



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

Curriculum Rationale

Our Mission

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.

We do this by:

PROVIDING a caring environment in which pupils feel safe and learn to make healthy choices about their style of life.

DELIVERING a stimulating and differentiated curriculum that encourages every pupil to achieve to their highest level academically, socially and emotionally.

DEVELOPING pupils' awareness of moral, social, cultural and spiritual values so that they can make a positive contribution to the community.

PREPARING pupils to become independent, productive and responsible citizens.

WORKING in partnership with parents, carers and other stakeholders to ensure pupils are given every opportunity to achieve their full potential.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

INTENT

- Our broad and balanced curriculum is designed to give our students the knowledge and skills needed to access further education and employment when they leave Trafford Alternative Education Provision.
- Our curriculum builds towards recognised qualifications and transferable skills of resilience, team work, problem solving and confidence that empower students to progress to the next stage.
- Our curriculum is sequenced so that opportunities for repeated learning and potential mastery are built in so that young people know more, remember more and can do more.
- Our curriculum is designed for all our students to access, regardless of any special educational needs or disabilities.
- We work to support young people be able to thrive and development as healthy individuals and active citizens.

IMPLEMENTATION

Trafford Alternative Education Provision aims to:

- Ensure our teachers are subject specialists in KS3 and KS4 for core subjects and those that require specialist technical skills.
- Deliver the curriculum in a safe learning environment, allowing young people to experience success and quickly build upon this.
- Provide lessons that are differentiated to meet the individual needs of all young people.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

- Design and deliver a curriculum that allows pupils to transfer key knowledge to long term memory. The sequencing allows knowledge and skills to build on previous learning.
- Carry out both Formative and Summative Assessment to check pupil understanding and inform teaching and help pupils develop their skill, knowledge and understanding including correcting misunderstanding.
- Ensure a range of learning styles are embedded into each lesson across the curriculum to increase the young people's understanding and ability to apply key concepts.
- Encourage group working and collaboration to enhance learning opportunities.
- Use outdoor learning and educational trips to enhance their learning experiences.
- Embed a robust quality assurance programme to ensure quality first teaching is being carried out across the school for all learners.

IMPACT

- The curriculum has consistently built towards known end points which is based on young people's individual ability.
- Our curriculum has successfully allowed opportunities for repeated learning and mastery are built in so that young people know more, remember more and can do more.
- Our curriculum has been built towards enabling preparation for adulthood, where young people are supported to become active, positive citizens in the community.
- Young people, regardless of SEN, will leave Trafford Alternative Education Provision with the skills, knowledge and qualifications to access their next stage in education and employment.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

Curriculum Entitlement KS3 2023 - 2024

Subject
English
Mathematics
Science
Humanities: Geography, History and RE
PSHE
Arts and Crafts
Foodwise
Board Games
Social Skills
Various AQA Unit Award Schemes
Enrichment Opportunities
PE
Barclays Life Skills

Curriculum Entitlement KS4 2023 - 2024

Subject	Level
English Language	GCSE
English Literature (Option)	GCSE
Mathematics	GCSE
Statistics (Option)	GCSE
Science Trilogy	GCSE
Single Sciences: Biology – Chemistry – Physics (Option)	GCSE
Psychology (Option)	GCSE
Art and Design – Textiles (Option)	GCSE
Home Cooking (Option)	BTEC
Art and Design – Photography (Option)	GCSE
Travel and Tourism (Option)	I GCSE
RE (Option)	GCSE
English	Entry 1/2/3
Functional Skills English	Level 1/2



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

Mathematics	Entry 1/2/3
Functional Skills Mathematics	Level 1/2
ICT	Entry 1/2/3
Functional Skills ICT	Level 1/2
Entry Level Science	Level 1/2/3

Additional KS4 lessons include:

Various AQA Unit Award Schemes	Accreditation
Enrichment Opportunities	AQA Awards
PE	AQA Awards
Barclays Life Skills	
Social Skills	
Board Games	



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

English 2023-2024

Curriculum Statement of Intent, Implementation and Impact

Intent statement

(What do we want our young people to learn)

Reading:

Pupils should be taught to:

- Develop an appreciation of reading.
- Understand increasingly challenging texts.
- Read critically

Writing:

Pupils should be taught to:

- Write accurately, fluently, effectively and at length for pleasure and information
- Plan, draft, edit and proof-read

Grammar and Vocabulary:

Pupils should be taught to:

- Consolidate and build on their knowledge of grammar and vocabulary

Spoken English

Pupils should be taught to:

- Speak confidently and effectively

Implementation statement

(How will the students learn what our curriculum is delivering)

Reading through working with accessible engaging and increasingly challenging material:

- Read a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:
 - English literature, both pre-1914 and contemporary, including prose, poetry and drama



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

○ Shakespeare

Learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.

Make inferences and referring to evidence in the text.

Know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.

Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.

Recognising a range of poetic conventions and understanding how these have been used.

Studying setting, plot, and characterisation, and the effects of these.

Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play

Making critical comparisons across texts

Writing for a wide range of purposes and audiences, including:

- summarising and organising material, and supporting ideas and arguments with any necessary factual detail.
- Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.
- Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
- Considering how their writing reflects the audiences and purposes for which it was intended.
- Amending the vocabulary, spelling, grammar and structure of their writing to improve its coherence and overall effectiveness.
- Extending and applying grammatical knowledge.
- Studying the effectiveness and impact of the grammatical features of the texts they read.
- Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects.
- Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- Using Standard English confidently in their own writing and speech.
- Discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
- Using Standard English confidently in a range of formal and informal contexts, including classroom discussion.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

- Giving short speeches and presentations, expressing their own ideas and keeping to the point.
- Participating in formal debates and structured discussions, summarising and/or building on what has been said.

Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

Impact statement

(How we can monitor whether the young people have learnt what is taught)

- Entry into Functional Skills or Entry Level English prior to Summer of Year 11 to ensure all pupils exit Year 11 with a qualification in English
- SENECA and Lexia used in lessons and sometimes used as homework tasks to consolidate learning in lessons and to set assignments
- Mock exams are carried out during KS4 to ensure that all pupils are best prepared for GCSE exams
- KS3 pupils engage assessments each half term to ensure all are making progress throughout units of work.

All pupils are baselined on entry and established points system is used to track and monitor progress as well as to set challenging targets.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

Maths & Statistics 2023-2024

Curriculum Statement of Intent, Implementation and Impact

Intent statement

(What do we want our young people to learn)

The mathematics department strives to ensure that all students develop essential knowledge and skills to be successful both during and beyond their school years. Only the best is good enough for our students and we ensure that this is achieved through the consistent and collaborative teaching and planning across the department.

We want to develop a curriculum that provides students with access to important mathematical ideas to develop the mathematical knowledge and skills that they will draw on in their future lives. We want the curriculum to form the basis on which further study and research in mathematics and many other fields are built.

The mathematics curriculum at TAEP builds on students' prior learning and focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, computational thinking and problem solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

Content covered supports student learning across the wider whole school curriculum by ensuring that the links between the various components of mathematics, as well as the relationship between mathematics and other subjects, are emphasised. Mathematics is composed of multiple but interrelated and interdependent concepts and structures which students can apply beyond the mathematics classroom.

Implementation statement

(How will the students learn what our curriculum is delivering)

Yr11 students are entered for AQA 8300 GCSE Maths at either Foundation or Higher Level. They are also offered the opportunity to study for the AQA 8382 Statistics GCSE (again at Foundation or Higher levels) as one of their Option Subjects.

With this in mind, the curriculum at TAEP is adapted from the AQA Route Map (available online). There are effectively 3 'routes' in place: a KS3 route (as all KS3 students are taught in one group), a Yr10 route and a Yr11 route. The year 10 and 11 routes differ slightly between the Higher and Lower tiers. The scheme of work delivered at TAEP covers the breadth of the National Curriculum and is both challenging and achievable for all student abilities. Teachers plan



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

their lessons in line with the Route Map and with their individual students in mind; this ensures that teachers differentiate effectively and personalise lessons for each student, thereby encouraging pupil engagement and setting challenging yet achievable objectives.

Every effort is made to make sure that Y11 all achieve at least a Functional Skills Level 1 Maths qualification as a back up to their GCSE and Functional Skills topics have been introduced to the Year10 (Summer 2) and Yr11 (Autumn 1) schemes of work to enable this.

Y10&11 students are entered for Functional Skills Level 1, and level 2 if appropriate. They have more than one opportunity to attempt FS qualifications to gain success.

This year we have adapted schemes of work to cater for the Edexcel Number and Measures Level 1&2 Awards which will be offered to both Y10 and Yr11 students as an additional qualification.

The Entry Level Certificate is available to students who are unable to access Functional Skills.

AQA Unit Award Scheme - the school has bought into this scheme. Some UAs are indicated in schemes of work but many others exist online. Unit Awards can be downloaded from the AQA UAS website and completed whenever appropriate. The aim is to encourage progress and celebrate achievement.

Impact statement

(How we can monitor whether the young people have learnt what is taught)

Students achieve well in their GCSE's. One of our school priorities is to reduce the number of NEETs post 16. We have been very successful with the intent and implementation of our curriculum, interwoven with our careers offer, in significantly reducing the number of NEETs and improving the life chances of our students after they leave TAEP. Almost all TAEP students enter into an apprenticeship or enrol on college courses.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

Science

Curriculum Statement of Intent, Implementation and Impact

Intent statement

(What do we want our young people to learn)

To become a trauma-informed science department that raises the profile of Science within an Alternative Provision setting, acknowledging that the majority if not all of our students come to us with high ACE Adverse Childhood Experiences. Understanding the diversity and Uniqueness of our students so that we can provide a rich, fulfilling Science curriculum where access and opportunities into STEM subjects are not limited but celebrated and encouraged.

