



BLACK COUNTRY WHEELS SCHOOL

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Curriculum Policy

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BLACK COUNTRY WHEELS SCHOOL

CURRICULUM POLICY

Introduction

This policy takes into consideration a number of publications relating to Alternative Provision. Amongst them, the following have been used quite extensively to guide the rationale behind the Black Country Wheels School Curriculum Policy.

- Improving Alternative Provision – Charlie Taylor 2012
- Review of Vocational Qualifications – Alison Wolf 2011
- Prospectus for Progression Pathways – LSC
- Foundation Learning Curriculum - DCSF-01159-2009 and the Excellence Gateway
- Alternative Provision at Key Stage 4. London: QCA
- The Independent School Standards and framework for inspecting education in non-association independent schools – DfE / Ofsted. (September 2019)
- Progression 2010–11 - DfE.
- Removing Barriers to Achievement - DfE
- Support and Aspiration - DfE
- Setting Targets for pupils with SEN – DfE
- The SEND Code of Practice 0 – 25 years (January 2015)
- The National Curriculum - DfE
- Inclusive Schooling - DfES/0774/2001
- Revised Bloom's Taxonomy and SOLO Taxonomy – Various publications.
- ASDAN Resource Materials including Awards, Qualifications and Applied Learning.

Rationale

BCWS aims to offer bespoke learning experiences for each student in its care, promoting Spiritual, Moral, Social and Cultural values across its curriculum that is to become more diverse and practically applicable in "Life based", situations. The School actively promotes fundamental British values.

BCWS will develop skills for learning, employment and life through a flexible, activity based curriculum that enhances the young person's self-esteem, inspires them to achieve and rewards their efforts with meaningful awards and accreditation routes.

Individual starting points, empirically measured, based upon previous data as well as BCWS Base Line Assessments will enable the school to measure progress at specific points along the learning journey. Assessment for Learning and Assessing Pupil Progress guidelines will help ensure that all students benefit from every activity undertaken.

The aim is to meet National Standards relating to all groups of students that are currently in mainstream education, albeit using a curriculum model that suits the context of the school and the interests, skills and abilities of the learners and the Staff who deliver the curriculum.

BCWS is committed to ultimately provide students with:

- A personal development programme that includes Foundation Learning in English, Maths and ICT at Entry Levels and Level 1 or 2 as befits the progress of the student, and GCSE options for the most able.
- Integrated Science based studies across the curriculum and Art & Design.
- Topic based Humanities studies in History and Geography.
- Physical Education.
- Citizenship, PSHEE, Beliefs and Values, Sex and Relationships (ASDAN Short Courses) to actively promote community cohesion and life skills.

- Employability skills.
- Awardable, flexible programmes of interest, e.g. ASDAN Expressive Arts and Foodwise, may be used in conjunction with chosen areas of study and accreditation routes from Edexcel, IMI, City & Guilds or traditional GCSE exams in English and Maths.

Curriculum Policy

BCWS will deliver a highly inclusive curriculum that responds to the personalised needs of the students. It will be relevant and of the greatest possible benefit to their post-16 plan enabling them to engage in lifelong learning.

The context of the School and its students is taken into account in the curriculum but the varied teaching styles required to engage and promote individual progress will be subject to standard good practice when working in a school environment.

The curriculum will:

- Be balanced, relevant and differentiated.
- Promote the spiritual, moral, social, cultural, mental and physical development of all students.
- Prepare students for the responsibilities and opportunities they will face in adult life.
- Be delivered in ways which help the students develop the essential skills to learn interdependently and independently, using a variety of pedagogical practices that not only promote learning within a subject context, but also teaches aspects of, "learning to learn" (Building Learning Power).
- Provide a seamless pathway through to education and/or training Post 16 and beyond.
- Provide the opportunities and pathways for students to work at a pace best suited to their own needs, yet set challenging targets for personal progress.
- Ensure that ILPs are an integral part of planning preparation, assessment and evaluation of progress and promote Learning Across the Curriculum.
- Be flexible to enable, where appropriate, accelerated learning paths, increased personalisation and new qualification routes.
- Promote equality of opportunity and be accessible by all regardless of race, gender or disability.

