

Curriculum Policy

Boveridge College

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Applies to:	Aurora Boveridge College
Associated documents:	Equality, Diversity & Inclusion Objectives Exam Appeals Procedure Registration & Exams Policy Adult Safeguarding Policy Child Protection Policy
Approved by:	Principal
Implementation date:	June 2026
Next review due by:	June 2027
This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

1. Aims

Aurora Boveridge College intends that every student should be given the opportunities to achieve their full potential and develop an understanding of respect for both themselves and others.

In seeking to meet this intention, Aurora Boveridge College commits itself to providing a broad and balanced curriculum that is both relevant to, differentiated in all manners and is designed to meet the individual needs of the students. Teaching should take place in a manner and with the aid of appropriate resources that actively promotes high standards of student interest and thus learning. The curriculum is designed to develop the skills which will prepare and enable all students to be successful in the next stage of their lives.

All students attending Aurora Boveridge College have an EHC plan for SEN for emotional, social and behavioural difficulties. These highlighted issues have proved too severe to have been successfully addressed within mainstream college attendance and or their previous special colleges. In many cases students come to college after experiencing significant periods outside of education, placement breakdown or home teaching. These difficulties have previously seriously impeded their academic and social progress and their personal development. The college therefore provides a curriculum that addresses all areas of student needs, including life skills and therapeutic support through a highly integrated approach. The college provides a bespoke tailoring of study programmes to meet the specific needs of our students. This development/tailoring of the study programme begins with each new student once they are engaged in the thorough assessment and admissions process, undertaken by all specialist areas of the college, leading to a 12 week induction period.

Aurora Boveridge College caters for male and female students aged 16 to 25. It is our aim to re-engage students in the life and routines of college, improve previous poor or non-attendance in education, punctuality and develop positive socially adjusted young people who can successfully integrate into employment, further study, wider society and lead productive, purposeful lives.

All students access a bespoke programme of study to meet their needs, built on transition aspirations, EHCP content, interests and abilities. Students are encouraged to learn by being provided with as broad a curriculum as possible and with individual programmes of learning and integrated behavioural support designed to encourage academic and vocational success and aid the development of self-esteem and self-confidence.

The college places great emphasis on Work Experience, Work Related Learning opportunities, Literacy and Numeracy skills, which are embedded in all aspects of student's study programme. Strategies to promote literacy and numeracy across the curriculum are in place. Students who need individual support to enable them to become more competent in literacy and numeracy are given individual sessions with specialist staff to achieve this. Programmes of study will be modified to appropriate lengths to allow students of all abilities access to a broad and balanced curriculum. Students engage directly with the local community and regularly undertake community-based volunteering and fundraising activities. Our annual target is for the students to globally undertake 500 hours of community volunteering and fundraising.

It is our intention that students' learning experiences should encourage them to become independent learners. Through our teaching we aim to provide students with the skills and motivation to study and learn without the constant direction of the teacher. As well as providing interest and offering a challenge, learning at college should provide enjoyment and should stimulate an appreciation of the value of lifelong learning. All teachers are encouraged to involve their students in their own learning, informally and formally.

A broad understanding of environmental issues such as climate change, biodiversity, air quality and a connection with nature are all developed through our curriculum. Such environmental work is intrinsic to subject areas on our curriculum such as: Environmental Science, Hospitality & Tourism, Horticulture, Outdoor Education, Art & Photography and Animal Care. These subject areas all feature components which develop an interest in our planet and a clear understanding of nature and how to lessen the detrimental impact we have on the environment. Elements of these subjects include essential environmental considerations including recycling, regeneration, conservation and managing waste. The development of these skills is not limited to these subjects, and there are opportunities to develop and understanding of environmental issues across all subjects; in English for example, students discuss issues such as the impact of music festivals on the environment and work together to devise solutions to these problems. Because young people spend less time outdoors and feel less of a connection with nature as they get older, we have excellent opportunities for our students to take the curriculum outdoors with spaces around the college grounds for learning in groups or with 1-1 support including an outdoor classroom in our forest area.