We want to develop a curriculum that builds increasingly sophisticated knowledge of the products (substantive knowledge) and practices (disciplinary knowledge) of science and this is why we use a Mastery approach and build from KS3 the 10 Big Ideas to support how our students at TAEP learn to see the world analytically, to explain phenomena and make predictions – all skills they need for their next stage of scientific learning.

Our Curriculum aims to support student learning across the wider whole school curriculum by ensuring sequencing and learning outcomes that are recognised and acknowledged.

In Science, we recognise the relationship with mathematics and acknowledge maths in Science as an integral part of the curriculum as well as cross-curricular activities in other subjects.

Science is a content-rich subject and has interactions with all areas of life through the disciplines of Biology, Chemistry, and Physics.

Science is content rich subject and it is clear that they are many difficult concepts to understand in science hence literacy in science is very important and is integrated into all lesson.

Implement statement

(How will the students learn what our curriculum is delivering)

Most Y11 students are entered for AQA Combined Science Trilogy 8684 GCSE Foundation tier some students take the higher tier.

There is opportunity and scope to study AQA separate sciences in Biology 8681, Chemistry 8682 and 8683 Physics.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

The Entry Level Certificate is available to students for all students and is taught and components are taught simultaneously with the AQA Combined Science Trilogy Programme of Study.

KS3 – We follow the national curriculum and science is delivered in a linear format to minimise cognitive overload for our learners.

AQA Unit Awards - the school has bought into this scheme. Some UAs are indicated in schemes of work but many others exist. UAs can be printed off the AQA UAS website and completed whenever appropriate. The aim is to encourage progress and celebrate achievement.

CREST Awards are in development for Science as well as a STEM club as part of our enrichment programme.

Impact statement

(How we can monitor whether the young people have learnt what is taught)

One of our school priorities is to reduce the number of NEETs post 16. We have been very successful with the intent and implementation of our curriculum, interwoven with our career's offer, in significantly reducing the number of NEETs and improving the life chances of our students after they leave TAEP.

The GCSE Results of 2023 has shown that the curriculum for science has had a positive impact on the outcome of learners and academically we have exceptional well compared to similar schools.

However, as we are still in our infancy in embedding a trauma informed curriculum and we have begun to see the curiosity of science beyond the classroom which is a step in the right direction that will then lead to more students choosing STEM related subjects and careers post 16.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

PSHE

Curriculum Statement of Intent, Implementation and Impact

Intent statement

(What do we want our young people to learn)

The aims of teaching PSHE at Trafford Alternative Education are for the young people to:

- Develop independent problem-solving skills that allow them to feel confident to take responsibility for any challenges they may face in the future, individually or socially.
- Have a love of learning beyond of the school curriculum and to actively look to learn new information and skills outside of the classroom.
- Regularly engage in activities which will help prepare them for living in modern day Britain, Preparation for Working life, Keeping safe and health and being a good citizen, in the following areas: British Values, RSE, Emotional well-being, employability, careers and your future, teamwork.
- Understand the benefits of positive emotional, psychological and physical wellbeing and to plan to incorporate these into their everyday life.
- Develop a range of life skills that help lead to employment, success and happiness in adult life and enable them to thrive in the world of work.
- Understand the importance and value of being a law abiding citizen and being able to successfully build and maintain healthy personal and professional relationships.
- Be able to articulate their thoughts, values and beliefs with greater complexity in both oral and written form, whilst being understanding and respectful of others' views and opinions.
- To be able to form opinions, share ideas and emphasise/understand the view point of others, whilst being mindful and respecting equality and diversity

PSHE Overview :

During KS3, students will be introduced to six key elements: Employability, Teamwork and your future, Social Media, Sexual Health (RSE) Families and Parenting, Emotional Wellbeing and drugs and alcohol. Through a range of differentiated teaching strategies students are able to



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

develop the key concepts of each topic within the above areas with opportunities for group work, individual tasks as well as visual, kinaesthetic, written and oral learning.

The students work through the key curriculum topics throughout Years 7-11, building on prior learning and knowledge, this accommodates the needs and nature of the students to ensure that all students have the opportunity to access all topics regardless of date of enrolment or length of placement. This allows them to bridge the gaps for the topics students may have missed.

By the time students reach Year 11, they can access and build on a range of prior learning which will help them prepare for their next steps, such as: CV building, Employability, World of work and Financial Choices. All of the PSHE topics are revisited to an age appropriate level to prepare the KS4 students to become more independent and autonomous learners.

Implement statement

(How will the students learn what our curriculum is delivering)

The teaching of the PSHE programme is based around the following three principles:

1. To embed holistic approaches which students are able to learn transferable skills inside and outside of the classroom.
2. Equip students with the necessary life skills which will help them thrive in the world of work and their future.
3. To establish fundamental foundations in order to safeguard students.

It is very important that all students have a bank of knowledge and a range of skills to deploy independently, socially, physically and mentally. This process of self-empowerment and self-discovery lies at the heart of the PSHE programme.

