

# Curriculum Plan

Our curriculum has a clear purpose and is focused on excitement and love for learning. At Vibrance, we strive to empower students through personalised education, fostering a passion for learning and growth. To provide a supportive and empowering environment for individuals seeking alternative education where they can thrive and reach their full potential.

Vibrance has been set up as a programme for KS3 and KS4 to support the progress of students aged 11-16 and prepare them for adulthood.

Vibrance's ethos is 'Empowering Minds, Enriching Lives' to support and challenge all learners to reach their potential.

## **Our core values help:**

**V**ibrance values are to:

**I**nspire

**B**e tolerant and honest

**R**espect

**A**spire

**N**urture and be neighbourly

**C**reate and have confidence

**E**njoy

Vibrance is resourced and staffed to work with most students requiring alternative provision; we have a focus or specialism in several key areas:

- Children in Care.
- Those students require a more relaxed therapeutic approach.
- Those students have a more STEM (Science, Technology, Engineering and Maths) focus.
- Students with SEND and students with EHCP.
- Students who have health / anxiety-based issues which are barriers to their education.

## **What do we offer?**

- PSHE, SMSC and RSHE
- Cores subjects, including science

## **Achieving our aims**

- To empower students to overcome challenges.
- To succeed in learning.
- To find it enjoyable and relevant to their lives.
- To learn to do things by themselves, be excited about things, be kind, make good choices, and be responsible.

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- To create a vibrant community where everyone is valued and supported on their journey towards success.

To achieve our aims, we need to:

- To develop independent learning opportunities for all students.
- Embrace the use of new technologies.
- Respond flexibly to the individual needs of our students.
- Develop students' self-esteem through creating a climate of individual success and achievement.
- Recognise that academic and vocational learning are equally valued and provide the highest-quality provision and resources for both pathways.
- Build on the student's previous successes, ensuring smooth progression at all transfer points.
- Encourage and support all students to continue their education post-16 by providing appropriate independent advice and guidance.
- Recognise, reward, and celebrate success at all levels.
- Work collaboratively with other institutions and partners to maximise the learning opportunities available to our students.

### **Intent - What are we trying to achieve here with and through the curriculum?**

**Intention 1:** *Develop our student's learning (Our head and body: what we learn)*

To develop the appropriate subject-specific knowledge, skills, and understanding as set out in the National Curriculum and beyond so that children can flourish, reach, and exceed their potential academically, physically, and artistically.

**Intention 2:** *Develop the character of our students (Our heart and character: who we are when we learn)*

To develop students with a holistic set of values that prepares them for life in the modern world, including a diverse and ever-changing community and workplace.

**Intention 3:** *Develop behaviours and habits to become practical students (Our actions and attitudes: how we act when we learn)*

Students need to develop the behaviours needed to succeed in the world, such as concentration, perseverance, imagination, cooperation, enjoyment of learning, self-improvement, and curiosity.

**Intention 4:** *Develop the moral compass of our students (Our place in the community and broader world: who we are)*

They seek to understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, engage in the culture they live in, and understand the cultures of others.

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## Curriculum Implementation

Our curriculum will be implemented with our intentions as the drivers behind our actions. By ensuring that we think about what we learn, who we are when we are learning, how we act when we learn, and who we are in the world, we build happy, resilient, successful, good citizens. Our implementation plan ensures that our curriculum keeps us focused on these areas.

We have the National Curriculum, which we use as a starting point and embellish and deepen further as a provision, but at the heart of this is students being exposed to quality experiences and lessons with a significant element of choice and need for independent thinking. Flip Learning opportunities are used before teaching to immerse learners in their learning. Visits and enrichment clubs allow learners even more excellent opportunities to find and develop their individual interests and personal talents. Visitors and parents coming into provision to help at regular opportunities bolsters our offer and deepens experiences further.

### **Intention 1: Develop our learner's learning**

Our promise to our learners: Over and above any of our national curriculum learning, we promise holistic childhood experiences throughout their journey at Vibrance. Examples include Learning to light a fire, climbing a mountain, building something bigger than myself, learning an instrument, seeing a play, making my clothing, running a business, and many more.

### **Primary Foundation Subjects and Secondary Phase Subjects**

Our teachers plan foundation subjects using progressive skills and knowledge. Learning is checked against these to ensure progression and understanding. Tutors record how students achieve and intervene effectively and collaboratively to close skills or knowledge gaps.

Our teachers plan a wide variety of offsite educational visits. Visitors are also invited into the classroom to enhance subject knowledge and give the students real-life experiences.

### **Intention 2: Develop the character of our students**

We follow a detailed PSHE programme in the provision, which explores values critical for us to understand in modern Britain and beyond. Each day, our provision community models teach and promote a range of values that we must demonstrate to become good citizens of the world. We think carefully about the value, explore it in learning and present it whenever possible.

Our teachers ask students to undertake positions of responsibility around the provision, as we believe students understand values by seeing them in action in others. These include support groups.

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## **Intention 3: Develop behaviours and habits to become practical students**

Teachers design learning opportunities that look for ways to develop good learning behaviours. At Vibrance, we understand that learning about learning helps us to be better students! In our curriculum, we ask students to look for ways to develop concentration, perseverance, imagination, cooperation, the enjoyment of learning, self-improvement, and curiosity. For example, in the curriculum, we frame our understanding around the following questions: Where do the leaves go in winter? Will you ever see the water you drink again? How do I know I'm being good?

The staff at Vibrance notice when students are showing significant learning behaviours. We award points for this in our regular celebrations. We collect points that earn prizes and reward time, including our 100 (Class Dojo points) Club. Our tutors send postcards to parents when they notice excellent behaviour. Once a term, we have a rewarding afternoon. We celebrate good Attitude to learning, Progress in learning, Behaviour plus Attendance.

