



Curriculum Policy

To be read in conjunction with the schools curriculum framework

Stonehill Avenue

Birstall

LE4 4JG

Introduction

The majority of the learners accessing provision at ALP Leicester 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

- Reading (Reading skills are developed through Monster Phonics, Reading on your Head, Lift Off)
- Writing and Numeracy (Literacy Tree and White Rose Maths)
- Encouraging positive behaviours (positive behaviours are encouraged through ALP Leicesters Vision and Values: ARRRTT)
- Changing attitudes towards learning
- Learning to have a growth mindset (growth mindset is encouraged through the Jigsaw programme of work)
- ICT Competence and application (this is achieved through our TLM programme of work)
- Confident sitting an assessment
- Developing Life-Skills (life-skills are developed through the ASDAN awards we offer learners)
- Preparation for employment and life after school (ALP has a Careers Lead Teacher)

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 first hand experiences (providing cultural capital for learners)
- Connective/ practical learning (linked to the real world)

Active PSD

- 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

- Learner Voice (leadership and volunteer opportunities)
- Parent Engagement
- Sharing best practices
- School Partnerships
- Whole-school approach - training and courses

Implementation

Base/Nurture/KS2/KS3 learners study English, Maths, ICT, Science, Geography, History, Art, PHSE, Drama, P.E. Design & Technology.

Base learners

Each half term, Base learners 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.

All learning is mapped to or aligned with National Curriculum guidance and expectations. 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. B Squared also provides us with a platform to monitor and assess learners within, engagement steps, progression steps, Autism progress and skill for life measures. Long term, medium term and weekly plans are drawn up following a baseline assessment on entry.

Nurture/KS2/KS3 learners

Nurture/KS2/KS3 learners work towards Functional skills qualifications in English, Maths and ICT. They also study Science, Geography, History, Art, Citizenship, PHSE, Drama, P.E. Learners also work towards ASDAN Careers and Year 8 and 9 work towards ASDAN PSHE/Jigsaw PSHE. Summative Assessment takes place each term that monitors individual pupil attainment and progress and provides further advice on the next steps to ensure continuity within the curriculum. Initial and Diagnostic online tests are also used for the Functional skills subjects (through Skills Forward).

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, Vocational Learning and Personal and Social Development. For Functional skills, learners are assessed and then work towards appropriate levels in mathematics, English and ICT. For vocational learning subjects, learner's programmes can be individualised to suit their own interests. This may mean that at times, some 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.

Alternate Provisions

Students who, due to their complex needs cannot access the curriculum are offered a semi-formal curriculum which focuses on Life skills. This provision is provided through the schools Nurture programme. Learners 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 Functional skills English, Maths and ICT.

Interventions

ALP Leicester also offers animal therapy, lego therapy, speech and language interventions, and emotional and social skills Interventions (e.g. ELSA). 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 etc.) or trips to the caravan park to help generalise learning and promote their SMSC development.

Impact

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

Learners 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 Leicester 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: August 2023

Review date: August 2024

Curriculum Policy ALP Leicester July 2022