



Venture
Learning

Curriculum
Venture Learning

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Introduction

The curriculum at Venture Learning is designed to promote holistic learning and personal growth through academic lessons and a range of planned activities. As an alternative provision our cohort is dynamic, with a continually changing range of needs, abilities and desired outcomes. Our curriculum aims to respond to this level of diversity and, as such, it is not prescriptive to allow it to be adapted and tailored to each student's individual needs. Each student's pathway is bespoke and they may access different elements of the curriculum to meet their learning goals and needs.

Our curriculum acts as a guide for teaching staff to facilitate effective learning opportunities for all students. We set realistic and achievable outcomes for our students based on extensive discussions with their commissioning schools, parents/carers and themselves to determine their goals, learning styles and learning needs. Through baseline and continuous formative assessment we ensure that each student is on the most appropriate learning pathway to ensure that they make progress and meet their individual targets. We expect our teaching staff to plan engaging, accessible, relevant and challenging lessons in line with the objectives of the curriculum and attached Schemes of Learning. We actively encourage all teaching staff to adapt and differentiate lessons and objectives to meet the needs of the students and address gaps in learning.

Alongside our core curriculum which covers English, Maths, PSHE and ICT for all students, there are a range of other topics and activities on offer that students may access to support their personal and social development, and to improve their transferrable 'soft' skills: communication, leadership, teamwork, creativity, problem solving, work ethic and time management. By paying attention to skills beyond academic learning, we aim to prepare students for their lives beyond formal education and give them the tools to access and succeed at whichever opportunities they choose to pursue.



Key Staff and Contacts

Provision Based Contacts

Name	Role
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Section 1: Roles & Responsibilities

1.1 Head of Provision

The Head of Provision 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 senior staff members at the discretion of the Head of Provision. 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 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"> Year 7/8 students Reintegration Goal Significant gaps in learning/ working towards/at KS2 levels 	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"> Year 7/8/9 students Reintegration Goal Working towards/at KS3 learning objectives 	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"> Year 9/10 students Qualification Goal Placed by assessment through SkillsForward 	Teaching follows SkillsForward diagnostic and NCFE Scheme of Learning to remediate gaps and misconceptions in understanding	
		EL3	<ul style="list-style-type: none"> Year 9/10/11 students Qualification Goal Placed by assessment through SkillsForward 	Teaching follows SkillsForward diagnostic and NCFE Scheme of Learning to teach students functional English/Literacy skills	
		L1			
	L2				
	P3 - GCSE		<ul style="list-style-type: none"> Year 9/10/11 students Qualification Goal Recommendation by commissioner 	Teaching follows AQA learning outcomes for English Language and designated texts for English Literature	
Maths	P1 – KS3	LA	<ul style="list-style-type: none"> Year 7/8 students Reintegration Goal Significant gaps in learning/ working towards/at KS2 levels 	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"> Year 7/8/9 students Reintegration Goal Working towards/at KS3 learning objectives 	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"> Year 9/10 students Qualification Goal Placed by assessment through SkillsForward 	Teaching follows SkillsForward diagnostic and NCFE Scheme of Learning to remediate gaps and misconceptions in understanding	
		EL3	<ul style="list-style-type: none"> Year 9/10/11 students Qualification Goal Placed by assessment through SkillsForward 	Teaching follows SkillsForward diagnostic and NCFE Scheme of Learning to teach students functional mathematical skills	
		L1			
		L2			
	P3 - GCSE	Foundation	<ul style="list-style-type: none"> Year 9/10/11 students Qualification Goal Recommendation by commissioner 	Teaching follows AQA learning outcomes for foundation level Maths	
		Higher	<ul style="list-style-type: none"> Placed by past paper assessment 	Teaching follows AQA learning outcomes for higher level Maths (specialist tutor required)	
	PSHE			<ul style="list-style-type: none"> All year groups All students Group split may vary due to subject content/topic 	Teaching follows statutory guidance using PSHE Association approved resources and thematic programme
	ICT			<ul style="list-style-type: none"> All year groups All students Group split may vary due to speed of progression 	Teaching follows NCFE 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

	HT1	HT2	HT3	HT4	HT5	HT6
Half-termly focus	Reading: Non-fiction texts	Writing to Inform	Writing to Persuade	Writing to Persuade and Discuss	Reading: Novel/fiction texts	Writing to Entertain
Brief description of learning covered in half term	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, articles, leaflets, and information books.	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 writing and develop research skills.	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 storyboards and posters.	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. Formal discussion writing should be built up to as a final piece.	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 of character development, setting, plot and how the author conveys these.	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 should not be limited. Briefs should have a large scope.
LA	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>)					
HA	Working towards National Curriculum objectives for Key Stage 3 for reading, writing and SPAG (<i>appendix 1.2</i>)					

