

Curriculum Policy

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1. Curriculum Intent & Impact

JUS Education's vision and strategic direction of education focuses on a holistic approach to learning which is broader than examination results and targets as well as recognises the provisions' role in developing responsible citizens and an effective workforce over time. This includes personalising learning: Personal Development Plans and Individual Learning Plans, supported by Care Plans. Young people receive bespoke support and guidance to meet their very often complex needs. All young people are allocated a key worker who is available to discuss their various social and academic options.

The learning experience of all our young people focuses on supporting them to achieve more, through integrated educational pathways. Our Mission statement is: "Building the pathway to your future" as well as developing curriculum-based skills over time. Our curriculum is supplemented by a wide range of specialist workshops, events, individual academic awards and trips.

Our school has an inclusive ethos that supports the learning and wellbeing of all young people. We provide a restorative experience of education within a structured and safe environment.

Our approach to teaching young people with SEN and/or other disabilities

JUS Education's Vision embraces the principles of equality of opportunity for all and promotes an ethos which values and includes all young people, staff, parents and visitors regardless of their education, physical, sensory, social emotional and cultural needs.

JUS Education actively promotes a culture of awareness, tolerance and inclusion and aims to provide all young people with strategies for dealing with their needs in a supportive environment.

It is our belief that each young people has individual and unique needs and aims to raise aspiration and achievement over time for all by means of individualised learning programmes enhanced by high quality teaching.

Statement

JUS Education offers a curriculum that is broad and balanced and that reflects the National Curriculum. All young people have the opportunity to study GCSEs and Functional Skills.

Young people in KS3 have the opportunity to complete project-based learning through AQA Awards as well as following the national curriculum.

Young people in Year 10 can follow a two-year course that leads to their GCSEs.

Young people in Year 11 have the opportunity of taking GCSEs and/or follow a vocational programme of study such as the Prince's Trust Programme which is a Level 2 qualification that enables young people to develop their interpersonal skills as well as learning to work as part of a team.

Our Personal Contribution Curriculum allows young people to become involved in, for example, the young people Council, etc. Our young people also have the opportunity to work with a Moving Forward in life mentor who provides 1-1 support and small group support, tailored to individual needs.

Careers Guidance:

Information on careers guidance in education is embedded within the school curriculum. Careers is touched upon in various lessons such as ICT, Citizenship, Prince's Trust (PDE) and PSHE. We provide specialised workshops for all young people throughout the academic year.

1.1 Curriculum Implementation

Our curriculum aims to:

- Provide a broad and balanced education for all young people that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable Young people to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support Young people' spiritual, moral, social and cultural development
- Support Young people' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all young people, with high expectations for every young person and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all young people
- Equip Young people with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support young people' learning and progression, and enable them to work towards achieving their goals
- Develop Young people' independent learning skills and resilience, to equip them for further/higher education and employment

SMSC Statement

To ensure that all learners show a keen interest in ethical issues. Young people to have a very good understanding into their own and others' cultures. To appreciate a cultural diversity and where required to, challenge racism and to engage well with those from different backgrounds.

The National Curriculum

In addition to supporting the aims, ethos and value of our school, our curriculum meets the statutory requirements of the Secondary Curriculum and the three key aims for all young people; namely that all young people should be:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

Organisation of the Curriculum at JUS Education

Our curriculum is delivered through 5 different types of weekly timetable with each day divided into 5 periods of either 50 minutes or 60 minutes, resulting in approximately 25 hours of teaching per week.

JUS Education employs an allocated curriculum officer to ensure the curriculums successful in regard to intent, implementation and impact.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all schools in England must teach as well as the Independent School Standard.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The Board of Trustees

The Board of Trustees will monitor the effectiveness of this policy and hold the head of school to account for its implementation.

The Board of Trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for young people to cover the National Curriculum and other statutory requirements
- Proper provision is made for young people with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for young people below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply young people from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Young people from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Head of School

The Head of School is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual young people will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the board of trustees
- Where appropriate, the individual needs of some young people are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- The board of trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The board of trustees is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for young people with different abilities and needs, including children with SEN

3.3 Curriculum Officer

With direction from the deputy director, the Curriculum Officer will be responsible for the construction and maintenance of the school curriculum, school timetables and individual interventions for targeted learning (SEND).

The Curriculum Officer also administers and monitors the academic reporting process, progress tracking and quality of teaching and learning within the classroom. The curriculum officer also has input into individual young people reports where required.

3.4 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- The school's curriculum officer is responsible of ensuring the curriculum policy is followed and implemented by all members of the staff.
- The school's intervention officer is responsible of ensuring that all young people that require interventions within the curriculum are in receipt of this.
- The school careers advisor is responsible of ensuring that careers guidance is implemented within the curriculum.