Social and Emotional Aspects of Learning (SEAL), Student Leadership and a variety of pedagogical practices (i.e. using Applied Learning techniques) is an essential part of the curriculum, equipping students to enter a world of work where there may be a host of employment opportunities as yet not created and where the ability to solve problems and apply skills will be the most essential part of their long term economic well-being.

The most vulnerable learners will have access to a personalised curriculum that provides stretch and challenge and meets their individual needs. Through partnership with parents, a range of staff in school and outside agencies, including other providers of alternative curriculum and Colleges of Further Education where needed, every student will be assured of an equal opportunity for success and reward.

The Care, Support and Guidance Policy sets out the communication channels through which any student who is not making expected rates of progress, for any of a range of reasons, can be identified early. In some cases, where there is a lack of engagement with learning or there is disaffection in a number of areas, a Multi-Agency Pastoral Support Plan may be drawn up.

Resources

Educational Resources are being expanded to include ASDAN materials that offer various accreditation routes as well as the use of more traditional textbooks and ICT based programmes. Students will have access to create both a paper based and an "e-portfolio" of work to record and demonstrate progress and achievement.

An Educational Consultant will assist in the delivery of GCSE subjects as well as support the Learning Manager to provide and give training sessions to Staff who are part of the curriculum team.

IMI, Pearson (Edexcel) and City & Guilds Observation criteria will continue to be implemented to ensure rigour and support Staff who deliver these programmes. A continuous professional development model (previously used) will be maintained.

Full Time Students

Students follow a timetable that allows them to study:

- English FS Level 1 or 2
- Maths FS Level 1 or 2
- ICT Level 1 or 2
- Art and Design Level 1
- Science Topics
- History, Geography, Land Based Science, Enterprise, Expressive Arts and Foodwise
- PSHE, Citizenship, Beliefs and Values, Sex and Relationships
- Physical Education
- Life Skills Challenge, Duke of Edinburgh Award (Bronze/Silver), Work Right (Yr.11)
- Vocational Learning (Motor Vehicle / Construction) as appropriate and available.

Day Students

Students who attend BCWS for Vocational Study usually attend between one and three days per week. This factor and the date of entry to the programme, will determine the level of the award or accreditation the student may finally achieve.

The home school (or other usual educational establishment) will ensure that mandatory aspects of curriculum study, at the relevant Key Stage, are provided for the student and is responsible for the delivery of the same. For day students it must be noted that BCWS does not provide curriculum support outside the remit of the vocational course studied.

The School Day

A consistent pattern is followed to help regulate periods of registration, morning briefing, practical activity, academic study, recreational time and end of day debriefing sessions.

Consecutive blocks of time are allocated to each Year Tutorial Group within the Vocational Workshops on different days so that extended practical tasks can be completed. On these days it is usual for the students to spend 50% of their guided activity time on the task(s) set.

The Generic Timetable

9:30 – 9:45 a.m.	Registration and Morning Briefing.
9:45 – 10:30 a.m.	Lesson 1
10:30 – 11:15 a.m.	Lesson 2
11:15 – 11:30 a.m.	Break
11:30 – 12:15 p.m.	Lesson 3
12:15 – 12:45 p.m.	Lunch
12:45 - 12:50 p.m.	Registration
12:50 – 1:35 p.m.	Lesson 4
1:35 - 2:15 p.m.	Lesson 5 (Courtesy break of 5 mins.)
2:20 - 3:05 p.m.	Lesson 6
3:05 - 3:15 p.m.	Debrief Session and End of School Day.

Extra-Curricular Activities

There are activities available to students to participate in outside the normal school day or during their recreational time at break or lunch. These include football, basketball, table tennis, pool and darts club.

Desired Outcomes of The Curriculum

Students will:

- Acquire new knowledge and skills and make progress in line with, or beyond expected outcomes.
- Demonstrate appropriate knowledge and understanding of the subject matter taught.
- Be prepared for the opportunities, responsibilities and experiences of adult life.

This revised Curriculum Policy should be read with regard to all other Policies of Black Country Wheels School but with particular reference to the Assessment Policy and Moderation and Examination Policy. It also reflects the need to consider the new Education Inspection Framework (2019) and the Quality of Education provided regarding, Intent, Implementation and Impact.