


# VOYAGE LEARNING CAMPUS



## CURRICULUM POLICY

This policy has been adopted by the Senior Leadership Team on:	
Date adopted:	11 <sup>th</sup> January 2022
Signed:	
Next review due:	January 2024

## 1. Aims and Objectives:

At the Voyage Learning Campus, our mission is to enable all of our young people to achieve more than they believe is possible and to develop the skills needed to have choices to lead active, fulfilling lives. We achieve this by providing a safe, nurturing, holistic learning environment to support students to thrive personally and academically.

To help us achieve our mission, our curriculum:

- Is varied, purposeful and accessible
- Flexible in support of students' individual strengths, skills and needs
- Develops the whole child, including their confidence, communication skills and emotional literacy

The intended impact of our curriculum for our students is that they:

- Feel safe and motivated to learn both in and beyond school
- Develop independence and the life skills to become active citizens within their communities

## 2. Curriculum Content:

- 2.1. The curriculum content differs across each Phase of our provision, based on the age and needs of the students in that Phase. However, there are 3 interdependent elements that are common across the whole school:

**Essentials:** Through the essentials curriculum provision, we secure students' functional skills (literacy and numeracy) to enable success in school and beyond

**Wider Learning:** The wider learning curriculum extends' students learning with vocational and academic opportunities to develop their interests, strengths and skills

**Personal Development:** This wraps around our whole curriculum (explicit and implicit) to allow the students to explore identity, emotions, health and wellbeing

### 2.2. Phase One

As a short-term provision, the curriculum is planned and delivered through a 2-year programme, exploring a key question each term.

Year 1	Year 2
Who and where in the world am I?	Help!
Let's celebrate	What is the moral of the story?
Let's learn and play the time traveller way	If I ruled the world
	Houses and homes
Ready, steady, grow	Food, glorious food!
Heroes and heroines	What wows me on Earth or in space?

Planning is personalised based on the individual student's Thrive and literacy/phonics and numeracy assessments.

### 2.3. Phase Two

The curriculum is delivered by specialist teachers over a 2 week timetable.

	<b>Essentials</b>	<b>Wider Learning</b>	<b>Personal Development</b>
<b>Year 8</b>	English Maths Lit & Numeracy Interventions	Science Art Food Life Skills Drama	PSHE Personal, Social Development PE
<b>Year 9</b>	English Maths Lit & Numeracy Interventions	Science Art Food Bike Maintenance Drama	PSHE Personal, Social Development PE
<b>Year 10</b>	English (Entry Level) Maths (Entry Level) Lit & Numeracy Interventions	Science (Entry Level) Art GCSE Food BTEC Motor Vehicle ABC Citizenship GCSE Asdan	PSHE Personal, Social Development PE
<b>Year 11</b>	English (GCSE) Maths (GCSE) Lit & Numeracy Interventions	Biology (GCSE) Art GCSE Food BTEC Motor Vehicle ABC Citizenship GCSE Asdan	PSHE Work Experience PE

Students are able to achieve a range of qualifications at KS4 including:

- English Language GCSE
- Maths GCSE
- Biology Single Award GCSE
- Art & Design GCSE (flexible to include Photography and Art Textiles)
- BTEC Home Cooking
- ABC Motor Vehicle
- Citizenship GCSE
- Asdan Awards – based on students' individual needs/interests

## 2.4. Phase Three

Within medical tuition, students' experience a personalised curriculum based on their individual needs and strengths. Staff are also guided by medical advice about how much a student can access. The curriculum is delivered onsite by subject specialist teachers in small groups or 1:1 offsite (usually via Teams).

	<b>Curriculum Offer</b>
<b>Essentials</b>	<ul style="list-style-type: none"><li>• English</li><li>• Maths</li><li>• Interventions</li></ul>
<b>Wider Learning</b>	<ul style="list-style-type: none"><li>• Science (normally single award Biology @KS4)</li><li>• Art</li><li>• Food</li><li>• Asdan</li></ul>
<b>Personal Development</b>	<ul style="list-style-type: none"><li>• PSHE</li><li>• Citizenship</li></ul>

Students are able to achieve a range of qualifications at KS4 including:

- Entry Level Qualifications in English, Maths and Science
- English Language GCSE
- Maths GCSE
- Biology Single Award GCSE
- Art & Design GCSE (flexible to include Photography and Art Textiles)
- BTEC Home Cooking
- Citizenship GCSE
- Asdan Awards – based on students' individual needs/interests

In addition, staff work with the students' mainstream schools to support them with other GCSE and BTEC courses. This can be onsite at their referring school or with support from teachers at the VLC.

## 3. **Inclusion:**

When students start the school they complete an induction programme and undertake a range of baseline assessments to help teachers in understanding their needs so they can plan lessons and support accordingly. Groups in each phase are small and many classes have learning support staff working with the class teacher, to further enable the students to access the learning

All students who attend the VLC have an identified special educational need and further information can be found in our SEND policy.

#### **4. Monitoring arrangements:**

The curriculum is monitored in a variety of ways to evaluate implementation and impact. This includes:

- Regular lesson visits and learning walks
- Work scrutinies/book monitoring
- Assessment data collection (see Assessment Policy)
- Line management meetings

#### **5. Links with other policies:**

- SEND Policy
- Feedback Policy
- Assessment Policy
- Careers Programme
- SRE Policy and PSHE Programme