



# The WASP Centre

## Curriculum Policy

<b>Document Ref.</b>	<b>WSP015</b>
<b>Version:</b>	<b>2</b>
<b>Approval Date:</b>	<b>26 September 2019</b>
<b>Review Date</b>	<b>September 2020</b>
<b>Document Author:</b>	<b>Adrian Hart</b>
<b>Document Owner:</b>	<b>Trustees</b>
<b>Approved by:</b>	<b>Trustees</b>

## **Introduction**

The WASP Centre is an inspirational learning environment for those unable to succeed in mainstream education. Our aim is to meet the needs of such young people from partnership schools and prepare them for adult and working life in the 21st century. The educational vision and curriculum design for The WASP Centre recognises that the pace of change is increasing, hence the importance for flexibility and that young people have, and will have increasingly, greater access to information and learning material independently of school.

The importance of choice is paramount, as the students make decisions about their own development. The subjects on offer are determined by the skills and passions The WASP Centre Staff have, but if a student has an interest in pursuing a subject that we don't offer, we will do our best to facilitate it.

The WASP Centre's curriculum policy is based on the following aims, to:

- Have students at its heart, putting their interests first
- Have a curriculum that is fit for purpose, offering differentiation and personalisation
- Prepare all students for a successful adult and working life in a 21st century global society
- Be committed to excellence and continuous improvement
- Value vocational and academic routes equally
- Nurture the talents of all and celebrate success
- Involve the community and parents/carers
- Be in a learning environment that is, above all else, inspiring

## **Curriculum**

The curriculum should inspire and challenge all students and prepare them for the future. The WASP Centre's aim is to develop a coherent curriculum that builds on young people's experiences and that helps all young people to become successful learners, confident individuals and responsible citizens. Specifically, the curriculum should help young people to:

- Achieve high standards and make good/excellent progress
- Enable those not achieving age-related expectations to narrow the gap
- Become independent learners
- Have and be able to use functional skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning
- Value their learning outside of the curriculum and relate to the taught curriculum

## **The Curriculum Outcomes**

The WASP Centre's curriculum will:

- Lead to qualifications that are of worth for employers and for entry to further education.
- Enable students to fulfil their potential
- Meet the needs of young people of all abilities, including SEND and disadvantaged learners
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines
- Prepare students to make informed and appropriate choices
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability

to apply themselves to tasks and physical skills

- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence
- Ensure continuity and progression within The WASP Centre and between phases of education, increasing students' choice during their academic career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities
- Help students to use language, literacy and number effectively
- Help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- Help students understand the world in which they live

## **Roles and Responsibilities**

The Headteacher will ensure that:

- All statutory elements of the curriculum, and those subjects which The WASP Centre chooses to offer, have aims and objectives which reflect the aims of The WASP Centre and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- The procedures for assessment meet all legal requirements and students, their parents/carers and sending schools (where the student remains dual registered) receive information to show how much progress the students are making and what is required to help them improve.
- All staff have an oversight of curriculum structure and delivery within their key stage
- Detailed and up-to-date schemes of work are in place for the delivery of courses within the relevant key stage.
- Schemes of work are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with staff on a regular basis and that actions are taken where necessary to improve these.
- Long term planning is in place for all courses and schemes of work will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of work encourage progression
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- Staff are informed of proposed changes to curriculum delivery.
- All relevant information/data is shared on the centre's MIS (SIMS).
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- Staff share best practice with other colleagues in terms of curriculum design and delivery.
- CPD needs are met with regard to curriculum planning and delivery

Teaching staff and learning support staff will:

- Ensure that The WASP Centre curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of students.
- Share and exchange information about best practice amongst their colleagues in partnership schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within The WASP Centre and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices

Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer and understand the rationale behind it.

### **Monitoring, Evaluation and Review**

The Board of Trustees will receive an annual report from the Headteacher on:

- The standards reached in each subject
- Key stage 4 outcomes (exam results and progression plans)

This data will analyse any variations between groups of students, subjects, courses and trends over time.