

The Bridge Academy

Primary & Secondary Alternative Provision



Codification

(what we do and why we do it)

Curriculum Intent

2024-2025

Respect

Aspiration

Independence

Success

Engagement

Nurturing and empowering young people to be **SCHOOL READY, WORK READY + LIFE READY**

Foreword from the Head of School

The starting point of our curriculum is that every child can achieve, and that every staff member should be an expert in their field. We do not chase outcomes on the performance tables but do recognise that all students deserve to meet or exceed their targets. All students have differing needs, and it is our belief that many children require many different approaches. They deserve nothing less than we would want for our own children.

Our teachers are the experts charged with ensuring that we work hard to fit all their needs. There are no barriers, only a lack of solutions that need addressing. I want our children to not only walk bravely and without impediment into their next step, I want them also to sit confidently at the table and speak with agency and conviction. Our curriculum will ensure that students don't just leave us with qualifications, or the knowledge required to move forward to the next stage in education, or into the world of work. I want our students to leave us with pride and confidence in where they're from, what they know and who they are.

In this ever-changing world, the needs of our children continue to grow, and I believe it will be critical for all of us to work together to ensure we meet their needs. Those who know me best know that I am relentless in my drive to improve the life chances of children. Most children will meet whatever expectations we set for them, and we will therefore set them high. I also know that it will take all of us working together to ensure that we are able to deliver for them.

We want to ensure that our children will move on to their next steps knowing that as a Bridge Academy Graduate, success is achievable, is deserved, is comfortable, and is always what they work towards, because they've experienced it with us through their studies and opportunities and support that we've given them.

We have in front of us today the parents, the teachers, and the leaders of tomorrow. We know now more than ever the challenges they face and the importance of our work. When we look back at the impact of our work, I have no doubt that we will be able to proudly reflect up on the accomplishments of our staff, and our children, knowing that we did this work together.

Elliot Payne
Head of School

Curriculum Purpose

At **The Bridge Academy**, our mission is to ensure that all students that attend our Academy, are **School Ready, Work Ready and Life Ready**, prepared for transition of academic challenges ahead, but also with the essential social, and emotional skills needed to thrive within, and beyond, the classroom. Our curriculum is the starting point to our strategy of **Moving Forward Together**, which promotes a collegiate approach to school improvement and curriculum implementation, which in turn prepares our students for their onward transition.

Curriculum Rationale

- **Disengagement in education** – Increasingly, the profile of children that are referred into The Bridge Academy is one of disengagement and a lack of enthusiasm for education. Students do not place value in their studies or in the opportunities that education can provide. Our curriculum must therefore excite, motivate and inspire learners to engage with education, accept the purpose of regular attendance and achieve a suite of accreditations that will be their passport to their future.
- **Low level literacy and reading** - The proportion of students who arrive at The Bridge Academy with a reading age below their chronological age is significant, and as a result many students lack the range of vocabulary held by their peers. We know that our curriculum needs to foster a love of reading first and foremost, as well as expose students to complex vocabulary and language across all subjects to narrow this gap and provide students with equal opportunity for the next phase of their education.
- **Childhood experiences** - We are aware of the typical childhood experience of our community. For example, we know that a significant proportion of students at The Bridge Academy have had exposure to adverse childhood experiences (ACES), and a significant number are likely to be exposed to violence, crime and child sexual exploitation (CSE). Our wider '**RAISE** Curriculum' plays an integral role in supporting students to recognise potential harm and respond appropriately. We use form time, discrete lessons as well as drop down days to teach children about the risks faced by young people of their age.

Why has The Bridge Academy curriculum been designed in the way it has?

The curriculum has been designed with the ambition to meet the evolving needs of the children and young people with SEND. The alternative provision must not be a 'proxy SEND system', but we do recognise that we have a role to play in ensuring that children have opportunities that meet their needs, and effective transition is given to them to prepare them for their futures.

Curriculum Aims

Our curriculum aims to prepare students to be **School Ready** by focusing on academic achievement in the core subjects; tailoring learning to meet the needs of children and continuous assessment to identify areas of need. The individualised support and explicit teaching of learning behaviours will create positive, and restorative, learning environments in which children are motivated and engaged to learn.

Our curriculum aims to prepare students to be **Work Ready** by extending a range of opportunities for vocational training and accredited courses to all students based on their own interests and talents. Our careers guidance, coupled with work experience opportunities, gives students the opportunities to develop key communication, problem-solving and critical thinking skills needed for the world of work.

Our curriculum aims to prepare students to be **Life Ready** by nurturing our children in everything that we do, ensuring all children access age-appropriate personal, social and health education; additional mentoring; and physical activities. Through our enrichment offer, students learn the independent living; financial literacy and interpersonal skills required for a successful future in an ever-changing world.