The delivery of the PSHE programme follows the National Curriculum. The courses are flexible and engaging programmes that allow for highly differentiated activities that can ensure success for a range of student abilities.

Pupils will have the opportunity to undertake a variety of activities that empower them to become confident and skilled independent learners. The subject is cross-curricular and draws upon subject knowledge and skills within English, Psychology, Mathematics, Science, IT and the Arts. Through supported practical and academic tasks the young people will learn to take risks, be reflective, resilient and understand the importance of keeping safe.

The students enjoy the fact that PSHE makes learning highly relevant outside of their school experience. Classroom activities help foster skills and knowledge that young people can employ in a variety of social settings. The Key Stage 3 and 4 curriculums are designed to constantly



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

introduce new skills and knowledge. However, its main focus is to give students the opportunity to revisit and build upon key skills: this consolidates and reinforces their learning, embedding and securing the skills so that they can be used throughout their life. With support, each young person will develop their understanding in a safe and controlled environment.

Impact statement

(How we can monitor whether the young people have learnt what is taught)

The PSHE programme is measured through the following methods:

- Summative assessment of student discussions about their learning.
- Images of the young person's practical learning.
- Student evaluations / Peer assessment.
- (Pupil voice).
- Annual reporting to parents.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

Travel and Tourism

Curriculum Statement of Intent, Implementation and Impact

Intent statement

(What do we want our young people to learn)

Students in Year 10 and 11 currently study Travel and Tourism at Trafford Alternative Education Provision students investigate the industry as a whole looking at all the employment opportunities as well as trends and factors that have affected tourism around the world. In addition, students gain a hands on insight into how business in tourism operates as well as gaining valuable customer service skills and knowledge. Students in Year 10 look closer to home and analyse the merits of the UK as a tourist destination. As well as doing an in depth study of tourism in Europe and all around the globe in our long haul destinations units. The travel industry as whole is constantly evolving and lessons here will reflect this.

Implement statement

(How will the students learn what our curriculum is delivering)

At Trafford Alternative Education Provision, the Cambridge Travel and Tourism GCSE has an essential core of knowledge and applied skills. There is an external assessment in which the students have to explore the travel and tourism sector. This provides independent evidence of learning and progression. Our curriculum should give learners opportunities to link education and the world of work in engaging, relevant and practical ways. It should enable learners to enhance their English and mathematical competence in relevant, applied scenarios as well as support learners' development of transferable interpersonal skills, including working with others, problem solving, independent study and personal, learning and thinking skills. Ultimately, it should give learners a route through education that has clear progression pathways to further study or an Apprenticeship.

Impact statement

(How we can monitor whether the young people have learnt what is taught)



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

Fundamentally, after completing this qualification we want our students to have an insightful understanding of travel destinations worldwide and in the UK in terms of their location and appeal. We want our students to have developed a competence when dealing with customers/other professionals in a face to face, over the phone or written context. And they should have an appreciation of the factors that can affect tourism and its economic importance. Our curriculum is organised to give our learners a core of underpinning knowledge, skills and understanding, and a range of options to reflect the breadth of pathways in a sector. This gives learners the opportunity to gain a broad understanding and knowledge of the travel and tourism sector as well being able to investigate areas of specific interest. The curriculum is designed to develop essential skills and attributes prized by employers, further education colleges and higher education institutions.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

Art and Design

Curriculum Statement of Intent, Implementation and Impact

Intent statement

(What do we want our young people to learn)

The intent of Art & Design at Trafford Alternative Education Provision is to create and maintain an environment where young people feel safe and supported in their learning. We encourage young people to challenge preconceptions, take risks and to show resilience. We want to build our young people's self-esteem and develop their confidence so that they are able to take ownership of their learning and celebrate in their successes. We aspire for every young person to develop a lifelong love of learning and to be reflective in their practice. Essentially teaching our young people how to learn so that they can improve and potentially master a technique or idea. These skills are transferable across all disciplines and are essential in their education and personal development. For our young people this is best done through a broad and well-balanced curriculum that gives pupils the opportunity to find something they can engage with and enjoy. Pupils are given repeated opportunities to explore a variety of art-based skills including drawing, painting, printing, collage, textiles, 3D work and photography. Where possible we try to offer activities that do not have a predefined outcome or expectation whilst providing opportunities for self-directed learning. Staff are well trained and able to help young people where appropriate, however a strong emphasis is placed on their ability to learn and solve problems independently. Flexibility in the options available to Key Stage 3 and 4 pupils means they are also better able to access learning at a level appropriate to their abilities.

Implement statement

(How will the students learn what our curriculum is delivering)

All pupils receive:

- A safe environment with high expectations of behaviour and learning as well as close monitoring of equipment and modelling safe practice.
- Well planned series of lessons designed to stretch and challenge learners appropriately.
- A variety of formative assessment opportunities as part of the planned learning activity.
- Multi-disciplined and appropriately resourced curriculum including computer access for every young person.
- After-school and/or lunchtime sessions available where appropriate.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

- Opportunities for exploratory, self-directed learning.
- Regular art-based training opportunities for staff.
- Pupils to be given the opportunity to take work home regularly and share in their achievements.
- Peer mentoring to model and encourage good working practice.
- Visits to museums and galleries as well as links with local facilities and workshop opportunities.
- Establishing clear cross-curricular links with other practises and support whole school initiatives such as 'Year of Reading'.
- Regular display that celebrates learning and promotes whole-school initiatives.

