



Engage | Motivate | Inspire

Trafford Alternative Education Provision

Curriculum Policy

DRAFT

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Document control

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Name	Description	Date
Linda Thompson	Rational and additional subjects Change of spelling	June 2022

Approvals

Name	Position	Date

Links to

Policy

Teaching and Learning Policy

Monitoring and Assessment Policy



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 frequently reviewing, debating, and developing the curriculum



Trafford Alternative Education Provision

Curriculum: Intent, Implementation, and Impact

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, access education, make progress and in turn change the direction of their lives. Many of our students have had negative experiences in previous settings so it is vital that we seek to **reconnect, refocus** and in turn **rediscover** enjoyment in learning

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. Furthermore, the curriculum celebrates individuality, and diversity and utilises the skills, knowledge, and cultural wealth of our school community while supporting the students' spiritual, moral, social, and cultural development.

Rationale

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school, and is related to the following legislation:

- Education and Inspections Act 2006
- Childcare Act 2006
- Education and Skills Act 2008
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Ofsted School Inspection Handbook (DfE 2022)
- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation, and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stages 1 and 2 (Qualifications and Curriculum Authority 2002)

- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We understand that the new Education Inspection Framework (EIF) aims to ensure that all pupils, no matter their backgrounds, individual needs, or starting points, receive the same ambitious curriculum and an equal chance to succeed. The EIF ensures that schools are providing a balanced and broadly based curriculum and are not narrowing the curriculum and teaching to the test.

At TAEP we acknowledge that inspectors will judge the school curriculum within the quality of education by focusing on **curriculum intent**, **curriculum implementation**, and **curriculum impact**.

We recognise the definition that the ‘curriculum is a framework for setting out the aims of a programme of education, including the knowledge and skills to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and skills pupils have gained against expectations (impact/achievement).’ (Sean Harford HMI)

We understand that:

- **curriculum intent** is about curriculum design with an emphasis on how effectively schools provide a broad and balanced curriculum for all pupils;
- **curriculum implementation** is concerned with curriculum delivery (teaching, assessment, and feedback);
- **curriculum impact** is about pupil achievement as assessed by external test or exam results and not by a school’s own data.

The curriculum cannot remain fixed and will be revised annually to , we evaluate the curriculum based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Intent)
- How do we deliver our curriculum through teaching, assessment, and feedback? (Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Impact)

In addition to key questions. Does the curriculum

- Meet the needs of society and the world of work ?
- Embrace modern technology and the impact it has on the lives of young people today • be up to date with an understanding of learning?
- Provide the foundations of lifelong learning ?
- Promote inclusion?
- Give continuity and progression from Key Stages 3 to 4?

- Develop cultural capital?

From this evaluation, we believe we have in place a curriculum that is broad and balanced for all pupils and that we deliver the curriculum through good teaching, assessment, and feedback. We assess pupil achievement through external tests/exam results and our own school data.

All staff have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We want everyone connected with this school to feel safe, secure, valued, and of equal worth.

We believe it is essential that this policy identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Curriculum Intent

Every student enrolled at TAEP has been on a turbulent educational journey. We are dedicated to creating and promoting 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 TAEP 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.
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- For students assessed as ready to re-engage, the curriculum seeks to support successful and sustained re-integration into mainstream schooling.
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- For our long-stay Year, 11 / 10 students our curriculum aims to provide core academic qualifications, and 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 equipping 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 well-being, 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 into 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

SEND curriculum

Through our first-quality teaching, planning and provision we:

- Ensure that needs are identified as early as possible and support is put into place
- Ensure that pupils have access to a broad and balanced curriculum which is appropriately differentiated to enable pupils to succeed
- Provide an accessible learning environment which is tailored to the needs of all pupils
- Develop pupils' independence
- Regularly monitor the progress of pupils with SEND
- Work closely with parents and carers
- Work closely with external agencies and other professionals to ensure that there is a collaborative approach to support pupils with SEND.

Literacy Curriculum:

- Develops in all pupils a love of reading, writing and the dramatic arts.
- Nurtures in all pupils the ability to express themselves clearly – verbally and in writing; to develop their word choice when speaking and to encourage accurate grammar when speaking in order to aid self-expression.
- Allows pupils to comprehend and critique what they read, and to write creatively and accurately regardless of genre or topic.
- Encourages pupils to be reflective, motivated and resilient learners.
- Supports all pupils with 3 interventions per week using LEXIA.

Curriculum Implementation

In any one classroom at TAEP, we will have pupils from state-maintained schools and academies, who have experienced very different curriculums before joining us, and who may return or move on to another setting with a different curriculum. We have mixed-age classes of children, many of whom are not working at age-related expectations. It is therefore crucially important that our curriculum is flexible enough to enable us to meet a wide range of needs. A robust induction process ensures prior information is shared involving previous schools and parent's diverse range of needs. Students complete baseline assessments in LUCID, Science, Maths, and English. Staff can 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 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)	GCSE
BTECH Hospitality (Optional)	Level 1`
AQA Unit Award Scheme	Accreditation

Pupils with SEND will:

- Be included in all aspects of the school day
- Be provided with first quality teaching, adapted to meet their needs
- Be respected and acknowledged

Pupils with SEND may:

- Have specific 1:1 or group support to support them accessing different areas of the curriculum
- Have interventions outside of the classroom
- Take part in social, emotional and mental health interventions such as Boxall
- Receive additional support from a Speech and Language Therapist

- Work alongside outside agencies such as the Educational Psychologist, Occupational Therapist, Social, Emotional and Mental Health team, for example.

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 children safe curriculum PE Food technology
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 into the next phase of their education Class Dojo
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 are 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

Additional Support

- Targeted literacy and numeracy to help reduce/close the gap.
- Counselling
- Draw and Talk Therapy
- Tutor Trust (Private 1-1 tuition and counselling)
- Emotional Support
- 121 Equality in Teaching and learning

Equality In Teaching

At TAEP we provide all our pupils with the opportunity to succeed and reach the highest level of personal achievement. We do this by:

- Ensuring equality of access for all pupils and preparing them for life in a diverse society
- Using materials that reflect the diversity of the school, population, and local community without stereotyping
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice
- Providing opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Seeking to involve all parents in supporting their child's education
- Utilising teaching approaches appropriate for the whole school population which are inclusive and reflective of our pupils.

Monitoring and Evaluation

The Leadership Team will review the Curriculum Protocol on an annual basis.

The Leadership Team ensures that all curriculum updates are cascaded to colleagues and students and that the learning needs of students take priority through the School Evaluation Form and School Development Plan.

Department areas review practices and procedures and ensure that the most appropriate specifications are chosen to meet student needs.

Senior Leaders and Middle Leaders will monitor the operation of this policy as part of their general monitoring role. The ways of doing this are itemised below.

- Learning Walks
- Work scrutiny
- Progress data analysis
- Exam performance analysis

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School handbook
- School website;
- Staff handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations, and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Written communications with the home such as weekly newsletters and of end of half term newsletters;
- Annual report to parents;
- Headteacher reports to the governing body;
- Text messages;
- Email;

October 2022

We are aware that Ofsted have updated its school inspection handbook. We have in place awareness training for all school personnel and governors that covers the contents of the handbook.

During an inspection inspectors will consider:

- the school's curriculum, which is the substance of what is taught with a specific plan of what pupils need to know in total and in each subject;
- the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage (**intent**);
- the way that the curriculum developed or adopted by the school is taught and assessed to support pupils to build their knowledge and to apply that knowledge as skills (**implementation**);
- the outcomes that pupils achieve as a result of the education they have received (**impact**).

When evaluating the school's educational **intent**, inspectors will obtain evidence about leaders' curriculum intent from discussions with senior and subject leaders by exploring:

- whether leaders are following the national curriculum and basic curriculum or, in academies, a curriculum of similar breadth and ambition;
- how carefully leaders have thought about:
 - what endpoints the curriculum is building towards;
 - what pupils will be able to know and do at those endpoints;
 - how leaders have planned the curriculum accordingly;
 - how the intended curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills.
- how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills toward the agreed endpoints;
- how leaders have ensured that:
 - the subject curriculum contains content that has been identified as most useful;
 - this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.
- how the curriculum has been designed and taught so that pupils read at an age-appropriate level.

When evaluating the **implementation** of the curriculum, inspectors:

- will evaluate how the curriculum is taught at subject and classroom level;
- will look for the most important factors in how, and how effectively, the curriculum is taught and assessed. Factors such as whether:
 - teachers have expert knowledge of the subjects that they teach;

- teachers are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching;
- teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion;
- teachers check pupils' understanding effectively, and identify and correct misunderstandings;
- teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently;
- subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory;
- the subject curriculum is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined endpoints;
- teachers use assessment to check pupils' understanding to inform teaching, and to help embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts;
- remote education is in place and well-integrated and well-designed to support the wider implementation of the school's curriculum;
- teachers' approach to teaching remains rooted in evidence and the key elements of effective teaching;
- teachers consider the most important knowledge or concepts pupils need to know and focus on these;
- feedback, retrieval practice, and assessment are prioritised;
- the medium for remote education enables all pupils to access lessons and learn;
- teachers monitor pupils' engagement and communicate effectively with parents and colleagues if there are concerns.

When evaluating the **impact** of the education provided by the school, inspectors:

- will primarily focus on what pupils have learned;
- will look to see whether the following most important factors are in place:
 - A well-constructed, well-taught curriculum will lead to pupils learning more and so achieving good results.
 - Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.
 - Pupils are making progress in that they know more, remember more, and can do more. They are learning what is intended in the curriculum.
 - All learning builds towards an endpoint. Pupils are being prepared for the next stage of education, training, or employment at each stage of their learning.

(Amended from "Ofsted School Inspection Handbook" (DfE 2022))