

THE ALTERNATIVE SCHOOL GROUP LTD

Curriculum Policy



Learn
Progress
Achieve
Success

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Date:	11th May 2021
To be reviewed:	Sept '21
Reviewed:	March '16, Sept '16, May '17, Jan '18, March '19, April 19, Sept '19, Feb '20, October 20, May '21
Version:	10

Context

The Alternative School is a non-denominational independent school for boys and girls aged from 5 - 18 years who, for various reasons, are not accessing mainstream education. The school aims to provide an alternative and personalised experience for those young people who are not attending mainstream provision and would have therefore left school without any qualifications and with low self-esteem.

The school aims to take a more holistic approach and to support both the personal and educational needs of young people, helping them to overcome a wide range of barriers to learning, and to develop themselves into confident, articulate and well- rounded young individuals who leave school with a range of appropriate qualifications and a clear transition plan to further education and/or training.

Our Inspiration and Vision

This policy is developed in line with **Our Inspiration and Vision** that:

The Alternative School is inspired by a belief that we can make a difference to every young person we work with by listening to them and raising their aspirations. We believe in the potential of every young person, no matter who they are, what they have done or what they have been through.

And in line with the TAS strategy of **Our 5 Principles** to:

Support, Educate, Encourage Independence, Inspire and Motivate and Partnership Working

In pursuit of our vision:

We will:

- Create and deliver an alternative curriculum for young people which is innovative, holistic, encourages collaborative working, positive progression and promotes independence
- Provide advice and support to young people, signposting to other agencies whilst hand-holding through this process
- Work only with organisations which work with young people to ensure they are listened to and their individual needs met

Philosophy

(We believe that.....)

- *All pupils at TAS have their own individual learning needs.*
- *All pupils have a broad range of other needs that require a broad and balanced curriculum with a high priority on social and emotional well-being, effective communication, inclusion and positive moving on opportunities.*

All pupils learn in different ways and at different rates

Principles

(We therefore intend to.....)

- Devise with each young person an Individual Education Plan (IEP) that relates directly to their emotional and social well-being, topics and activities that they enjoy and that lead to accredited qualifications in line with National Curriculum requirements, pupil individual needs, level of learning and specific learning styles.
- Monitor and track progress on an individual basis both formally and informally.
- Develop a whole curriculum framework for KS - 2, 3 & 4 to include project and voluntary work, creative and practical projects, competitions, charity events and fundraising awareness, sports events, entrepreneurial opportunities, outdoor adventurous activities, STEM educational visits, safeguarding programme and guest speakers, a wide range of academic and vocational options and our 5 core subject areas – CSI (Maths, English, Outdoor Activities), STEM, Entrepreneurship, Personal and Social Development, Vocational (KS4), Humanities (KS3) and the Duke of Edinburgh's Award at Bronze and Silver level – ready to progress to Gold post 16.
- Develop curriculum documents and resources for each subject area allowing progression within those topic areas and following DFE guidance and The National Curriculum guidance. To develop clear pathways for pupils to follow, allowing for progressions through Entry level qualifications up to and including GCSE. The DofE and CSI topics to be both taught as stand alone and also embedded into all areas of teaching practice.

- Support and encourage pupils to build their own individual portfolios containing all their work as evidence and for use at college interviews, both physical portfolios and on-line portfolios.
- Save Friday as a reflective and celebration day, where pupils celebrate success and plan for the forthcoming week.
- Ensure that all pupils are offered a formal review at the end of each half term and for them to attend along with parents, carers and agencies. Pupils can request 1:1 reviews with their teacher or mentor at any time throughout the academic year. An end of half term report and progress overview will be produced and agreed with the individual pupil before being released to parents/carers.
- Ensure all teaching links into areas of The National Curriculum, STEM agenda and accredited qualifications as appropriate for the individual pupil and in line with their 10 point assessment.
- Incorporate BTECs, GCSEs, Functional Skills, The Arts Award, DofE Award, Gateway STEM, AQAs, BCS E Safety and Educare Suite at secondary level to encourage progression onto larger, higher level qualifications and progression onto FE, Apprenticeships and employment.
- Incorporate AQA's, Scouting Badges and JASS Awards, Certificates at Primary level and encourage progression onto larger, higher level qualifications, ready to study at Secondary level.
- Recognise achievement as appropriate for each individual
- Consider the teaching and learning at other times and in various circumstances such as – Remote learning from home, outdoor activities, agency sessions such as YOT, Addaction, in break times, in dinner times, evening workshops and youth workshops, weekends, holidays, projects and activities with partner agencies such as YPS, homework, independent study in and out of school using a wide variety of medium to include on-line learning, remote learning, 1:1, Google Classroom, project work, phone apps and flipped learning.
- Provide time for teachers to monitor, plan and prepare for their lessons
- Provide a dedicated member of the Central Support Services Team to support and quality assess the delivery, marking and IV of all qualifications, including lesson observations, learning walks, work scrutiny and individual 1:1 support for all teaching staff

- Provide a recognised teaching qualification to support the successful delivery of the TAS curriculum for those teachers who do not have a formal teaching qualification and a specialised mentor to support.
- Provide and organise relevant INSET days, trainings and an on-going CPD plan for all staff
- Promote our mantra of – **‘Purposeful Enjoyment’** in everything we do

Procedures

(This will be managed by...)

