



## Curriculum Policy

**The Curriculum Ethos:** The Evolution and Vocational Centre have a strong student centred ethos which is aimed at enabling students to return to mainstream settings; these might include school, college, training or work. Whilst this preparation includes teaching towards passing public examinations, it also includes additional work which is above and beyond that provided in mainstream settings.

The curriculum at the Evolution and Vocational Centre is adapted to suit each individual student, enabling some choice and breadth of study. Partnership working is a strong theme, with students accessing experiences at colleges, work experience placements and training placements e.g. MOTaTech. Accredited courses are offered at varying levels to suit the ability of each student and to ensure that all can gain success and develop confidence. See accreditation table below. Initial assessments allow the staff at the Centre to deliver teaching which is informed by the student's current level of ability. Tests may also allow early intervention to address issues which may need more specialised or specific support. See assessment, recording and reporting policy.

Students are provided with opportunities to comment on and feedback about their timetables and the opportunities they are offered. A variety of review meetings provide a forum for joint decision making about future curriculum opportunities.

The Evolution and Vocational Centre operates a 30 period, five-day teaching week that is divided into a six-lesson day (See timetable). Curriculum planning for the academic year is based on the standard thirty-nine week cycle.

The curriculum is delivered with an emphasis on inclusion. There is an awareness of the gender and cultural implications of biased curricula and staff therefore seek opportunities to challenge any forms of exclusion, extremism or racism within the materials they use.

The curriculum is designed to:

- stabilise behaviour,
- re-engage students with learning
- boost students' basic skills in preparation for their progression to an independent adult life, personal and academic skills.
- provide accreditation for future training or employers.

**Key Stage 3:** The Key Stage 3 curriculum is based upon the National Curriculum, providing students with a broad and balanced experience, plus the opportunity to boost their basic skills.

All students at The Evolution and Vocational Centre have special educational needs; these include social, emotional and behavioural difficulties that have usually led to underachievement and disrupted education, sometimes resulting in attainment at a level well below their mainstream peers. The curriculum at The Evolution and Vocational Centre has been modified to allow time to address these special educational needs.

## Curriculum Policy

The core subjects English, Mathematics, Science and IT are given priority with the content being referenced to the National Curriculum but also an understanding that this will often need to be adapted for the individual. Teachers constantly use assessment for learning to identify gaps and then boost progress to try and raise basic skill levels. The school recognises the changes that have occurred in the National Curriculum and the increased focus on literacy, but may use discretion to adapt the content to try and ensure engagement and confidence first and foremost. Where students are operating at their expected age equivalent levels every effort will be made to stretch and develop their skills. Humanities, food technology, PSHE, design and technology, art, music and MFL are taught weekly. In addition, there are lots of opportunities to develop personal learning and thinking skills and emotional literacy through creative project work, ASDAN, specific personal skills lessons and student council.

PE is currently provided away from the school site and makes the most of local facilities for leisure. Outdoor Education is provided through provision at "Safe and Sound Outdoors". This provides fantastic opportunities for raising self-esteem, developing communication skills and challenging students.

The underpinning philosophy of our curriculum is to provide students with a solid foundation in preparation for a greater level of inclusion within their local community at the earliest opportunity.

### The Key Stage 3 Curriculum and approximate lesson allocations

English/Drama/Literacy	4 lessons
Mathematics/Numeracy	3 lessons
Science	3 lessons
ICT	1 lesson
Music	1 lesson
MFL	1 lesson
Humanities (RE, History & Geography)	3 lessons
Art and Design	2 lessons
Food technology	3 lessons
PE	2 lessons
ASDAN Personal Development Scheme	2 lessons
Project work	2 lessons
PSHE	1 lesson
Tutorial and emotional literacy	2 lessons

30

Students in KS3 may be entered for qualifications early if they are ready to take them. See table below.

**Key Stage 4:** The Key Stage 4 curriculum aims to prepare students for adult life. Part of this aim involves, wherever possible and safe, giving the students experience of college placements and/or work related learning.



