

## **Boston Endeavour Academy**



### **Curriculum Policy**

#### **My Community My World**

The Curriculum for our all-needs specialist school helps our pupils to locate themselves Culturally, Scientifically, Geographically and Historically in this richly diverse and rapidly changing part of Eastern England.

The vision for the Boston Endeavour Academy curriculum is to equip our pupils with the knowledge to thrive in the modern world. From youngest to oldest, the learning of our children is consolidated through practical application of their knowledge in our local community. The curriculum enables our pupils to understand how our landscape has been formed by human endeavour from sea and marsh. It reveals to our pupils how their community have over time and will in the future provide employment and livelihoods for residents of the area. It values the contribution made to the area by a huge diversity of people coming through our port town over hundreds of years and as such is truly global in its scope. It explores the fragility of our environment and the part that we can play in protecting it. It promotes access to the cultural and social capital of the area and the enrichment of our students' lives.

The Boston Endeavour Academy curriculum prepares our students not only to play a fully included part in their local context but seeks to equip them to shape it for the better.

#### **Curriculum Intent**

The Boston Endeavour Academy (BEA) curriculum was entirely revised during 2020 and has been significantly developed further in 2022. It is fully consistent with our Mission, Aims and Values which were derived from the collective work of pupils, parents and staff. Our curriculum is the central tool in our Mission to be 'a caring and respectful family, committed to maximising the learning and development of our students, supporting them to become happy and fully-included members of their community'.

Governors, Senior Leadership and Curriculum Area Leads have a deep and shared understanding of the role of our curriculum in:

- delivering the subject knowledge which our pupils need to achieve success
- teaching pupils to apply subject knowledge in practical situations through practice and generalisation
- establishing pupils' confidence in accessing and contributing to their local environment
- enabling pupils to play an active part in the economic and social life of their community
- inculcating fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance

From their first day in school until their last our pupils experience an implicit curriculum characterised by the respect and care they are shown by adults and the high standards of behaviour expected from them. The curriculum framework is adapted and personalised at a classroom level by our team of SEND specialist professionals, drawing on the advice of external professionals, as required.

## Curriculum Implementation

The BEA curriculum is divided into 3 age phases:

- Early Years and Key Stage 1
- Key Stages 2 and 3
- Key Stages 4 and 5

There are 4 pathways for the children to follow for them to be individually as prepared for life after school:

- Discoverers
- Explorers
- Investigators
- Adventurers

See below the diagram for the age-stage equivalents.

**Spring Stepping Stones: Reception and Key stage 1.**



**Key Stage 2 and 3:**



**Key Stage 4 and 5:**



## **Early Years / Key Stage 1: Spring Stepping Stones**

Pupils within these years follow a curriculum which is based on the Early Years Foundation Stage principles of promoting characteristics of effective learning, namely:

- Playing and exploring
- Active learning
- Creating and thinking critically

Children in this phase learn to understand the structures of time which shape our lives. They learn to develop confidence in relationships with adults and their peers. They are given opportunities to direct their own learning so that they become effective in engaging with curriculum resources and adults who teach them establish a clear sense of how to support them in maximising progress. They are taught to communicate effectively in whichever way is most appropriate to them. They are enabled to progress in their physical coordination. They work with digital technology and learn to engage effectively with this. They become secure in their immediate environment and become increasingly able to negotiate beyond the classroom and the familiar school context into their local community.

The curriculum at this stage is structured on a topic basis on a rolling 3 year framework which provides opportunities for early learning in the areas of:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

These three areas are the prime areas.

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

At Boston Endeavour Academy our Spring Stepping Stones curriculum is split into three different pathways; Discovers, Explorers and Investigators. Children will be baselined and assessed against the curriculum so that they can access the most appropriate learning for them and progress sequentially.

## **Key Stages 2, 3 and 4.**

Unlike mainstream schools we do not have a distinct phase change at the age of 11 at BEA. During Key Stages 2, 3 and 4 our pupils experience a broad curriculum in which the following subjects are taught discreetly and through a topic framework covering the all the years of this phase. Pupils have Literacy and Mathematics lessons every day and topic work in the afternoons covering all other areas of the curriculum. Physical Education is taught as a separate subject outside the topic framework.

- Literacy (Reading, Writing and Communication)
- Mathematics (Number, Shape, Using and Applying, Data Handling, Cognition and Problem Solving)
- Science
- Relationships and Sex Education
- Geography
- History
- Religious Studies
- Music
- Computing / Digital Technology
- Art and Design
- Design and Technology
- Physical Education

Each of the subject areas above has a designated curriculum area leader, who are then able to come together to work in teams when working on the semi-formal or informal curricula, in which individual subjects are merged within broader areas.

