



**Trafford Alternative Education Provision
Engage Motivate Inspire**

Curriculum Policy

[2020]

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For Action By	SLT/ MLT
For Information to:	All staff, Management Committee visitors and volunteers

Trafford Alternative Education Provision

Our Mission Statement:

Trafford Alternative Education Provision is committed to providing....

A 21st Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.



Trafford Alternative Education Provision

Curriculum: Intent, Implementation and Impact

1. Ethos

In our: exclusive, nurturing, caring and supportive environment, at TAE P we provide a setting for our students: to re-establish a positive educational pathway, re-focus and access education, make progress and in turn change the direction of their lives.

The curriculum at TAE P is designed to offer a diverse, broad and balanced education that meets the needs of all our students and gives them the skills, knowledge and understanding to prepare them for their future lives. It ensures that academic success, responsibility and emotional resilience, as well as physical development, well-being and mental health are key elements that support and promote the development of the whole child and promote a positive attitude to learning. Furthermore, the curriculum celebrates individuality, diversity and utilises the skills, knowledge and cultural wealth of our school community while supporting the students' spiritual, moral, social and cultural development.

2. Curriculum Intent

Every student enrolled at TAE P has been on a turbulent educational journey. We are dedicated to create and promote a positive, stabilising and calming school that bridges the gap to continued education. We have a transient school population and the length of stay varies according to the individual needs of the student. Subsequently our curriculum therefore needs to be flexible, tailored and designed to enable students to move on to the next stage on their educational pathway.

Our goal is to provide a curriculum that allows each child to thrive and shine: to cultivate their individual abilities and further raise aspirations and self-worth. We will ensure that our curriculum offer at TAE P is tailored to reflect their individual needs and designed to give them the skills to increase their life chances and ensure a smooth transition to the next phase of their educational journey.

- For all students, the curriculum seeks to support interests and ambitions, to maximise the opportunities for progress and success and to provide a broad and enriched experience of academic, vocational and personal learning that supports all students on their route to

adulthood.

- For students assessed as ready to re-engage, the curriculum seeks to support successful and sustained re-integration into mainstream schooling.
- For our long stay Year 11 / 10 students our curriculum aims to provide core academic qualifications, relevant life skills and identify and support onward transition into further education, employment or training post Year 11

TAEP curriculum is designed to:

- Re-engage ,inspire and motivate students, promoting an interest to learn and equip students with the tools they need to be able to learn
- Enable all students to make progress from their individual starting points and to have success in learning supported by a focus on developing students' social development, emotional wellbeing and mental health
- Focus on developing student's social, emotional and mental health
- Have a strong curriculum focus on the facilitating subjects of Literacy and Numeracy
- Support all students to lead healthy and safe lifestyles
- Support all students to develop the skills, behaviours and attitudes that will enable them to reintegrate to and be successful in the next phase of their education and close the gaps in learning
- Promote independent and collaborative working
- Raise self-esteem and build resilience
- Promote British values and moral, spiritual and cultural values
- Prepare students for post 16 destinations

3. Curriculum Implementation

In every group at TAEP we will have students across Trafford borough schools who have experienced a variety of curriculums before joining us. In addition, many are working below age related expectations and have gaps in their learning. It is therefore vital that our curriculum is flexible enough to enable us to accommodate a diverse range of needs. A vigorous induction process ensures each student is assessed on entry. Students complete baseline assessments in: LUCID, Science, Maths and English. Staff are able to develop a personalised curriculum that addresses any gaps they have and allows them to progress at their own pace, irrespective of their starting point. Students identified as SEND will also receive additional targeted interventions

TAEP Core Curriculum Entitlement	Level
English Language	GCSE
English Literature (Option)	GCSE
Mathematics	GCSE
Science Trilogy	GCSE
Single Sciences Biology Physics Chemistry (Option)	GCSE
RE (Option)	GCSE
Psychology (Option)	GCSE
Photography (Option)	GCSE
Functional Skills English	Entry 1/2/3
Functional Skills English	Level 1 / 2
Functional Skills Maths	Entry 1/2/3
Functional Skills Maths	Level 1 / 2
Functional Skills ICT	Entry 1/2/3
Functional Skills ICT	Level 1 / 2
Travel and Tourism (Optional)	I GCSE
ASDAN	Accreditation
AQA Unit Award Scheme	Accreditation

4. Curriculum Impact

The impact of our curriculum will be measured by student engagement, achievement and attainment. Our assessment policy contains the detail of how we assess students. TAEP will further evaluate the impact of our curriculum in the following ways:

Aim	Impact Measurement
Engage all students in learning	Observations of learning Student voice Attendance Class Dojo
Enable all students to make progress from their individual starting points, and to have small steps recognised as their successes in learning	Analysis of student progress data Qualitative data on student progress e.g. book scrutiny

Support all students to lead healthy and safe lifestyles	Observations of learning in PSHE lessons Assembly Student voice Keeping safe curriculum PE Food technology
Support all students to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in a mainstream school /special school	Number of students successfully reintegrated to the next phase of their education Class Dojo
100% Year 11's receive a GCSE or accreditation in English and Maths	Entry Level 1/2/3 Functional Skills Level 1 /2 GCSE pass results 2021

Students' progress is continuously measured and half-termly reviews shared with home, schools and relevant professionals. Weekly SEND meetings take place to discuss students - subsequently required adaptations to timetables, additional 121 interventions are introduced

- Targeted literacy and numeracy to help reduce/close the gap.
- Counselling
- Draw and Talk Therapy
- IDL – Literacy/Numeracy
- Right Angle Project (Private 1-1 tuition and counselling)
- Emotional Support 121