4. Organisation and planning

PSHE, SMSC, RSE and Citizenship

The aim of the PSHE, SMSC and Citizenship programme at JUS Education is to guide young people during their personal development so they become productive and conscientious members of society equipped with the skills, knowledge and experiences to make positive changes to their lives and to the lives of the community.

This school will deliver this element of our young people' education through a range of programs, such as Assemblies; SMSC and the curriculum.

The school programmes will:

- enable young people to develop their self-knowledge, self-esteem and self-confidence;
- enable young people to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage young people to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable young people to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling young people to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

How is this delivered?

PSHE & RSE is delivered through a range of activities and through workshops, educational visits and classroom-based learning.

Citizenship is delivered through the Edexcel Citizenship Syllabus and The Prince's Trust Programme with units such as money management and living a healthy lifestyle.

There are many aspects of the school that link into the PSHE, SMSC and Citizenship education of our young people. These include young people Council activities, Head Boy and Head Girl / meetings and external guest speaker events.

Curriculum Planning and Monitoring

It is the responsibility of curriculum and subject leaders to plan and manage the curriculum and assessment of their subject areas. They report back regularly to the Curriculum Officer. An annual, structured curriculum meeting will take place and other key staff to plan the curriculum for the following year to ensure that the quality of planning and monitoring meets the needs of all young people.

Literacy and Numeracy

Mission Statement

JUS Education Independent School is committed to raising the standards of numeracy and literacy of all of its young people, so that they develop the ability to use these skills effectively in all areas of the curriculum and to cope confidently with the demands of everyday life and lifelong learning. This policy explains how the National Literacy and Numeracy Framework (LNF) will be implemented.

The National Context

"Literacy is the use of language skills in daily activities at school, at home, at work, and in the community. It involves both using literacy skills and knowing how to use English. Literacy describes a set of skills, including speaking, listening, reading and writing, which enable us to make sense of the world around us. Literacy is not narrowly about the mechanics of being able to decode the words on a page or write a grammatically correct sentence, although these are essential skills in their own right. It is about the skills needed to understand written and spoken language, to interpret what has been written or said, and draw inferences from the evidence that surrounds us. It is also about being able to communicate in our turn – fluently, cogently and persuasively. Literacy is based on reading, writing and oral language development across all subject areas." (National Literacy and Numeracy Framework information document 120/2013)

Expected characteristics of a literate young person:

Literate Young people have essential life skills and are able to apply these skills across the curriculum in different subject areas and in real-life contexts. They can understand the world around them. They have an understanding of written and spoken language. Literate Young people can interpret what has been written or said and can draw inferences from the evidence around them. They can communicate accurately, fluently and persuasively.

Expected characteristics of a numerate young person:

'Numeracy is not the same as mathematics. Numeracy is proficiency with number that is acquired through being taught mathematics well. Although Young people usually learn their numeracy skills during mathematics lessons, to be fully numerate they must be able to apply these skills in other subject areas and real-life contexts.' (The Key – Policy Information, Jan 2017)

Numerate individuals are able to function responsibly in everyday life and contribute effectively to society. Numerate Young people are able to handle numbers fluently in mental, oral and written work, exploit patterns within number when calculating and approximating: measure and calculate and accurately estimate.

Policy Aims:

- To develop a whole school approach to addressing literacy and numeracy needs across the curriculum.
- To support teachers of all subjects in identifying and providing opportunities for learners to apply numeracy and literacy across the curriculum in accordance with the requirements of the LNF.
- To determine learner progress in numeracy and literacy and the next steps.
- To ensure effective cross curriculum planning for skills.
- To provide a framework for continued development, clearly setting out annual expected statements in numeracy and literacy and progression indicators for learners with additional learning needs.
- To enable all young people to develop their skills in numerical reasoning, using number, measuring and data skills (Numeracy) and in reading, writing and orally [Literacy].
- To be able to transfer and apply these skills in order to enable them to access learning across all areas of the curriculum.
- To encourage staff to take responsibility for the development and implementation of the National Literacy and Numeracy Framework (LNF) in their subject areas through inclusion in schemes of work and lesson plans.

Policy Commitment:

- Literacy and numeracy is the responsibility of all staff.
- All staff are responsible for acting as role models in the use of literacy and numeracy skills.
- All staff are expected to promote the value of literacy and numeracy skills in learning.
- Staff must actively identify, intervene and support young people who display difficulty in any or all areas of literacy or numeracy.
- Effective use is to be made of literacy and numeracy intervention.
- Staff must actively intervene, support and challenge young people who display particular talents in any/all aspects of literacy and numeracy.
- If staff are uncertain about the best course of action they should seek the advice of their line manager, any member of senior staff or the Literacy or Numeracy coordinator (curriculum officer).