Students' spiritual, moral, social and cultural development is supported in a number of ways including direct teaching, the promotion of the college ethos of mutual respect and trust, educational visits and in individual key-work sessions. Students have direct input into the running of the college through bi-monthly 'Student Voice' meetings, where thoughts, concerns and ideas are sent directly to the SLT for discussion and reply. The student Council is a student led group, identifying and building on British Values at its core, to engage the cohort in 'Student Voice', volunteering and fundraising activities during the year. The students also have a direct input into the 'Student Charter'. All of these colleges operate a 'traditional' tutorial model with Subject Teachers acting as Personal Tutors to deliver group tutorials and one-to-one support to students they also teach.

Tutorial is managed and developed by the Pastoral Lead (PL), the content and subject matter, scheme of work and lesson plans are developed by the PL and delivered by the PL and individual tutors. Focus is on key aspects of the PSHE curriculum, including relationships, religion, rights, British Values, PREVENT (including localised risks), Drugs and Alcohol Awareness amongst many others. These sessions are timetabled once per week and includes external speakers to provide students with a realistic and authentic perspective on the subject matter.

All full-time teachers are named tutors, focusing not just on the wider PSHE curriculum but also in hosting a weekly group and 1:1 meetings with their tutees focusing on personal and academic development.

The benefits of this traditional model of tutoring promotes, closer relationships with the students because tutors have subject knowledge relating to progression and greater accessibility for students. The small team of experienced Personal Tutors are able to control and improve the quality of tutorial support providing accessibility for all students and the pairing system ensures tutees have continuity of support.

The curriculum is designed to enable:

1. To provide opportunities for all students to learn and achieve
2. To promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life
3. For students to achieve high standards and make better progress towards their transition goals
4. To narrow the gap and enable those not achieving age-related expectations to improve, addressing the difficulties our students may have experienced in the past
5. To develop and to use high-quality personal, learning and thinking skills (PLTS) and become independent learners
6. To develop, have and use high-quality numeracy and literacy skills
7. For students to be challenged and stretched to achieve their potential and beyond
8. For students to have increased commitment to and enjoyment of learning leading to participation in lifelong learning
9. Enabling all students to realise their individual skills and talents
10. Provide opportunities to develop a broad knowledge and understanding of nature, sustainability and the causes and impact of climate change.

All subjects are taught discretely in specialist rooms, outdoor environments and within academic or vocational levels.

Students will work towards a portfolio of GCSE's, GCE's, vocational qualifications, including Pearson BTEC Entry Level Certificates and Functional Skills. All students have the opportunity to study English, Maths, Science, History, Employability Skills, Work Experience, ICT, Preparation for Adulthood, Animal Care, Motor Vehicle, Engineering, Hospitality and Tourism, Outdoor Education, Horticulture, Sustainability, Art, Photography and Sport & Health. The curriculum is designed to support the development of skills vital to a successful transition from college to the outside world.

Each student has the opportunity to pursue a personalised programme which offers a unique progression pathway, either an Employment (leading to employment/apprenticeships) or Academic (leading to FE/HE). Students accessing the employment curriculum will also engage in increasing amounts of work-related activity and work experience, with the aim for the student to be regularly attending a work placement throughout the week alongside equipping them with suitable qualifications for their future.

Students following an Academic pathway can study GCSE / GCE qualifications in Maths, English, Sciences, History, Art and Photography. Work experience is also part of the Academic pathway and will focus on each student's post-study and career aspirations.

The college is regularly visited by outside speakers related to careers, trips to employers to ensure students are fully informed of the choices available to them when leaving college. Each student is given full careers guidance by visiting careers advisers and specific careers education. The college prides itself on equipping students with the necessary skills and qualifications vital to a successful transition to the wider world. Students are supported by a dedicated work experience coordinator to secure work experience placements on a one to one support package.

Literacy and Mathematics Support

Having been assessed, some students are found to be in need of extra help with literacy and numeracy. To enable these students to achieve to a level where they can properly access the curriculum we have an individual learning support programme, which is managed by the qualified specialist teacher and implemented with the help of their keyworkers. Literacy and numeracy skills are also embedded in the wider vocational curriculum to help support each student to access opportunities to further embed their understanding.

