

THE ALTERNATIVE SCHOOL GROUP LTD

Curriculum Policy



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Context

TAS Independent School is a non-denominational independent school for boys and girls aged from 6 - 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:

TAS Independent 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.

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 handholding through this process.
- Work only with organisations which work with young people to ensure they are listened to, and their individual needs met.
- Develop a curriculum that is accessible for pupils that join TAS at any point throughout the school year and also transition out at any point.

Philosophy

(We believe that.....)

- *All pupils at TAS Alternative School 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, safeguarding, effective communication, inclusion and positive transition opportunities.*
- *The opportunities that pupils are offered at TAS Alternative School help to create well rounded individuals who leave TAS with the skills to make a positive contribution to the wider society.*

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 Key Stages 1 through to Key Stage 5.
Key Stage 1 = Rainbows
Key Stage 2 = Stars
Key Stage 3 = Bronze
Key Stage 4 = Silver & Gold
Key Stage 5 = Platinum

This will 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, ICT, safeguarding programme and guest speakers, a wide range of academic and vocational options, RSHE and our 5 core subject areas – CSI (Maths, English, STEM), Outdoor learning, PE and PHSEE. PHSEE will encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010 (Age, Disability, Gender reassignment, marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief and Sexual orientation)

RSHE

The aims of relationships and sex education (RSHE) at TAS Independent School are to ensure pupils learn about:

- different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- how relationships may affect health and well-being, including mental health.
- healthy relationships and safety on-line; and
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

- Deliver National Curriculum Subjects in a Topic by Term format, PHSEE, Entrepreneurship/Design Technology, STEM, Creative, