

# SIEVEMK GATEWAY

## Curriculum Policy

*Approved July 2023  
Due for review in July 2024*

---

**SIEVEMK GATEWAY**

Creating Opportunities • Delivering Excellence • Changing Lives

## Table of Contents

<b>MISSION</b> .....	<b>1</b>
<b>VISION</b> .....	<b>1</b>
<b>CURRICULUM AIMS</b> .....	<b>1</b>
<b>MEETING OUR AIMS</b> .....	<b>2</b>
PSHE .....	3
CAREERS.....	3
<b>ASSESSMENT</b> .....	<b>3</b>
<b>MONITORING AND EVALUATION</b> .....	<b>3</b>
<b>LINKS WITH OTHER POLICIES</b> .....	<b>3</b>
<b>APPENDIX 1</b> .....	<b>4</b>
EXAM CENTRE PROVISION.....	4

## Mission

SIEVEMK Gateway recognise that each child is an individual. We will provide a nurturing, safe and stimulating environment for our learners, to achieve their full potential: educationally, socially and emotionally.

## Vision

At SIEVEMK our students will learn to develop their self esteem, confidence and ability enabling them to become assured individuals. We will create and provide various opportunities for pupils to achieve their potential. Pupils will be able to access an inclusive curriculum, so that they can develop and progress socially, emotionally and academically. We aim to work in partnership with schools, parents/ carers and other professionals. Our curriculum policy is an inclusive policy designed to provide effective learning opportunities for all pupils by setting suitable learning challenges and responding to diverse learning needs. It is a holistic policy, which aims to overcome barriers to learning. It recognises the spiritual, moral and cultural factors which significantly affect pupils' ability to learn and to achieve. The essential aim of the policy is that pupils are supported in their personal, social and academic development in order that they can access and benefit from learning opportunities provided.

## Curriculum Aims

Our curriculum aims/intends to:

- Provide education for pupils referred to us that is coherently planned and engages them with learning
- Promote a positive attitude towards learning
- Promote self-belief
- Allows pupils to understand their strengths and develop confidence in challenging weaknesses
- Be sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Promote ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide lessons and engage students in techniques that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- To uphold fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

## Meeting our aims

We will achieve our aims by:

- Providing a broad and balanced curriculum with content appropriate to meet diverse learning needs with a focus on literacy and numeracy
- Maximising student achievement regardless of gender, race and ability by continually developing schemes of work which engage, motivate and challenge
- Providing Pupil Profiles for students to facilitate curriculum access and meet any specific learning requirements
- Through small group teaching and the setting of suitable learning challenges enable each pupil to raise their self esteem and experience success in learning
- Developing the relevant skills to become independent learners and effective members of society in order to reintegrate successfully into mainstream, or to move forward successfully into college placements, apprenticeships or working life.

SIEVEMK will provide education for pupils out of mainstream education in KS3 and KS4. In order to be effective and successful in achieving our aims and targets, there has to be a flexible approach to curriculum delivery. Account is taken of gaps in pupils' learning resulting from missed or interrupted schooling and of the difficulties related to emotional and/or behavioural problems. Age related programmes of study are not always appropriate. For individual pupils to make progress it is sometimes necessary to select work from an earlier or later key stage. The aim is for pupils to achieve as high a standard as possible, to build any missing learning back into their current knowledge, enabling them to progress and reach their potential.

The curriculum is delivered through well-structured, efficiently planned lessons appropriately placed to suit individual needs. The curriculum provides opportunities for all pupils to participate actively in their learning and targets are mutually agreed. Tuition is delivered individually or in small groups. This takes place in our Centre. Groups will be made up of pupils from different schools unless we are confident that any peer interaction will not promote unsatisfactory behaviour.

For KS3 we propose a part time attendance for a maximum of 10 hours per week. In our current building we do not have a suitable outdoor facility to allow sport and recommend that students attend this as a priority at their referring school.

We have schemes of work which relate to OCR syllabus for English and Maths. Where possible a variety of teaching media will be used with ICT integrated as an essential element.

## PSHE

Depending on the information received in the pupil profile, individual learner targets and discussion with referring school, a variety of subjects will be discussed in PSHE. These may include, but will not be limited to

- Reflection of personal and school experiences
- Attitudes to learning
- Nutrition
- Friendships
- Empathy
- Addictions

## Careers

As part of our provision students receive a personalised personality assessment in order to reflect on a range of careers which they may not have previously considered. Details are set out in SIEVEMK Gateway Careers, Information and Guidance Policy.

## Assessment

Prior to arrival with SIEVEMK we make the provision of samples of work, or latest assessment data, mandatory. However if this is not available then we are able to CAT4 test pupils upon arrival. Depending on Key Stage, recommendation from school and tutor evaluation learners will be able to follow one of the exam centre pathways as specified in Appendix 1.

Assessment of English will use Functional Skills diagnostics, whilst mathematical ability will be determined by Mathematics Enhancement Program (MEP) Key Stage 3 Diagnostic Tests. Assessment informs teaching expectations and allows for effective adjustments to be made for individual learning. Immediate feedback, either verbal or written encourages and motivates the pupil to achieve curriculum targets.

## Monitoring and Evaluation

Evaluation will be made against a variety of measurable success criteria including;

- Attendance figures
- Final CAT4 data or reassessment of abilities
- Successful reintegration or progression of pupils
- Successful feedback of monitored and observed lessons by senior management
- Baseline and ongoing assessment which allows progress to be measured
- Individual learning targets and success criteria for each pupil taught
- Examination results

## Links with other Policies

SIEVEMK Gateway Careers Information and Guidance Policy

SIEVEMK Gateway Child Protection and Safeguarding Policy

SIEVEMK Gateway Behaviour Policy

SIEVEMK Gateway Equality Policy

## Appendix 1

### Exam centre provision

