



# Curriculum Policy

Document Ref.	
Version:	
Approval Date:	November 2025
Review Date	November 2026
Document Author:	Alexandra Marshall
Document Owner:	Trustees
Approved by:	Trustees

## Contents

1. Curriculum aims .....	2
2. Legislation and guidance .....	4
3. Roles and responsibilities .....	2
4. Organisation and planning .....	3
5. Inclusion .....	6
6. Monitoring arrangements .....	5
7. Links with other policies .....	<b>Error! Bookmark not defined.</b>

---

### 1. Curriculum aims

Brunel College’s curriculum has been designed so that our pupils can progress to the point where they ‘know more and remember more’, this is at the very centre of our decision making; we want our pupils to: Believe, Achieve and Succeed diminishing the disadvantage they face, with this in mind, our curriculum is based upon three principles: Equity through curriculum adaptations and interventions, Equality through the core curriculum and Extension through our alternative curriculum.

Please note that ‘secret knowledge’ here is defined as: knowledge that is held by the privileged that provides them access to opportunities, experiences and outcomes that the disadvantaged do not have. We have divided this into four distinct areas: disciplinary knowledge, cultural knowledge, personal knowledge and social knowledge.

**Disciplinary Knowledge:** the ability to speak, read and write in ways that are appropriate for context, for example: like a scientist when in a science lesson but then transitioning to select vocabulary like an author in an English Language lesson.

**Personal Knowledge:** understanding self and managing your own story, for example, the ability to manage time effectively, use anger management strategies and realise personal strengths that can unlock future career paths.

**Cultural Knowledge:** the knowledge and skills often denied to our pupils due to their socio-economic demographic and/or the organisation of mainstream schooling specifically the arts, music, history, sports, that will allow pupils to compete fairly in the wider world.

**Social Knowledge:** the way in which society is organised and in whose interest it operates.

### 3. Roles and responsibilities

#### 3.1 The Board of Trustees

The Board of Trustees will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### **3.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Board of Trustees
- The school's procedures for assessment meet all legal requirements
- The Board of Trustees is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

## **4. Organisation and planning**

### **Equity**

This strand of the curriculum provides pupils with adaptations and interventions ensuring that we do more for those who start with less. Through ELSA, Motional, Thrive, Circle Time, PSHE (RSE), Reading Strategy we tailor each pupils Equity curriculum to their individual specific needs. This is the first building block of support enabling pupils to learn how to more successfully manage their own emotional literacy, countering their previous adverse life experiences and enabling them to access our Equality Curriculum. It is designed to equip pupils with the 'secret knowledge' that the more privileged hold, namely, disciplinary knowledge- the ability to speak, read and write in ways suited to different disciplines and contexts and personal knowledge for example: self-regulation skills, understanding notions of 'self' and realizing personal strengths that can open new career pathways.

A significant part of our Equity strand is our whole school reading strategy supported by: Read, Write Inc Fresh Start phonics, Accelerated Reader and digital SORA library which identifies, on entry, the reading ages of pupils and a diagnostic assessment of need and next steps which we then address through our reading programme- this programme creates a tailored strategy for individual pupils and is reviewed three times in an academic year. Raising reading ages and literacy levels is key to preparing our pupils for the Equality strand of our curriculum ensuring accessibility to its ambitious content and 'levelling the playing field' following their disadvantaged and often continued adverse life experiences.

## Equality

The Core Curriculum – English, Maths, Science, Food Technology, PSHE (Lifeskills) (RSE)

This is the second building block of support we use to counter the adverse educational and life experiences of our pupils. The purpose of this strand is to provide pupils with a curriculum that is ambitious and is ultimately designed for them to attain on a similar level to their mainstream peers it is designed to address the 'secret knowledge' gap that our pupils possess, specifically, social knowledge- the way in which society is organised and who it operates in the interest of.

We have a systematic and explicit Curriculum Journey for English Language, maths, science, food technology and PSHE(RSE). This document sequences learning over time for pupils and ensures that they begin at the right starting point for them to 'know more and remember more'. Based on pupil entry data which is provided by our host or partner schools and enhanced by our baseline diagnostic assessments which pupils complete as part of their induction, curriculum start points are identified and recorded in the Student Directory which ensures that teachers and support staff can plan for progress. This is updated on a half termly basis using in classroom assessment data, and a termly basis using Accelerated Reader reading age data and SORA reading habits data.

The Curriculum Journey sets out the knowledge to be gained at each stage, most importantly identifying each subjects' key knowledge so that we can ensure pupils are closing knowledge gaps before they move on to the next stage in the sequence.

The Curriculum Journeys are supported by the Curriculum Steps for each subject that specify what must be explicitly taught every half term from the beginning of Year 9 until the end of Year 11.

## Extension

Through provision of access to physical education such as MMA, gym, Fishing for Schools, Bunker Underground Studios, Young Health Champions, Aesthetic and Creative units' awards, work experience and college placements. These provide our pupils with knowledge and skills often denied to them due to their socio-economic demographic and/or the organisation of mainstream schooling and are tailored to support pupils in equipping them with 'secret knowledge' favoured by the privileged, specifically cultural knowledge, the arts, music, history, sports, that will allow pupils to compete fairly in the wider world.

All three strands support the delivery of: spiritual, moral, social and cultural development and British Values.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities will not experience barriers to achievement.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

## **6. Monitoring arrangements**

The Board of Trustees monitors the curriculum alongside the Headteacher and Assistant Headteacher Curriculum/ Teaching and Learning through the Monitoring and Evaluation Cycle.