



Two Boats School Curriculum Policy

This policy was written in May 2020, using the DfE guidance of September 2019 and adapted for our unique setting.

It will be reviewed in August 2021

Curriculum Policy

Aims

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. At Two Boats School, we aim to meet these requirements as set out in the English National Curriculum.

Our curriculum is designed so that every child will:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

INTRODUCTION

The curriculum at Two Boats School reflects the vision, values & aims of our school; in planning our curriculum, our key driver has been firmly rooted in the distinct context of our school. Two Boats School is an all through school providing education for children from age 3 – 16. We are located on Ascension Island and Two Boats offers the sole education provision for island. As a small island community, our students are part of a closely connected community where the school is a focal point. The island offers many exceptional experiences socially, culturally and through the unique environment. In planning our curriculum, we have capitalised upon this unique circumstances to add value to the curriculum. Against this backdrop there are a number of barriers which we endeavour to overcome including a more limited scope for a broad range of enrichment activities with which to enrich our curriculum and collaborate with other schools. Hence our school has a student body that require a carefully planned curriculum which is bespoke to Ascension Island.

We believe that at all stages of development, learning should be structured and stimulating, enjoyable and a worthwhile experience in its own right. Our curriculum provides our learners with opportunities for enjoyment and achievement through a rich, broad, balanced and personalised curriculum matched to ages, ability, interest and individual needs. We believe in a holistic approach which places emphasis on developing the whole child. Staff have a clear understanding of the individual needs of our students; we recognise that our learners need a sense of developing their personal and social skills to ensure they are fully equipped to take their next step after Two Boats School which includes developing aspirations for their future and for their community.

The curriculum is designed to ensure: deep learning, it is a flexible, knowledge led and skills engaged framework. We provide students with an entitlement curriculum which is broadly based around a modified National Curriculum, adapted to meet the needs of the individual young people and groups. Equality of access and of

opportunity underpins our provision and we offer augmented and modified learning opportunities which support personal and social skills transferable across lessons into wider life. Students are encouraged to communicate through listening and expression of speech, encouraged to put forward their views, problem solve and to keep safe.

The curriculum is framed within the key areas of learning, to which the subjects of the National Curriculum have been assigned. Students succeed through personalised and progressive academic and vocational routes. Given the context of the school being an all through school from age 3 – 16, we take full advantage of the seamless transition opportunities which this presents and the curriculum factors a clear progression route for pupils as they advance through the school. Staff review the curriculum regularly, but also the principles for learning and teaching. We have designed our termly curriculum to provide a breadth of experience within a subject area, where possible drawing upon outside speakers and involvement in community based learning experiences. At each key stage, students are encouraged to become involved in the community by engaging in well planned and purposeful learning opportunities that take place in a variety of contexts within the community. The aim of this is to equip students with the skills necessary to achieve as much independence as possible both within the school and moving forward into adult life, as appropriate to their individual needs.

We have an assessment policy and marking policy and staff regularly review and assess the impact that the curriculum is having. We do this through a variety of avenues including regular summative and formative assessments, against the relevant frameworks across the breadth of the curriculum, questionnaires to the students and parents and carers. We ensure that students are aware of their targets and our marking policy ensures that they know what they have to do in order to improve. We regularly scrutinise the work of student's including coding within books or the level of independence and verbal feedback being issued to support the learning.

Students' spiritual, moral, social and cultural development is developed in each lesson. We encourage our learners to be deep thinkers, to consider the feelings and actions of others, seeing points of views and beliefs other than their own and prepare them for life in Ascension and beyond. In recognising the development of the whole child, pastoral support is given to every student through a clear structure with every member of staff taking responsibility for this. In addition to a form tutor, the school has a dedicated member of staff who is a trained counsellor and who is responsible for championing and supporting emotional wellbeing across the school. Students have the opportunity to discuss issues and we offer emotional literacy support to plan strategies to deal with the specific issues which they face. Our school has various other systems which support emotional and mental well-being, there is clear sign posting of information and this is a strong feature in our PSHE curriculum. Emotional and mental wellbeing is also greatly enhanced by sport. Sport has remained central to both our curriculum and extra-curricular provision. We also believe the pedagogy of P.E. in sport affects other areas of the curriculum and really enhances learning, physiologically allowing better learning to happen, as well as learning skills such as listening, problem solving, team work and resilience. We

have invested heavily with the P.E. and sport provision, with a range of opportunities available for our learners including the hugely successful annual swimming gala, sports days featuring athletic competitions.

