



Branas School

Curriculum Policy

As a UNICEF Rights Respecting school, this policy promotes the following articles:

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 31

You have the right to play and rest.

Implemented	By Whom	Last Review	By Whom	Next Review
September 2024	G.Ashley	September 2025	G.Ashley	September 2026

Document History (last 3 versions)			
Date of Issue	Version No.	Person(s) responsible for change	Nature of Change
09/2026	1	G.Ashley	Review and update



Description and Ethos of Branas School

OUR CULTURE AND ETHOS

Branas school is an independent special school for boys aged 11 – 18 years who have a history of harmful behaviours. The school is registered for up to 25 young people and consists of KS3, KS4 and 5 classes. As a community we are able to support young people with early childhood trauma and additional learning needs. We offer a secondary education which includes English, Maths, Science, Humanities, Art, PE, Careers, Music, PSHE and Careers. Specialist teachers offer individualised sessions for young people who have gaps in their learning. We are a registered AALA centre which enables our young people to develop their self-esteem and confidence, learning skills outside of the traditional curriculum through climbing, hill walking and kayaking. All young people access a range of qualifications including GCSE’s, Functional Skills and AQA Awards. Careers lessons prepare them for life beyond school and transition in to college.

Branas Isaf is an integrated model of care which incorporates Education, Therapy and Care as a support system for young people. Therapy includes the Good Lives Model (GLM) which is grounded in the ethical concept of human dignity and universal human rights, and as such, it has a strong emphasis on human agency.

OUR SCHOOL

Branas School is committed to developing respectful and supportive relationships with all young people. We recognise that our young people bring different experiences, interests and strengths, and we understand these will influence the way they learn. Therefore, we take a child-centred approach to education that recognises and responds to individual need. We celebrate effort and achievements and set high expectations. We are here to help our young people learn the skills they need to become successful, motivated and resilient young adults who are fully equipped to make a positive contribution to society.



THE VISION

BELIEVE, EMPOWER, ACHIEVE, ASPIRE

BELIEVE IN OUR TEAM AND IN OUR LEARNERS

EMPOWER OUR LEARNERS TO BELIEVE IN THEMSELVES AND THEIR PERSONAL JOURNEY
NURTURE OUR LEARNERS TO **ACHIEVE**
AND **ASPIRE TO BE THE BEST THEY CAN BE.**

The school moto is at the heart of everything we do at Branas School -

"Community with learning, is a community with heart"
"Cymuned a'i chynefin, sy'n chymuned â chalon"

OUR MISSION STATEMENT:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our young people develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.



This vision drives everything we do and will be achieved through:

- A rich, deep and personalised education designed to meet the needs of each young person;
- A child centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;
- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing young people for their future;
- Recognising that time is precious; working quickly to turn around young peoples’ attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual young people.

Young people will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.



CURRICULUM PHILOSOPHY

Our curriculum is inclusive and needs led. We take a flexible approach to meet the needs of every young person considering interests, aptitude, learning style and ambitions. Every young person in key stage 3, 4 and 5 has access to a full-time educational programme. The curriculum is *dynamic* and it is continuously evolving and improving to meet individual needs. It acknowledges Professor Graham Donaldson’s 2015 report for the Welsh Government which fosters learners who are ambitious, creative, ethical and healthy. This philosophy aligns with the school’s commitment to develop the whole child through a **safe and secure base, sparking their curiosity and engagement in learning.**

The curriculum purpose builds on our vision of being a community of learning. It enables young people to gain skills, experiences, knowledge and understanding, not only about subjects but about themselves, each other, how the world works and their possible futures. The curriculum supports young people to access accreditation and to develop skills to become independent and productive adults in life beyond school, in Wales and the world.

The curriculum prioritises outdoor education which provides opportunities for the young people to develop their self-esteem and confidence through learning outdoors. Activities enable them to have the confidence to take what they have learnt and to create meaningful links between different subject areas.

THE CURRICULUM DESIGN

Branas School caters for young people with SEMH, MLD, GLD and for whom appropriate and effective provision has not been, or cannot be, made in other settings, including in mainstream schools. Branas School intends to be fully inclusive by meeting all needs through understanding their learning and emotional profiles.

