



Engage | Motivate | Inspire

Trafford Alternative Education Provision

# Curriculum Policy

DRAFT

[2021]

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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 21<sup>st</sup> 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 student 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 of their educational pathway.

Our goal is to provide a curriculum that allows each student to thrive and shine: to cultivate their individual abilities and further raise aspirations and self-worth. We will ensure that our curriculum offer 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, maximise the opportunities for progress and success, and 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. Also, 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

<b>TAEP Core Curriculum Entitlement</b>	<b>Level</b>
English Language	GCSE
English Literature (Option)	GCSE
Mathematics	GCSE
Science Trilogy	GCSE
Single Sciences Biology Physics Chemistry (Option)	GCSE
Psychology (Option)	GCSE
Photography (Option)	GCSE
Travel and Tourism	I 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
Entry Level Science	Level 1/2/3
ASDAN ( Short Courses )	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:

<b>Aim</b>	<b>Impact Measurement</b>
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 Outdoor Education
Support all students to develop the skills, behaviours, and attitudes that will enable them to reintegrate into, 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 with 45 % or more attendance receive a GCSE or accreditation in English and Maths	AQA Unit Award Scheme 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
- GCSE targeted Catch Up 121 small group

## 5. Covid 19

### Curriculum Recovery

Students returning to school from lockdown and extended periods of isolation have experienced significant gaps within their learning. As a service, we endeavor to assess these gaps and provide bespoke learning packages to allow each student the same opportunities for success as their peers and the wider community.

### The Assessment Team

Following the employment of a full time dedicated SEND Teaching Assistant, as well as utilising the current TA staffing we have in position, a committed and highly qualified assessment team. Each student will receive a number of both academic and emotional assessments to baseline current ability and mental health. These assessments include baseline assessments in both literacy (LUCID) and numeracy (Access to Maths) as well as subject-specific formative and interim assessments.

This information is used to formulate a bespoke package for each individual designed to build upon the SEN waves of intervention.

### **Wave One**

This requires inclusive quality first teaching, including differentiated learning and additional resources designed by the class teacher.

### **Wave Two**

This will be delivered by the Assessment Team and will include intervention plans drawn up by the SENDCo to boost progress. This is additional to the different resources and provision offered within wave one and is designed to enable the student to work at age-related expectations and above.

### **Wave Three**

This includes additional, highly personalised interventions with more focused strategies and targets sought from outside agencies. An SEN support plan will be designed, again by the SENDCo, with focused and individualised targets.

Any pupil who is deemed to be within the wave three category will receive a referral for The Right Angle. This provides weekly one-to-one teaching from a professionally trained tutor provided by an external organisation called Tutor Trust. As well as academic support, the referral provides the pupil with a weekly counselling session to support their mental health.

All three wave category students will be reassessed half termly to check progress with plans and interventions being adapted accordingly.

### **Remote Learning**

Following the national lockdown, as well as individuals self-isolating and unable to attend school, we have put in place a more robust system to prevent further loss of academic learning and teacher time.

### **Google Classroom**

Following the development of our school's online platforms, pupils are given a school email address to access Google Classroom, as well as a teacher timetable for online face-to-face lessons. This includes our core teaching subjects, English, Maths, and Science. Students are expected to access our virtual lessons, as well as complete work posted by the teacher to the platform wall.

### **Other Online Platforms**

Alongside Google Classroom for face-to-face lessons, we have several online platforms we expect all pupils to be accessing not just in lockdown but as an additional tool to aid further learning outside of the classroom. These include:



## **Seneca**

This software covers all exam boards as well as subjects available to pupils up to A Level providing immediate gratification by marking work as it is completed.

## **BKSB**

This software is designed as a preparatory tool for those who are completing Functional Skills Assessments. All year 11 (and most year 10) pupils complete these in school therefore this is a useful tool in developing those skills required to pass the assessments.