CURRICULUM INTENT AND DESIGN

Two Boats School offers a broad and balanced curriculum with plans and schemes of work that take into account the ages, aptitudes and needs of all young people, including those with a SEN plans; and it does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. All young people have equal access to the whole curriculum.

The breadth of curriculum gives young people appropriate experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Young people acquire listening, literacy and numeracy skills, taught discretely and through a cross curricular approach. The range of subjects for all young people, regardless of age, is appropriate to both age and needs so that all young people have the opportunity to learn and make progress and is effective preparation for the opportunities, responsibilities and experiences of life in British Society, whether that is in further education, vocational training or employment. Further to this, across the curriculum, but especially in PSHE and the Humanities curriculum, young people are encouraged to focus on democracy, diversity, mutual respect and managing debate of contentious issues.

Two Boats School has status as a British Overseas School and is a member of COBIS (Council of British International Schools) and thus the National Curriculum is not a legal requirement. We do, however, incorporate the National Curriculum and apply it as appropriate. Where appropriate, students' access programmes which will lead to nationally recognised qualifications. The syllabus taught within each subject is based on National Curriculum guidelines but allow flexibility to teach subject in the most appropriate manner. Overall, the staff / young person ratio enables a great deal of individual attention to support those who require help and to stimulate the more able.

Two Boats School has a clear vision driven by an individual need's and a young person centred approach relating to what young people need to gain knowledge, skills and understanding of and how we are going to teach it. Whilst the National Curriculum provides us with an important benchmark, the content and structure of knowledge and how this is delivered is determined by Two Boats. The key driving factor is the particular context of our school and our students' needs, interest and aptitudes. We do not narrow the curriculum at key stage 3 and nor do we teach to the test. Our curriculum offers a rich web of knowledge and provides the capacity for young people to learn and develop their understanding. At Two Boats we recognise that knowledge and skills are intrinsically linked and cannot be separated. Knowledge and the capacity it provides to apply skills and deepen understanding are, therefore, essential curriculum elements of our curriculum design. We offer a broader and in-depth content across a subject area which promotes a deep knowledge and understanding of subjects and clearly map the subject specific knowledge and subject specific skills.

Curriculum Intent

We have a unique curriculum design and intend our curriculum to:

- Relate to the context of the school and the variety of our young people's presenting needs.
- Be knowledge led and skills engaged we believe that these are not mutually exclusive and do not perceive a tension between knowledge and skills. We teach skills alongside knowledge, ensuring that both are explicitly developed.
- Focus on developing key skills which improve learning and performance in education, work and life, and will include participation for all young people in community-based activities. For our young people it is imperative that we develop skills that will enable them, should they wish to be able to go onto become successful citizens in the UK or further afield. The development of these personal and social skills is fundamental to participation and achievement and is an intrinsic element across all areas of the curriculum. The curriculum provides a vehicle to teach personal and social skills and this is clearly mapped out referencing the key aspects relating to our young people's needs including development of:
 - social communication
 - social interaction
 - emotional understanding and self-awareness
 - independence and community participation.
- Give young people the knowledge or skills that that may have been lacking in their home environments as a core principle for their curriculum and tailored the approach accordingly.
- Acquire skills in literacy, numeracy and listening
- Bridge gaps in learning and build upon the strengths of the young people.
- Acquire subject specific knowledge and skills.
- Provide young people with subject-specific vocabulary and knowledge that allow them to build links and enhance their learning across other subjects.
- To have a strong emphasis on cross-curricular teaching to support our young people with social generalisation skills. This is important for making the curriculum relevant and meaningful to young people and for putting knowledge into context.
- Be regularly reviewed to ensure sequential, layered knowledge acquisition.
- Use the curriculum knowledge and skills as a vehicle to address social disadvantage offer new experiences and opportunities.