- Considering the school mission, vision, aims and policies when planning.
- Collaborating in regular curriculum planning meetings and continually reviewing the curriculum and developing fun, engaging and relevant topics.
- Attending relevant INSET and feedback information and knowledge to the whole team. This includes building our own CPD File, attending placement days at other teaching establishments, peer observations, trainings, reading and researching and building up our own personal knowledge.
- Ensuring all support staff are informed, consulted and involved in the class and curriculum development.
- Ensuring that staff assess and evaluate pupils' learning, including pupil self-assessment and work sampling.
- Marking work on a daily basis, preferably with the pupil present using the TAS marking policy.
- Utilising outside support agencies for advice, YPS, NHS, other schools.
- Following Health and Safety guidelines and be aware of hygiene procedures.
- Liaising with relevant therapists/professionals on individual pupil needs and progress.
- Planning activities that are linked to the learning objectives and outcomes
- Planning a variety of activities that stretch and challenge pupils to achieve their best outcomes.
- Planning a range of sessions to encourage different learning experiences, e.g. investigation, observation, information gathering, discussion, prediction, practical work, co-operation.

- Ensuring that pupils' progress is assessed within transition points in a lesson using mini plenaries so that misconceptions and misunderstandings are addressed within the lesson.
- Carrying out planned, differentiated plenaries allowing the teacher to assess the whole classes' understanding and the pupils to reflect on what they have learnt and enabling them to see their next steps.
- Providing opportunities for practical and hands on learning situations and give demonstrations when required.
- Providing opportunities for pupils to generalise the skills or knowledge learnt.
- Ensuring equality of opportunity and access for all pupils (e.g. use of communication aids, signing, height of tables).
- Providing an interesting, stimulating and well organised environment within which the pupils can feel secure and develop independence and control over their environment and own learning.
- Providing opportunities for pupils to learn to work individually, in small groups and in class groups and to contribute to whole school sessions where appropriate.
- Encouraging an atmosphere of trust and security and respect for all, and give equal value to each pupil's contributions.
- Having and encouraging high expectations of pupils' potential.
- Encouraging positive behaviour and provide good models of behaviour.
- Devising and implementing individual behaviour management plans (IBMP) as part of regular 1:1 target setting sessions with pupils.
- Utilising and planning the use of Information Communication Technology.
- Utilising and planning the use of the TAS library and incorporating and logging the time spent reading.
- Planning for outings and visits to support the learning objectives for individuals and groups.
- Encouraging and planning for inclusion within and out of school e.g. TAS football team, attendance at youth clubs, local events etc.
- Displaying pupils' work and photographs of pupils working, positive activities/ events etc. in an attractive and clearly labelled manner.

Monitoring and Review

(We will monitor and review performance by...)

- Central Services Team and Headteachers monitoring teaching staff ensuring that pupils are working towards individual targets/IEP targets and using strategies identified in weekly team meetings
- CST and HT to sample pupil work randomly mid-way through the topic to ensure teaching is on track

- CST and HT to carry out walk by sessions passed the classrooms, also drop in and actively engage in sessions periodically
- Monitoring individual pupil progress in Pupil Progress Files through the DofE Record Sheet, Curriculum Check-lists, Progress Tracker Data, Weekly Target Sheets and completed assignment work
- Tracking and planning pupil progression through the above and – Initial Assessment Tracking Sheet, TAS Pupil/Curriculum Tracking Sheet, Wall Tracker, End of Term Review and Target Sheet, IEP, Monthly Reports, Pupil End of Term Evaluations, Discussion with other staff, Parent Review Days.
- Observing colleagues teaching and supporting through feedback sheets, Team meetings, Team coaching sessions, Inset/CPD Days and specialist input.
- ALL team attending `work experience` day at an allocated school shadowing a particular area of interest.
- All teaching staff completing evaluation sheets after each taught session and evaluating the pupils' evaluation of each session.
- Reviewing and evaluating current practice, policy and procedures via the annual TAS SEF/SDP process and by reviewing the latest DFE guidance and consulting with the TAS Advisory Board and other school peers.