



## Curriculum Policy

### Venture Learning

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## Venture Learning - Curriculum Intent

### Mission

Our mission is to ensure that every student, regardless of their academic ability, behavioural history, ethnicity or socio-economic background is offered meaningful educational experiences and opportunities to achieve.

### Vision

Our vision and goals are bound together by our people and core values that have been embedded through our service offering to rebuild our student's relationship with learning and lay the foundations for continuing success.



### Intent

At Venture Learning, it is our mission to rebuild our student's relationships with learning and lay the foundations for continuing success. Our curriculum is linked to statutory guidance based on providing a 'Broad and Balanced Curriculum' and we provide the appropriate Programmes of Study to allow for smooth transition and progression especially in the core subjects.

We have a clear starting point for each of our learners that is individualised and focused on building confidence with learning over a longer term. Our carefully planned curriculum has been developed with their best interest at its core.

Our initial focus is on the core subjects of English and Maths which are fully embedded across both key stages. These are delivered alongside creative subjects such as Art, Photography, and Physical Education for example. The creative subjects offer our learners an opportunity to be expressive, experiment and take risks. We aim to build a culture where learners feel they can progress long term as they see first-hand the results of them positively engaging with teaching and learning.



It is our ambition to engage students in wider learning opportunities by providing a curriculum that involves our students, often where a more practical approach will allow, but then also by providing enrichment and enhancement in the form of a range of events, activities and trips that promote core service values and the development of SMSC, alongside good all-round individual development. We believe that each of our young people, have the right to learn in a safe and supportive environment, where there is a focus on individual need and support. We have high expectations for our students in terms of making progress, both in their learning and in making marked improvements in their behaviour and social and emotional development.

Our curriculum is new and ever evolving, we will remain flexible in our individualised approach to the needs of each student. An area that was recently developed, and now embedded is our commitment to STEM subjects at KS3. We take a hands-on approach to these subjects as we have reflected on the needs and characteristics of our learners. We deliver short, hands-on projects that engage and instil curiosity with the concepts. This starting point has enabled us to then connect learners to an additional subject such as Science in Year 9, leading to GCSE Biology at KS4. This was an ambitious proposal and our first cohort have now transitioned onto a GCSE pathway in Year 10.

#### **Delivery and assessment strategy:**

- Providing a range of subjects and experiences that gives all students an opportunity to learn skills, develop knowledge and strengthen understanding
- Giving a necessary focus to personal development, emotional resilience and mental health through strong relationships, robust intervention and a well-planned school day
- Baselining on entry to the service and during transition
- Regular assessments from which judgments on progress can be made
- Provision for eating breakfast and lunch together, reflecting our desire to enable our pupils and staff to work and communicate together effectively
- A series of robust academic, social and emotional interventions so that all barriers to making progress are removed and pupils are supported in their educational journey
- A well-planned series of enrichment activities, a PSHE programme and work-related careers development
- All staff teaching and assessing literacy, SPAG and numeracy



## Key Staff and Contacts

### Provision Based Contacts

Name	Role
Rhys Griffiths	Chair of The Proprietary Board KS4 Maths Curriculum Lead KS3 English Curriculum Lead SENDCo STEM Lead KS3 Topic Curriculum Lead
Rich Hill	Headteacher Esafety – lead KS4 English language Curriculum Lead PSHE & RSE Curriculum Lead KS3/4 Art & Photography Curriculum Lead
Gemma Waddington	Deputy Head of Provision KS3 Maths Curriculum Lead PSHE & RSE Curriculum Lead Child Development Lead Deputy SENDCo
Oliver Steffen	E-Safety Coordinator  Science Curriculum Lead
Contact details:	<b>Venture Learning</b> <b>19A Forester Street</b> <b>Netherfield</b> <b>Nottingham</b> <b>NG4 2LJ</b>
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## **Section 1: Roles & Responsibilities**

### **1.1 Headteacher**

The Headteacher is responsible for ensuring that this policy is reviewed, updated and adhered to, and to ensure that:

- all teaching staff have an understanding of the curriculum and are supported to deliver it to a high standard;
- the amount of time provided for teaching the required elements of the curriculum is adequate;
- the aspects of the curriculum that students access are appropriate and relevant for their needs;
- assessment procedures meet statutory requirements; and,
- the curriculum encompasses appropriate provision for students of all abilities and needs, including young people with SEND.