Branas school will:

- Provide a learning environment which supports emotional growth and well-being
- Meet the needs of individual young people through outcomes identified in IDP’s or EHCP’s



- Personalise work ensuring new and meaningful learning experiences
- Develop positive attitudes to learning
- Develop learning behaviours such as curiosity, problem solving and reflection
- Equip young people with good subject knowledge, skills and understanding
- Link knowledge, skills and understanding to a range of qualifications and accreditations
- Provide opportunities to reflect and express emotions, thoughts and feelings about subjects respectfully.
- Prepare and equip our young people with the skills and attitudes for the next stage in their pathway to adulthood.

Implementation of the curriculum at Branas

When young people arrive at Branas school they complete an induction period of 2 weeks. This is a flexible period of time which enables the school to continue to offer a reduced timetable until the young person is able to access a full week.

During transition, baseline assessments, teacher observations, Motional assessment and young person voice in addition to reports from previous settings and IDP or EHCP form the basis of the initial pupil profile and the support offered. The flexible approach and identification of support at an early stage enables a successful transition into school for young people who have not attended for significant periods of time.

The therapeutic work begins at an early stage where all young people access a 16 week AIMS assessment which includes a psychometric assessment. Once accessible to the school, it is used within the learner profile to enable teachers to continue to understand needs and adapt any learning.

Timetables are informed by:

- Provision identified to meet the young person’s needs in their IDP or EHCP
- Motional targets and intervention needs
- Baseline data which may indicate a need for literacy of numeracy interventions
- Any Educational Psychologists reports or other professions reports
- Young person interview in transition
- Baseline assessments – BKSB – Maths and English, GL, Single word Reading and Spelling, Phonics assessment (if appropriate).
- Behaviour Management Plan (completed by the Homes)



Key meetings also inform transitions such as the initial PEP’s, PPM (Good Lives Model), Review with Social Workers, IRO, young person and the homes. The in-depth discussions offer qualitative information which complete the data used to gain a full picture of the young person’s needs.

Curriculum Planning

At Branas school a bespoke curriculum is provided for all young people with in a structured week. Teachers personalise and adapt learning to meet needs, interventions are built in when appropriate and needed and all young people access outdoor education.

A young person’s curriculum includes:

- **Curriculum subjects/areas**
Teachers planning sets out long term outcomes in a 5 year plan, medium term outcomes through Schemes of Work and short term lesson outcomes to meet the Learning Objectives in each lesson.
- **Attitudes to Learning**
Teachers, carers and key teachers work with young people’s attitudes to learning which lead to engagement in learning and are recognised through the reward system.

Att (1)	Punc (1)	Work (5/3/1)	Motivation (5/3/1)	Relationships (5/3/1)	Behaviour (5/3/1)	Total (22)	House Points
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Overall presentation (Work)	Taken pride (5)	Thoughtful (3)	Poor (1)
Motivation in class	Enthusiastic (5)	Frequently Engaged (3)	Unreliable (1)
Relationships	Dependable (5)	Usually Helpful (3)	Obstructive (1)
Behaviour	Exemplary (5)	Positive and Reliable (3)	Dysregulated (1)

Attendance – I have attended the lesson and I am organised.
Punctuality – I have arrived on time and ready to learn.



Work – I am responsive, conscientious and considerate. I have taken pride in my work.

Motivation – I am enthusiastic, curious, creative and desire to do my best.

Relationships – I have respectful relationships with my peers and teachers.

Behaviour – My behaviour is exemplary. I am polite and respectful to all.

Personal, Social & Emotional Growth

ILP's identify the outcomes from IDP's or EHCPs, Motional targets which young people work towards half termly. All targets are reviewed termly at the Review Day meetings

GROUPS, CURRICULUM CONTENT AND AREAS OF LEARNING

Young people are split into teaching and learning groups which are flexible and can be based on year group and/or ability depending on need.

