



Determination **R**espect **E**ngagement **A**mbition **M**otivation **S**uccess

Trafford Alternative Education Provision

Dare to Dream

English Curriculum

English Department

- Horaine Goffe
- Casey Bradbury
- Hannah McMurray
- Katie Laffan

Intent Statement

Our curriculum is designed to build strong foundational skills in English through the use of baseline assessments. These assessments allow us to identify and fill knowledge gaps, ensuring that each pupil receives personalised support tailored to their individual needs. By addressing these gaps, we unlock each pupil's potential, enabling them to access opportunities beyond the classroom.

We aim to cultivate an intrinsic love for reading by exposing pupils to a diverse range of texts that reflect different cultures, perspectives, and experiences. Through these texts, pupils learn to appreciate the richness of language and the power of storytelling.

Our curriculum also emphasises the development of critical thinking and communication skills, equipping pupils to articulate their ideas and opinions confidently. By engaging with a variety of media and real-world issues, pupils learn to apply their English skills in meaningful ways, preparing them for future education and careers.

In English, we recognise the importance of literacy as a gateway to understanding and interacting with the world. We integrate cross-curricular activities that highlight the relevance of English in various contexts, encouraging pupils to see the connections between their learning and the wider world.

Speaking and Listening Communication is an integral part of pupil development and as such pupils will be involved in formal and informal activities which will include:

- Presenting.
- Discussing.
- Listening.
- Role playing.

Our dedicated staff team is committed to fostering a supportive and inclusive learning environment where all pupils can thrive. Through continuous professional development, we



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ensure the delivery of the highest quality English education, supporting every pupil's journey toward becoming a confident, articulate, and informed individual.

Implementation Statement

At Trafford Alternative Education Provision, we are committed to developing pupils' literacy skills through exposure to accessible, engaging, and increasingly challenging material. Our English curriculum encompasses a wide range of fiction and non-fiction, including whole books, short stories, poems, and plays. This diverse selection covers various genres, historical periods, and authors, including high-quality works from English literature, both pre-1914 and contemporary, as well as Shakespeare.

Our curriculum is designed to:

- Encourage reading of diverse texts to broaden understanding and appreciation of language.
- Develop vocabulary by connecting new words to known vocabulary, using context and dictionaries for comprehension.
- Enhance inferential skills and evidence-based analysis of texts.
- Foster understanding of writing purpose, audience, and context to aid comprehension.
- Teach the effects of language features, including figurative language, vocabulary choice, grammar, and text structure.
- Recognize poetic conventions and their usage.
- Analyse setting, plot, and characterization, and their impact on the narrative.
- Explore the effectiveness of dramatists' work through performance and different staging interpretations.
- Make critical comparisons across texts.

Our writing program supports pupils in writing for a variety of purposes and audiences by:

- Summarizing and organizing material, and supporting arguments with factual detail.
- Applying knowledge of vocabulary, grammar, and text structure to enhance writing.
- Utilizing literary and rhetorical devices to impact writing.
- Tailoring writing to reflect intended audiences and purposes.
- Improving coherence and effectiveness through vocabulary, spelling, grammar, and structure amendments.
- Extending grammatical knowledge and studying the impact of grammatical features in texts.

We emphasise the distinction between spoken and written language, including formal and informal registers, and the use of Standard English. Pupils are encouraged to:

- Use Standard English confidently in writing and speech across various contexts.
- Discuss reading, writing, and spoken language using precise linguistic and literary terminology.



- Deliver speeches and presentations, participate in debates, and engage in structured discussions.
- Perform play scripts and poetry, utilizing role, intonation, tone, volume, mood, silence, stillness, and action to enhance meaning and impact.

Through **determination, respect, engagement, achievement, motivation, and success**, our English curriculum aims to unlock pupils' potential and prepare them for the wider world.