KS4 and KS3

Recreational Art Craft

Recreational Art and craft is delivered by a TA and learning mentor. All work is accredited by AQA Unit Award Schemes.

GCSE Art and Design

All KS4 students are invited to participate in the GCSE Art programme. Art is available as a full or half GCSE depending on how much work you have in your portfolio. It requires a commitment of a minimum of one taught lesson per week, with another afternoon available for supported self-directed study.

GCSE Art and Design provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in ways that are both personally relevant and developmental in nature.

This two unit specification enables students to develop their ability to actively engage in the processes of Art and Design – to build creative skills through learning and doing, to develop imaginative and intuitive ways of working and develop knowledge and understanding of media, materials and technologies in historical and contemporary contexts, societies and cultures.

Assessment is by Unit 1: Portfolio of Work (Controlled Assessment) 60 per cent and Unit 2: Externally Set Task 40 per cent.

Impact statement

(How we can monitor whether the young people have learnt what is taught)

The art curriculum has been designed to engage with and stretch our young people whilst giving them the opportunity to deep learn some of the foundation skills and techniques in Art.

- Young people to demonstrate an understanding of basic health and safety practise.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

- Young people to enjoy their learning and be proud of the work they have produce.
- Opportunities to evaluate learning through the sketchbook as well as informal discussions.
- All key stage 4 pupils to have achieved some credits towards the AQA Award Units.
- Key stage 4 pupils to be well-prepared for possible post-16 art & design courses.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

Environmental Experiences

Curriculum Statement of Intent, Implementation and Impact

Intent statement

(What do we want our young people to learn)

At Trafford Alternative Education Provision, our school vision is for all members of our school “to be the very best we can be”. As part of this vision, we have decided to expand and enhance the breadth of our curriculum by incorporating a designated outdoor learning that will become part of our weekly routine. It is our aim that this new LOtC (Learning Outside the Classroom) will uphold the high standards and expectations that our school sets for its pupils and serve as a cornerstone to increasing their life skills and experiences throughout their secondary school education. The primary aims of this curriculum will be:

- To build self-esteem and confidence in children.
- To build resilient, determined and independent learners
- To develop children’s personal, social and emotional development.
- To develop children’s and encourage creativity
- To encourage collaboration.
- To develop and build the ideas of risk management and risk benefit
- To improve children’s life skills and experiences
- To enable children to gain a respect for the natural environment and wildlife.
- To transfer negative behaviours into positive ones.

These aims will be covered with a variety outdoor learning teachings and strategies that not only seek to aid the children in their learning but also be provided in a positive, enjoyable, creative and inspiring manner that will allow them to transfer the skills and knowledge from the LOtC lessons into the classroom and life outside of school.

Implement statement

(How will the students learn what our curriculum is delivering)



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

To ensure that this LotC curriculum reaches the high standards of teaching and learning that we pride ourselves on at Trafford Alternative Education Provision, we have implemented a progressive curriculum designed to suit all key stages. Discrete outdoor learning lessons will be timetabled weekly allowing each class the opportunity to experience, high quality outdoor learning. Due to its child led nature and focus on social development, the curriculum is designed to engage children in a manner that is hard to imitate in the classroom. This creates new opportunities for learning and development that might not be accessed during regular day-to-day schooling. As we know, every child is different, as are their learning habits, something that here at Trafford Alternative Education Provision we recognise, encourage and utilise. It is here the majority of the learning will take place in the wider community and environment to give the children a wider range of experience and allow them to become more familiar with the world surrounding them.

Impact statement

(How we can monitor whether the young people have learnt what is taught)

After the implementation of this robust outdoor learning curriculum, children at Trafford Alternative Education Provision will become better-rounded and prepared learners and individuals. They will not only be more confident and resilient learners, they will become more caring and supportive peers due to the heavy focus the curriculum places on understanding and generating empathy. This will allow children will become more able to regulate their social, mental, emotional and spiritual health meaning the children to perform better in collaborative learning and tasks, arming them with the skills necessary to improve themselves in their schooling career and life in the wider world. As children grow in confidence in their abilities in the outdoor environment, they will begin to understand, assess and manage their own risk and safety. This will allow the children to become more independent and show them that life comes with not only risk but also rewards. It also teaches them what their own limits are and that they can push through them. They will see that sometimes we don't always get the desired result the first time but that doesn't make us a failure, it helps us to grow, forcing us to try again in a different way. It encourages problem solving logical thinking and self-reflection and evaluation but most of all the pupils will see that mistakes aren't failures; they are a part of learning, that they are, ultimately, human.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

ICT

Curriculum Statement of Intent, Implementation and Impact

Intent statement

(What do we want our young people to learn)

Computers are everywhere in our society and students learn about the Impact they have on our everyday lives. They learn how to make the most of technology through a mixed of engaging lessons and practical activities. In ICT, learners cover a comprehensive range of topic areas (Programming, Computational Thinking, Computer Hardware & Software, Information Technology, Data Representation and Networking) covering the three strands that are Digital Literacy, ICT and Computing. They develop transferable ICT knowledge, understanding and skills by coding, building computers, creating 2D animations, learning about networks and online safety, as well as using a range of software to research information and create documents.

