



Engage | Motivate | Inspire

Trafford Alternative Education Provision

Curriculum Policy

[2022]



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|-------------------------------------|--------------------------|------------------------|-----------|
| Policy Title: | Curriculum Policy | | |
| Last Reviewed & Updated: | June 2022 | Due for Review: | June 2023 |

Document control

Version control/History

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

Approvals

| Name | Position | Date |
|-------------|-----------------|-------------|
| | | |

Links to

| |
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| 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 by 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 and 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, diversity and utilises the skills, knowledge and cultural wealth of our school community while supporting the students' spiritual, moral, social and cultural development.

Rationale

The curriculum cannot remain fixed and will be revised annually in order to

- 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
- Be inclusive
- Give continuity and progression from Key Stages 3 to 4
- Ensure our students have as many opportunities as possible through their schooling
- Develop cultural capital.

Curriculum Intent

Every student enrolled at TAEP 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 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, 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

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 school and parent's diverse range of needs. 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 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 |

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 to, and be successful in a mainstream school /special school | Number of students successfully reintegrated to 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 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 to 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 ensure 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 practice 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