The current groups are:

Brenig – Year 9

Tegid – Year 10/11

Geirionydd – Year 10

Crafnant – Year 11/12

Padarn – Year 11

Each group has a Key Teacher who is responsible for their tutor time, PPM meetings, communication with the homes and sharing achievements at the Review Days. The Key Teachers are integral in the young people's lives as they take an active role in all aspects of school life, they lead the team around the child meetings which enables teachers to adapt teaching depending on needs identified in the action plan.

The content of the curriculum has learning, experience & skills areas.

- Personal, Social and Emotional Development, Well-being and cultural diversity
- The Arts
- Language, literacy and communication
- Mathematics and numeracy



- Science and Technology
- Education Outdoors

The curriculum includes the core subjects and a broad range of wider and alternative curriculum areas which are extended and reviewed flexibly depending on needs and interests.

These curriculum subjects are delivered through:

- Subject specific lessons
- Education outdoors
- House sessions
- Enrichment

Young people have the opportunity to study the following subject areas:

Key Stage 3

English, Maths, Science, Information Communication Technology (ICT), Modern foreign Languages (where appropriate), Art and Design, Humanities (Geography, History, Religious Education), Physical Education, Music, Personal, Social and Health Education, Careers and Employability.

Key Stage 4

At KS4 all young people study, where appropriate to GCSE level the statutory areas of English, Mathematics, Science. In addition, they will have opportunities to study and undertake qualifications in Humanities (History, Geography, Religious Education), Art and Design, Physical Education, Information Communication Technology (ICT), Media, PSHE, Careers and Employability, Outdoor Education.

Subject Specific information

English includes an emphasis on Literacy and Communication Skills.

Maths includes an emphasis on Functional Numeracy Skills and ‘Everyday’ Maths.

Science includes applied Science, for those that can access this level, and the use of Science in everyday life, including making informed decisions.

Literacy & Numeracy embedded across the curriculum

PSHE is delivered through allocated lessons; tutorials, subject lessons, break time and reward activities and staff/young people’ meetings and embedded in a positive school ethos



of respect and tolerance for others. PSHE also includes elements of careers and preparation for the world of work. Visiting professionals such as the CPSO and modules within therapy, next step plans in the homes give a wider focus on PSHE content related to life.

ICT focuses on developing young people to become digitally literate in an increasingly technological world. All teaching and learning has a focus on using technology enhanced learning approaches.

Humanities includes the teaching of Religious Education, Geography and History.

Art includes the use of a variety of media through topics and where possible draws on art in the local community.

Physical Education emphasises health, well-being, team games, coaching skills and personal fitness.

Young people choose options in Year 9. The options are reviewed annually to reflect the needs of the young people.

Cross-curricular

There are built in opportunities within the curriculum for cross-curricular through thematic work. A yearly plan of themes is woven into subjects utilising content which promotes learning in a meaning way.

Well-being curriculum

Alongside the school curriculum, young people access weekly therapy. Within school young people’s well-being is tracked through termly completion of Mind of My own, PASS test and Motional. Data from across the different sets is analysed regularly to adapt teaching, put in place interventions or at times offer a reduced timetable.

When brought together well-being, subject, education outdoors and cross-curricular should define the breadth of the curriculum; ensuring a range of experiences which enhance learning.



Cross Curricular Themes 2025 – 2026

	Autumn Term	Spring Term	Summer Term
	Diversity	Conservation	Well Being
KS 3	Inclusion and Equity	Biodiversity Management	Social Wellbeing
KS 4	Intersectionality and Allyship	Conservation Innovation	Personal Growth

Enrichment and extra-curricular activities

CURRICULUM AIMS

Successful learners at Branas School

- Can develop and use literacy, numeracy and digital communication technology skills to aid their learning;
- Develop a creative approach to solving problems;
- Have curious and enquiring minds about the world around them;
- Can develop creative approaches to problem solving;
- Can communicate well in a range of ways;
- Develop an understanding of how best they learn and are able to transfer strategies across different learning;
- Are developing independent skills across learning and social situations;
- Participate, enjoy and are motivated to achieve the best they can;
- Plan a future for themselves in the world beyond school.