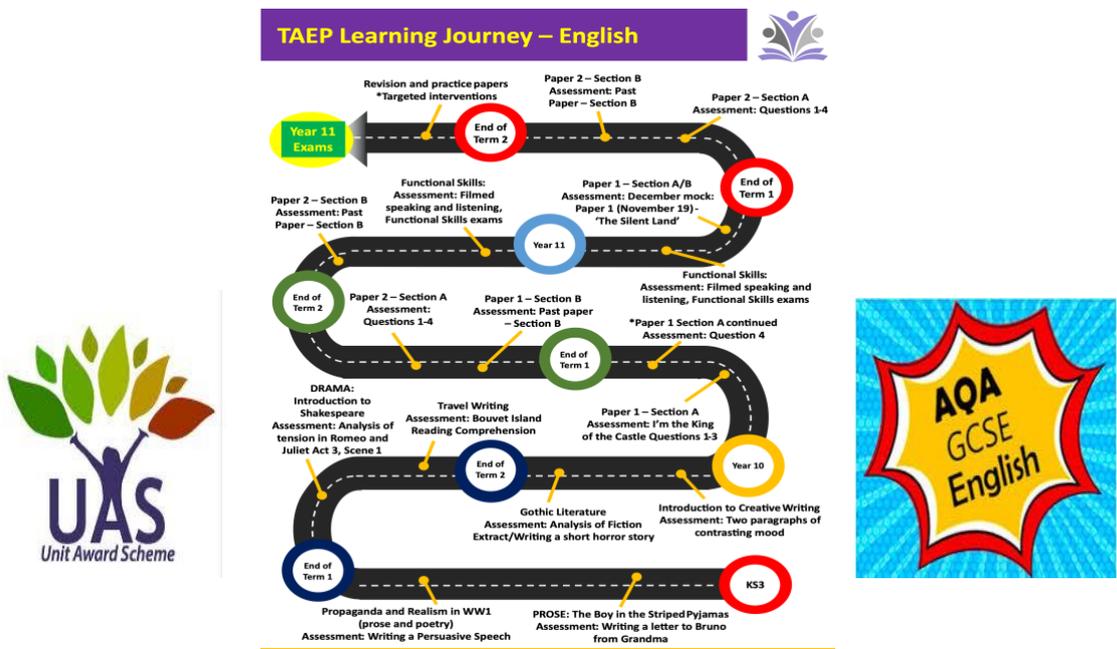
Impact Statement

At Trafford Alternative Education Provision, our English curriculum is designed to unlock the potential of every pupil, equipping them with essential literacy skills that prepare them for engagement with the wider world. Our commitment to excellence in English education is reflected in the diverse range of qualifications we offer, including

Accreditation /Qualifications

- STEP Up To English, Silver and Gold Award.
- Functional Skills English Level 1 .Level 2
- GCSE English Language
- GCSE Literature (Optional)

Our curriculum exposes pupils to accessible, engaging, and progressively challenging material, encompassing fiction and non-fiction texts. This includes whole books, short stories, poems, and plays spanning various genres, historical periods, and authors. Pupils engage with high-quality works from English literature, both pre-1914 and contemporary, as well as Shakespeare.





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Maths Curriculum

Maths Department

- Mike Scragg (HOD)
- John Frail
- Ellis Goulden-Westwood

Intent Statement

At Trafford Alternative Education Provision, our curriculum is designed to be ambitious and inclusive, ensuring that every pupil is equipped with the necessary skills and knowledge to thrive. We are committed to providing a high-quality teaching environment that fosters both academic success and personal growth.

Our Mathematics curriculum is underpinned by the principles of the Science of Learning, enabling us to effectively identify and close knowledge gaps. By utilising evidence-based teaching strategies, we ensure that all pupils, regardless of their starting point, can progress confidently and achieve their full potential.

We aim to build pupil confidence through a structured approach that develops both conceptual understanding and practical application. Our teaching methods are designed to nurture critical thinking and problem-solving skills, encouraging pupils to tackle mathematical challenges with resilience and enthusiasm.

We also strive to cultivate an intrinsic love of learning in all pupils by developing bespoke pathways. Our goal is to empower pupils to become independent, reflective learners who are prepared for the complexities of the modern world.

Implementation

At Trafford Alternative Education Provision, we are committed to delivering a comprehensive and engaging Mathematics curriculum that fosters motivation and personal growth. Utilising the White Rose scheme for Key Stages 3 and 4, our spiral curriculum focuses on retrieval practice and closing knowledge gaps, ensuring that every pupil builds a solid foundation in Mathematics.

We prioritize embedding formative assessment techniques to provide continuous feedback and support tailored learning journeys. Our goal is to inspire a love for Mathematics through real-world applications and problem-solving scenarios, enhancing pupil confidence and achievement.

