



Regroup Education
Grow Succeed Achieve

Curriculum Policy

Regroup Education

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Regroup Education Curriculum.

Regroup provides an alternative option to full time mainstream provisions and caters for those who need something more bespoke. Our offer can be utilised alongside local authorities, schools, academies and other providers to ensure that there is a holistic approach to supporting pupils' needs across Devon and Torbay. We give alternative education opportunities for pupils:

- at risk of permanent exclusion
- who require alternative provision intervention from secondary academies / schools
- who have been permanently excluded from secondary academies / schools
- currently requiring an EOTAS package

We aim to provide opportunities to work towards the academic qualifications necessary to open doors for pupils to positively and successfully re-engage with education. This could be to access mainstream, other appropriate school, or post 16 provision.

1. Curriculum Intent

At Regroup Education our intent is to give every young person the chance to

- ☒ Grow, Succeed and Achieve - the heart of our Regroup mission statement.
- ☒ Improve themselves and their current situation.
- ☒ Learn in a supportive environment with small learning groups
- ☒ Gain essential skills to engage in lessons and build confidence towards learning goals.
- ☒ Engage with core academic elements of our curriculum, including Maths, English and PSHE.
- ☒ Have opportunities to learn vocational skills
- ☒ Develop understanding of self and develop strategies that will help them in educational settings as well as throughout life.
- ☒ Be supported in their understanding of barriers to learning
- ☒ Build proactive and reactive strategies that they can use to successfully return to their school, or integrate into another appropriate provision.
- ☒ Progress to becoming more responsible citizens with greater cultural capacity.
- ☒ Become more confident individuals who are able to live safe, healthy and fulfilling lives
- ☒ Become responsible citizens who seek to make a positive contribution to society
- ☒ Prepare students for the opportunities, responsibilities and experiences of adult life
- ☒ Gain meaningful unit awards through AQA towards recognised qualifications

2. Curriculum Implementation

We implement our curriculum through supporting academic and personal development. We use pathways that support students' learning and progression, and enable them to work towards achieving their goals. It is delivered in small classes by staff who have appropriate training and skills and with extra adult support as appropriate.

Our curriculum offer includes the teaching of:

- ☒ Functional English and Maths lessons, to support pupils to progress towards Functional and GCSE qualifications.

- ☒ PSHE, focussing on SMSC fundamentals to prepare pupils for engaging successfully with modern Britain.
- ☒ Vocational opportunities, including skills within the construction industry through electric & plumbing installation.
- ☒ Employability skills, with a strong focus on developing learning behaviours with pupils understanding more about themselves.
- ☒ Collaboration. When opportunities present themselves we will practise working collaboratively with other pupils to prepare them for small group work in future settings.

In agreement with partner schools, we are able to teach bespoke curriculum learning/topics for GCSE qualifications, in order for pupils to stay current with their learning, not miss out on their current curriculum as well as fill gaps they may have.

Individual Education Plans (IEPs) & Educational Health Care Plans (EHCPs)

We will collaborate with schools and the LA for those pupils who have Individual Education Plans or Education Health Care Plans. We will respond to specific levels of learning and identify strategies to help pupils make progress during their time at the provision.

Assessment

Our curriculum assessment is based on the principles of Assessment for Learning (AFL). AFL emphasises the creation of a learner-centred classroom with a supportive atmosphere, where students are not afraid to make mistakes and learn from them. Strategies include questioning, reflection, feedback, peer assessment, peer feedback and self-assessment.

3. Curriculum Impact – Measures of Success

We measure the impact of our curriculum to evaluate the effectiveness of:

- ☒ The way the curriculum is designed
- ☒ The way the curriculum is taught
- ☒ Evaluate pupil progress, outcomes and pupil readiness of next steps.

Daily Pupil success and engagement at Regroup is measured through our daily engagement progress tracker, measuring:

- ☒ Respect - Treating other people and property with respect
- ☒ Engagement - Actively engaging with lessons and activities
- ☒ Growth - Make progress towards personal learning objectives and goals.

Academic outcomes are in the form of AQA unit awards. Core subjects will have module awards in Maths and English, unit and topic awards will be gained through PSHE, Personal development & Behaviour, and vocational opportunities in Electrics & Plumbing.

We hope to grow aspirations so that pupils can become better versions of themselves with a greater awareness of their environment, build depth and understanding of the wider world through cultural capital - building opportunities to learn about things that might be outside of their daily experience.

4. Legislation and guidance

This policy complies with our funding agreement and articles of association.

5. Roles and responsibilities

5.1 The Directors

The Directors will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The Directors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its contractual obligations in relation to funding agreements with local authorities and that it is teaching a "broad and balanced curriculum".
- Proper provision is made for students with different abilities and needs
- Study provided for students in KS4 that lead to qualifications
- The provision implements the relevant assessment arrangements
- Students are signposted towards independent, impartial careers guidance, and that this is appropriately resourced (in collaboration with pupil schools).

5.2 Head Teacher

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

- All required elements of the curriculum, and those additional subjects which the school chooses to offer, have aims and objectives which reflect the aims of the company and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate.
- The school's procedures for assessment meet all legal requirements
- The directors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The directors are advised on provision targets to make informed decisions
- Proper provision is in place for all students to meet their needs and outcomes defined in EHCPs.

5.3 Other staff

Other staff will ensure that the provision curriculum is implemented in accordance with this policy and in accordance with their role description.

6. Inclusion

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

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

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

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

7. Monitoring arrangements

Directors monitor whether the school is complying with its contractual agreements and standards and teaching. This is supported through Regroup's Quality Assurance Partners and will include:

- LA QA visits
- School / Academy QA visits
- ReG analysis and reporting (Respect, Engagement, Growth scores)
- Subject specific reports.
- Outcome reports.
- Lead teachers monitor the way their subject is taught throughout the school through:
- Planning Scrutinies – reviewing how students needs are included in lesson planning
- Learning walks – seeing the teaching in action
- Book Scrutinies – reviewing student work

Lead teachers also have responsibility for monitoring the way in which resources are stored and managed. This policy will be reviewed every year by the Directors.

8. Links with other policies

This policy links to the following policies and procedures:

Behaviour Policy
Code of Conduct Policy