### **1.2 Curriculum Leads**

Responsibility for areas of the curriculum is designated between staff members at the discretion of the Headteacher. It is the responsibility of Curriculum Leads to ensure that:

- an appropriate curriculum is in place for their subject or Key Stage of responsibility;
- the curriculum and schemes of learning in place are adequate for the intended outcomes;
- the curriculum is reviewed and updated as appropriate; and,
- teachers follow the curriculum and any deviations or adaptations are reasonably required for an educational purpose.

### **1.3 Teaching Staff**

It is the responsibility of all teaching staff to familiarise themselves with this policy and to understand how the core curriculum and co-curriculum intersect. Teaching staff should ensure that they have reference copies of the schemes of learning that they will be teaching and that they have an in-depth knowledge of the content. If there is any uncertainty, teaching staff should seek the advice and support of their line manager or the relevant curriculum lead.



## Section 2: Core Curriculum

### 2.1 Overview

Subject	Pathway Options	Group/Ability Options	Student Criteria	Brief Description
English	P1 - KS3	LA	<ul style="list-style-type: none"> <li>Year 7/8 students</li> <li>Reintegration Goal</li> <li>Significant gaps in learning/ working towards/at KS2 levels</li> </ul>	Teaching in line with national curriculum objectives for reading and writing – topics/books tbc by teacher for optimum engagement
		HA	<ul style="list-style-type: none"> <li>Year 7/8/9 students</li> <li>Reintegration Goal</li> <li>Working towards/at KS3 learning objectives</li> </ul>	Teaching in line with national curriculum objectives for reading and writing – topics/books tbc by teacher for optimum engagement
	P2 - Functional Skills	EL1/2	<ul style="list-style-type: none"> <li>Year 9/10 students</li> <li>Qualification Goal</li> <li>Placed by assessment through a third party</li> </ul>	Teaching follows Twinkl Home Ed Scheme of Learning to remediate gaps and misconceptions in understanding
		EL3	<ul style="list-style-type: none"> <li>Year 9/10/11 students</li> <li>Qualification Goal</li> <li>Placed by assessment through SkillsForward</li> </ul>	Teaching follows Twinkl Home Ed Scheme of Learning to teach students functional English/Literacy skills
		L1		
		L2		
	P3 - GCSE		<ul style="list-style-type: none"> <li>Year 9/10/11 students</li> <li>Qualification Goal</li> <li>Recommendation by commissioner</li> </ul>	Teaching follows AQA / EDEXCEL learning outcomes for English Language
Maths	P1 – KS3	LA	<ul style="list-style-type: none"> <li>Year 7/8 students</li> <li>Reintegration Goal</li> <li>Significant gaps in learning/ working towards/at KS2 levels</li> </ul>	Teaching follows White Rose Maths Scheme KS2 progression plan and Schemes of Learning to fill gaps in understanding
		HA	<ul style="list-style-type: none"> <li>Year 7/8/9 students</li> <li>Reintegration Goal</li> <li>Working towards/at KS3 learning objectives</li> </ul>	Teaching follows White Rose Maths Scheme KS3 progression plan and Schemes of Learning to keep students at NC level
	P2 - Functional Skills	EL1/2	<ul style="list-style-type: none"> <li>Year 9/10 students</li> <li>Qualification Goal</li> <li>Placed by assessment through a third party</li> </ul>	Teaching follows Twinkl Home Ed Scheme of Learning to remediate gaps and misconceptions in understanding
		EL3	<ul style="list-style-type: none"> <li>Year 9/10/11 students</li> <li>Qualification Goal</li> <li>Placed by assessment through a third party.</li> </ul>	Teaching follows Twinkl Home Ed Scheme of Learning to teach students functional mathematical skills
		L1		
		L2		
	P3 - GCSE	Foundation	<ul style="list-style-type: none"> <li>Year 9/10/11 students</li> <li>Qualification Goal</li> <li>Recommendation by commissioner</li> <li>Placed by past paper assessment</li> </ul>	Teaching follows AQA / EDEXCEL learning outcomes for foundation level Maths
		Higher		Teaching follows AQA / EDEXCEL learning outcomes for higher level Maths (specialist tutor required)
SCIENCE Y7+8	STEM TOPIC BASED	Foundation	<ul style="list-style-type: none"> <li>Year 7 and 8 students, with potential for Year 9 students where appropriate.</li> <li>Historical gaps in subject learning and/or historical resistance to engage in subject, based on previous experiences.</li> </ul>	Aimed to engage students through more hands on, practical based learning supported with theory. Scheme of work follows a progression of learning set out by The Small Piece trust and is supplemented by QCA Scheme of work, Beyond Science and Plan B.
SCIENCE Y9	KS3 CORE SCIENCE	KS3	<ul style="list-style-type: none"> <li>Year 9 students (and Y8 students where appropriate)</li> </ul>	Aimed to be a stepping stone between our lower Key Stage 3 and upper Key Stage 3.



