

Curriculum Policy

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Please read this document in conjunction with any specific localised procedures as directed by the Headteacher.

1. Supporting Documents

This policy must be read in conjunction with:

- Equal Opportunity Policy
- Careers and Guidance Policy
- Attendance Policy
- PSHE Policy
- Online Safety Policy
- RHSE Policy
- SMSC Policy
- Teaching Online Safety in schools DfE 2019
- SEN Code of Practice 2014 updated 2015, and 2020
- Equality Act 2010
- Policy for Assessment, Recording and Reporting of Attainment and Achievement (Schools Specific)
- Appendix A – Curriculum Offer

2. Introduction

An outstanding curriculum that equips pupils with the knowledge and cultural capital they need to succeed in life.

3. Policy Scope and Intention

Alternative Learning For All (ALFA) takes account of the significant and complex vulnerabilities of the learners accessing the programme to reengage back into education. All learners who access ALFA have a wide range of differing needs and starting points. They join at different points in their academic career. Many of the learners have had significant periods of time spent away from education. ALFA provides innovative education services to learners who have complex needs, emotional and behavioural difficulties or who display challenging behaviour.

We will endeavour to make every day extraordinary for the learners we care for and support because we believe in every single one of them. Our passion is making a real difference to the

life of every learner by creating positive experiences every day and making progressive steps, no matter how big or small. By working closely with the learners to provide a stable, safe, and happy environment for them, we can nurture their development, enrich their lives and help them to fulfil their potential.

Our E.P.I.C. values of excellence, passion, integrity, and care are integral to all aspects of the broad and balanced curriculum that ALFA plan for every learner. We ensure that we set aspirational end points for each and every learner based on their starting points and their individual, significant needs. Each curriculum subject is planned with explicit, sequential building blocks of knowledge that learners need to reach aspirational end points. Our 1st priority is to identify gaps in knowledge that learners have due to historical issues in their education.

We aim to be outstanding in the way we enhance the curriculum with enrichment activities which for every learner is based on their individual interests and talents. Every learner will have an individual curriculum planned so that they will be better prepared for life and the next stage of their education, employment and training. The outcomes and destinations for learners, as they leave ALFA, is testament to our success and we must ensure this continues.

ALFA enhances the curriculum to re-engage learners in education. The way we expect them to do this is through, for example:

- Carefully planned transition onto the ALFA programme focussing on engagement and relationships.
- 'Making memories', once in a life-time experiences, such as trips to London or skiing.
- Taking part in a range of vocational provisions, such as hair and beauty and motor mechanics.
- Focusing learners on re-engaging in learning and building self-confidence and social skills.
- Progression to accredited qualifications.
- Access to our outdoor activity programme and adventurous activities.
- Further information is available in Appendix A.

4. Our Curriculum Priority

At ALFA, we base the curriculum around the core areas of Literacy and Mathematics. This is to promote the principle that knowledge in language and mathematics gives learners what they need to access the broad and rich curriculum that we provide.

4.1 The Literacy Curriculum.

Teaching learners to be able to communicate in a meaningful way is central to our curriculum. ALFA adapts the curriculum and the pedagogy of the curriculum to suit the needs of learners. All staff are trained in phonics and use this within their subject area to support, scaffold and structure their curriculum area. There is a need to support oracy due to how ALFA is delivered and staff model this to ensure learners understand how to communicate effectively.

Teaching learners to read is a priority. We want every learner to develop a love of reading and become confident, fluent readers. ALFA has a wealth of literature for learners to read based on interests and curriculum end goals. We use phonics and reading tools to support learners with literacy development and oracy. We match the phonics programme to the needs of the learner and monitor progress against age-related outcomes. Our curriculum promotes a culture of reading, expands reading repertoire and is supported with a comprehensive assessment strategy. We also aim to develop literacy through cross-curricular links, especially in English and Computing where written literacy is a key component..

English lessons are on the timetable for every learner. It is expected that all learners make progress in English. We will also offer a suite of accredited qualifications ranging from Functional Skills to GCSE. Qualifications are matched to each learner to ensure an inclusive curriculum offer.