## Curriculum Policy

The core curriculum provided in school for KS4 covers Literacy, Numeracy, Science, and IT with additional opportunities for optional subjects such as Art and Child Development. In addition to this we aim to provide all students with an opportunity to attend college to study vocational courses, on outdoor education or work related learning/extended work experience.

In delivering the Key Stage 4 Curriculum we aim to be as flexible as possible to provide a personalised pathway to meet individual needs and aspirations; aspects of the curriculum will be modified to allow for this, for example by offering a GCSE in a language of a young person's choice. ASDAN awards provide an opportunity for students to explore projects and learn more about the subjects that interest them. It provides option choices for students within Key Stage four who are working below a GCSE level. These projects may encompass modern foreign languages, music, citizenship, careers, humanities subjects and many other curriculum areas. This style of working places greater emphasis on developing cross curricular skills and working collaboratively. The school also offers the Duke of Edinburgh Award Scheme.

Where individual students have a particular talent or qualification requirement for their future career plans, every effort will be made to create an appropriate curriculum.

### **An example of the Key Stage 4 Curriculum and lesson allocations if full time at school.**

Literacy	5 lessons
Numeracy	5 lessons
Science	4 lessons
IT	2 lessons
PE	2 lessons
ASDAN/Extra GCSE option	2 lessons
Project work/Extra GCSE option	2 lessons
Additional subject option	2 lessons
Design and food technology	2 lessons
Career planning	1 lesson
Tutorials and emotional literacy	2 lessons
PSHE	1 lesson

30

**Project Days:** In addition to the subjects detailed above, once each half term the whole school takes part in trips, a project or enterprise day. These days are designed to compliment the curriculum, provide opportunity to apply skills across subjects and to bring different groups of students together to work collaboratively. They also provide an opportunity for students to take part in visits and trips and meet inspirational specialists who can provide specific knowledge and skills to help motivate and engage individuals.



## Curriculum Policy

### Overview of Accreditation offered:

Subject	Accreditation level Available			
	Qualifications below GCSE	Level One qualifications	Level Two Qualifications	GCSE/BTEC/ Cambridge national
English (Lit/Lang)	✓	✓	✓	✓
Maths	✓	✓	✓	✓
Science	✓			✓
IT+ Computing + Imedia	✓	✓	✓	✓
ASDAN accreditation	Youth Award Scheme	Short Courses		
Food technology		✓	✓	
PSHE		✓		
Art				✓
Child Development		✓	✓	
Languages		✓	✓	✓(FCSE)
Duke of Edinburgh	Standalone qualification			

Students can also complete Unit awards, these accredit below entry levels.

**Special Educational Needs:** The majority of young people at the Evolution and Vocational Centre have a Statement of Special Educational Needs/Education, Health and Care Plan. The school will ensure that their needs, as outlined in the statement are met as fully as possible and that progress is recorded appropriately and reported at the required meetings.

All young people have the right to be provided for according to their needs. Equality is not about making sure that everyone is treated the same, it is about ensuring that each individual has equal access and this necessitates different support, as each individuals' needs are different. Differentiation also allows students to develop a better understanding of individual differences and aids tolerance and understanding.

Every effort will be made to cater for students for whom English is not their first language. Where current staff expertise is not sufficient, additional support will be sought.

The school has a Special Needs Policy. If you wish to consult this document please contact the school.

**Social, Cultural, Emotional, Moral and Spiritual Development:** Please see separate policy.

**Information Communication Technology and Computing:** IT and computing include some of the most important skills for successful adult working life. All of the teachers at the Evolution and Vocational Centre use IT to support their teaching.



## Curriculum Policy

Students will use the centre's computers in every day lessons and therefore, have many opportunities to improve their skills. In addition the school offers a range of qualifications in IT, iMedia and Computing.

**Examination Arrangements:** The Evolution Centre is a recognised examination centre and students are able to sit their examinations there. This is particularly important for vulnerable students who find examinations very stressful and need a known and comfortable environment in which to sit them. Some students may also sit exams elsewhere if they have been studying at college.

Vulnerable students have a particularly difficult time accessing and achieving in examinations. The school offers three opportunities a year to gain accreditation therefore reducing stress and allowing students to build resilience to examination situations. See Examination policy

---

Reviewed September 2018