



# **CURRICULUM POLICY**

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## **Introduction**

At ALP Sittingbourne our students are at the heart of our curriculum, and our focus is to engage with their interests through a broad, holistic curriculum which enables our students to learn, develop and meet their aspirations. The majority of the students 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, local authority difficulties in securing a permanent SEND placement. Due to the students' diverse needs at our school, the curriculum is carefully structured and personalised to individuals. All students are taught in small groups, some with one to one support. Creative approaches to delivering the curriculum using local facilities and the immediate environment are actively encouraged.

The curriculum is organised and planned to ensure that we impart knowledge, skills, understanding and positive attitudes. This is aligned with the support for the students' personal growth and development. The overarching aim for all students is to teach them how to grow into confident, successful and responsible young people. Young people who lead fulfilling lives and are equipped to take their next steps in education, employment or training. Young people who are able to make a positive contribution to their communities and to society. Young people who can work and co-operate with others, who can lead, who are self-directed and can show initiative, who are resilient and who can take responsibility.

We recognise the crucial role which parents/carers play in their children's education and make every effort to encourage parental involvement in their educational process.

## **Intent**

At ALP Sittingbourne, the intent is to develop students who are confident, successful and responsible. We aim to help them experience success either academically and/or vocationally, and build on their successes to develop their learning, interests and their self-worth.

**Confidence** – Students to have a secure:

- Sense of identity
- Relationship with members of their school and local communities, and a sense of right and wrong
- Emotional intelligence
- Understanding of organisational skills
- Awareness of a healthy lifestyle
- Understanding of risk awareness
- Understanding of how to develop their strengths, talents and ambitions
- Willingness to try new things
- Range of strategies to support their social/communication challenges
- Knowledge of where they need to go for help and/or advice

**Success** – Students to acquire skills to be able to:

- **Remember** and recall basic facts and concepts
- **Understand** and explain ideas, concepts or the information presented
- **Apply** facts, rules, concepts or ideas in new situations
- **Analyse** and draw connections between ideas by breaking information down into component parts
- **Evaluate** and justify a stand or decision by judging the value of information or ideas
- **Create** or produce a new or original piece of work by combining parts to make a new whole

**Responsibility** – Students to develop their ability to:

- Recognise that they are as responsible for their learning as the teacher
- Take responsibility for their actions
- Promote and protect the wellbeing of self and others
- Prepare for their educational and work lives
- Be good British citizens:
  - Respectful of themselves, people, places and possessions
  - Participate in democratic processes; the right to an opinion and making decisions with others
  - Tolerance of different people, cultures/traditions and beliefs
  - Individual liberty to ensure individuals can make choices and gain independence with their thinking
  - No one is above the law and there is equality under the law
- Recognise how to sustain and improve the environment
- Be able to try to change things for the better
- Be equipped with the skills and knowledge required to be more independent and help themselves in modern Britain
- Be resourceful and recognise opportunities and have the motivation to make the most of them.

All of the skills listed above will help ensure our students are more confident, successful and responsible, which will support them to become:

- Better problem solvers
- Good question-askers who learn from their mistakes
- Engaged students exhibiting positive behaviours
- Conscientious students with a positive attitude towards education, employment and training
- Resilient students who feel happy and safe in their learning environment
- Self-confident, with high self-esteem and a strong sense of self-worth
- Successful adults able to work in a 21st century global society
- Morally and respectfully tolerant of others
- Committed to excellence and continuous improvement

## **Implementation**

All students follow a curriculum of Foundation Learning that is mapped across all subject areas to support cross-curricular learning, to ensure coverage of a broad and balanced curriculum, and to enable students to realise their potential. Students' timetables include:

- National Curriculum
- NHS Handwriting
- Lifeskills
- Functional Skills
- Vocational Learning
- Personal and Social Development

The school uses the following awarding bodies to certify learner achievements - NCFE, Cache, Asdan and TLM. Internal and external quality assurance takes place to ensure Students' work meets the required standards.

Due to the challenging nature and mixed abilities of our students, it is not unusual to have an individual working towards a curriculum suited to their ability rather than their age-appropriate key stage. Our students operate from one of three areas: those in the Nurture and Social Area, students in groups, 1:1 learning and the outreach cohort.

Some of our students learn through a LifeSkills Curriculum whereby they have opportunities to learn through experiential learning and interests. This includes Understanding the World, Writing, Numeracy, Personal and Social Development, Physical Activities, Expressive Art and Design. Phonics are taught through the Reading Doctor one to one sessions, bespoke phonics teaching and play and PHSE activities follow the pre-Jigsaw curriculum. Assessment is documented on BSquared and tracked and monitored on this system.

