Catch22 Education Policy

Curriculum policy

Catch22 Include Wales

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	August 2019
Date of last review:	August 2026
Date of next review:	August 2027
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All school based staff and managers

Catch 22 Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments	
• Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life.	1, 2, 3, 4, 7, 8, 9, 15, 17, 18
• Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	7, 9, 11, 12, 13, 15
Relationships beat structures	
• Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	9, 10, 15, 16, 20, 25

Things about you, built with you, are for you • Understand pupils' unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.	4, 16, 20, 25 1, 2, 3, 9, 15 19, 28
Unleash Greatness • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment	1, 13, 14, 15, 28 4, 14, 15, 27
Let robots be robots and humans be human • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline.	9, 15, 17, 18 15, 16
Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	12, 28, 29, 31, 42

1. What is the policy about?

This curriculum policy sets out the intention of our curriculum approach, how we implement it and how we measure the impact of our curriculum on our students. It covers our approach to curriculum content and delivery and stands alongside other essential policies for curriculum implementation.

2. Who does this policy apply to?

The Curriculum Policy is for all Catch22 Education Staff, Commissioners, Parents/Carers, young people and Inspectors.

3. Policy requirements

Intent

Our mission is to enable young people to progress and succeed in sustained education, employment and training. We do this by engaging young people positively with their purpose through learning and future life aspirations. Our learners achieve positive outcomes, thrive and enjoy a quality education that is deliverable by skilled passionate people with high expectations in a place that is safe, high quality and appropriate.

To do this, we provide young people a broad and rich curriculum that gives them both the academic skills and qualifications needed to move successfully to the next stage of their lives, and the personal development skills to ensure a fulfilling future. We have set a curriculum with due regard to the Curriculum for Wales alongside a school structure which supports our young people overcome their barriers to learning ensuring they have bright futures both in their personal and professional lives.

Curriculum Knowledge and skills intentions

1. Equip students with key knowledge and skills to be successful in current learning as well as in future life
2. A clearly designed curriculum showing progression of skills and knowledge with due regard to the Curriculum for Wales.
3. Learners' literacy and numeracy development will be monitored through ongoing formative assessment, professional enquiry and progression arrangements in line with due regard to the Curriculum for Wales Framework.
4. Improve the literacy and numeracy of our students with embedded opportunities to develop and practice skills
5. Targeted plans to ensure reading is a key focus, reducing the gap between reading age and chronological age
6. Ensuring all students leave with knowledge of essential first aid through the PSHE curriculum
7. Ambitious curriculum including exposure to a variety of new experiences

Curriculum flexibility intentions

8. Provide opportunities and experiences for students' personal development and support them with their personal aspirations.
9. Provide a flexible approach to curriculum that meets the varying needs of our students through the use of academic and vocational curriculum alongside therapeutic support, ELSA, Boxall and work with outside agencies to give a holistic, wrap around and personalised timetable.

Cultural capital intentions

10. A full programme of PSHE incorporating RSE to support students in learning how to keep themselves safe, and to develop personal values and respect for others.
11. Relationships and Sexuality Education (RSE) is delivered in accordance with the statutory RSE Code for Wales and supports learners to develop healthy, safe and respectful relationships while promoting wellbeing, equality and safeguarding.
12. Fully embedded approach to SMSC, alongside personal development, RE, citizenship and Democratic participation, human rights, equality, diversity, ethical citizenship and respect for different beliefs and cultures.
13. Holding a Bronze Rights Respecting Schools award, and ensuring our students know their rights and the rights of others
14. Through the ambitious curriculum, alongside extra experiences and support offered enable our students to move to sustainable positive destinations.

Implementation

At Catch22 Include Wales we meet these intentions with

15. **<u>The whole school curriculum</u>**

The new curriculum for Wales has been used to underpin teaching and learning for 2026/27.

<u>The 4 Purposes</u>

The 4 purposes will be at the heart of our new curriculum. They will be the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to be:

- ambitious, capable learners ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Key Elements

The new curriculum will include:

- 6 Areas of Learning and Experience from 3 to 16
- 3 cross curriculum responsibilities: literacy, numeracy and digital competence
- progression reference points at ages 5, 8, 11, 14 and 16
- descriptions of learning and progression in accordance with Curriculum for Wales guidance which describe expected achievements at each progression reference point.

The curriculum will be organised into 6 Areas of Learning and Experience:

- Expressive arts
- Health and well-being
- Humanities (including RE which should remain compulsory to age 16)
- Languages, literacy and communication (including Welsh, which should remain compulsory to age 16, and modern foreign languages)
- Mathematics and numeracy
- Science and technology (including computer science).