Quality of Education Principles

Everyone, Everywhere, Every time

The **quality of education** we offer is **RELEVANT** for every student. We believe that effective assessment from our Milestones and Progression Steps moulds our curriculum. The curriculum is suitable for all children, regardless of need and aspiration, built on the fundamental aim of School Ready, Work Ready & Life Ready.

The **quality of education** we offer is **ADAPTIVE** for every student. We know that our Teaching & Learning must meet the needs of our children, using strategies that are responsive. Our children with SEND are understood and well supported. We believe that where adults appreciate that behaviour is a communication, these relationships reap results.

The **quality of education** we offer is **INTERESTING** for every student. We create lessons that our students want to engage in with. They see the value in learning and qualifications. We want students to take pride in their work, in whatever form that takes. We are prepared for a digital world, through innovative, thought-provoking and fascinating learning.

The **quality of education** we offer is **SEQUENCED** for every student. We use the principle of 'Why This, Why Now' to ensure students KNOW, UNDERSTAND and APPLY learning in the right order, at the right time. We use assessment to identify and plug learning gaps, with learning intentions in every lesson enhanced by Blooms' Taxonomy.

The **quality of education** we offer is **EVOLVING** for every student. We believe that our teachers are the experts charged with providing outstanding teaching, learning and assessment. Through regular, well-planned CPD; pedagogy leads the way in meeting the needs of learners. Our curriculum changes over time to respond to the changing needs of young people.



Curriculum Model & Design

To address the evolving needs of students within our school, our curriculum has the following three foundations, supported by key areas of work that are utilised to further enhance our curriculum offer.



The academy's **Foundation Curriculum** focuses on developing fundamental knowledge and skills in core subjects focusing on communication, problem-solving, and healthy lifestyles. It serves as the bedrock for academic progress and individual attainment.

Complementing this, the **Widening Horizons Curriculum** offers diverse opportunities for creativity and positive lifestyle choices. It addresses the holistic needs of our students, including mental health, wellbeing, and physical development, thereby breaking down barriers to learning and fostering engagement with the academic curriculum.

Balancing the **Foundation** and **Widening Horizons** curriculum, **Individual Personalised Support** drives our approach to curriculum adjustments and interventions. These interventions are carefully designed to support progression and development, ensuring that each student receives the tailored support they require to succeed.

Our **Primary** provision offers **Permanently Excluded** children a second chance at education. Here, we offer Day 6 Provision and Single Registration Placements, supported by the enhanced APDR intervention and support for reintegration to mainstream or specialist provision.

Our **Secondary** offers Dual-Registration **Placements**, to prepare students for the continuation of study as well as Preventing a Permanent Exclusion. At Key Stage 3, placements are offered at 12 weeks, or two terms with a nurture-based curriculum focusing on social and emotional learning, as well as the foundation subjects. At Key Stage 4, placements are long-term, leading to accreditation in key subject areas.

Subjects Offered (Accreditation)	Year	Pathways Available
English & Maths (GCSE, Functional Skills & Entry Level) Science (GCSE Biology) PSHE & Careers (Citizenship) RAISE Curriculum Enrichment Offer - Art & Design (Arts Award; GCSE Art, Graphics & Textiles); Cooking (BTEC Home Cooking, AQA Awards); PE/Sport (BTEC Sport, AQA & Sports Leaders) or Media (Music and/or IT)	YEAR 11 YEAR 10 KS4	Day 6 Provision and Single Registration Permanent Exclusion Long-Term Dual Registration Placement to ensure continuation of study and prevention of Permanent Exclusion. Careers guidance offered to support Post 16 transition. SEND APDR Intervention.
English, Maths, Guided Reading, Topic which includes History, Geography & Science PSHE & Future Careers RAISE Curriculum CORE – Social & Emotional Learning Enrichment Offer - Art & Design; Cooking; PE/Sport; Music, Media and Outdoor Learning Interventions – Phonics, TalkAbout & 'Cherished'	YEAR 9 YEAR 8 YEAR 7 KS3	Day 6 Provision and Single Registration Permanent Exclusion Short-term intervention placements, for two terms or 12 weeks to prepare students for continuation of study in their mainstream school and prevention of Permanent Exclusion. Additional placement length to be considered on an individual basis. SEND APDR Intervention.
Phonics, Guided Reading, English, Maths & PSHE Topic which includes History, Geography & Science CORE – Social & Emotional Learning Broader Opportunities Offer , PE, ART & DT, RE, Music, ICT and Outdoor Learning. RAISE Curriculum	YEAR 5/6 YEAR 3/4 YEAR 1/2 KS2 KS1	Day 6 Provision and Single Registration Permanent Exclusion SEND APDR Intervention or EHCP Application. Support for reintegration to mainstream or specialist provision

