



Curriculum Policy

**ALP Sittingbourne  
60 Bell Road,  
Sittingbourne,  
Kent,  
ME10 4HE**

## **Introduction**

The majority of the learners accessing provision at ALP Sittingbourne do so as a result of a placement breakdown often resulting in disaffection or, because of their high level complex needs and the difficulties of the local authority in securing a permanent SEND placement. Due to their diverse needs, the curriculum is carefully structured and personalised to individuals. All pupils are taught in small groups, some with one to one support, this facilitates the possibility of developing more creative approaches to delivering the curriculum using local facilities and the immediate environment.

## **Intent**

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. The overarching aim for all learners is to teach them how to grow into positive, responsible people who can work and cooperate with others while developing the knowledge, skills and understanding to enable them to lead fulfilling lives.

Our curriculum drivers underpin the direction and development of all areas of school life and to ensure our curriculum is enriched and personalised in order to meet the needs, interests and ambitions of our children and families

## **Curriculum Drivers**

### **Key Skills**

Cross curricular Reading, Writing and Numeracy  
Encouraging positive behaviours  
Changing attitudes towards learning  
Learning to have a growth mindset  
ICT Competence and application  
Confident sitting an assessment  
Developing Life-Skills  
Preparation for employment and life after school

### **Language and Communication**

Discussion, debate, audience  
Language enriched environment  
Expand vocabulary  
Reasoning  
Presenting to an audience  
Understanding the difference between formal and informal communication

### **Broad Experiences**

Fun, memorable, purposeful  
Connective/ practical learning (linked to the real world)

### **Active PSD**

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Cultural opportunities - new people places, experiences  
Local environment  
Outdoor learning  
Incorporating SMSC into enrichment activities

### **Challenges**

Challenging texts  
Challenging thinking  
Higher order questioning  
Developing challenging strategies  
Challenge for ALL

### **Happiness and Well-Being**

Celebrate achievement and diversity  
Life-Skills  
Physical development  
Lego therapy, Homunculi Approach, Animal Interventions, SALT  
Positive reinforcement in lessons  
Celebrating milestones  
Displaying work/achievements in classes

### **Working With Others**

Student Ambassador Award (leadership and volunteer opportunities)  
Parent Engagement  
Sharing best practices  
School Partnerships  
Whole-school approach - training and courses

### **Implementation**

KS2 pupils study English, Maths, ICT, Science, Geography, History, Art, PHSE, Drama, P.E. Design & Technology following the National Curriculum tailored to meet each pupil's needs. Each half term, students focus on a different theme which allows them to complete cross-curriculum activities, enforcing their learning and allowing them to make meaningful links between the subjects studied. Assessment is through B Squared which tracks and monitors individual pupil attainment and progress and provides further advice on the next steps to ensure continuity within the curriculum. In order to triangulate the data / teacher assessments the NGRT (New Group Reading Test), NGST (New Group Spelling test) and PTM (Progress Test in Maths), which are online standardised tests, are used to baseline and monitor progress in Reading, Spelling and Maths. Due to the transient nature of some of the pupils, only medium term plans are drawn up following a baseline assessment on entry.

KS3 pupils work towards Functional skills qualifications in English, Maths and ICT. They also study Science, Geography, History, Art, Citizenship, PHSE, Drama, P.E. following the National Curriculum tailored to meet each pupil's needs. They work towards ASDAN Careers and Year 8 and 9 work towards ASDAN PHSE. Each half term, students focus on a different theme which allows them to complete cross-curriculum activities, enforcing their learning and allowing them to make meaningful

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Key Stage 4 and Post 16 pupils follow a schedule of Foundation Learning. This ensures that all of our learners are working towards nationally recognised qualifications or developing their skills and knowledge in three areas; Functional Skills, IGCSEs, Vocational Learning and Personal and Social Development. For Functional skills, learners are assessed and then work towards appropriate levels in maths, English and ICT. Learners who become/ or are already accredited with a Level 2 in Functional Skills, then study for a GCSE in the given subject. For vocational learning subjects, learner's programmes can be individualised to suit their own interests. This may mean that learning takes place off-site at various alternative provisions which are quality approved by ourselves. For personal and social development, learners will be assessed via our Well-being measure and then given appropriate educational learning experiences that assist their individual needs. The progress a learner makes in all three elements of foundation learning is recorded on tracking and monitoring documents.

Students who due to their complex needs cannot access the curriculum are offered a semi-formal curriculum which focuses on Life skills. They work towards the ASDAN Transition Challenge, ASDAN Towards Independence and ASDAN Life skills (modules cover Employment, Community and Inclusion, Good Health and Independent Living skills). If appropriate, they may also study towards Functionals skills English, Maths and ICT.

The school offers Animal Therapy, Lego Therapy, Speech and Language therapy, and Emotional and Social skills Interventions. Either of these may take place offsite, and after an initial assessment.

Formal curriculum activities are frequently enriched by the inclusion of life skills experiences such as shopping in the local stores, educational visits (museums, theatre e.t.c.) or trips to the caravan park to help generalise learning and promote their SMSC development.

## **Impact**

Pupils are prepared for their next stage in education, training or employment (monitored by outcomes and evidenced by destination data).

Pupils are able to read at an appropriate level with fluency in order to access the curriculum and not fall behind their peers.

Impact is being continually monitored through work lesson visits, termly assessments, previous attainment data, student voice.

As such, ALP Sittingbourne ensures pupils know more, remember more and are able to do more from bespoke curriculum offers.

## **Curriculum Monitoring and Review**

The Head Teacher is responsible for the overall school curriculum supported by the Local Management Group (LMG). The schools Executive Board are responsible for ratifying and monitoring the implementation of the curriculum policy.

Reviewed May 2022

Review date May 2023