

Secondary/Post 16 Curriculum Policy

To be read in conjunction with the schools curriculum framework

Stonehill Avenue

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Introduction

The majority of our secondary/post 16 learners attending 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 learners are taught in small groups, and sometimes 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 Dyslexia Gold, Accelerate Reader, Switch On)
- Writing and Numeracy (through our functional skills offer)
- 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

Secondary/Post 16 learners have a core offer of English, Mathematics, ICT and PSHE. They can also access Science, Geography, History, Art, music, P.E. and Design & Technology.

Secondary and Post 16 learners

Secondary and Post 16 learners work towards Functional skills qualifications in English, Maths and ICT. They also study Science, Geography, History, Art, Citizenship, PHSE, Drama, careers and P.E. Summative Assessment takes place each term that monitors individual learner's 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 the Skills Forward platform).

Secondary 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 and specific skills for the workplace

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 learners 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: September 2024

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