For our Year 11 pupils, we offer the opportunity to achieve functional skills qualifications, equipping them with practical skills for their future endeavours. Our dedicated staff receive

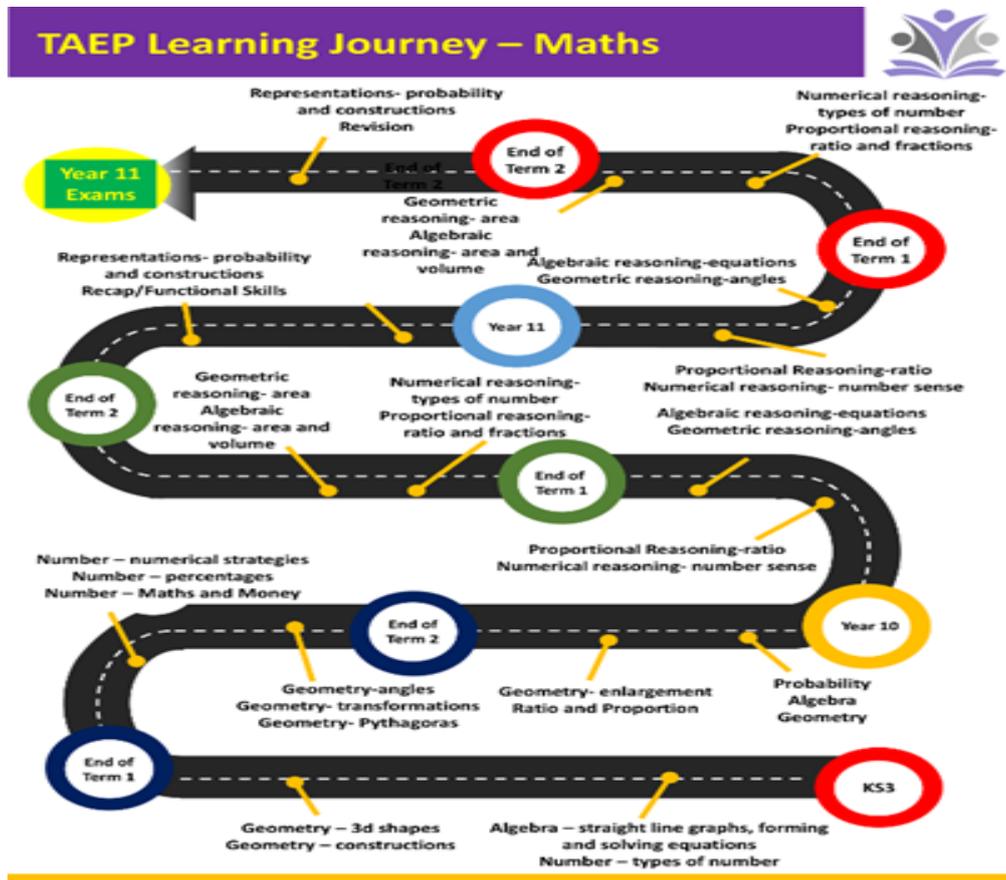


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ongoing professional development via The National College and Department Meetings to ensure the highest quality of teaching and learning.

We continuously monitor and evaluate our curriculum to adapt and improve our strategies, ensuring that we meet the needs of all our learners. By engaging with parents, carers, and the community, we strive to create a supportive environment that empowers our pupils to succeed.



Impact Statement

At Trafford Alternative Education Provision, our Mathematics curriculum has consistently delivered strong outcomes for our pupils. With a focus on the White Rose scheme, our spiral curriculum effectively supports pupils in achieving success.

