

## Local Procedure/Protocol

<b>School/Home Name:</b>	<b>Broadbeck Learning Centre</b>
<b>Local Procedure/Protocol Title:</b>	<b>Curriculum Protocol and Procedures</b>
<b>Linked to Group Policy Title &amp; Code:</b>	<b>Curriculum Policy</b>
<b>Date Reviewed:</b>	<b>September 2023</b>
<b>Next Update Due:</b>	<b>September 2024</b>
<b>Procedure/Protocol Lead:</b>	<b>Jason Wilkinson</b>
<b>Procedure/Protocol Sponsor:</b>	<b>Hayley Dorian – School Development Lead</b>

### EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

Document Number: BBLC V02-0524	Issue Date:	September 2023	Policy Version Number: 01
Status: <b>FINAL</b>	Next Review Date:	September 2024	Page   1
Linked to Policy Number:	OPSP11 V01		

## CONTENTS

1. CONTEXT
2. VISION, AIMS AND INTENT
3. ROLES AND RESPONSIBILITIES
4. IMPLEMENTATION
5. IMPACT, ASSESSMENT AND MONITORING
6. CURRICULUM MODEL
7. REFERENCES
8. ASSOCIATED FORMS
9. APPENDICES

### 1. CONTEXT

- 1.1** Broadbeck Learning Centre which lies with Bradford Local Authority offers a fully integrated therapeutic, education and care provision which supports pupils to realise their full potential, whilst developing their social and emotional resilience. The centre is a 14 placement school with two 7 bed Children’s Homes on site which provide high quality living accommodation to support the education provision. The homes are organised to support and extend the school day, complementing the ethos of integrated high quality education, care and therapy. All pupils live on site and there are strong links between education and care staff.

Due to the complex nature of the pupils that attend Broadbeck, it is our responsibility to provide them with the most appropriate curriculum, to promote their academic learning, life skills, Personal, Social, Health and Citizenship and their Spiritual, Moral, Social and Cultural Education whilst meeting the long term outcomes as identified in their EHCP (Education, Care and Health Plan)

Pupils who attend Broadbeck Learning Centre have invariably experienced disrupted education and care placements. Some have limited positive experiences of education and our assessment processes demonstrate that the majority of pupils are working below age related expectations on admission.

- 1.2** Broadbeck Learning Centre is well-resourced and has a comprehensive range of facilities including ICT in every classroom, a science laboratory, food technology room, a separate dining area and an outside Multi-Use Games Area (MUGA). Staff are highly skilled and there is a professional development programme in place which includes the robust induction of any new staff to the school. Staff/pupil ratios are deliberately high in order to ensure pupils feel well supported.

This policy covers the flexibility of approach we take with our curriculum, within the parameters of the National Curriculum, and how this approach supports the pupils at Broadbeck to access the curriculum. Our curriculum is broad and rich, and meets the needs of our pupils. Our curriculum provides consistency throughout the school whilst recognising developmental and age related aspects to learning. Staff have worked closely together to develop the curriculum, meaning there is ownership and understanding of the knowledge and skills pupils will gain at each stage in their educational journey.

### 2. VISION, AIMS AND INTENT

- 2.1** We are committed to providing our pupils with a safe, happy, nurturing and motivating environment for them to enjoy their learning again and where they are encouraged to reach their potential. At Broadbeck all aspects of school life are designed to inspire and engage pupils, through a mix of a learning curriculum, creative approaches plus essential life skills and experiences. We believe that through this approach we are able to build on our pupils’ cultural capital.

Our curriculum and interventions, be that educational or therapeutic, are designed as a cohesive approach to meet the needs described in the pupils’ EHCP’s. As well as these our daily working knowledge of the pupils play a huge part in meeting their needs. Through this approach we can constantly evaluate what the pupils needs are and what progress they are making. We have a positive focus for life/social skills and a

Document Number: BBLC V02-0524	Issue Date:	September 2023	Policy Version Number: 01
Status: <b>FINAL</b>	Next Review Date:	September 2024	Page   2
Linked to Policy Number:	OPSP11 V01		

curriculum that aims to promote the social inclusion of all pupils and prepare them for the opportunities, responsibilities and experiences in the next phase of their life. From admittance at Broadbeck we believe in helping establish the skills pupils need for living.

Our over-arching aim is to offer a curriculum which provides pupils with:

- \*a positive experience of learning which promotes aspirational thinking
- \*the skills to keep themselves safe and healthy now and in the future
- \*opportunities to develop independence, confidence and resilience as well as other positive personal and social skills
- \*support to make a meaningful contribution to society, equipping them with the knowledge and cultural capital they need to succeed in life
- \*academic proficiency in a range of subjects in preparation for the next stage of education, examination pathways and the world of work

Our curriculum has been developed from the requirements of the National Curriculum but we also offer a wide range of activities to further enrich the experience and learning of the pupils. The school has a clear focus on the personal development, socialisation and wellbeing of each pupil, as well as on their academic progress. Strong role modelling, mutual respect and positive choices for behaviour are also part of the curriculum.