Curriculum Design and Implementation:

Our curriculum is implemented through well-taught and appropriately sequenced content, thoughtfully designed assessment practice and consideration of an appropriate model of progression. Attainment and qualifications of our young people will always remain important as one measure of a school's effectiveness and of course is hugely important to our young people themselves. We believe that a well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what young people have learned.

- Approaches will vary according to the needs of the individual and will be regularly reviewed, with new ideas considered and introduced where appropriate. Teaching will be structured, with clear sequencing of activities and timetables where the content is conveyed through a range of learning styles

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- Parents and carers are encouraged to actively contribute and support young people with their education including support for homework activities. They will be familiar with and aware of the educational needs and progress of their children through regular communication with teaching staff as detailed in our assessment policy.
- Equal Opportunities teaching approaches and resources will reflect the diversity in modern Britain and will enable all young people to have equal opportunities to participate in the curriculum of the school regardless of their culture, gender or religion.
- Layered sequential learning factors, clear progressive pathways, subject-specific progression models focus on progression through the content to be learned.
- Teachers plan regular retrieval through intelligent repetition of content to promote acquisition of core knowledge and efficient recall.
- Teachers plan a secure way of knowing whether young people have acquired the defined skills and knowledge through carefully constructed lesson planning with success criteria which defined knowledge, skills and understanding applying the concept of mastery, generalised skills across the curriculum and application of knowledge.
- Teachers use both formative and summative assessment for capturing young people's progression across the curriculum. Assessment is linked to the use of 'flight paths' linked progress to subject-related targets and on-going assessment to check young people understands of the main curriculum elements.
- Assessment is used not only for identifying gaps in young people's knowledge, skills and depth of understanding, but also to inform and improve on future curriculum design.
- Distributed leadership allows subject coordinators a degree of autonomy to structure and plan their teaching of the curriculum because of the knowledge and expertise they have in their subject and their in depth understand of the young people
- For young people who are lower-attaining the outcomes and their access to the breadth and depth of the academic curriculum is limited by starting behind their peers. The priority to improve English and mathematics and uses intervention models that take their starting points into account, this is not to the expense of a broad balanced curriculum.
- Regular curriculum evaluations to plan, monitor and regularly review curricula, ensure they are inclusive, set suitable learning challenges, respond to young people's diverse learning needs, include all young people by overcoming potential barriers to learning and assessment, provide a stimulus to revisit and revise existing schemes of work and or provide a basis for the development of new ones. Revision and development will take account of any changes in legislation and guidance.
- Timetables are structured individually to best meet the needs of each pupil, depending on their individual circumstances. They provide at least 25 hours of education a week
- Young people are taught in mixed ability groups by subject specialists. All students are taught in small groups, of up to 10 students with a teacher and where required the support of a teaching assistant.
- The curriculum is flexible and will be personalised to individual needs, interest and aspirations. Students may be offered access additional options through distance learning as appropriate
- Curriculum details are available on request and provide subject specific information for each year group which identifies what will be taught throughout each term.
- Parents or legal guardians have the right to withdraw their children from religious education and Relationship and Sex Education The school informs parents when these areas are being covered. If the right to withdrawal is exercised, parents and carers are required to inform the head teacher in writing.
- The school has official registration through the Joint Council for Qualifications to ensure pupils can follow and take public examinations including IGCSE level qualifications and Entry Level qualifications. This provides curriculum breadth and enables us to adapt individual learning programmes to suit pupils' needs, interest and aspirations.

- The curriculum overview below outlines the frequency of subjects taught over each year group. The day is split through 6 Periods: 2 Periods, Break, 2 Periods, Lunch, 2 Periods. (30 lessons per week)

The school management will determine the best possible organisation of learning by subject areas and topics, using the resources available to implement this curriculum.