Thanks to themed-based approach, these strands are revisited every year throughout KS3 in order to build on the skills and knowledge previously acquired to ensure that they are successfully developed and learners can use technology confidently and safely. The learners learning journeys will culminate with taking the Pearson Edexcel ICT Functional skills Entry 1 to Level 2. Indeed, these qualifications have been designed to demonstrate the learner's confidence and ability to use ICT systems and tools, and find, select, develop, present, and communicate information. Level 1 and 2 are assessed by a single, external, paper-based test while Entry 1 to 3 through a controlled assessment. Young people who complete level 1 and level 2 by January of their year 11 will be given the opportunity to work towards the Microsoft Office Specialist Program exam, which will give them a professionally recognised qualification in addition to the academic one they have.

Implement statement

(How will the students learn what our curriculum is delivering)



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

The Computer Science curriculum is very much pupil centric. In order to meet the needs of our young people, the curriculum is delivered in a structured and responsive approach both within and beyond the classroom environment with a strong emphasis on practical activities to demonstrate and re-enforce learning whenever possible.

The scheme of works allows for pupils as individuals or as classes to take ownership for their learning journeys. They are provided self-guided learning opportunities, as well as opportunities to tinker with and build computers to better understand the relationship between hardware and software. The area of learning and the general topic will broadly be the same each term for the pupils, but they chose the theme used during each learning journey which ensure that the activities and resulting work are ultimately tailored to each pupil.

In addition, the sequencing in the topic areas remain the same every year. They are grouped in pairs where the concepts they are required in more conceptual aspect of the area is supported by one with a more practical focus:

- Programming is paired with Computation Thinking
- Computers is paired with Information Technology
- Networking is paired with Data Representation This leads pupils, including the ones with the most complex needs, to demonstrate willingness to deepen their learning and resilience while tackling tasks and learning concepts, which are incrementally challenging year after year.

Impact statement

(How we can monitor whether the young people have learnt what is taught)

At the end of every year, pupils will be taking the relevant Functional Skills exam. The results should demonstrate a deepening of their knowledge and understanding of ICT, as well as how to make the most of it. Pupils are assessed once per term with a quiz/exam, in addition to ongoing assessment taking place during lessons to demonstrate progress and learning.

Alongside regular staff and peer-to-peer feedback on the work they produce, which tells them what they have done well and how it can be improved, pupils can also visualise their overall progress for each of the topic area physically thanks to the classroom assessment wall. Thanks to the assessment wall, pupils enquire about learning objectives and link the success criteria to their progress. Those conversations demonstrates a higher level of engagement from pupil in their learning journey but also in their progress. An electronic version of the classroom assessment wall enable staff to keep track of pupils' progress and adapt each learning journey accordingly.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

Careers Education and Guidance

Curriculum Statement of Intent, Implementation and Impact

Intent statement

(What do we want our young people to learn)

Careers Education and Guidance (CEG) is seen here at Trafford Alternative Education Provision as an essential part to every students' curriculum. All students have an entitlement to an appropriate programme of provision. In the current economic climate it is important that your child is given the best possible chance to find information on all the education and training post-16.

Our staff at Trafford Alternative Education Provision work closely with our Careers Adviser Toni Jackson-Wilde to give our students Independent Careers Guidance from Year 7 to 11 through one to one interviews, group work and drop-in sessions. This gives the students the opportunity to have a 1-1 careers interview with a Level 6 qualified and completely independent Careers Adviser. Toni is available to students at our request according to the SLA.

What will our pupils experience throughout their careers curriculum at Trafford Alternative Education Provision?

- Access to careers learning from Year 7 onwards - learning that is linked through their curriculum provision and also explicitly delivered sessions
- A careers curriculum that has contributions and feedback from them, their families, school staff and external employers
- Engagement with many different employers throughout Year 7 to Year 11 in variety of formats such as assemblies, visits, talks, project work, careers events
- Unbiased careers advice and support from a careers advisor
- Working with them and their families as they prepare for their future and for life after Trafford Alternative Education Provision
- Staff who are committed to and passionate about helping them develop as they make key decisions and prepare for their future pathways

Why do we want this?

- We want our pupils to know their skills and strengths; know what they are good at and what they find hard
- We want our pupils to work towards independent living and working
- We want them to have hope and optimism, adaptability and resilience
- We want our pupils to have access to, and engagement in, decent work in all its forms (personal, gift and paid)



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

- We want our pupils to learn and make progress so they can thrive and experience success in their future pathways
- We want our pupils to pursue and value their own wellbeing and happiness

Implement statement

(How will the students learn what our curriculum is delivering)

How will we deliver this?