## **Intention 4: Develop the moral compass of our students**

When planning the curriculum, teachers think not just about what students should learn and how they should learn it but also how they can bring in an understanding of morality and the wider world. They do this through:

- SMSC is planned for and highlighted by our tutors across the curriculum. We learn about new beginnings, going for goals, getting on and falling out, changes and relationships. This helps us understand our place in the world.
- We work with local community groups, such as visiting the local residential home, working with local charities, collecting and raising money for charities, and working with other schools.
- We aim to increase our student's engagement with activities that benefit other members of the community and beyond.

## **Impact**

### **What will the impact of our curriculum, and how do we measure it?**

The mindset places the learner back at the curriculum centre and makes teachers think, "What will the experience be for the learner, and how can we make the absolute most of each element?" This promotes students making group and personal connections with the content due to genuine freedom of expression and choice. It is beginning to produce learners who must and can think for themselves, be resilient and face challenges with strategies to overcome and progress.

## **Intention 1: Develop our student's learning**

We strive to ensure that our students' attainment in core, foundation subjects, and KS3 is in line with or exceeds their potential when we consider the varied starting points of students. We measure this carefully using various materials but always

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considering age-related expectations. We intend that the impact is that students will be academically and physically prepared for life in further education in Modern Britain and the world.

## **Intention 2: Develop the character of our students**

The impact will be that our students will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by learning what these means will our learners be able to develop a character that prepares them for living in the community, demonstrating tolerance and equality. We measure this not just by the work our students produce but in the behaviours we see daily in all students in the corridors, during the break, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and students.

## **Intention 3: Develop behaviours and habits to become effective students**

The impact we intend to achieve by developing this intention is seen in how the students approach challenges daily. This could be in a game disagreement or a complex learning challenge class. The impact should be that students don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.

## **Intention 4: Develop the moral compass of our students**

Our students will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and wrong and will be resilient to the influence of others. They will go out into the world and make a difference in their lives and others. Our students will be the owners of their destinies.

## **Assessment of Student levels**

Vibrance uses a combination of assessment tools to assess students' academic levels. This is essential to ensure students are tutored based on their actual academic ability with the opportunity for progression and achievement. We use AFL resources, academic tests for the student's age, and online-based assessment tools (English, Maths, Science).

## **Key Stage 3**

At KS3, the focus is on early intervention. Vibrance education base offers a range of academic and short-term, skills-based programmes where students work in much smaller groups than those they are used to in provision. The centre is an alternative learning place, allowing students to access education programmes differently to re-engage with them. Although in a different environment, the expectations for behaviour and learning at Vibrance remain the same as those in other schools, such as expectations regarding respect towards each other and

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staff. Free provision meals are catered for. Throughout a course, students' progress is monitored; students receive a grade and a report for each session. We can cover all National Curriculum subjects with various skills-based and vocational activities.

### Key Stage 4

Vibrance strives to meet the needs of those who have found traditional approaches to mainstream education a challenge; the Vibrance base is an opportunity to work in smaller classes within a different learning environment. Students receive a balanced curriculum whilst having fewer qualifications only if they are more academically able. The expectations are that students complete core studies and work respectfully with staff at the centre. However, students benefit from fewer distractions and the additional pastoral support offered to them daily. Students follow a timetable of studies and activities. Students study GCSE and Functional skills in English, English Literature, and Maths.

All programme students receive career information, advice and guidance for future progression, including support in attending open evenings at schools and colleges, e.g., West Notts College.

### Promoting PSHE/ SMSC/ RSHE and safeguarding through the curriculum, teaching, and learning.

The curriculum at Vibrance aims to keep safeguarding at the forefront of all we do. Staff are committed to maintaining its presence as a high priority; therefore, student safety is a feature of the curriculum and teachers' practice at Vibrance. This is achieved via the promotion of safeguarding, which is not just associated with PHSE, but staff are expected to incorporate elements of safeguarding into their lessons, activities, and schemes of work; consequently, safeguarding is a part of wider tutoring and learning. Participation is for all students, with steps taken where necessary to minimise the risks involved, regardless of their needs and difficulties. Vibrance also aims to address students' emotional and mental well-being and physical well-being. Vibrance keeps the curriculum flexible and relevant and engages students' interests in its approach to promoting safeguarding. PHSE is at the centre of this process, with lessons dedicated to teaching students how to recognise dangers and harmful situations and take preventative actions to keep themselves safe. The PSHE / SMSC / RSHE programme is essential and tailored to local circumstances, for example, where concerns in the neighbourhood have been identified. Specific areas covered: - Sex and relationships including Child Sex Exploitation - Domestic Violence - The right to be safe - Recognising and reporting abuse and harassment - Decision making and how to access support - Basic protective strategies – 'keeping safe' - How to keep safe from bullying – E-Safety and 'click before you think' strategies when using the internet A range of curriculum areas also support the promotion of safeguarding particularly Science, Health and Social Care, History, Philosophy

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and Ethics, PE and ICT. The Vibrance programme enables students to gain valuable insight into topic areas associated with safeguarding, such as challenging radicalisation, anti-bullying, and e-safety. Students' views are also considered when developing the provisions approach, as students are regularly asked about their opinions and level of understanding on key safety areas.

### Intervention list

All students that attend Vibrance have a personalised plan, and this is logged on their information pages, but all students have access to the interventions below:

- Small group work
- Gap reading
- Gap writing
- Gap maths
- Concentration methods
- Confidence and self-esteem sessions
- Social skills.