- Maths lessons are engaging and well-resourced with the students acknowledging that the journey to finding an answer is most important factor.
- Students are keen to attempt a range of problems and choose the equipment they need to help them to learn, along with the strategies they think are best suited to each scenario.
- Students develop skills in being articulate and are able to reason verbally, pictorially and in written form.
- Well-planned sequences of learning support students to develop and refine their maths skills

Accreditation/Qualifications			
<ul style="list-style-type: none"> • Entry Level Maths • Functional Skills Maths Level 1 or 2 • Edexcel Number and Measure Awards Level 1 or 2 	<ul style="list-style-type: none"> • Exexcel Algebra Level 1 or 2 • GCSE Statistics (Option) 	 <p>Entry Level 1 Maths</p> <p>AQA Component 4 – Money Assessment Paper</p>	 <p>UAS Unit Award Scheme</p>

Our commitment to embedding formative assessment techniques has enabled us to provide personalised feedback and targeted support, resulting in significant pupil progress and confidence in Mathematics. Through real-world applications and problem-solving activities, we nurture an intrinsic love for learning, empowering pupils to excel academically and personally.

Historically, our Mathematics results have been very strong, reflecting our dedication to high-quality teaching and the success of our tailored learning approaches. Our pupils leave us equipped with the skills and qualifications they need to thrive in their future education and careers.

We remain committed to continuous improvement, regularly evaluating our curriculum and teaching practices to ensure that we meet the evolving needs of our learners. By engaging with our community and fostering a supportive learning environment, we create opportunities for all pupils to reach their full potential in Mathematics.





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Science Curriculum

Science Department

- Angela Henry (HOD)
- Ellis Westwood
- Pervin Nadim
- Joab Westwood

Intent Statement

At Trafford Alternative Education Provision, the Science curriculum is broad and balanced to meet the needs of every pupil. Our Science department is committed to becoming a trauma-informed environment that elevates the importance of Science within our Alternative Provision setting. We recognize that many of our students have experienced high levels of Adverse Childhood Experiences (ACEs) match their interests and abilities, while all pupils complete

Our curriculum is designed to be trauma-informed, acknowledging the unique backgrounds of our students, many of whom have experienced high levels of Adverse Childhood Experiences (ACEs). By providing a supportive and inclusive learning environment, we empower pupils to engage deeply with scientific concepts and practices.

We employ a mastery approach that emphasises the development of substantive and disciplinary knowledge, using the 10 Big Ideas to guide learning from Key Stage 3. This method ensures that pupils build a robust understanding of scientific principles, preparing them for further education and career opportunities in STEM fields.

Our curriculum also integrates Mathematics as a fundamental component of Science education, enhancing pupils' analytical skills and promoting cross-curricular connections. By focusing on literacy in Science, we equip students with the tools necessary to engage with complex scientific texts and concepts.

Through hands-on experiments and real-world applications, we strive to instil a passion for Science, encouraging pupils to explore and make informed predictions about the world around them. Our dedicated staff continuously engages in professional development to deliver the highest quality Science education, supporting every pupil's academic and personal growth, and we are dedicated to understanding their diverse and unique backgrounds. This understanding allows us to deliver a rich and fulfilling Science curriculum that celebrates and encourages access and opportunities in STEM subjects.



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Our curriculum is designed to build increasingly sophisticated knowledge of scientific concepts (substantive knowledge) and the methodologies of scientific inquiry (disciplinary knowledge). We employ a Mastery approach, developing the 10 Big Ideas from Key Stage 3, to equip our students with the analytical skills needed to explain phenomena and make predictions, preparing them for the next stage of their scientific learning.

By ensuring well-sequenced learning outcomes, our Science curriculum supports student learning across the wider school curriculum. We integrate Mathematics as an essential part of the Science curriculum and promote cross-curricular activities that enhance understanding and application.

Science is inherently content-rich, with vital interactions across all areas of life through the disciplines of Biology, Chemistry, and Physics. Recognizing the complexity of scientific concepts, we emphasize literacy in Science as an integral part of every lesson, ensuring that students can effectively engage with challenging material.

Through our dedicated approach, we aim to inspire curiosity and foster a passion for Science, empowering our students to achieve their full potential and pursue opportunities in STEM fields.

Implementation Statement

At Trafford Alternative Education Provision, we have designed our Science curriculum to meet the diverse needs of our students, ensuring that every pupil has the opportunity to excel in their scientific studies. Upon enrolment, all students participate in a baseline assessment.

TAEP students have the opportunity to participate in regular practical experiments. Practical science experiments offer engaging, hands-on activities and fosters meaningful learning experiences, supporting students' academic, social, and personal development in a supportive and inclusive manner.

We offer two main pathways: Combined Science AQA GCSE and separate Sciences in Physics and Chemistry. This flexible approach allows students to pursue the qualifications that best suit their individual needs.