			<ul style="list-style-type: none"> <li>Transitional from STEM based learning to discrete scientific subject areas</li> </ul>	Builds on key skills and knowledge in preparation to progress onto GCSE.
<b>SCIENCE KS4</b>	<b>LEVEL 2 GCSE</b>	Level 2	<ul style="list-style-type: none"> <li>Year 10, progressing from Y9 and into Year 11.</li> </ul>	Teaching follows AQA GCSE Biology scheme of learning. Resourced using Beyond Science resources and sequencing which are specific to AQA specification.
<b>PSHE</b>			<ul style="list-style-type: none"> <li>All year groups</li> <li>All students</li> <li>Group split by key stages may vary due to subject content/topic</li> </ul>	Teaching follows statutory guidance using PSHE Association and Cre8tive Resources approved resources and thematic programme
<b>ICT UNDER REVIEW</b>			<ul style="list-style-type: none"> <li>All year groups</li> <li>All students</li> <li>Group split may vary due to speed of progression</li> </ul>	Teaching follows NCCE objectives for Functional Skills Entry Level 3, Level 1 and Level 2

## 2.2 English

Every student, part-time or full time, will access English learning as a core component of the curriculum. The pathway that they are placed on will be decided following a detailed discussion with the commissioner and parents to target the appropriate outcomes for the student's current attainment and goals.

There are 3 pathways for English (details of which are outlined in 2.1): KS3 (2.2.1), Functional Skills (2.2.2) or GCSE (2.2.3). Within each pathway learning objectives are differentiated by level to ensure accessibility, challenge and ultimately, progress.

The English curriculum focuses primarily on the improvement of reading and writing skills with a different focus each half term. It is expected that teacher's will find opportunities for student's to develop their oracy but it is up to the teacher's discretion to implement these as part of the prescriptive curriculum.

### 2.2.1 English Pathway 1: KS3

	<b>HT1</b>	<b>HT2</b>	<b>HT3</b>	<b>HT4</b>	<b>HT5</b>	<b>HT6</b>
<b>Half-termly focus</b>	Reading: Non-fiction texts	Writing to Inform	Writing to Persuade	Writing to Persuade and Discuss	Reading: Novel/fiction texts	Writing to Entertain
<b>Brief description of learning covered in half term</b>	Focus is on reading skills and identifying features of different types of text. Teachers can choose the texts that are most appropriate for their groups but should cover instructions,	Throughout the term students will produce, edit and improve a set of instructions, a newspaper article, a leaflet and an informational double page spread. They will practice features of informative	Students will learn about and practice language techniques that are used in persuasive writing and produce some persuasive writing about topic/s of the teachers choice. Students should look at advertisement and create	HT3 may extend into HT4 depending on student progress. If students are confident with persuasion they should move onto two sided discussion. Opportunities for oracy through discussion and debate.	Novel should be chosen based on the interest/ability of the group – students should be involved in this process. Discussion and tasks around the novel should focus on developing reading skills and getting a deeper understanding	Students should practice descriptive and narrative writing. Whilst they will need guidance on the features they should include this is their opportunity to be creative and they