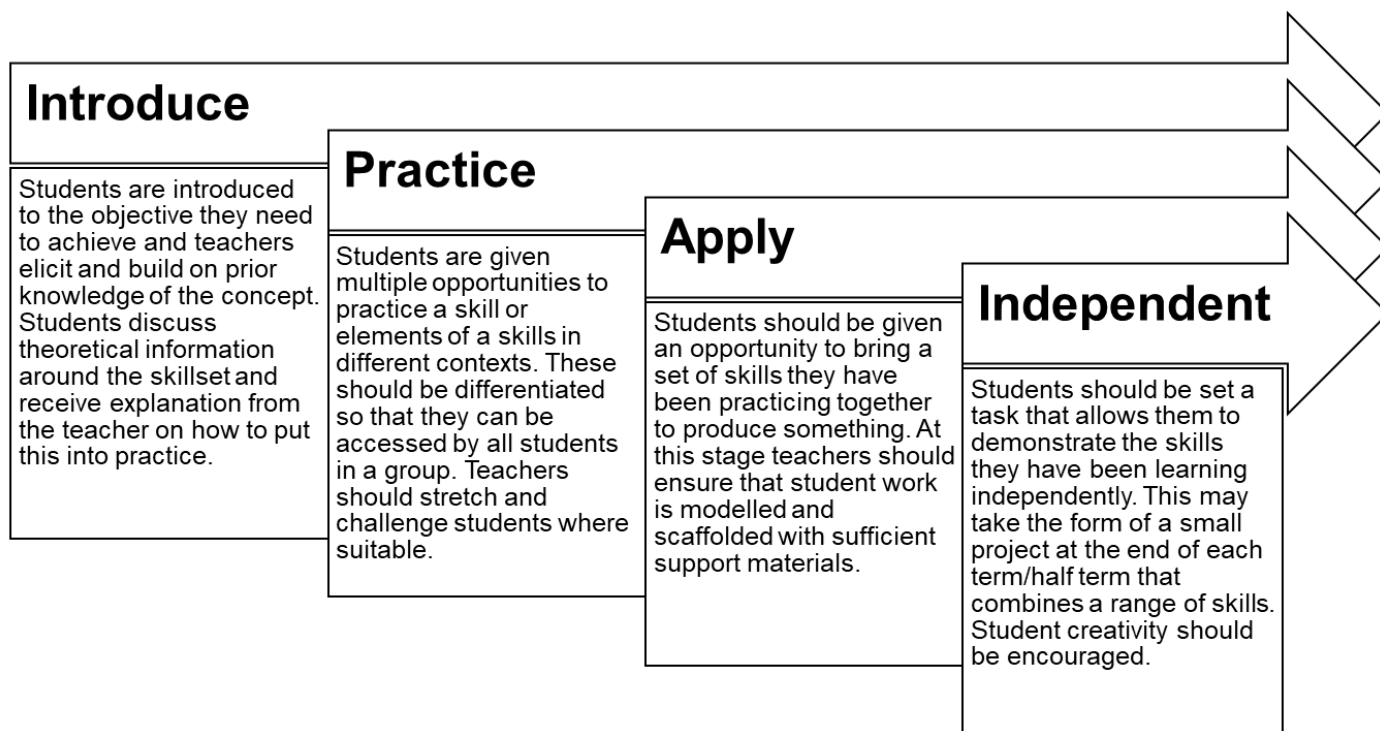
One weekly SPAG lesson is timetabled for all groups which will target specific gaps and misunderstandings of SPAG rules as identified through assessment (groups may be mixed for this session to ensure students are working towards appropriate objectives).



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)*. These are ordered and broken down further in NCFE schemes of learning (*appendix 3*). 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 (appendix 4)*.



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 iTrack for assessment without levels.

2.3.1 Maths Pathway 1: KS3

KS3 teaching for Maths follows the White Rose Maths Schemes of Learning, working towards National Curriculum objectives (*appendix 5*). 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 (*appendix 7*). 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