Impact Statement

At Trafford Alternative Education Provision, our Science curriculum has consistently achieved year on year improving results, particularly when compared to similar settings. This success is a testament to our commitment to providing an inclusive and supportive learning environment tailored to the unique needs of our pupils.

By offering pathways in Combined Science AQA GCSE and Separate Sciences in Physics and Chemistry, we ensure that each pupil can pursue a course that aligns with their interests and abilities. All pupils complete Entry Level Science, which lays a solid foundation for further scientific study and builds confidence in their abilities.

Our trauma-informed approach acknowledges the diverse backgrounds of our students, many of whom have faced significant challenges. This understanding enables us to create a nurturing environment where pupils are empowered to engage deeply with scientific concepts and practices.

The implementation of a Mastery approach, centred on the 10 Big Ideas, has been instrumental in developing pupils' substantive and disciplinary knowledge. This framework



supports analytical thinking and problem-solving, essential skills for future success in STEM fields.

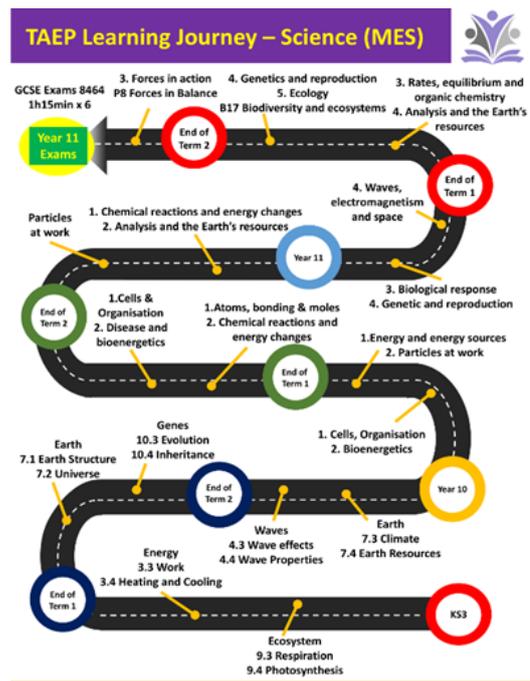
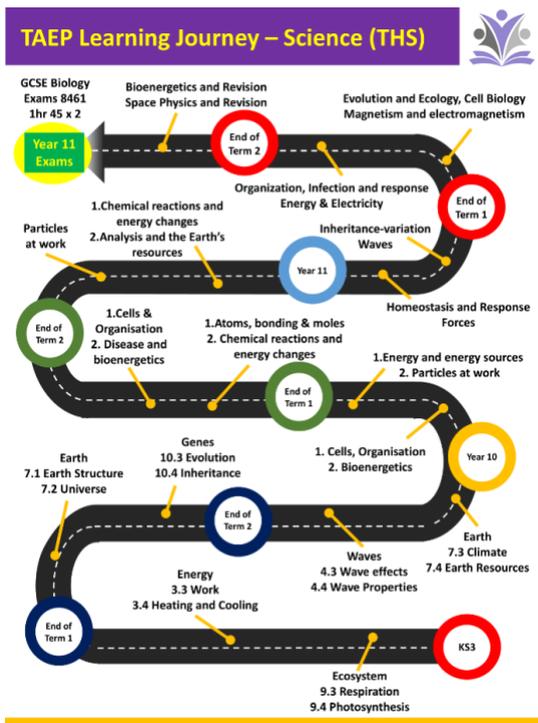
The integration of Mathematics within our Science curriculum enhances pupils' ability to apply scientific principles across disciplines. By emphasizing literacy in Science, we equip students with the skills needed to navigate complex scientific texts and ideas confidently.

Through engaging hands-on experiments and real-world applications, we foster a passion for Science that inspires pupils to explore and make informed predictions about their world. Our dedicated staff, who continually engage in professional development, deliver high-quality education that supports every pupil's academic and personal growth.

Overall, our strong Science results reflect our dedication to excellence and the effectiveness of our tailored learning strategies, preparing pupils for future educational and career opportunities in STEM.

