



# Curriculum teaching and learning Policy

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## **Curriculum aims**

The Phoenix project is committed to providing the very best possible curriculum to all students, no matter their starting point, previous education experience or their future aspirations. We know that a solid foundation of core subjects is vital to ensuring students can progress to their next level of study and help them be successful in reaching their goals.

## **Curriculum Purpose**

The purpose of The phoenix curriculum is to provide essential core subject learning, knowledge and skills as well as vocational and work experience opportunities to aid students in progressing to their next stage of learning, training and employment. This could take many forms for Phoenix project students but may include successful reintegration/ re-engagement with mainstream provision, and completion of level appropriate qualifications.

The curriculum will:

- Provide a core learning education in English, Maths, Science and SMSC that are coherently planned and sequenced to develop cumulative knowledge and skills to support further learning and employment
- Enable students to acquire knowledge and skills in a timeframe that suits their needs and supports their engagement in their learning.
- Ensure and prioritise spiritual, moral, social and cultural education with a strong focus on promoting good mental health, self care and self esteem.
- Promotes the equality and respect of all groups of people, with particular reference to the protected characteristics listed in the Equality act 2010 through active promotion of our fundamental values of inclusion, compassion and ambition and the values of a democratic society.
- Take into account the specific needs to each student to support their full engagement with the curriculum
- Develop students independent learning skills and resilience, to support them to be successful in the next stage of their learning
- Encourage reflection and personal development to help students to embody our values of inclusion, compassion and ambition

## **Curriculum delivery**

For each key stage, the curriculum is delivered through a series of self guided modules supported by lesson specific resources, recorded teacher lessons and support materials accessed through our VLP (Google classroom). It is a core feature of our model that students are supported via live online tutoring (small group tutoring) and live online 1-1 mentoring sessions. This personalised guidance helps students to complete their self study effectively and develop essential independent learning skills. Further support is provided by specific and timely written feedback for their submitted work.

The phoenix project recognises that the model of learning offered to students may be significantly different to the style of learning they may have previously been used to. Support



for students to develop the independent skills and self discipline to be successful through this model is provided via their individual tutor and mentor. Students receive daily live tutoring each morning and weekly personalised mentoring sessions. Home visits are also provided where individual needs are identified.

### **Accessing tutoring and mentoring**

Live tutoring and mentoring takes place via google classroom and google meet. All students are enrolled into google classroom to access resources for each subject. All students are also part of a tutor group profile and access morning tutoring sessions via their specific google classroom link.

### **Curriculum subject allocation**

KS3 weekly allocation:

Tutor time SMSC	1 hour 15 mins
English	4
Maths	4
Science	5
SMSC	2
PE/ Physical activity	2
Mentoring	1
Total	19 hours 15 mins per week

KS4 weekly allocation:

Tutor time SMSC	1 hour 15
English language	4
Maths	4
Combined Science	5
SMSC	2
PE/ Physical activity	2
Vocational studies	3
Mentoring	1
Total	22 hours 15 mins per week



## **Student learning journeys**

Students are likely to join the Phoenix project at various points in the academic year, with differing experiences, learning needs and having followed different specifications. To account for this, resources and learning materials are accessible through google classroom by title and date order. Students can access the most relevant materials to their point of learning. All students receive a personalised learning journey plan during the onboarding process so their learning journey is clear to them, enabling them to access the most relevant and appropriate material through google classroom. The learning Journey plan identifies the lesson titles they must access and the work that must be submitted.

## **Teaching and learning**

Each student follows a personalised learning journey, informed by information provided by the students home school or last educational establishment. Students access learning materials through the VLE (google classroom).

English and Maths learning materials provide opportunities to cover functional skills and GCSE level content. Science learning ,materials covers GCSE combined science content.

Each lesson includes a content booklet for completion and submission via google classroom, along with support materials that students can use to develop their understanding before completing the booklet. Materials may include reading material, recorded videos and assessment materials such as low stake quizzes, exam style questions and applied activities all targeted and developing essential core knowledge and skills that students can complete at their own pace.

## **Submission and marking of work**

A booklet may be submitted at the end of a lesson or at the end of a series of lessons or topic. The booklet must be submitted via google classroom. Once submitted, written feedback will be provided via the google classroom VLE within 1 week of submission. This written feedback forms part of the student's overall assessment detailed in the assessment and reporting policy.