Students on these curriculum pathways work through a series of **progression steps, also known as Milestones.**

Foundation (Pre-Fundamental) Effective engagement in the learning process and underpinning previous learning	Fundamental Fundamental learning elements	Intermediate Increasing understanding of learning	Expert Deepening of application of learning	Advanced Expert Applying learning in different contexts
--	---	---	---	---

Regardless of progression step, all students will study a pre-planned, sequenced and needs-based curriculum in the following subjects:

Maths Curriculum A & Curriculum B	English Curriculum A & Curriculum B	PSHE Curriculum A & Curriculum B
Science Curriculum A & Curriculum B	Phonics & Guided Reading Curriculum A and Needs Based	Social & Emotional Literacy All students
PE Curriculum A and through Enrichment	Food / Cooking Curriculum A & Enrichment	Art & Design Curriculum A & Enrichment
History & Geography Curriculum A	Music Curriculum A	RE Curriculum A
RAISE Values-led Behaviour & Character Curriculum across all ages, and stages		

Enrichment activities

Enrichment activities cover the breadth and depth of our ability to provide extra-curricular activities and interest-based student choice, which include PE, Sport, Cooking, Art & Design, Film, Fitness, Health & Beauty, Lego, Gaming, Coding, Duke of Edinburgh and Outdoor Learning including Forest School, at all ages.

Curriculum Sequencing


The school has two distinct Curriculum's, that aims to meet the needs of learners who are typically working at a different stage, than their chronological age. Curriculum A is broadly inline with the National Curriculum from Key Stage 1, to Key Stage 3 and children within these key stages access this curriculum at the point most suitable based on their initial baseline information. Curriculum B is for children accessing our Key Stage 4 provision, which supports and prepares for further education, work and life.

Teachers use Baseline Assessments; Formative and Summative Assessment and the Birmingham Continuum to ensure that each child's curriculum best meets their needs as well as addressing learning gaps. Effective curriculum planning is essential to ensure that the taught curriculum aligns with the intended aims of the curriculum.

Curriculum "A" Planning

Curriculum A has been designed to promote a love of reading whilst also closing gaps from prior missed learning. The curriculum has been modelled through a primary lens, because children arrive at the school, typically working at least one Key Stage behind. It has been thoroughly planned to ensure pupils experience an aspirational offer, affording them the same high-quality experiences that every child deserves. The curriculum is **inclusive, carefully planned** with a **rich reading offer**, to support pupils to ignite a love of learning.

Our planning process focuses on the **key knowledge and skills** that students need to master subject content and become subject experts at each stage of their education. Our **Curriculum Overview and Snap Shots** ensure that teachers prioritise key knowledge and skills so that learning is sequence.

 Respect Aspiration Independence Success Engagement "Nurturing and empowering young people to be School Ready, Work Ready & Life Ready"																		Curriculum A Overview 2024-2025									
	Early						Emerging						Developing														
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2									
Author of the half term	Each half term, an Author is chosen based on individual child's interests and where the text is most appropriate for their age and stage. Each author is threaded throughout all aspects of the curriculum, and learning environment.																										
Class Novel - Daily	The Class Novel is chosen based on appropriateness for age and stage, which is read daily to model reading, fluency and promote a love of reading.																										
Phonics - (Taught daily)	The school has chosen Read Write Inc as its SSP. When children are ready, they transition to Fresh Start, before beginning 'Guided Reading'.																										
Guided Reading (Taught daily)																											
Topic / Humanities	Topic is focussed on teaching History and Geography in a thematic way, drawing upon children's interests and the local area.																										
Text to support Topic	To further embed reading across the curriculum, texts have been mapped to fully support the topic being delivered.																										
Writing Focus	Writing Focus is inline with the National Curriculum expectation, with a strong emphasis in ensuring that children's basic skills are Mastered before progressing on.																										
Science - Taught weekly	Science is theme based, inline with National Curriculum recommendations.																										
Art (Days 6 per year)	Art has a strong emphasis on developing a knowledge of famous artists and sculptors, through exploratory days throughout the year.																										
Music (Charanga - Taught weekly)	Music is taught via scheme called Charanga, a programme used across the Partnership. The school's Music Development Plan outlines this in more detail.																										
D&T (Days 6 per year)	D&T has a strong emphasis on developing skills and knowledge, through practical based activities with subject experts. This includes Cooking and Design Technology.																										
PE - NC	The school benefits from the Sports Premium, therefore it provides extended opportunities to meet and exceed the National Curriculum expectations, delivered in a thematic way by a Secondary Subject Specialist.																										
RE - Jigsaw	Religious Education is taught through a nationally recognised programme, called Jigsaw which encompasses all aspects of the National Curriculum, taught in a bespoke way that meets the needs of our children.																										
PSHE - Jigsaw	PSHE is taught through a nationally recognised programme, called Jigsaw which encompasses all aspects of the National Curriculum, taught in a bespoke way that meets the needs of our children.																										
The school's Deputy Headteacher is responsible for Quality of Education, and as a Primary expert, has ensuring that the curriculum is broad, balanced, relevant and aspirational for all children regardless of circumstance and need. A detailed Curriculum Map and Sequencing Overview can be discussed with them, at any time.																											