Accreditation/Qualifications

- Open Awards Level 1/2
- AQA GCSE Combined Science (TMES)
- AQA GCSE Single Science Physics and Biology (THS)





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PSHE Curriculum

PSHE Department

- Mike Scragg
- Angela Henry
- John Frail
- Katie Laffan
- Horaine Goffee
- Pervin Nadim
- Joab Westwood
- Laura Wilkinson

PSHE Curriculum

Intent Statement

At Trafford Alternative Education Provision, our bespoke PSHE curriculum is designed to meet the diverse needs of our pupils, many of whom may join us for only a short period of time. We aim to equip every pupil with essential life skills and knowledge to navigate the complexities of the modern world confidently and responsibly.

Our curriculum focuses on **six** key themes, each explored through one lesson per week. This cycle of themes is repeated each half term, ensuring that all pupils have the opportunity to engage with and reflect on these important topics. The themes are:

- Physical Health
- Relationships and Sex Education
- Bullying and Discrimination
- Media and Digital Literacy
- Money and Careers
- Personal Safety



All pupils participate in PSHE lessons simultaneously, fostering a cohesive learning community. While the core themes remain consistent, we make necessary adaptations across both sites to cater to specific needs and contexts.

The curriculum is closely linked to AQA Unit Awards, providing pupils with recognition for their learning and achievements. Detailed guidance is available for the delivery of each lesson, ensuring that staff can effectively support pupil engagement and understanding.

By addressing these key areas, our PSHE curriculum empowers pupils to make informed decisions, develop healthy relationships, and understand their rights and responsibilities. We are committed to creating a supportive and inclusive environment where every pupil can thrive and grow into a well-rounded individual.

Implementation Statement

At Trafford Alternative Education Provision, our PSHE (Personal, Social, Health, and Economic) education is designed to equip pupils with the essential skills and knowledge needed to navigate the complexities of modern life. Our approach is centred on fostering personal growth, resilience, and well-being in every pupil.

All PSHE sessions are delivered by form tutors, who are uniquely positioned to understand and support their pupils' individual needs. This personalized approach ensures that each session is relevant and impactful, fostering a supportive and trusting classroom environment.

We provide clear guidance from the PSHE Association each week, ensuring that our curriculum is aligned with best practices and national standards. This guidance allows us to cover a broad range of topics, including emotional well-being, relationships, health, and citizenship.

Our staff is well-trained and knowledgeable in delivering PSHE sessions, with access to ongoing professional development opportunities. This commitment to training ensures that our educators are equipped to handle sensitive topics with care and confidence, providing pupils with a safe space to explore and discuss important issues.

Through our PSHE program, we aim to empower pupils to make informed decisions, develop positive relationships, and contribute to their communities. By embedding PSHE education into the fabric of our school, we support the holistic development of our pupils, preparing them for a successful and fulfilling future.

Impact

At Trafford Alternative Education Provision, our PSHE (Personal, Social, Health, and Economic) curriculum is integral to fostering well-rounded individuals who are prepared to engage confidently with the wider world. Our program emphasizes personal growth, resilience, and the development of essential life skills, ensuring pupils can navigate the complexities of modern life.

Our PSHE curriculum consistently achieves strong outcomes, reflected in the personal development and well-being of our pupils. Through a trauma-informed approach, we acknowledge the diverse backgrounds and unique experiences of our students, many of whom have encountered significant challenges. This understanding allows us to create a supportive environment where pupils feel safe to explore and discuss important issues.

A key focus of our PSHE curriculum is to cultivate an intrinsic love for learning about oneself and others. We engage pupils with a wide range of topics, including mental health,



relationships, financial literacy, and global citizenship, encouraging them to think critically and empathetically about the world around them.

Our curriculum is designed to develop confidence and effective communication skills, equipping pupils to express their ideas and opinions thoughtfully. By integrating cross-curricular activities, we highlight the relevance of PSHE in various contexts, reinforcing the importance of these skills in their future education and careers.

Our dedicated staff continually engages in professional development to ensure the delivery of high-quality PSHE education, supporting each pupil's journey toward becoming a confident, informed, and responsible member of society.

Overall, the impact of our PSHE curriculum is evident in the personal growth and readiness of our pupils to engage with the wider world, prepared to make positive contributions to their communities and beyond.

Accreditation

- AQA Unit Award Scheme

TAEP Learning Journey – PSHE