The school follows the Early Years Foundation Stage and guidance from the English National Curriculum, coordinated by the Senior Teacher – Primary and Senior Teacher – Secondary. The curriculum is adapted, where appropriate, to enhance learning, to ensure a consistent approach across the whole school, to reflect the particular needs of our students, and to mitigate the inherent limitations our small size and isolated location put upon us.

Learning is organised by National Curriculum Key Stages as follows:

School Phase		Key stage	Year Group	Age
Foundation Stage		Early Years Foundation Stage	FS 1	3-4
			FS 2	4-5
Primary School	Lower	Key Stage 1	Year 1 & 2	5-7
		Key Stage 2	Year 3 & 4	7-9
	Middle		Year 5 & 6	9-11
Secondary School		Key Stage 3	Year 7 & 8	11-13
			Year 9	13-14
		Key Stage 4	Year 10	14-15
			Year 11	15-16

Our approach to tracking pupils' progress and reporting on it to parents is set out in our Assessment, Recording and Reporting Policy.

2. GENERAL POINTS FOR ALL YEARS

2.1 Academic/ Vocational Progress

Each young person in the school has a tutor who supports and encourages academic/vocational and personal and social progress. Progress is carefully and closely monitored by the subject teacher to allow young people to be recognised for their good work, and enables any problems to be identified quickly.

Attainment grades based on formative/summative assessments at the end of each term are monitored against target grades, a process which enables teachers to discuss relative progress with young people and offer formal feedback to complement the informal feedback, which takes place in lessons. The school supports this process by reviewing the data with teachers and implementing swift interventions where a young person is not achieving the expected attainment.

At the end of the year, prizes are awarded for both academic excellence and effort, personal and social development (Citizenship) and for achievement across the curriculum.

The school has a whole school marking policy and work is regularly scrutinised against this.

2.2 Personal and Social Progress (Citizenship)

Personal and social skills development is inextricably linked to the taught and wider curriculum. The curriculum provides a vehicle to teach personal and social skills and within this framework we promote skills development in social communication, social interaction, and independence and community participation.

2.3 PSHE and Careers

All young people follow a programme of Personal, Social, Health and Economic Education (PSHE) and further information on this is available in the detailed PSHE policy document and framework which:

- i. Reflects the school's aims and ethos
- ii. Encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(a).
- iii. Recognises the need to build resilience by teaching young people to manage risk, resist pressure, make safer choices and seek help if necessary.
- iv. Provides opportunities for the children to know about keeping safe, linked to the KCSiE document. We also plan for and promote British values, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) ensuring that children are aware of their rights and responsibilities as a UK citizen

Careers advice features within the curriculum including a designated program of student within PHSE, discrete sessions for key stage 4, with visitors invited to school and community based learning opportunities designed to expose our learners to life outside school, providing them with ideas for their future. Students receive a careers interview where they can explore and develop aspirations. We are passionate that our learners have a positive contribution to make in society and can play an active and positive part in it. Careers education gives accurate, up to date careers information, advice and guidance that: -

- o is presented in an impartial manner
- o enables young people to make informed choices about a broad range of career options
- o helps to encourage young people to fulfil their potential

2. 4 Young people with Special Requirements

- For young people who have an SEN, in lieu of a local authority to write an EHCP, we write an SEN plan with parents and carers and from this have targets on an ISP (Individual support plan) which cascade from this.
- Young people who have EAL requirements are timetabled EAL lessons at the same time as MFL.
- A register of the more able young people exists to enable the monitoring of those young people judged to demonstrate advanced abilities and aptitudes in one or more subject areas.



