



Blue Sky Learning
We Believe in the Achievable

Curriculum



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Statement of intent

At Blue Sky Learning we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values (FBV) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our provision and society. This is taught mainly through Beliefs and Values but is valued throughout all aspects of provision life.

As in line with the Equality Act 2010, pupils are not discriminated against based on protected characteristics.

1. Curriculum intent

At Blue Sky Learning we have designed our curriculum with pupils' learning at the heart of our provision. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners as well as focusing on individual children's S.E.M.H. for children to access the curriculum at their level.

Our provision values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. It aims to prepare pupils for the opportunities, responsibilities and experiences of life in British society.

We aim to make learning enjoyable and durable across and beyond the curriculum. All teachers and learning support assistants will be able to demonstrate in-depth knowledge and understanding of the subject matter being taught. The taught curriculum is developed with the National Curriculum in mind and we ensure that the range of learning opportunities challenge, stimulate and promote thinking and learning.

We aim to ensure pupils enjoy learning and feel prepared for life after provision. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered under the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Activities are kinaesthetic to allow children a real hands-on experience to aid their learning. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of subjects available to our students can be found in section 6 of this policy.

1. Linguistic

The provision strives to develop pupils' communication skills and increase the command of the language through listening, spelling, reading, writing and speaking.

2. Mathematics

The provision strives to develop skills of calculation, understanding of concepts and the ability to think logically and express themselves clearly.

3. Scientific

The provision strives to increase pupils' knowledge and understanding of nature, materials, forces and in doing so, develop the skills associated with science – observing, forming hypotheses, conducting experiments and recording findings.

4. Technological

The provision strives to develop skills associated with the use of information and communication technology. Reference computing scheme of work. The provision provides opportunities to work with tools, equipment, material to build products of their design.

5. Human and Social

The schemes of work in history and geography ensure pupils are made aware of their environment and how human activity has influenced events and conditions.

6. Physical

The provision endeavours to develop pupils' physical control and coordination, develop tactical skills in a variety of games and acquire a knowledge of the basic principles of fitness and health.

7. Aesthetic and Creative

The provision provides a range of activities enabling pupils to make personal, imaginative and practical responses. Reference Thrive activities.

8. Personal, Social, Health and Economic Education and SMSC

The programme reflects the provision's aims and ethos and gives the pupils experience in spiritual, moral, social and cultural education appropriate to the age and abilities of the pupils. Both of these programmes are taught through the subject area named 'Beliefs and Values'.

9. Safeguarding

Children are taught about safeguarding, both online and in day to day life. Internet safety is covered in Computing and P.H.S.E. while safeguarding is taught in P.H.S.E.

2. Provision ethos and aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be successful learners.
- Enable pupils to develop their interests and develop a positive attitude towards learning, so that they enjoy coming to provision, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Teach pupils to have an awareness of their spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others.
- Enable pupils to be passionate about what they believe in and to develop their thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask

questions and take appropriate risks.

- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:-

- Know they are safe, special and they are having their needs met.
- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after provision.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the provision and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

3. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years
- DfE (2013) 'The national curriculum in England'
- DfE (2019) 'School attendance'

This policy operates in conjunction with the following provision policies:

- Equal Opportunities Policy
- SEND Policy

4. Roles and responsibilities

The Head Teacher is responsible for:

- Devising long and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers and learning support assistants with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the provision and ensuring any difficulties are addressed and mitigated as soon as possible.

- Receiving reports on the progress and attainment of pupils
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created by this policy.
- Updating and maintaining this policy.

Teachers and learning support assistants are responsible for:

- Ensuring the given lesson plans are reflective of the provision's curriculum.
- Implementing this policy consistently throughout their practices.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in the content.
- Creating sessions in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the other staff members to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the Head Teacher and other learning support assistants to ensure those in need receive additional support in sessions.
- Ensuring academically more-able pupils are given additional, more challenging work to celebrate their talents, whilst still focusing on their S.E.M.H.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Head Teacher as well as completing progress data sheets
- Working to close the attainment gap of the children with gaps in their education to make them reach age-related expectations.

The Head Teacher is responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and sharing this with the team
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.
- Ensuring data trackers are kept up to date and progress is shared with other team members
- Collaborating with the learning assistants to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.

- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

5. Organisation and planning

At each step of planning the key considerations will include:

- What do we want the children to learn?
- What are the expected outcomes?
- What experiences have the children had previously?
- What experiences will they be offered?
- How will they be offered?
- What is the timescale?
- What resources will be needed?
- How will the learning be assessed?

The provision's curriculum will be delivered over 190 days and will be delivered equally throughout the provision week.

Each provision day will be split into a morning and afternoon session. These will comprise of Maths, English, Science, Thrive, P.E., S.E.M.H. activities, S.T.E.A.M, Topic, I.C.T., P.H.S.E., Forest School, and Social/Life Skills activities.

Pupils will receive at least one main break (lunch), and brain breaks when needed.

In general, sessions will be separated into three core stages:

- **Attuning/Introduction to the topic and thinking time**– this is the time where staff attune into the students and when they are ready the session objectives will be set.
- **The main learning event** – this will vary day-to-day based on the learning assistant's plan.
- **Thrive/Attuning out** – this will summarise what pupils have learnt in the session and how they feel. Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; can be done through both informal and formal assessments.
- **Role-playing and acting** develop pupils' empathy and allow them to explore topics more interactively.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils' coordinate a series of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Learning Assistants will plan sessions that are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Learning Assistants will plan sessions to accommodate for pupils of mixed ability, making cross curricular links where possible.

A full list of subjects covered in provision can be found in section 6 of this policy.

Learning Assistants will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with S.E.N.D. and E.A.L. will receive additional support – this will include dedicated 1-1 time with Learning Assistants and access to specialist resources and equipment where required. Pupils with E.A.L. will be allowed to develop their English ability throughout sessions where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Subjects covered

The provision will have due regard to the national curriculum at all times throughout the academic year.

The provision will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- Relationships and health education
- Thrive

The provision will ensure pupils also have access to the following foundation subjects:

- Design and technology
- Art and Design
- I.C.T.
- Geography
- History
- Music
- Sports
- Forest School

7. P.H.S.E.

Part of the national curriculum includes P.H.S.E. lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

The provision implements P.H.S.E. through the various daily Thrive activities. Topics include:

- Anti-bullying
- Online Safety
- Celebrating different cultures
- Environmental issues
- Crime and punishment
- British values

All provisions made regarding P.H.S.E. lessons will be made in line with the provision's P.H.S.E. Policy.

8. Reporting and assessment

Informal formative assessments will be carried out at the end of each session to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the Head Teacher, pupils and pupils' parents.

Special measures will be given to pupils who require them, e.g. pupils with S.E.N.D., pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance. All reporting and assessments will be conducted in line with the provision's Assessment Policy.

9. Equal opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex / Sexual orientation

The provision does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant provision policies.

The provision's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The provision will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

10. Supporting pupils with S.E.N.D.

Pupils with S.E.N.D. will receive the additional support they require both academically and with their personal development, in line with the provision's S.E.N.D. Policy.

Pupils have the opportunity to have 1-1 sessions with learning assistants and where appropriate will work 1-2 to develop social skills.

Pupils with S.E.N.D. will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with S.E.N.D. will be monitored by learning assistants and reported to the Head Teacher.

The Headteacher will work closely with learning assistants to help them break down any barriers pupils with S.E.N.D. to have an education.