan and our staff code

Curriculum Policy

of conduct reminds those with an influence over our students to always maintain a non-partisan approach during curriculum delivery.

Curriculum Policy

Sample Timetable

Time	Subject	Additional Information
9-10	PSHE	Flexible for different arrival times.
10-1045	Literacy	15 minute chunks 1. Reading for pleasure 2. Reading for a purpose 3. Writing
1045-11	Break	Outside, switch, ipad, laptop
11-1145	Numeracy	15 minute chunks 1. Review, teach and model 2. Independent written work 3. TT Rockstars / Maths games
1145-12	Break	Outside, switch, ipad, laptop
12-1245	Subject A	Options – interest / skill dependent Monday – KS3 1h of cooking Tues and Thurs – Science Weds – PE
1245-1300	Make and eat lunch	
1300-1345	Offsite visit planning / reflection	Enrichment to include develop social skills and cultural capital
1345-1400	TRAVEL	

Sample Enrichment programme (Fridays)

Week	Location	Objective
1	Roman Baths and House of Frankenstein	- To understand the history of Bath and the Romans - To learn about Mary Shelley and how she came to write Frankenstein - To help students' develop RESPECT
2	Bouldering	- To understand safety techniques - mat placement and spotting - To learn bouldering techniques - moving effectively and efficiently - To understanding the ethics and etiquette of bouldering - To help students develop RESILIENCE

Curriculum Policy

3	M Shed and SS Great Britain	- To understand some of the key historical events in Bristol's history - To help students develop REFLECTION
4	Clip n Climb	- To learn a variety of knots - To learn different techniques for climbing - To increase student resilience and confidence - To help students develop RESPONSIBILITY
5	Glastonbury Cathedral and Tor	- Develop an understanding of how we find out about and interpret the past - To use a range of different sources to find out about the lives of people who lived in and around Glastonbury in the past - To develop historical enquiry skills by asking and answering questions, selecting and recording information and drawing conclusions relevant to the focus of the enquiry - To understand the Christian and Pagan religious beliefs linked to Glastonbury To help students develop REFLECTION
6	Go Ape	- To build pupils' self-discovery, problem-solving, teamwork, better communication and confidence. - To help students develop RESPONSIBILITY, RESILIENCE, RESPECT, REFLECTION - To help students become READY TO BE REMARKABLE