Curriculum Planning:

The LNF is first and foremost a curriculum planning tool that supports all teachers to embed numeracy and literacy in their teaching of the curriculum. Current curriculum planning has been adapted to support cross curricular planning using the LNF and tasks are set that aim to introduce, consolidate, apply and make progress in specific numeracy and literacy skills. Although the LNF identifies age-appropriate numeracy and literacy skills, planning will need to take into account the different abilities of the young people. The development of skills should be progressive with each skill, having been taught in one lesson, then practiced and consolidated elsewhere as required by the skill itself or the individual child.

Developing

Departments will need to consider how the specific literacy/numeracy pathways can be developed over a period of time within their departmental schemes of work. In the developing stage young people can work in pairs/groups to develop specific skills. Teaching activities should include modelling good literacy/numeracy skills and the use of AFL, in particular success criteria, such as rubrics or skill ladders, allowing young people to peer and self-assess against LNF end of year expectations.

Assessing

Young people should individually be given tasks where they can demonstrate their ability in specific literacy/numeracy pathways within a subject, along with subject specific level descriptors. The school has provided each department with the young person friendly versions of the LNF. These should be used by departments to develop assessment grids or rubrics which can be used by young people and staff to assess against the LNF and also reflect the context of the subject they are covering. The assessed piece of work should provide a narrative comment explaining the young person's current performance in relation to the LNF and what their next steps should be. Each pathway should be assessed at least twice per year in order to show progression.

5. Inclusion

Teachers set high expectations for all young people. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able young people
- Young people with low prior attainment
- Young people from disadvantaged backgrounds
- Young people with SEN
- Young people with English as an additional language (EAL)

Teachers will plan lessons so that young people with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every young person achieving.

Teachers will also take account of the needs of young people whose first language is not English. Lessons will be planned so that teaching opportunities help young people to develop their English, and to support young people to take part in all subjects.

Teachers will also encourage all young people to complete an evaluation form to establish their subject knowledge, in order to ascertain any additional support needed.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Board of Trustees monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Meetings
- School council

Curriculum leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Book Scrutinises
- Assessment trackers

- Homework implementation

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the head of school, board of trustees and curriculum leaders. At every review, the policy will be shared with the full board of trustees.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment & Marking policy
- SEN policy
- Equality opportunities policy
- Careers plan

EAL / Functional Skills Learners

All young people are taught Literacy and Numeracy with usage of ICT. In addition, they are taught life skills which enables;

- Young people to accept responsibility for their behaviour, show initiative, and understand how they contribute positively to the lives of those living and working in the locality and to society more widely
- Provide young people with a broad general knowledge of public institutions and services in England
- To assist young people to acquire an appreciation of and respect for their own and other cultures, in a way that promotes tolerance and harmony between different cultural traditions.
- To encourage the young people to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Young people are also able to complete awards and/or certificates with the Prince's Trust programme. This involves programmes such as money management or employability skills.

Example:

Functional Skills (ESOL)

EAL					
FUNCTIONAL SKILLS CLASS					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:10	BREAKFAST / REGISTRATION & TUTOR TIME				
09:30	English Language (Burcu)	King's Trust (Burcu)	English Language (Burcu)	English Language (Burcu)	King's Trust (Burcu)
10:20	King's Trust (Burcu)	English Language (Burcu)	King's Trust (Burcu)	English Language (Burcu)	English Language (Burcu)
11:10	BREAK TIME				
11:30	English Language (Burcu)	Digital Skills (Burcu)	English Language (Burcu)	Digital Skills (Burcu)	Digital Skills (Burcu)
12:30	LUNCH TIME				
13:10	Digital Skills (Burcu)	English Language (Burcu)	Mathematics (Ahmed)	English Language (Burcu)	Mathematics (Ahmed)
14:10	English Language (Burcu)	Digital Skills (Burcu)	Mathematics (Ahmed)	PE (Faheem / Zara / Tasharn)	Mathematics (Ahmed)
15:00	End of Day	End of Day	End of Day	End of Day	End of Day


Subject Specification Details:

- English Functional Skills (Edexcel)
- Mathematics Functional Skills (Edexcel)
- Digital Skills (AQA Awards)
- King's Trust Resilience
- P.E. (Recreational Activities)
- PSHE / RSE / Careers

Appendix 1:

Marking

The marking of books should be completed efficiently. We will be following the two stars and a wish mark scheme.

Date
Learning Intention-

Wish -

Above is a template of the way we will be marking work at JUS Education.

Exemplification

Departments, working with the literacy and numeracy coordinators, should build up a portfolio of young person work that exemplifies the literacy/numeracy pathways they are responsible for assessing. At the end of each tracking period each department is required to submit exemplar work for each of the 4 possible outcomes for each year group. This will be moderated by the literacy/numeracy coordinators to ensure consistency. Where these pathways go across a number of department cross moderation meetings will take place.