4.2 The Maths Curriculum.

Mathematics is taught explicitly in timetabled lessons. Mathematics is also integral to other lessons such as PSHE and Outdoor Education where learners use their growing knowledge to, for example, budgeting or make calculations. Learners build on prior knowledge in carefully planned sequential steps. Teaching constantly uses and reinforces prior knowledge so that learners understanding becomes embedded. Strategies during lessons should encourage learners to become flexible and independent mathematicians. They are encouraged to recall knowledge and use it in gradually more complex concepts and procedures. Learners growing knowledge gives them the confidence to use their mathematical knowledge in other subjects and real-life situations. All learners are expected to make progress in mathematics. We will also offer accredited qualifications ranging from Functional Skills to GCSE.

4.3 Information and Technology curriculum.

A deeply embedded cross-curricular approach as well as in discrete lessons ensures a deep and thorough understanding in the IT curriculum. Computing skills and knowledge develop through a well-planned sequential curriculum with appropriate resources available. Computing skills are then used to support learning in other subjects offered via our enrichment programme. We will offer a wide range of qualifications, for example BTEC vocational qualifications for learners to complete so that they can demonstrate their great depth of knowledge in this subject area.

4.4 The Human and Social curriculum.

This is a core aspect of the curriculum taught at ALFA. It is essential that learners are given every opportunity to learn how to have strong British Values. ALFA has a strong personal, social, health and economic (PSHE) curriculum which will measurably enhance learners growing knowledge and personal development. ALFA is a member of the PSHE Association. Therefore, as a taught curriculum is it strong and learners growing knowledge is demonstrated. ALFA embeds this curriculum within other planned subjects such as citizenship, religious education and humanities. It is essential that pupil's cultural capital is expanded through the teaching of these subjects. We enhance this area of the curriculum through a wide range of well-planned activities for example, theme days, careers programmes, and enrichment opportunities.

ALFA ensures that emotional needs are met through the delivery of this curriculum area and that links are made to their individual behavioural plans and education, health and care plans. We collaborate with other professionals to adapt this curriculum as and when required.

RSHE is taught within the PHSE curriculum (Personal, Social, Health and Education) and is a partnership between the ALFA programme and relevant parties such as the Local Authority, parents/carers etc. The policy will be reviewed annually in consultation with parents.

- Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help children develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- In delivering PSHE, Keys Group adopt our key principles.
- Regular lessons on the timetable.
- Delivered as a whole subject.
- Delivered by trained Teachers
- Taught from Key Stage 2 to Key Stage 5 and within learners' own ability.

Spiritual, Moral, Social and Cultural Education is promoted in several ways at ALFA.

Indirectly through the 'hidden curriculum' - the ethos of the programme generally and the development of effective relationships. As staff we must always model the values we wish to promote.

In the follow up to incidents and in particular asking children to reflect on their part, this is captured in debriefs.

Within all Curriculum subjects, care must be taken when choosing resources to ensure that they tie in with our values. This is clearly evidenced within lesson planning – short, medium and long-term plans.

Within lessons and tutor times, to form an important unifying force in ALFA life, encouraging a sense of community and shared perceptions. They will explore various moral and ethical issues in short presentations.

Within extracurricular, vocational activities and enrichment activities.

In special events throughout the year, i.e. charity fundraising activities etc. The academic calendar provides a steer on these events. These activities may be planned at other Keys Group schools which ALFA children may have the opportunity to attend. Due to the part-time temporary nature of children attending the ALFA programme, there may or may not be opportunities for children to attend SMSC events.

4.5 The Physical curriculum.

ALFA covers the physical curriculum through outdoor activity and exploration with our partner, PEAK education. ALFA uses registered activity centres, facilities and Instructors to teach specialist areas of this curriculum, for example, kayaking, bushcraft and orienteering. This growing confidence in their own physical abilities and knowledge supports them in, not only their personal development but it allows them to see the opportunities that are now open to them. Activities are structured to give progression, offer challenges and inspiration and function as a tool for breaking down barriers, establishing boundaries, and improving communication skills. Over time, steps are introduced to increase confidence and boost self-esteem.