16. In addition, therapeutic offers to young people, dependent upon need, may include

- Trauma Informed
- Boxall interventions for emotional wellbeing
- Animal Therapy

17. Alongside this broad curriculum offer, our intent is further met with a range of external visits, visiting speakers, focus events and charity days to add to our young people's experience.

18. Our young people have the opportunity to stand for school council election, to represent their peers at the school council and also nationally, through Catch 22's youth parliament enabling our learners to have a voice in their education and experience both locally and nationally.

19. Our school is also working to gain the Rights Respecting Schools Award at Silver level this year to demonstrate our commitment to developing our young people to understand their rights and the rights of others.

20. At a classroom level, implementation is demonstrated through our delivery of engaging lessons which allow our learners to succeed. We ensure our lessons are fully differentiated by need, meeting the needs as identified on ILPs and also preferred learning styles. We put learning into context for students, and use real world examples to show why the learning is important both now and in the future.

21. All lessons provide the opportunity for fully embedded literacy, numeracy, SMSC, RE and PD as well as other cross curricular links to ensure that learning is holistic and joined up.

22. Lessons have been planned to follow the Curriculum for Wales or Exam board requirements and have been planned by a range of teachers to share experience and expertise to ensure our young people receive high quality input. They are then differentiated fully for the needs of each individual learner, and pitched at their working level with the opportunity for stretch and challenge to ensure good progression for all.

23. Marking and feedback is according to our policy and is moderated across sites to

ensure accuracy and consistency. Feedback provides clear actions for students to improve their work. Targets for each subject are clear, and are inside students books for ease of reference. This enables students to become responsible learners, and also gives clear direction on how to achieve. High expectations of achievement are demonstrated in both short term and long term targets

24. We use teacher professional judgement, alongside regular work scrutiny and moderation to track our student's progress throughout the year. Mock exams help prepare our learners for their exams and to identify and support with related anxiety issues in preparation for their GCSEs. Exam style questions are used in lessons to support pupils and also to support teacher judgements. We do not routinely sit formal assessments in exam conditions as we do not feel this benefits our students, nor does it make good use of learning time.

25. Young people are supported with personalised approaches, following their IDP, Boxall profile and learner profiles alongside subject specific assessment needs. They may receive 1:1 support, targeted individual or small group intervention strategies, or technological assistance to overcome their barriers to learning ensuring success for our young people.

26. Lessons make use of techniques to revisit learning to support long term memory of concepts to further support achievement in current qualifications, but also to support students to see links in learning to provide a holistic view to their learning, rather than as isolated episodes.

Hidden learning

27. Outside of lessons and curriculum offer our original approach to supporting our students overcome their barriers to learning is evident. We have advocates on site to work with our students when extra support is needed, and who work closely with home and other services to fully support students both in and out of school. We have specific interventions to support with behavioural needs through Motional. We also have trauma informed schools trained staff.

28. Our school has a supportive and encouraging ethos, where students have freedom to express themselves and be listened to, and their successes are celebrated. Staff have high standards and expectation both academically and personally for themselves and our students.

This approach demonstrates our four key values at Catch 22



Impact

We measure the impact of our approach through

- External qualifications
- Number and range of qualifications students achieve
- Improvements in their Motional assessments
- Their destinations leaving us (tracked for a whole year, and support provided where necessary)
- Pupils returning to their mainstream education provision
- Regular review of the taught curriculum, and shared discussions on pedagogical approaches to ensure it remains relevant and meets the needs of our young people
- Regular review of our monitoring processes to ensure the highest quality of teaching and learning and sharing best practice.
- Regular monitoring schedule of both teaching and learning to ensure good progress for pupils and to ensure we meet and monitor the impact of our intended curriculum and approach.
- Continual improvements in quantity and quality off-site provisions and experiences to develop our learners' experiences and ambitions
- SEF reviews to monitor effectiveness of the whole curriculum
- Learner profiles and IBPs reviewed regularly and amended as necessary
- Annual reviews for ALN students showing progress for our students
- Improvements in attendance and reductions in behaviour incidents reflect on the appropriateness of the curriculum for our students

4. Definitions

SALT- Speech And Language Therapy

SLCN- Speech and Language Communication Needs

ILP- Individual Learning Plan

IBP- Individual Behaviour Plan

IDP- Individual Development Plan

ELSA- Emotional Literacy Support Assistant

5. Related policies

Marking policy

Assessment Approaches

Literacy across the curriculum guidance

Numeracy across the curriculum guidance

RSE policy

PSHE policy

ALN policy

SMSC policy

Safeguarding policy

Personal Development policy

Behaviour policy

External Trips and Visits Policy

Provider Access policy

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Curriculum Policy
EIA completed by:	Head of Quality of Education
Date of assessment:	26 April 2021
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share

a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.
Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes
This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively

person's ability to carry out normal day to day activities?				on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period following the birth of their child?	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.

Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes
