



CURRICULUM POLICY

Approved by: Leanne Jarvis	Date: 02/09/2024
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Introduction

Springboard Education provides a broad curriculum that inspires, challenges and safeguards all our students, enabling them to become successful learners, confident individuals and responsible citizens. Recognising the unique needs of our neurodivergent students, particularly those with SEMH.

The school has been awarded Trauma Informed Status. This framework, as help developed our Curriculum and attitudes to learning, which complements our existing educational practices. The school acknowledges the entitlement of all students to receive high quality teaching and learning and a broad and relevant choice of curriculum that is meaningful and appropriate and appropriate to their support needs.

Aims

- Promote the mission statement and declared aims of the school
- Recognise that the curriculum is what takes place in the school as a whole, not just in the classroom
- Provide equal opportunities for all students regardless of gender, gender identity, sexual identity, aptitude or cultural, ethnic or religious background, ensuring equal access to all courses and facilities and to guidance and counselling
- Offer a broad and balanced entitlement to all students, recognising that we are educating the whole person
- Prepare students for further study, the world of work and to become active citizens
- Develop personal and social values including fundamental British values
- Provide a variety of activities which bring about effective learning, provide appropriate challenges and lead to achievement for all students

- Provide an equal right to fair and unbiased assessment
- Promote the spiritual, moral, cultural, mental and physical development of students through the PSHE/RSE class programme, assemblies and active tutorials
- Prepare the students for the opportunities, responsibilities and experiences of adult life
- Respond to the needs and aspirations of our students, promoting differentiation of teaching and learning, supporting the least able and stretching and challenging the most able
- Facilitate the development of the talents and interests of the students within the constraints imposed by staffing resources and timetable structure. To this end, it will seek to provide as broad a choice of options as is possible at KS4 and include study support
- Provide opportunities for students to be as successful in their well-being, communication and independence as they are academically
- Recognise the role of parents/carers as partners in the education of their children, facilitating the involvement of parents/carers in the learning process and always ensuring effective and timely communication and reporting about the progress of their children academically rigorous but is also supportive of the holistic development of all our students.

Programme

Citizenship is taught as part of the PSHE/RSHE programme throughout the school, Careers education is included in the Life skills programme that is provided to each year group. PSHE/RSHE curriculum is embedded through the whole school curriculum as well as forming a stand-alone class for each student. PSHE/RSHE is closely linked to online safety and as such the subject coordinators regularly review and link the subject areas.

A Curriculum Plan for each class is used to help plan teaching and learning within and across subjects. Curriculum Plans also provide the basis for monitoring and evaluating the curriculum. Curriculum Plans are shared with Parents on request or during the Parent Review days, parents and pupils can see what is being taught on a term-by-term basis and learning can be more easily supported at home.

Teaching and Learning students learn through their experiences and by being taught using a variety of teaching methods. They learn most effectively when they are explicitly aware of the learning outcomes, feel valued, when they are encouraged to take responsibility for their own learning and when they are actively involved in the learning process. A range of teaching and learning styles are adopted to encompass

the needs of visual, auditory and kinaesthetic learners. These are employed with students of all ages in order to increase and maintain their motivation and to create a challenging, stimulating and rewarding learning environment in which they can succeed. Enrichment Opportunities The curriculum extends beyond the classroom and the wider opportunities offered to students at Springboard Education, are considerable, especially in the wider world. Enrichment opportunity days and celebrations, such as World Book Day, Safer Internet Day, Pride, and Comic Relief focus on different learning experiences for all students. Students also enjoy a wide variety of trips, which are linked to their curriculum learning.

Through formal lessons, students enjoy learning to develop both their academic skills alongside their social skills. Our pupils appreciate learning with a stable teaching team who know their students well. Classes are supported by dedicated pastoral support, who can apply interventions where appropriate. Ensuring that any gaps in knowledge are caught up, giving our students a better chance for success.

Destination

Destination plans are put into place to help our student maintain a drive to succeed; we are able to provide a bespoke education to support their plans and offer them the best chances to thrive.

We have a strong curriculum plan for English, Maths and PSHE/RSHE, which builds on past learning. Giving our students the ability to be confident in their knowledge and understanding. In every lesson there is a sense of purpose, with pupils working towards targets, targets set via their EHCP's, National Curriculum expectations, and Functional skills criteria.

Our school ethos underpins the concept that learning is for life and Springboard Education models this through all aspects of the school.

Link to other policies

- Child Protection and safeguarding policy
- Behaviour policy
- RSHE policy
- Education and Welfare policy