Curriculum "B" Planning

Curriculum B aims to support pupils to develop the knowledge and skills in order to secure qualifications which are required for them to enter into the world of further education and work.

Our planning process focuses on the **key knowledge and skills** that students need to master subject content and become subject experts at each stage of their education. Our **long- and medium-term planning** ensures that teachers privilege explicit teaching of new content, as well as opportunities for students to apply new and existing knowledge independently.

We do this through identifying the conceptual knowledge and procedural skills that students are required to master to be successful at the end of Year 11 assessments and tracking these back across the 10 years (5-11). We acknowledge the importance of curriculum expertise in teacher development. Time is protected on a fortnightly basis for teachers to plan, which develops their curriculum expertise and subject specific pedagogy. Training days, and regular teacher training focuses on the principles of curriculum design to support subject leaders and teachers to design and deliver excellent curriculum plans.

The Bridge Academy
 Curriculum & Sequencing Development – [SUBJECT]

V1 (Date)
 Author – Subject Leader

Moving Forward Together

[Subject]

Core Threads and Topics:

--	--	--

Sequencing and progression

The core threads and topics for each section identify learning outcomes for each area in **progressive** stages, starting with the first stage, 'Foundation', through to the final stage, 'Advanced Expert'. Each phase builds on the one before, and learning is sequenced throughout, and in some cases introduces new or additional learning in successive columns to best meet the needs of learners.

Foundation (Pre-Fundamental) Effective engagement in the learning process and underpinning previous learning	Fundamental Fundamental learning elements	Intermediate Increasing understanding of learning	Expert Deepening of application of learning	Advanced Expert Applying learning in different contexts
---	--	--	--	--

Opportunities are presented for pupils (where appropriate/possible) to:

- Experience taking and sharing responsibility; Feel positive about themselves and others; Reflect on their perceptions and experiences; Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible; Carry out or take part in daily personal living routines; Make real decisions (with support where necessary so that they can act upon them); Take part in group activities and make contributions; Develop and maintain positive relationships and interactions with others and Recognise and celebrate their achievements and successes.

Subject Theme Mapping	Phase 1a	Phase 1b	Phase 2a	Phase 2b	Phase 3a	Phase 3b
Theme mapping and learning modules.						
Links to teaching of National Curriculum						
Links to teaching of SMSC						
Links to teaching of Fundamental British Values						
Links to teaching of RAISE Values						

The Bridge Academy
 Medium Term Planning & Assessment - [Subject]

Moving Forward Together

[Term] - [Topic]
 Fundamental

Week	Topic Breakdown (Knowledge that SKIL)	Lesson Breakdown	Vocabulary & Literacy	R.A.I.S.E Target	Cultural Capital	Assessment
1						

Our medium-term planning focuses explicitly on how learning is sequenced. Using termly based MTP, focussing on each Topic / Area of Study, ensures that all learning is captured, and teaching specialists are methodical in their planning, preparation and assessment. Teachers use the principle of **'Why This, Why Now'** to ensure that they understand **WHAT** children needed to have learnt **PRIOR** to the lesson, and where the learning will be going next. Essentially, **WHAT** children need to **KNOW** and **UNDERSTAND** before applying the learning to **SKILL**.

At all levels, Medium Term Planning must include how it links to our mission of School Ready, Work Ready & Life Ready; how it contributes to the teaching of **RAISE**; how it meets our statutory expectations to ensure we facilitate the learning of SMSC & Fundamental British Values; as well as promoting the Careers opportunities and exposure opportunities within the subject.

It is important that all children can articulate **WHAT** they are learning and **WHY**. We have therefore produced Curriculum Maps for each subject, which sets out explicitly the Learning Journey. In larger subjects, with multiple topics, these can be Topic Based, having a learning journey for topic, or phases. Essentially, all students and their families must be able to articulate where they are at in their learning using the language of Progression Steps & Milestones.

Both curriculums meet the needs of the ever-changing cohort of children in mainstream schools; the increasing demand for alternative provision; and balances the bespoke offer we have at The Bridge Academy.