Subject specific and topic curricula for this phase are published on the school website. The website also contains documents showing how each subject is mapped within the key stage cycles.

The topic framework serves 3 essential functions in the delivery of the BEA My Community My World curriculum:

- It enables overlearning of key knowledge in Literacy and Numeracy in a fresh context every term
- It is uniquely relevant to our pupils, their area and their daily experience
- It links learning across the curriculum pathways so that pupils in different classes can share experiences

During this phase each topic has a defined Social, Moral, Cultural and Spiritual focus to support this broad development of the each pupil. Similarly, Computing / Digital Technology is covered across every topic.

At a classroom level teachers adapt the curriculum for each pupil in their class, based on learning style, ability and pathway the pupil is following so that personal learning targets and EHCP targets are being addressed continually.

## **Post 16**

Our Post 16 curriculum provides pupils with the knowledge required to best prepare them for life after school, maximizing their independence.

We have created our curriculum around a 5-year cycle which ensures that all key skills and essential knowledge are covered to enable our students to successfully transition from adolescence into adulthood.

We have a key focus on life skills throughout the curriculum offer, whilst also continuing their prior and embedded knowledge to support continuous progression throughout their time at

Boston Endeavour Academy. The curriculum for Post 16 encompasses an adapted study programme which identifies the needs and interests of the pupils, incorporating life skills with everything we deliver.

To ensure there is fluidity throughout the students learning journey, the students are baselined using the BEA Curriculum in key stage 2 and access a pathway that is most suited to meet their needs (see curriculum policy for pathways). To ensure continuity of learning, our Post 16 students follow the White Rose Maths scheme, continuing on the medium term plan which is implemented throughout the school and specific to the individuals stage of learning. In addition to this, we offer a minimum of four weekly Read Write Inc or Accelerated Reader sessions which work alongside a weekly English lesson focusing on the topic for that term.

As the students transition into Post 16, they are enrolled on the AQA Unit Award Scheme where their achievement is accredited. In addition to this, students will have their English and Maths supplemented with NCFE Entry Level qualifications. To ensure the students continue to progress, their prior knowledge and learning will inform the level of Award and Qualification they access. We assess the data for individual student's achievements through a termly assessment grid, identifying their expected levels of achievement for each subject area and their current levels of achievement. This enables us to ambitiously offer additional challenge to all students.

Careers and employability is a major focus of the Key Stage 4 and 5 curriculum and we ascribe to the Gatsby framework. Careers education has been integrated into units throughout the rest of the school preparing students for this final stage of their schooling.

In these contexts the pupils build their portfolio of skills for AQA and ASDAN accreditation at their relevant level, learning to apply the Literacy, Communication, Numeracy and Problem Solving skills they have established in earlier Key Stages. Their practical, locally focussed curriculum from Early Years to Key Stage 3 has made them familiar with the context they live in and provides them with a secure base from which to apply prior learning.

### **Curriculum Enrichment**

Throughout the Key Stages our pupils experience a wide range of enrichment experiences with specialist providers. These include a local gym, tennis club, music and dance group, swimming pools, library and inclusion with local primary schools. These activities for particular pupils are important opportunities to work with unfamiliar specialist coaches and negotiate new social environments.

### **Curriculum Impact**

The golden thread running through the BEA curriculum was summarised in the early part of this document and in our Mission statement, namely, 'maximising the learning and development of our students, supporting them to become happy and fully-included members of their community'.

Our pupils build knowledge that is relevant to their everyday lives and rehearse that in meaningful local contexts. They become confident in their relationships and their environment so that they are able to apply their knowledge without the anxiety which

handicaps many learners with complex additional needs. They become effective communicators, confident about making choices and expressing preferences about the things that impact on their lives.

Boston is a town known for having social divisions, neither our school nor its curriculum has any place for these and through our rigorous focus on the social, moral, cultural and spiritual elements of the curriculum we consider ourselves a model of cohesion for our community. Our curriculum celebrates the difference that enriches us all and makes our pupils confident in who they are.

Outcomes for our pupils are shaped by this well-designed curriculum so that planning for adulthood is not left to chance. Throughout the Key Stage 4 and 5 curriculum pupils are experiencing the settings that they are likely to move on to, whether these be College placements or others provided through Social Care. The young people move to placements that are not selected theoretically but through detailed knowledge of our pupils' preferences, learning styles and careful assessment of how students respond to extended exposure to settings and in close liaison with parents and social workers. They succeed in their settings after school and return to us, proud to tell us about how they are getting on.