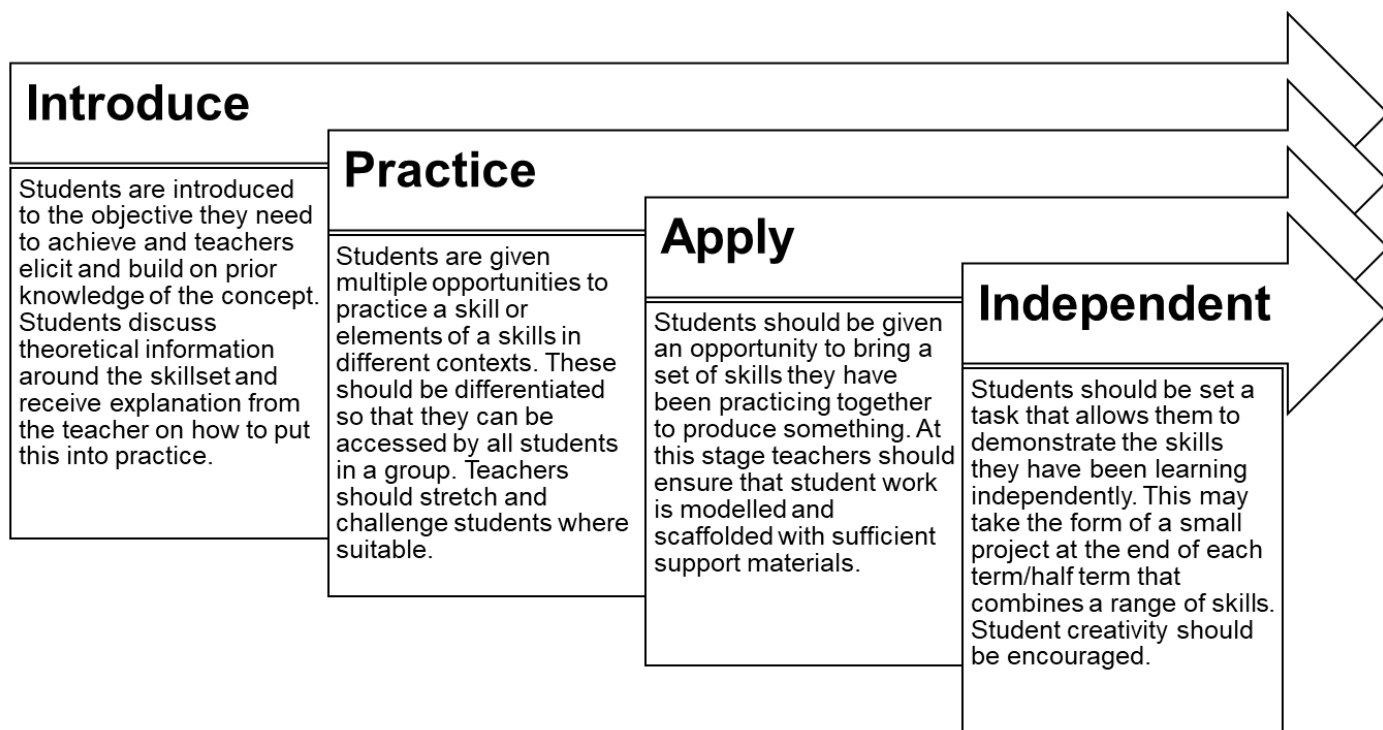
	articles, leaflets, and information books.	writing and develop research skills.	storyboards and posters.	Formal discussion writing should be built up to as a final piece.	of character development, setting, plot and how the author conveys these.	should not be limited. Briefs should have a large scope.
<b>LA</b>	Working towards National Curriculum objectives for Key Stage 2 for word reading; reading comprehension; writing composition, transcription, vocabulary, punctuation and grammar ( <i>appendix 1.1</i> )					
<b>HA</b>	Working towards National Curriculum objectives for Key Stage 3 for reading, writing and SPAG ( <i>appendix 1.2</i> )					

One weekly SPAG lesson is timetabled for all groups which will target specific gaps and misunderstandings of SPAG rules as identified through assessment (groups may be mixed for this session to ensure students are working towards appropriate objectives).

Progress for KS3 students is tracked and monitored using an online system for assessment without levels called iTrack.

## 2.2.2 English Pathway 2: Functional Skills

Students are placed on the appropriate level of Functional Skills as designated by their completion of a SkillsForward diagnostic. The range of activities that students will complete is not prescribed by a strict curriculum due to the need to continuously adapt to the needs of the students and fluctuating groups. Teachers should plan activities that achieve the appropriate objectives as described in the DfE document *Functional Skills Subject Content: English (appendix 2)*. Teachers should practice a mastery approach and ensure that students have achieved, understood and applied an objective before moving on.



## 2.2.3 English Pathway 3: GCSE

Venture Learning is not a GCSE examination centre so we work with commissioning schools to coordinate examinations for our students at either their school or an alternative approved centre dependant on their





circumstances. As a result the course material that we deliver may vary, depending on the exam board and literature choices of the commissioning school.

It is an expectation that commissioning schools will provide Venture Learning with schemes of work and teaching materials if they require us to deliver variations on the course currently offered. When this is the case, we continuously liaise with schools to ensure that appropriate delivery standards are met. We are currently running AQA English Literature following schemes of work for *Romeo & Juliet*, *An Inspector Calls* and *A Christmas Carol*.



## 2.3 Maths

Every student, part-time or full time, will access Maths learning as a core component of the curriculum. The pathway that they are placed on will be decided following a detailed discussion with the commissioner and parents to target the appropriate outcomes for the student's current attainment and goals.

There are 3 pathways for Maths (details of which are outlined in 2.1): KS3 (2.3.1), Functional Skills (2.3.2) or GCSE (2.3.3). Within each pathway learning objectives are differentiated by level to ensure accessibility, challenge and ultimately, progress.

The Maths curriculum focuses primarily building strong foundations in basic maths skills, filling in gaps in learning to ensure that students have a clear understanding of concepts beyond processes and can use reasoning to solve problems. We have high expectations for our students and our teachers should always stretch and challenge them whether this is through the application of mathematical knowledge in new contexts or through extending learning into higher level mathematical skills.

Progress for KS3 students is tracked and monitored using assessment steps which predicts a potential end grade at KS4.

### 2.3.1 Maths Pathway 1: KS3

KS3 teaching for Maths follows the White Rose Maths Schemes of Learning, working towards National Curriculum objectives White Rose follows a teaching for mastery approach and provides a useful overview about how to spread topics across the academic year and how to build mathematical concepts in a clear order for cohesive progression. Specific schemes of learning for relevant year group aims can be found at <https://whiterosemaths.com/resources/>.

An appropriate Scheme of Learning is selected based on a student's current level of attainment as assessed against National Curriculum objectives for year groups. Teachers should use their discretion to move between SoLs where appropriate. For example, if a student has achieved 30% of NC objectives for year 5 their teacher should follow the year 5 learning scheme but may stretch students to year 6 objectives in areas that they are already confident. Similarly, if a student is struggling to grasp a concept teachers should be flexible about stepping back and ensuring the child has developed the earlier skills that underpin said concept.

The White Rose Maths curriculum provides an overview and progression pathway to guide teachers. It is the teacher's responsibility to plan engaging lessons and learning opportunities to ensure that students develop the relevant skills and understanding and are able to apply it in different contexts.