KS2 pupils study English, Maths, ICT, Science, Geography, History, RE, Art, PHSE, Music, Computing, P.E and 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, NGST (New Group Spelling test) and PTM (Progress Test in Maths), which are online standardised tests, are used to baseline and monitor progress in Spelling and Maths. Reading will be triangulated through termly assessments and monitoring with the Reading Doctor. Due to the transient nature of some of the pupils, only medium term plans are drawn up following a baseline assessment on entry.

Secondary students at ALP Sittingbourne study Functional skills - English, Maths, and ICT. Students who are capable of studying iGCSE are given the opportunity to study iGCSE Maths, English, Science, PE, Geography, Music and History. All students have a core curriculum on their timetables and there is extra emphasis on reading. This is via reading in Good Morning

Sessions, embedding reading into all curriculum areas and having access to the Reading Doctor programme if required.

Learner progress and attainment are tracked to inform curriculum planning.

## Reading

ALP Sittingbourne makes use of every opportunity the curriculum offers to teach children to become life-long readers. The school commits to this by allowing students to read aloud in all lessons. This is implemented through;

- Word Reading - as children encounter unfamiliar words
- Grammar and Punctuation - through seeing these in context and considering how they are employed for effect
- Comprehension - through listening to reading, and discussing challenging texts
- Vocabulary and spelling – by encountering new language
- Spoken language - through participating in discussions about books, learning from both specific language modelled by the teacher and also that of their peers
- Writing - both transcription and composition

In relation to the vocational curriculum, all students choose a number of courses including, but not limited to: Creative Crafts, Cookery, Occupational Studies, Construction, Physical Education and Business & Enterprise. Students may also access a range of vocational options offered by alternative provisions whom we quality assure. These include, but are not limited to: Motor Mechanics, Music Technology, Equine Studies, Animal Care and Gymnastics.

Students also work towards Personal and Social Development courses by following the school's PSD Pathways. Initial Personal and Social Development units include: Making Most of Leisure Time, Managing Own Money, Community Action and Healthy Lifestyles. Students can progress to a focus on Well-Being, where they partake in units of Sex and Relationships Education, Substance Misuse, Alcohol Awareness, Stress Awareness, Mental Health awareness and Personal Safety.

In addition, students study Careers Education, Science, Physical Education and participate in regular Student Voice, Enrichment activities and Good Morning Sessions. There are weekly assemblies from which SMSC become core elements of the school's daily life.

The school curriculum is complemented by a variety of therapies and interventions, including speech and language therapy, music interventions, occupational therapy, lego therapy, talkabout interventions and counselling.

Post-16 students undertake work experience and/or are supported to study courses at regional colleges.

During the transition period with ALP Sittingbourne all students undertake initial baseline assessments through the *Skills Forward/B-Squared* Assessment as monitoring tools. There is rigorous tracking and monitoring of individual Students' attainment and progress. Both *Skills*

*Forward* and the school's internal tracking and monitoring tools provide further advice on the next steps to ensure students' progress and attainment within the curriculum.

For personal and social development, students are assessed via our Well-being Measure and/or Boxall Profiles 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.

Formal curriculum activities are frequently enriched by the inclusion of life skills experiences such as shopping in the local stores, educational visits (museums, theatres, local/national places of interest) or trips to the school's caravan to promote independent living skills and promote their SMSC development.

### **Impact**

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

Students should be able to reach their potential in terms of reading at an appropriate level with both understanding and fluency, and in order that they can both access the curriculum, realise their future plans and not fall behind their peers.

Impact is being continually monitored through book scrutinies, Students' work, lesson visits, termly assessments, previous attainment data and Student Voice. As such, ALP Sittingbourne ensures pupils 'know more', 'remember more' and are able to 'do more' in line with their personalised, subject-specific curriculum.

### **Homework**

ALP Sittingbourne is not obligated to set homework for all its students. Exceptions will be made for those students who show an eagerness in completing additional school work outside of the school day, and/or are preparing for an assessment(s). Should parents/carers request homework for their child, it will be provided and measures put in place to ensure that it is purposeful.

### **Curriculum Monitoring and Review**

The Head Teacher is responsible for the overall school curriculum supported by the Local Management Group (LMG). The school's Executive Board is responsible for ratifying and monitoring the implementation of the Curriculum Policy.