Organisation

Many students have had considerable periods of time away from education or previous poor experiences of education. Students who are beginning their placement at college, settle in quickly to their study programme which is reviewed at 12-weeks to ensure it maps to their transition goals, ability and interests, enabling them to settle in both socially and academically. Students are arranged in tutor groups of no more than eight students which are determined by ability and interests. Class average between 4-8.

This period of time also enables relationships to build with all the specialist teams within the college and initial assessment opportunities to help inform the tailored study programme.

Student groups are also put together using a variety of determining factors including student choice and social cohesion. Groups are for the most part stable but they are dynamic and it is inevitable that they may change to meet individual needs and promote stability within the group. We assess progress and development regularly, both formally and informally and in some cases decide that the composition of groups is an obstacle to learning for some individuals. We will move individuals to promote learning progress and development. Classes are taught by specialist teachers.

The college provides excellently equipped specialist teaching rooms and outdoor environments for all subjects which require them. It endeavours to ensure that all classes are taught in well maintained, safe and pleasant surroundings.

Review

We have a very detailed and comprehensive annual review of student's progress and development across the range of subjects and this provides students, parents, carers and other interested professionals with information about progress and areas for future development. These take the form of formal reviews (student, parents, carers, staff, local authorities et al) at 3 months and annually. Internal progress and review is undertaken daily and weekly using homelinks, and each half term students' EHCPs are reviewed by the full multidisciplinary team.

EHCP Targets and Monitoring

Targets set by teaching staff are based upon the EHCP objectives. Typically, this would include targets relating to behaviour as well as curriculum progress. These are reviewed by the full multi-disciplinary team at least half - termly and are amended accordingly. The targets are discussed with students when they have regular individual meetings with tutors, therapy team and key workers; targets are sent home to parents/carers each term. Students are aware of the targets and collaborate in designing strategies to achieve and improve.

Teaching and Learning

Each subject area has specific individual learning objectives for students which are reported on annually and monitored throughout the year to enable children to maximise potential and make progress. All subject areas provide summative assessments on academic and behavioural progress of each student. These assessments will focus attention and impact on the teaching and learning of individuals. These termly summative assessments indicate levels that students are currently working at and towards.

In order to determine the progress students, make during their time with us there is baseline assessment in all subject and behavioural areas. Oversight by senior staff monitors and informs planning, which forms a comprehensive assessment tool outlining student progress.

Social, Emotional and Behavioural Development

Social, emotional and behavioural development is a key factor in academic development. If we fail to affect change in these areas, then our students will not access the curriculum in a meaningful way and will fail to make use of their entitlement. A progress tracker (iPARs) is used to monitor and assess student progress toward agreed targets, ensuring acceptable behaviour is at the heart of practice. It will ensure that children have a smooth transition to the world of work and that they are prepared for further academic and/or vocational development. It is crucial that they learn to conduct themselves appropriately and in a manner consistent with expectations of mainstream colleges and work places.

Inappropriate behaviour is a key barrier to the development of individuals and class groups. We strive to understand underlying causes of poor behaviour and recognise triggers. Inappropriate behaviour is challenged and students are encouraged to take ownership and responsibility for their actions.

Factors which may influence a decision to provide further educational provision at Aurora Boveridge College would include and be a combination of the following.

1. Family / care circumstances of the student.
2. Level of academic functioning of the student.
3. Student's particular special educational needs.
4. Emotional / behavioural maturity of the student.

5. Difficulties in providing adequate educational support for student in the local area.
6. Relative proximity of school to student's leave.
7. Should a post 16 placement be requested and agreed, curriculum arrangements will consist of an individual programme comprising a range of opportunities to address this aim of developing educational, vocational and independence skills.
8. Academic studies; at an appropriate educational level e.g. GCSE, GCE, Functional Skills, Entry Level certification.

Monitoring arrangements

To be reviewed annually by the Principal.