Therefore as an integral part of learning and thus our curriculum seeks to develop:

- Communication
- Academic progress
- Academic attainment were appropriate
- Relationships
- Self-respect, dignity
- Self-esteem, self-confidence
- Self-regulation
- Independence
- Resilience.

### 3. ROLES AND RESPONSIBILITIES

#### 3.1 ***Leaders at Broadbeck Learning Centre will ensure that:***

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and ensures that pupils all achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including the planning of lessons, teaching methods, use of assessment and implementation of the agreed Feedback and Marking Policy
- Staff are provided with opportunities to develop strong subject knowledge as well as pedagogy, including through access to further training

#### 3.2 ***The teaching staff at Broadbeck Learning Centre will ensure that:***

- The curriculum is planned and devised to best suit the needs of each individual pupil, including those with Education, Health and Care Plans (EHCPs)
- The curriculum is reviewed regularly to ensure it meets the needs of all pupils
- Topics and lessons are planned in logical sequences to ensure knowledge, understanding and skills are developed over time
- The curriculum is delivered using a range of strategies to support pupils to know more and remember more
- Subject teachers provide a strategic lead, support and advise colleagues, and monitor progress in their area through our robust evaluation process
- The procedures for assessment are used to proactively to support the learning and development of the pupils and influence next steps, including identifying gaps in knowledge

Document Number: BBLC V02-0524	Issue Date:	September 2023	Policy Version Number: 01
Status: <b>FINAL</b>	Next Review Date:	September 2024	Page   3
Linked to Policy Number:	OPSP11 V01		

### 3.3 *Clinical staff ensure that:*

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood

### 3.4 *All staff ensure that:*

- High expectations are maintained for our pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

## 4. IMPLEMENTATION

4.1 Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the pupils. The subjects we ensure pupils experience at Broadbeck Learning Centre are:

- English
- Maths
- Science
- PE
- Music
- History
- Geography
- RE
- Computing
- PSHE/Citizenship/Careers/RSE
- Languages
- Art
- Design/Food Technology

Although the curriculum is needs-led and therefore tailored to the needs of pupils, National Curriculum coverage is ensured through use of long-term plans. Themes/topics are revisited through the Key Stages to promote consolidation and progression at a deeper level. Each subject lead has developed a progressive long-term plan across the age ranges. Where possible and in order to support our pupils to remember what they learn, links are made between themes and topics across subject areas which is illustrated through our Curriculum Maps. As appropriate, pupils are directed to complete home-learning tasks which are facilitated and supported by our on-site care homes.

Timetables are organised in a way which enable pupils to access a class-based model of teaching for our pupils at Key Stage 2 and for those pupils who have been identified as benefiting from a more nurturing approach. At Key Stages 3 and 4, timetables are organised in a way which enables pupils to access subject specialist teaching. Our work-related learning curriculum is being developed to provide older pupils with opportunities for vocational learning where appropriate. Every pupil accesses an individual Key Worker session which provides an important opportunity for a pupil to develop a relationship with a trusted adult and undertake some self-directed learning in a relaxed and enjoyable way.

Document Number: BBLC V02-0524	Issue Date:	September 2023	Policy Version Number: 01
Status: <b>FINAL</b>	Next Review Date:	September 2024	Page   4
Linked to Policy Number:	OPSP11 V01		

At times, some pupils need additional intervention to support them in their learning, addressing any gaps which have been identified through assessment on entry or over time. This is monitored by the SENCO, supported by the Leadership Team. Pupils with more specific needs are referred to the WG therapy team whose responsibility it is to provide (or direct teachers/teaching assistants to provide) specialist support.

Therapeutic provision may include:

\*Speech and Language Therapy (eg. social skills groups, Lego therapy, conversation groups etc.)

\*Occupational Therapy (eg. sensory diets, gross/fine motor skill development)

\*Mental Health/Psychology Support (eg. person-centred counselling, play therapy, Zones of Regulation sessions).

The therapy team provide guidance/recommendations to staff in order to ensure that the right level of support and/or resources are in place to support learning/engagement in the classroom.

#### Core Subjects and Reading

The National Curriculum is taught in Maths, English and Science and for most secondary-age pupils, this is delivered by subject-specialist teachers. At Key Stage 4, pupils are supported to access a qualification pathway that is both ambitious but also appropriate to their ability levels, including GCSE, Functional Skills and Entry Level.