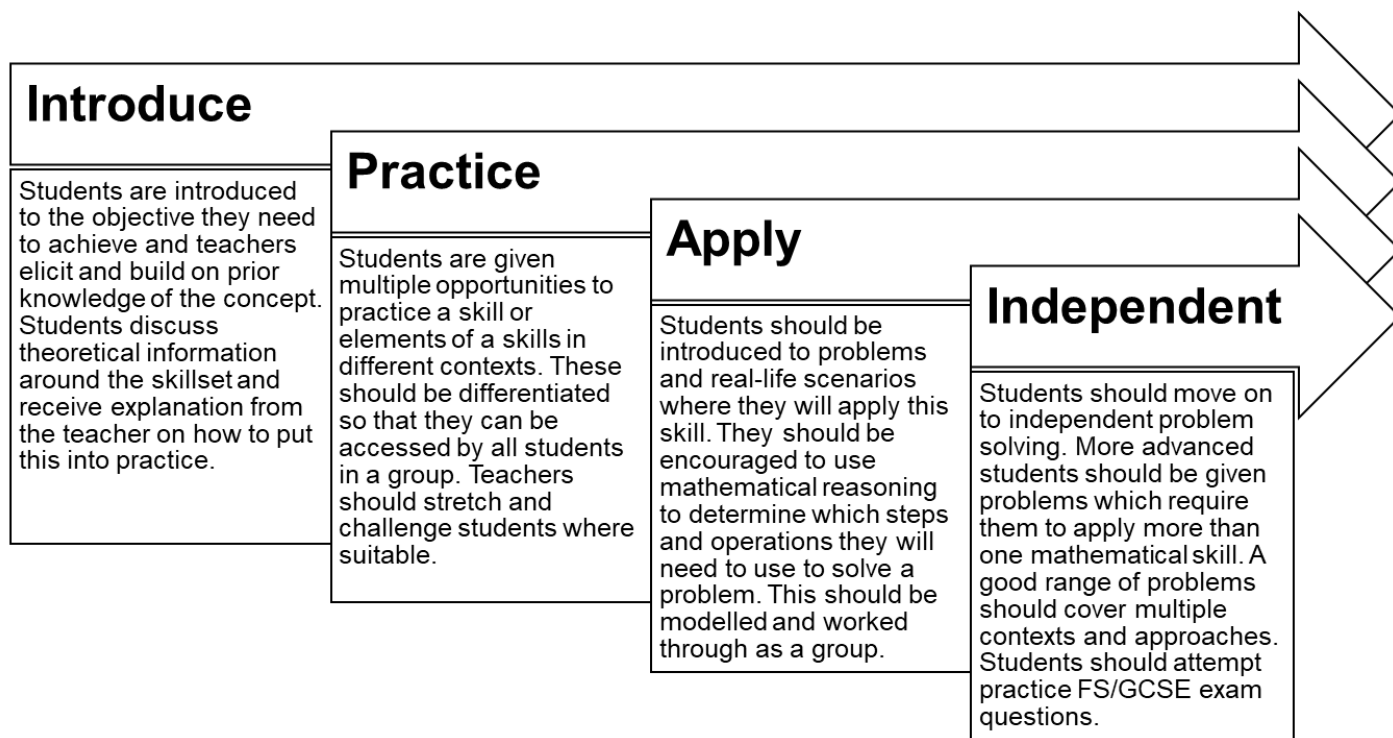
Students are placed on the appropriate level of Functional Skills as designated by their completion of a SkillsForward diagnostic. The range of activities that students will complete is not prescribed by a strict curriculum due to the need to continuously adapt to the needs of the students and fluctuating groups. Teachers should plan activities that achieve the appropriate objectives as described in the DfE document *Functional Skills Subject Content: Maths (appendix 7)*. These are ordered and broken down further in NCFE schemes of learning (*appendix 8*). 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 (*appendix 9*) 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 the PSHE Association and follow their thematic programme for Key Stage 3 and 4 (*appendix 10*). Students are taught PSHE in groups of mixed age and ability 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 8 to Year 10 for all year groups.

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 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.

2.5 ICT

All students are taught essential ICT skills working towards the learning objectives laid out in the NCFE ICT Functional Skills Amplification Guide (*appendix 11*). The level that students should be working towards is determined by a SkillsForward diagnostic, but students are taught in mixed ability groups for ICT. This gives students the opportunity to stretch and challenge themselves and the potential to make quicker progress through EL3, L1 and L2 without continuously revisiting material.

Teachers should ensure that units and lessons are planned with a common theme or topic but that success criteria is differentiated for the achievement of all students. Students in KS3 will be accessing ICT lessons as part of their broader education but students in KS4 may be entered into a Functional Skills qualification.



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

Venture Learning is an approved NCFE centre which means that we can deliver NCFE qualifications to our students across a wide range of vocational subjects. We have worked closely with NCFE to ensure that standards are met and we are currently offering a qualification in Food & Cookery (*appendix 12*).

We recognise that the requirements of our students are always changing and we have scope to offer a wider range of vocational qualifications through NCFE as the need arises. We are currently working towards offering a qualification in childcare.

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 many 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, Cooking 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 (*appendix 13*) 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 (*appendix 14*).



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