### 2.3.2 Maths Pathway 2: Functional Skills

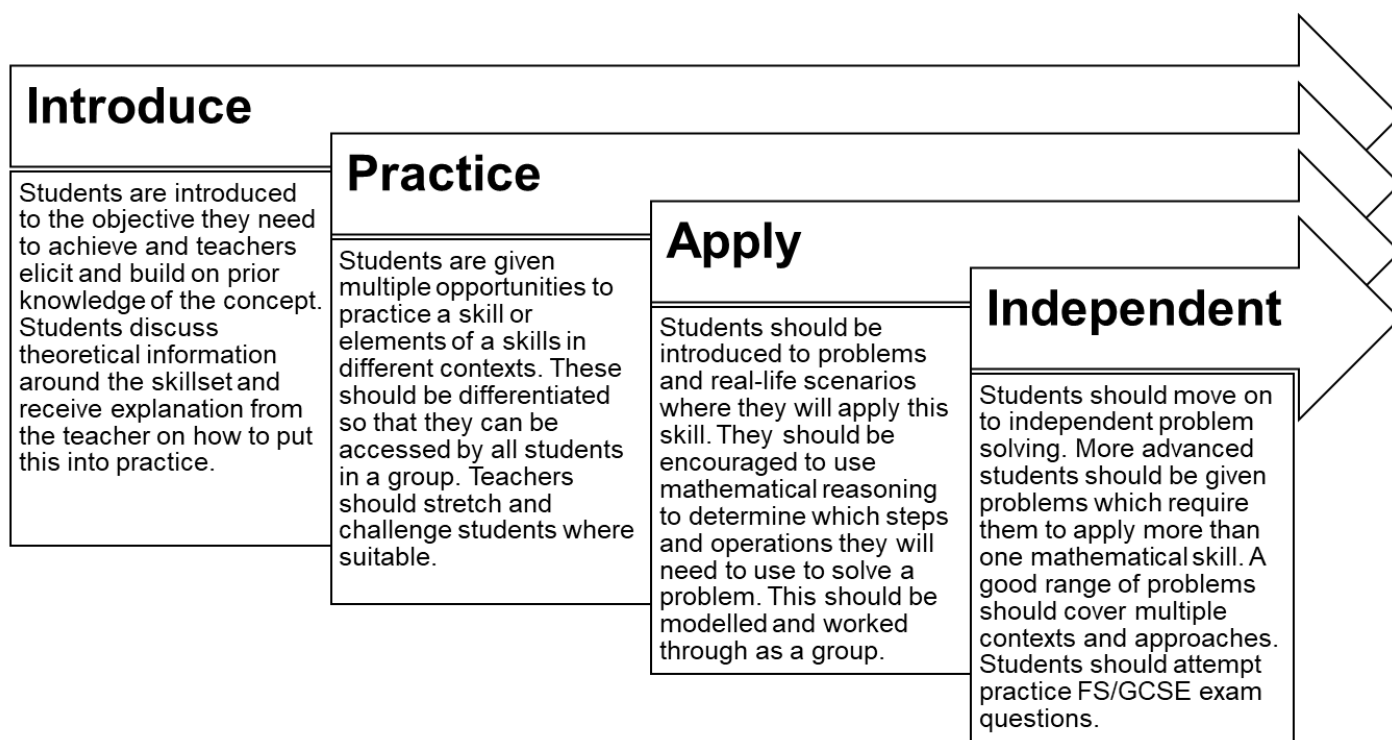
Students are placed on the appropriate level of Functional Skills as designated by their completion of a SkillsForward diagnostic. The range of activities that students will complete is not prescribed by a strict curriculum due to the need to continuously adapt to the needs of the students and fluctuating groups. Teachers should plan activities that achieve the appropriate objectives as described in the DfE document *Functional Skills Subject Content: Maths*. Teachers should practice a mastery approach and ensure that students have achieved, understood and applied an objective before moving on (outlined below).

### 2.3.3 Maths Pathway 3: GCSE

Students who are working towards a Foundation GCSE will be taught following a similar mastery approach (outlined below), but working towards GCSE objectives. Teachers should plan their own lessons and activities that are differentiated to the needs of their students, guided by the GCSE Maths Scheme of Learning to ensure appropriate topic coverage. As Venture Learning currently does not employ a specialist



Maths teacher, Higher GCSE Maths students will be taught by an external specialist tutor who will be sourced as needed.



## 2.4 PSHE

In order to ensure we comply with statutory guidance, Venture Learning subscribe to Cre8tive Resources and supplemented use the PSHE Association and follow Cre8tives thematic programme for Key Stage 3 and 4. Students are taught PSHE in groups of mixed age by key stage and so they will not follow the programme as it is specified by year group. Venture Learning will run the programme on a three year cycle covering the material from Year 7 to Year 9 and a 2 year for years 10 and 11. We also have stand alone blocks of learning to meet the needs of our students both locally and nationally according to trends/issues.

Teachers are required to plan lessons that are engaging and appropriate for the needs of the students and will help them to achieve the learning objectives outlined in the programme. Resources should be used and adapted from those recommended by the Cre8tive resources and PSHE Association.

Where specific needs or concerns are identified, for example if a student references drug abuse or knife crime, additional intervention sessions may be organised for individual or groups of students. Year 11 students will be provided with additional sessions to access the future planning elements of the Year 11 programme.



## **Section 3: Co-curriculum**

The co-curriculum comprises of the supporting activities that run alongside the core curriculum to ensure that students are receiving a holistic education. As some students are part-time, and others have a range of needs, not all students will access all elements of the co-curriculum.

Venture Learning is a new and growing provision so it is likely that the co-curriculum offer will broaden and diversify over time. This policy is regularly reviewed and updated to reflect changes in the offer.

### **3.1 Co-curriculum Qualifications**

Where students have begun qualifications at their commissioning school under different awarding bodies, there may be scope for Venture Learning to continue the delivery of course material and support with coursework under the instruction of the commissioning school. In this scenario, Venture Learning requires the commissioning school to provide resources and liaise closely with the delivering teacher to ensure standards are appropriate for the course. The commissioning school retains responsibility for the examination process and for the assessment of completed coursework.