- Pupils will have access to a careers curriculum from Year 7 onward and this will be routinely monitored and evaluated to ensure it is fit for purpose.
- Pupils will meet and talk with previous students to find out about their experiences and aspirations
- Close working relationship with our Careers Advisor to support mentoring pupils in KS4
- Experiences of different work places and environments
- Meaningful encounters with the world of work
- Careers fairs and skills workshops - through the LA

Impact statement

(How we can monitor whether the young people have learnt what is taught)

What is our expected impact?

- Pupils will have a successful transition on from Year 11 into Post 16
- Pupils will have had experience of a wide range of opportunities, interests and options so they are best placed to make informed decisions about their future choices
- Pupils will develop the skills needed for them to be employable, whether that is voluntarily or paid
- Pupils will know the value of having work and commitments in their lives
- Pupils will know that they have a valued and important part to play in the world in which they live and they can and are motivated to contribute to society in a way which best suits their interests and skills
- Pupils will know about and make use of the range of support and advice that is available to them in order to support their choices and decision making as the progress on from Trafford Alternative Education Provision.



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

Curriculum Maps – Trafford Alternative Education

KS3 and KS4

Year	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	English	PROSE FICTION: The Boy in the Striped Pyjamas – (CB) Of Mice and Men – (GS) A Christmas Carol – (HB)	POETRY: War Poetry Or FICTION: Gothic Literature	DRAMA:	NON-FICTION: Travel Writing	DRAMA: Introduction to Shakespeare	FICTION: Introduction to Creative Writing
	Maths	Basic number Perimeter and area	Angles Circles	Algebra Ratio	Fractions and decimals Probability	Data Graphs	Bearings Shapes and nets
	Science	Organisms 8.1 Movement 8.2 Cells	Energy & Waves 3.1 Energy Cost 3.2 Energy Transfer 4.1 Sound 4.2 Light	Matter 5.1 Particle Model 5.2 Separating Mixtures	Ecosystems 9.1 Inter-dependence 9.2 Plant reproduction	Electromagnets 2.1 Potential difference and resistance 2.2 Current	Reactions 6.1 Acids and Alkalis 6.2 Metals and non-metals
	ICT	Develop Research and Presentation Skills	E-Safety Awareness and use of Word/Publisher	Use of Spreadsheets and Formulae	Use of Outlook and e-mails	Use of Powerpoint and Leaflet Design	Create Interactive Quiz
	PE	Games: Invasion		Balls and Balancing		Outdoor & Adventure	
	PSHE&C	Employability, Team work and your future	Social Media	Sexual Health (RSE)	Families and Parenting	Emotional Well-being	Drugs and Alcohol
	Humanities	GEOGRAPHY:	GEOGRAPHY:	HISTORY:	HISTORY:	RE:	RE:
8	English	PROSE FICTION: The Boy in the Striped Pyjamas – (CB) Of Mice and Men – (GS)	POETRY: War Poetry Or FICTION: Gothic Literature	DRAMA:	NON-FICTION: Travel Writing	DRAMA: Introduction to Shakespeare	FICTION: Introduction to Creative Writing
	Maths	Basic number Perimeter and area	Angles Circles	Algebra Ratio	Fractions and decimals Probability	Data Graphs	Bearings Shapes and nets



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

	Science	Genes 10.1 Variation 10.2 Human reproduction	Forces 1.1 Speed 1.2 Gravity	Earth 7.1 Earth Structure 7.2 Universe	Organisms 8.3 Breathing 8.4 Digestion	Forces & Electromagnets 1.3 Contact Forces 1.4 Pressure 2.3 Magnetism 2.4 Electromagnetism	Matter 5.3 Elements 5.4 Periodic Table
	ICT	Develop Research and Presentation Skills	E-Safety Awareness and use of Word/Publisher	Use of Spreadsheets and Formulae	Use of Outlook and e-mails	Use of Powerpoint and Leaflet Design	Create Interactive Quiz
	PE	Games: Invasion		Balls and Balancing		Outdoor & Adventure	
	PSHE&C	Employability, Team work and your future	Social Media	Sexual Health (RSE)	Families and Parenting	Emotional Well-being	Drugs and Alcohol
9	English	PROSE FICTION: The Boy in the Striped Pyjamas – (CB) Of Mice and Men – (GS) A Christmas Carol – (HB)	POETRY: War Poetry Or FICTION: Gothic Literature	DRAMA: The Terrible Fate of Humpty Dumpty	NON-FICTION: Travel Writing	DRAMA: Introduction to Shakespeare	FICTION: Introduction to Creative Writing
	Maths	Basic number Perimeter and area	Angles Circles	Algebra Ratio	Fractions and decimals Probability	Data Graphs	Bearings Shapes and nets
	Science	Ecosystem 9.3 Respiration 9.4 Photosynthesis	Energy 3.3 Work 3.4 Heating and Cooling	Reactions 6.3 Types of Reactions 6.4 Chemical Energy	Genes 10.3 Evolution 10.4 Inheritance	Waves 4.3 Wave effects 4.4 Wave properties	Earth 7.3 Climate 7.4 Earth Resources
	ICT	Develop Research and Presentation Skills	E-Safety Awareness and use of Word/Publisher	Use of Spreadsheets and Formulae	Use of Outlook and e-mails	Use of Powerpoint and Leaflet Design	Create Interactive Quiz
	PE	Games: Invasion		Balls and Balancing		Outdoor & Adventure	