At Broadbeck Learning Centre, teaching pupils to read and promoting reading for pleasure are both integral to our curriculum. For pupils who have not yet developed initial reading skills, Read Write, Inc and Fresh Start are schemes used to provide focus on the explicit teaching of phonics to de-code, with word and sentence level work to develop comprehension. If these approaches do not have a positive impact for pupils, advice is taken from our Educational Psychologist and/or SENCO and alternative reading interventions are considered in line with a pupil's individual needs. Reading skills such as skimming, scanning, continuous reading and close reading, are also taught explicitly in English lessons to develop fluency and efficiency, as well as other areas of the curriculum.

#### Foundation Subjects

All pupils are given the experience of The National Curriculum in all Foundation subjects with literacy, numeracy, ICT and other cross-curricular links embedded wherever possible. Pupils are given the opportunity to select options for Key Stage 4, so that they can pursue accreditation or qualifications in subjects linked to their preferences, interests and career pathways. This may include those subjects related to Humanities, Creativity/Arts, Technology, Languages and Vocational Learning.

#### Physical Education

All pupils access PE lessons at Broadbeck Learning Centre with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site eg. swimming, local gym, climbing walls etc.

#### PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at Broadbeck Learning Centre and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing
2. Relationships (including RSE which will be statutory from September 2020)
3. Living in the wider world (including SMSC, Economic wellbeing, Careers Education and Citizenship).

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, teamwork and critical thinking. Pupils will be prepared to take their place in society as responsible citizens, learn to manage their money well and make sound financial decisions. They will learn how to keep themselves safe and well. The core themes will be underpinned by the various aspects of Social, Moral, Spiritual and Cultural (SMSC) Education along with Fundamental British Values.

#### Drop down Days

Each term there will be a 'drop down day' with a country for its theme. This gives our pupils the opportunity to immerse themselves in the culture of the country to learn its language, its music, its food and its geography.

#### Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At Broadbeck Learning Centre, we provide an education that provides pupils with opportunities to explore and develop their own moral values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. Throughout the curriculum, we encourage

Document Number: BBLC V02-0524	Issue Date:	September 2023	Policy Version Number: 01
Status: <b>FINAL</b>	Next Review Date:	September 2024	Page   5
Linked to Policy Number:	OPSP11 V01		

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. As part of the wider SMSC curriculum, pupils are encouraged to act responsibly and work to support their own and the wider community. Work is carried out on the development of pupils understanding of services such as the prison service, for example. Pupils are also supported to understand democracy in society.

British values are promoted in so much of what we do, not least during our school assemblies, Religious Education and in PSHE. Modern British values are integral to our curriculum aims and underpin our daily school lives. As well as actively promoting British values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British values, including ‘extremist’ views.

We remain conscious that across our curriculum we should remain within the guidelines of protected characteristics as defined in The Equality Act 2010. Our curriculum promotes respect and a culture of tolerance and diversity, and this is firmly embedded. The impact of teaching related to the protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

Enrichment activities, Pupil Led Learning and Learning Outside of the Classroom:

Pupils have access to a range of planned enrichment activities and cultural visits to enhance learning and cultural capital. These are likely to change in line with pupil interests and subject topics being taught throughout the year, but may include:

- Textiles/sewing/crafts
- Climbing/Watersports
- Horticulture
- Horse-riding
- Lego Creativity
- Boxing
- Aerobics
- Circuits and General Fitness
- Topic related visits eg Science and Industry Museum/theatre visits
- Visits to local landmarks/places of interest
- Model Making
- Forest Schools
- Hair & Beauty
- Cooking
- Additional Computing

Post 16

At Post 16, pupils who remain on our roll access an enhanced PSHE, Life Skills and Work-Related Learning Curriculum in order to support preparation for adulthood, along with specialist or vocational learning at a progressive level and in line with pupil interests. These courses are offered on-site or as part of a bespoke package with a link FE college. There is a national requirement for pupils who do not achieve a Level 4-5 GCSE in Maths and English to continue to work towards this as part of their Post 16 Programme of Study. Therefore, continued study in these subjects is a core part of our offer for those pupils at the appropriate level/course. Pupils who achieve a Level 4-5 GCSE English and Maths may wish to pursue a more advanced level at Post 16 and will be supported to do so (eg. Level 3 qualifications).