### **3.2 Additional Subjects**

In order to ensure that students have experience of a full range of subjects beyond the core curriculum, students will receive at least one Science lesson and one 'topic' lesson each week for part-time students, and two of each lesson for those with full-time places. All students are offered one structured PE lesson per week. This allows students to be exposed to different types of learning and a broader variety of themes. We also actively encourage teaching staff to incorporate elements of Geography, History, RE, Art, DT and ICT into their core curriculum lessons where it is appropriate for providing context for understanding or opportunities for application of skills.

#### **3.2.1 Science**

For the majority of our students who have missed a lot of learning, engaging in KS3 Science is both challenging and inappropriate. Our aim is to expose students to Science, encourage them to enjoy Science and to develop the skills that underpin scientific thinking such as curiosity, observation and analysis. For this reason we follow a programme aimed at years 5/6, designed by the Hamilton Trust:

<https://www.hamilton-trust.org.uk/science/year-56-science/>

It focuses on a different topic per half term, includes practical activities and has a National Curriculum 'working scientifically' focus in each lesson.

Our current policy for those students that are higher attainers, can access KS3/GCSE level Science and are aiming to get a qualification in this area is to provide an external specialist Science teacher for delivering 1:1 or small group Science to the relevant students.

#### **3.2.2 PE**

Students are regularly offered opportunities for physical activity in the afternoons, both during timetabled sessions and at additional times when deemed appropriate by staff. Each week they are offered one curriculum-based PE lesson focused on a sport that changes each half term: basketball, netball, cricket, football, handball and fitness. Each week students will be given opportunities to practice and develop different skills as well as their understanding of the sport itself.

#### **3.2.3 Topic**

As some of our students are part-time and our days have more practical activities than a typical school it would be impossible to timetable weekly lessons across all additional subjects. Our aim is to give each



student tasters of all additional subjects so they can experience engaging with them and identify what they enjoy. We have chosen to do this by timetabling cross-curricular 'topic' lessons. Each half-term there will be a different topic focus and over the course of the topic students will be able to explore the related History, Geography, RE as well as engage in creative activities such as Art and DT.

If a student has a particular passion for, or strength in a subject area that is not offered as part of the core curriculum, we will make it a priority to plan and deliver further lessons or 1:1 sessions that will encourage engagement and progress in that subject.

### **3.3 Practical Activities**

Students have the opportunity to take part in additional PE, and Art every week as part of drop-down afternoons to promote engagement, involvement and teamwork. Students who excel at, or particularly enjoy certain practical activities are encouraged to participate more deeply, for example: through planning and leading a PE session; sourcing recipes and costing ingredients for cooking; or, completing an in-depth guided project about an art movement.

### **3.4 Hidden Curriculum**

At Venture Learning, we believe that social and emotional development is just as important as academic achievement and this philosophy runs throughout our curriculum and our teaching.

Structured social times facilitated by teachers are regularly used to encourage students to communicate and cooperate positively. These usually involve walking the dog, going to the park, playing board games or creating something. An ethos of self improvement and positive communication is encouraged for all students. Praise, recognition and reward programmes help support young people as they work towards targets and strive to make good choices. We recognise that students can make mistakes and teachers are encouraged to approach these as learning opportunities with students, focusing on reflection, discussion and restoration. Some students may receive additional intervention through the SEAL programme in order to develop a stronger awareness of themselves and the social skills they need to work with others. Students' progress in social and emotional areas of development is measured on the Boxall Profile (<https://boxallprofile.org/>).

Furthermore, at Venture Learning we recognise that skills in these areas are valuable tools for young people as they move onto independent living and employment. We encourage teachers to plan activities as part of their core curriculum lessons that give opportunities for students to develop transferrable skills such as: communication, leadership, teamwork, creativity, problem solving, work ethic and time management. Depending on timetables, each half-term or term students are offered a project-based learning task that focuses on improving these skills. Progress is tracked on a soft skills matrix which breaks these down into subskills which can be achieved to various standards.



#### **Section 4: Related Policies**

Venture Learning Behaviour Policy

Venture Learning Feedback, Marking and Assessment Policy

Venture Learning Internal and External Verification Arrangements Policy

Venture Learning Quality Assurance Policy

Venture Learning RSE Policy

Venture Learning SEND Policy