In addition, PEAK offers an accredited qualification – Learning in the outdoors is a portfolio-based level 1 or level 2 award.

5. Assessment.

Teachers will assess knowledge as soon as is practical following entry to the ALFA programme and plan individually a range of strategies to meet individual needs. Information should always be requested from other former providers, face-to-face Tutors etc. We adopt a range of assessment programmes dependent on the needs of the learner. In every lesson, teachers must assess how well learners are learning and how well they have retained previous learning.

6. Teaching.

Our teachers receive a comprehensive and continuous programme of professional development to ensure they have the knowledge and skills to support learners in making good and better progress. Learners are taught in small groups, or 1:1, so that teachers can quickly assess and meet needs. Lessons generally start with a pre-learning check to assess how well prior learning is retained in long-term memory. New knowledge, which links to the prior learning is then taught using the resources and pedagogy best suited to the learner's needs. Dependent on the subject being taught, learners are then given the opportunity to use what they have learned in independent work, for example through problem solving, debate and creative writing. Senior leaders participate in the regular quality assurance of teaching in ALFA to ensure that it is always quality first teaching and that the pedagogical approach suits learners' needs.

7. What we expect in each curriculum area:

- a. Set out clearly in a localised curriculum policy annex how they will meet the needs of their intake groups
- b. Make clear in the annex how they will assess starting points, plan individual learning needs and target, frequently assess and review learning, and plan further progression
- c. Show how the leadership team will monitor, review and plan improvements for each curriculum area on a continuous basis.
- d. Each taught curriculum will have coherent and sequential plans that lead to appropriately aspirational end points.

Further details of ALFA's approach to these curriculum areas can be found in Appendix A

Appendix A – Curriculum Offer Alternative Learning for All

Alternative Learning for All (ALFA), is an educational programme to support learners unable to access education. This could be for a wide range of reasons such as exclusions, relocation, emotionally based school avoidance or a new placement in a care home. This is likely to have an adverse effect on their knowledge, personal development and self-esteem/confidence levels.

We are committed to ensuring our learners are engaged and work towards meaningful targets individually catered for their needs and aimed at re-engaging with the wider world and education. During the ALFA programme, the learner will remain on roll with their school or virtually with the Local Authority.

ALFA offers bespoke timetables for every learner that are reviewed by the Headteacher on a regular basis. Through a bespoke programme of learning, vocational opportunities, independent living skills, work experience, outdoor adventures and personal development learners are once again able to access the wider world and transition back into education, employment or training.

Curriculum planning in all subjects offers a clear and sequential scheme of work to enable staff to support learners by identifying gaps in knowledge, and rectifying, to support with reintegration to learning and future destinations.

ALFA operates a bespoke approach, with care and praise embedded in the culture to help learners manage behaviours, reengage with learning and work towards targets both academically and personally. We work with learners to help them become the best version of themselves possible.

Staff at ALFA support the learners further with a comprehensive package of continuous professional development, collaboration with the Keys Group Schools and Learning and Development Team.

Behind ALFA's curriculum is the hidden curriculum focused on helping learners to develop their social and emotional resilience, confidence, self-esteem and facilitates accessing the wider world around them. Staff at ALFA utilise Keys Connect to be trauma informed practitioners when responding to learners. ALFA's teaching is either 1:1 or, where appropriate, small classes to encourage teamwork and further social development. Dedicated teaching in smaller groups accelerates ALFA's learners' ability to access education again.

Once a bespoke timetable is finalised, we will assess starting points and current levels in reading, English and Mathematics using GL assessments. These initial assessments will be conducted in a time sensitive manner considering, on an individual basis, how long the learner has been unable to access full-time education. This further strengthens the positive relationships between ALFA

staff and the learners attending the ALFA programme. Each learner will have an assigned Deputy Headteacher to oversee their personal and academic development whilst attending the ALFA programme.

ALFA will have a clear and detailed overview of each learner and progress will be monitored through regular reviews including attendance to EHCP reviews, PEPs, assessment and progress towards reengagement. The senior team will continue to monitor progress and will use this information to plan changes to each bespoke timetable.