Confident Individuals

- Are informed and understand what is important to themselves
- Are physically competent and confident
- Take risks to master new experiences and skills
- Have confidence to be autonomous and self-directed
- Are developing a sense of meaning and purpose in life
- Can express themselves through creative alternative media
- Are developing the ability to feel good in the here and now



Responsible citizens

- Participate in a healthy and purposeful life in the school community, Wales and the world
- Take an active part in maintaining and improving the school community
- Develop positive and healthy relationships
- Work co-operatively with others
- Understand and be active in the needs of present and future generations and the choices they make
- Know the rights of the child
- Challenge appropriately any injustice, small or large
- Develop connections to the wider world and community
- Feeling they can change things for the better

OUTCOMES

Routes to Accreditation:

English:
<i>Functional Skills Entry Level – Level 2</i>
<i>GCSE Preparation</i>
<i>GCSE</i>
Maths:
<i>Functional Skills Entry Level – Level 2</i>
<i>GCSE Preparation</i>
<i>GCSE Mathematics</i>
<i>GCSE Maths and Number</i>
<i>Level 2 Additional Mathematics</i>
Science:
<i>Entry – Level 2 Units</i>
<i>Entry Level Certificate</i>
<i>GCSE Preparation</i>
<i>GCSE – single science/combined science/trilogy/synergy</i>
PSHE



KS3 – ASDAN – Bronze / Silver / Gold Qualification – Personal Development Programme
Relationship and Sex Education
KS4 – ASDAN - Short Course - Citizenship
Employability Skills:
Entry Level – Level 1/2 Units
L1/L2 Award/ Certificate in Employability Skills
Work Experience
Information Technology:
Embedded within all subjects.
Level 1 and/or 2 Units
GCSE Preparation
GCSE
Art:
Entry Level Art and Design
GCSE Art and Design
Geography:
GCSE preparation
GCSE
Religious Education:
Awareness and Cultural events
GCSE preparation
GCSE
History:
Awareness and Cultural events
GCSE preparation
GCSE
PE:
ASDAN
GCSE Preparation
GCSE



<i>Modern Foreign Languages:</i>
<i>GCSE Preparation</i>
<i>GCSE</i>
<i>Media</i>
<i>GCSE preparation</i>
<i>GCSE</i>

All award schemes and accreditations are available to young people at an appropriate time, in accordance with aptitude, individual needs and progress, and as a tool to promoting achievement and self-esteem. Given the indeterminate length of many care placements it is important that young people have access to a wide range of accreditation that they can access when ready, to support positive transition post Branas and beyond. To support successful outcomes all young people sit Functional Skills exams in English and Maths which may build up over the duration of the time they are attending school from EL3 – L2.



Tracking Young people’s Progress:

Subject teachers track young people' progress appropriate to the delivery of the subject and its content. Data collected includes:

- Continuity in full time education, including attendance data
- Outcomes of termly assessments.
- Achievement of targets in individual learner plans.
- Achievement against personal, social and/or behavioural targets reflecting engagement in lessons.
- Improvements in rates and severity of incidents.
- Progress and success factors identified in annual review reports.
- Observations (e.g. at annual review meetings); includes personal progress indicators as measured by individual actions on the PEP.
- Regular review and assessment of literacy, numeracy and social skills.
- Careers & Work Experience opportunities and opportunities in the wider community.
- ‘In-school’ recognition of progress and linked to rewards scheme.

EVALUATION

Evaluation of the effectiveness of the curriculum provision is done via

- Analysis of behaviour records showing that young people settled and engaged in learning
- Tracking young people’ progress in the work they do; through the use of assessment materials, Young person work, AfL and ILP review; analysis of data presented
- Specific outcome measures related to externally accredited courses and through core assessment tools – BKSB, baseline reading and spelling, psychometric tests.
- Use of internal monitoring & evaluation processes. Head Teacher quality assurance supported by external SLT from link schools where possible.

REVIEW

This policy will be reviewed on an annual basis by the Headteacher of Branas School and Head of Education Services.

It will be due for review in **September 2026**.



REFERENCES

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Teaching and Learning Policy
- Lesson Observation (TLO) format
- Schemes of Work & lesson Plans
- Subject Development Plans
- Monitoring & Evaluation Policy
- School timetable and term dates
- Behaviour Policy
- Young person Progress Tracker
- SEN policy