


# Falcons Learning Ltd


## Curriculum Development Strategy Policy



<b>Reviewed Annually</b>	Curriculum Development Strategy
<b>Last reviewed on:</b>	27/07/2023
<b>Reviewed By:</b>	Stephen Wash
<b>Signature</b>	
<b>Next review due by:</b>	27/07/2024
REVIEW EVERY 3 YEARS	REVIEW EVERY 2 YEARS
	REVIEW YEARLY

Policy issued by	Stephen Wash
Policy Reviewed by	Stephen Wash
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<b>Change History</b>			
<b>Version</b>	<b>Date</b>	<b>Change Agent</b>	<b>Details of Change</b>
1.0	10/06/2022	S. Wash	Initial Issue
2.0	27/07/2023	S. Wash	Addition of the 50% embedded Guided Learning Hours in the 'Workshop' environment.

<b>Owner</b>	Principal		
<b>Overview</b>	<p><i>Falcons Learning Delivers the most appropriate and effective curriculum for its students. The learners are the principal stakeholders within their education and their input is sought and accurately captured prior to the design of the curriculum. However, the parameters of the policy are informed by the ambitions drive to deliver the best for each learner's own individual case.</i></p>		
<b>Review Panel</b>			
	Directors		
	Principal		
	SLT		
	Students		
<b>External Input</b>	<ol style="list-style-type: none"> <li>1. DfE 'SEND Code of Practise' (Jan 2015)</li> <li>2. Independent School Standards 2014</li> <li>3. Ofsted Inspection of Independent Schools 2019</li> <li>4. The Independent School Standards Guidance for independent Schools 2019</li> </ol>		
<b>Review Date</b>	27/07/2023		
<b>Review Interval</b>	1 year		
Review Signature			
<b>Name</b>	Stephen Wash	<b>Date</b>	27/07/2023

# Curriculum Development Strategy 2023-2024

## Intent

We undertake to construct and deploy a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.

Falcons Learning integrates and embeds the SMSC elements of education throughout the school landscape.

Falcons Learning's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. The academic curriculum is designed to enable learners to make progress across all areas maximising the opportunities for skills and knowledge development.

Falcons Learning has high technical and vocational ambitions for all learners. The curriculum will be tailored to meet the learners' needs with a deliberate development of skills across the curriculum. All learners will have the opportunity and chance of stretch and challenge extension activities or interventions to individual needs.

Falcons Learning's study programs are designed in close accordance with Independent School Standards ensuring progress is made across the spectrum of the curriculum. The skills held in high esteem in the workplace remain the key stones underpinning the values of Falcons Learning's ethos.

## Implementation

The students are at the centre of their education as stakeholders, and they participate in the planning and construction of their courses within the parameters of the accreditation requirements.

Falcons Learning's teachers are subject specialists and have teaching qualifications to ensure learners can make good progress.

Falcons Learning teaches in a clear and learner centric manner. Promotion of discussion is encouraged to allow the learner to be a stakeholder within their own education. Learners' progress is checked and recorded appropriately and is open to scrutiny. Teachers will engage learners in clear, direct, dialogical feedback. In doing so, they respond and adapt their teaching as necessary. The fundamentals of good teaching practice remain at the core of Falcons' vision.

A clear assessment program designed using current methods is developed and executed by the SENCo. This includes baseline assessment and termly assessment using a variety of tools; e.g. Boxhall Profiling (Nurture UK 2019). This enables Falcons Learning to track progress and enter learners into assessment schemes that maximises their chances of success. The outcomes of such assessment and pathway decision making is recorded within the learners documentation.

The design of Falcons' curriculum allows students to develop skills and remember knowledge to build upon solid foundations. Courses are designed to build progress and value achievement. Content is cerebrally delivered to ensure that throughout their Falcons journey learners can integrate new knowledge into larger concepts. Construction of learning is built upon solid foundations appropriate to each learner's individual needs.

Falcons Learning optimises a curriculum design for some more vulnerable learners based around a thematic and primary style pedagogical model. This is overseen by the SENCo to allow learners to develop a confidence in their ability and a comfortable trusted learning environment.

The use of the AQA Unit Award Scheme (UAS) from Key Stage 3 onwards allows learners the opportunity to access accreditation at an early stage of their education with Falcons Learning. This enables a success

and achievement for the learner which is quickly turned around into a certificate and an award made possible.

AQA UAS is available in different levels so a course delivered in Year 7 at Entry Level 3 provides the foundation on which the Year 8 Level 1 course builds.

The NCFE Occupational Studies Course is used in a similar way as this is a multi-level course with modules across the levels throughout Falcons Learning's vocational offer. This is deployed from year 9 through to the end of key stage 4.

Key stage 3 numeracy and literacy curricula are based around the National Curriculum with opportunities to develop these skills across the programmes they are offered. However, they are delivered by experts in SEND and adjusted, where appropriate to meet the needs of the learners.

Literacy, numeracy and digital skills are embedded in the vocationally based learning environment with 50% of the Guided Learning Hours being delivered in the 'workshop'. This meets the needs of the learners effectively and helps to minimise the classroom environment lessons.

Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform the planning of teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners. Falcons Learning uses high quality assessment data, using current assessment tools, to celebrate success and to identify appropriate help and interventions to maximise learner progress.

Such interventions are recorded in the learners' documentation and tracked to demonstrate progress and accurately challenge learners' progress.

Falcons Learning creates an environment that is conducive to a focus on learning. The resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly supports the fully embedded and coherently planned curriculum across the school. This curriculum is sequenced towards cumulatively sufficient knowledge, cultural capital, and skills for future learning and employment. These skills are modelled by staff and reflected in the ethos of the school.

SMSC is fully embedded across the curriculum with planned sessions, dropdown days and guest speakers enforcing a depth of knowledge and building on the learners' knowledge and understanding of British values and their place in the contemporary world.

A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' literacy knowledge. Where required intervention is in place this is directed by our reading recovery expert.

Formal assessments will be delivered, wherever possible to meet the learners' needs using partner accreditation bodies that are most suitable for the cohort. This is evidenced within the assessment framework and within the learners' documentation.

## **Impact**

Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

The cumulative nature of the course construction and the use of small accreditation steps at the beginning of the learner journey through Falcons Learning develops a strong portfolio of accreditation of learning to carry forward.

Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They have access to an independent careers advisor and encounter workplaces, employers, and further education providers.

They read widely and often, with fluency and comprehension throughout the curriculum and across all areas.

Learners with SEND are equipped to overcome barriers and have the interpersonal skills to maintain employment or move into further education.