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

	PSHE&C	Employability, Team work and your future	Social Media	Sexual Health (RSE)	Families and Parenting	Emotional Well-being	Drugs and Alcohol
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Year	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	English	FUNCTIONAL SKILLS: Option: Paper 1 Section	PROSE FICTION: Ghost Boys – novel (incorporating intro to GCSE Paper, Section A: Reading)	FICTION: GCSE Paper 1, Section B: Creative Writing	NON-FICTION: Paper 2, Section A: Reading	NON-FICTION: Paper 2, Section B: Writing	PROSE FICTION: A Christmas Carol novel Or DRAMA: An Inspector Call
	Maths	Angles Circles	Algebra Ratio	Probability Data	Sequences Volume	Congruence Percentage	Algebra Functional Skills
	Science	1.Cells, Organisation 2. Bioenergetics B1 Cell Structure and Transport B2 Cell Division B8 Photosynthesis B9 Respiration	1.Energy and energy sources 2. Particles at work P1 Conservation and dissipation of energy P2 Energy Transfer by Heating P3 Energy Resources P4 Electric circuits P5 Energy in the home	1. Atoms, bonding & moles 2. Chemical reactions and energy changes. C1 Atomic Structure C2 The periodic table C3 Structure and bonding C4 Chemical calculations	1. Cells & Organisation 2. Disease and bioenergetics B3 Organisation and the digestive System B4 Organising animals and plants B5 Communicable diseases B6 Preventing and treating disease B7 Non-communicable diseases	2.Particles at work P6 Molecules and Matter P7 Radioactivity	2. Chemical reactions and energy changes 4. Analysis and the Earth's resources C5 Chemical Calculations C6 Electrolysis C7 Energy Changes C11 The Earth's atmosphere C12 The Earth's resources
	ICT	Develop Research and Presentation Skills	E-Safety Awareness and use of Word/Publisher	Use of Spreadsheets and Formulae	Use of Outlook and e-mails	Use of Powerpoint and Leaflet Design	Create Interactive Quiz
	PE	Games: Striking & Fielding		Balls and Balancing		Outdoor Adventure	
	PSHE&C	Careers and your future	Social Media	Sexual Health (RSE)	Families and Parenting	Emotional Well-being	Drugs and Alcohol



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

11	English	FICTION: GCSE Paper 1, Section A: Reading (GS) GCSE Paper 2 Section B Writing (CB) Functional Skills	FICTION: Paper 1, Section B: Writing DECEMBER MOCK: Paper 1 (Nov 2018) 'A Sound of Thunder'	NON-FICTION: Paper 2, Section A	NON-FICTION: Paper 2, Section B FEBRUARY MOCK: Papers 1+2 (June 2019) The Mill and Travelling by Boat	Revision and Practice Papers Students requiring additional support identified	Revision and Practice Papers Students requiring additional support identified
	Maths	Functional Skills Probability	Scatter graphs Pythagoras	Polygons Indices	Equations Data	Constructions Statistics	Revision and Practice Papers
	Science	3. Biological response 4. Genetic and reproduction B10 The human nervous system B11 Hormonal coordination B12 Reproduction	4 Waves, electromagnetism and space P11 Wave properties P12 Electromagnetic waves P13 Electromagnetism	3 Rates, equilibrium and organic chemistry 4. Analysis and the Earth's resources C8 Rates and equilibrium C9 Crude oil and fuels C10 Chemical analysis	4 Genetics and reproduction 5 Ecology B13 Variation and evolution B14 Genetics and evolution B15 Adaptations interdependence and competition B16 Organising and ecosystems B17 Biodiversity and ecosystems	3 Forces in action P8 Forces in Balance P9 Motion P10 Force and Motion	Revision and Practice Papers
	PE	Games: Striking & Fielding		Balls and Balancing		Outdoor Adventure	
	RE	The Holt Trinity, the Nicene Creed, the Creation Story vs Evolution	Incarnation and the Last days of Jesus' life	Salvation and Atonement	Attitudes to Evil and Suffering	The Six Beliefs, Justice In Islam, Evil and Suffering	Punishment and Capital Punishment, Forgiveness



Dedication Respect Engagement Achievement Motivation Success

Trafford Alternative Education Provision

	PSHE&C	Careers and your future	Social Media	Sexual Health (RSE)	Financial choices	Emotional Well-being	Revision and Practice Papers
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