#### 4.2 **Key Stage1 and 2 (Years 2 - 6)**

KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Document Number: BBLC V02-0524	Issue Date:	September 2023	Policy Version Number: 01
Status: <b>FINAL</b>	Next Review Date:	September 2024	Page   6
Linked to Policy Number:	OPSP11 V01		

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

#### **4.3 Key Stage 3 (Years 7 – 9)**

Pupils at KS3 continue to be taught in dedicated form classrooms for each curriculum area. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by their form teachers for English, Maths and PSHE/Careers/Citizenship but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. They visit specialist teaching rooms as appropriate to the subject eg the Science Lab and the Art Room.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

#### **4.4 Key Stage 4 (Years 10 – 11)**

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include Motor Vehicle Engineering, Construction, Humanities, Catering, PE/Sport, Separate Science and Computing. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

#### **4.5 Key Stage 5 (Years 12 – 14)**

At Key Stage 5, the DfE's 16-19 study programmes provide our sixth form pupils with a structured learning programme which supports development, progression and pupil aspirations. A combination of all of the elements below are provided to each pupil:

- Substantial qualifications offering stretch and preparation for transition to education at the next level or for employment (offered on-site or as part of a bespoke package with a link FE college as linked to pupil need).
- English and Mathematics where a GCSE at grade 4 has not yet been achieved
- Work experience and/or work-related learning
- Other non-qualification activity to develop character, broader skills, attitudes and confidence and to promote a successful transition to adulthood (including PSHE/Citizenship/Careers, Employability, Personal Development and Enrichment).

KS5 pupils continue to access clinical/therapeutic input as appropriate to their needs.

#### **4.6 Residential Pupils**

Residential pupils access their class group during the school day and they will also have the opportunity to gain further accreditation where appropriate to their needs. This is specific to the individual pupil and linked to the development of key life skills.

#### **4.7 Homework**

At Broadbeck Learning Centre, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, a homework 'menu' may be offered where pupils' can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be

Document Number: BBLC V02-0524	Issue Date:	September 2023	Policy Version Number: 01
Status: <b>FINAL</b>	Next Review Date:	September 2024	Page   7
Linked to Policy Number:	OPSP11 V01		

provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

#### **4.8 Reading**

At Broadbeck Learning Centre, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as ‘a reader’ and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil’s individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

#### **4.9 Therapeutic Provision**

Our on-site clinical team work with teachers and support staff to provide a ‘Zones of Regulation’ curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

#### **4.10 Physical Education**

All pupils access PE lessons at Broadbeck Learning Centre with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification.

#### **4.11 PSHE, Citizenship and Careers Education**

All pupils access PSHE and Citizenship at Broadbeck Learning Centre and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child’s 16th birthday (please refer to the school’s RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from XXXX. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

#### **4.12 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics**

At Broadbeck Learning Centre, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE/Citizenship/Careers lessons.

Document Number: BBLC V02-0524	Issue Date:	September 2023	Policy Version Number: 01
Status: <b>FINAL</b>	Next Review Date:	September 2024	Page   8
Linked to Policy Number:	OPSP11 V01		



We encourage 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. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

#### 4.13 COVID-19 Recovery Curriculum

At Broadbeck Learning Centre, we recognise that pupil well-being is at the forefront of our recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

### 5. IMPACT, ASSESSMENT AND MONITORING

#### 5.1 Impact

The impact of the curriculum at Broadbeck Learning Centre is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

#### 5.2 Assessment

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve

Document Number: BBLC V02-0524	Issue Date:	September 2023	Policy Version Number: 01
Status: <b>FINAL</b>	Next Review Date:	September 2024	Page   9
Linked to Policy Number:	OPSP11 V01		

the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 and 5 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

### 5.3 **Monitoring**

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Broadbeck Learning Centre will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

## 6. CURRICULUM MODEL

### 6.1

**Broadbeck Curriculum Model**

	Primary		Group 1	Group 2	Group 3	check	s Secondary
Maths	5	Maths	4	4	4	12	12
English	5	English	4	4	4	12	12
Science	2	Science	2	2	4	8	8
PSHCE	1	PSHCE	2	2	2	6	6
RE	0	RE	1	1	1	3	3
Topic	1	Art	2	2	0	4	4
Humanities	1	Citizenship	1	1	0	2	2
Computing	1	History	0	0	4	4	4
PE	2	Geography	0	0	4	4	4
Keyworker	1	Humanities	3	3	0	6	6
Rewards	1	Computing	1	1	1	3	3
Assembly	1	PE	2	2	1	5	5
		Food Tech	2	2	0	4	4
		Design Tec	2	2	0	4	4
		Study skills	0	0	1	1	1
		Keyworker	1	1	1	3	3
		Rewards	2	2	2	6	6
		Assembly	1	1	1	3	3
						<b>90</b>	<b>90</b>

## 7. REFERENCES

None

## 8. ASSOCIATED FORMS

None

## 9. APPENDICES

None

Document Number: BBLC V02-0524	Issue Date:	September 2023	Policy Version Number: 01
Status: <b>FINAL</b>	Next Review Date:	September 2024	Page   10
Linked to Policy Number:	OPSP11 V01		