Academic	Personal / Social	Spiritual/ Moral	Cultural	Vocational
Access a full curriculum entitlement: Maths, Science, English, History, Geography, DT, Art, RE, Citizenship, PE KS4 personalised curriculum pathways determined in consultation with students, care and Head teacher	Close monitoring of learning outcomes achieved and reviewed with individual students during form time	Eco school club – responsibilities toward a sustainable environment with reducing carbon impact Rights Respecting curriculum support UNHCR Charter on the Rights of the Child	Art and Design, all students engaged in a high quality structured programme Art and Design IGCSE	Enterprise Education, students participate in Business Studies
Curriculum related educational visits e.g. Dentist, Conservation	Systematic pastoral support structures within the school Structured positive reward programme	Charity work, fund raising for	Themed cultural days, exploring cultures locally, nationally and internationally	ASDAN curriculum implemented in response to students needs to offer curriculum which meets needs interests and aspirations of cohort
Individual education plans to support SEN needs and promote academic achievement	PHSE and citizenship curriculum, written by Head teacher to focus upon key curriculum needs	RE Curriculum, students encouraged to explore own spiritual, moral and ethical values and those of others	Explicit links made with across all with curricular opportunities identified	Careers Education curriculum,
1:1 literacy and numeracy support	Careers education curriculum, Individual / small group weekly tutorial sessions reviewing progress and planning next steps for identified students	Explicit links made with the all curricula areas in particular PHSE curriculum – bespoke curriculum which supports issues facing 9 protected characteristics	School competitions internal and external e.g. AFD	Clear links between curriculum and career progression highly visible in subject bases
Close rigorous tracking of attainment through formative and summative assessments	Individual careers interviews, careers fair each year Explicit cross curricular opportunities identified and links made with all curricular	Themed assemblies lined to spiritual and moral issues includes current affairs and faith based celebrations	Sporting competitions e.g swimming gala and sport day	Carefully selected, work experience provision support vocational curriculum. All quality assured
Additional sessions after school available for students who wish to catch up or have extra support	Values based education Staff trained as counsellors, available to support students or make referrals	Thought for the week embedded into culture of the school, discussed each week in assembly	National commemoration days observed, supporting FBV including Remembrance Day	Careers action planning for every students in senior school and online support
Bespoke curriculum written by TBS to meet needs interest and aspirations of students: e.g. PHSE, careers	Individual support plans , with personal and social targets set, monitored and reviewed each term		Diverse range of sporting opportunities given to students as part of PE to develop wider interests thus build resilience	14+ transition planning Links with local businesses e.g Interserve



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CURRICULUM IMPACT:

As a result of our curriculum intent and implementation, students will be empowered to:

- be adaptable, solve problems in a variety of situations, work independently and as members of a team
- develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- be happy, confident and resilient citizens
- be enthusiastic and eager to put their best into all activities
- acquire a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour
- behave in a dignified and acceptable way and learn to become responsible for their actions
- care for and take pride in their school
- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- think and solve problems mathematically in a variety of situations, using concepts of number, algebra, measurement, shape and space, and handling data
- listen and read for a variety of purposes and convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- develop an enquiring mind and scientific approach to problems
- to make intelligent use of information communication technology, in accordance with the school's policy and the code on acceptable use and online safety
- solve problems using technological skills
- communicate their knowledge and feelings through various art forms, including arts and crafts, music, drama and acquire appropriate techniques which will enable them to develop their inventiveness and creativity
- learn about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links between family, local, national and international events
- develop an active concern for the natural environment, locally and worldwide
- respect and develop knowledge of the beliefs of the major world religions
- develop agility, skills, physical co-ordination and confidence in and through movement competition, sportsmanship and fair play



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- demonstrate the basic principles of health, nutrition, hygiene and safety
- understand the principles of sex and relationship education in accordance with the school policy
- be aware and demonstrate a positive approach to health education and education including drugs including alcohol and tobacco
- demonstrate an understanding of the entitlements and obligations of global citizenship
- apply skills, knowledge and understanding across the boundaries of curriculum subjects
- develop the skills needed for the workplace including teamwork, initiative, leadership, resilience, ambition, punctuality, personal organisation and confidence
- establish lifelong love of learning and the ability to take responsibility for their own continuing education

Review

Policy Reviewed By:	Farah Quinn	Signature	Date
Next Review Date:	Aug 2021	FQ	May 2020
Interim Review Comments:			
Written, shared with SLT and staff			
Policy Reviewed By:			
Next Review Date:			
Interim Review Comments:			
		FQ	
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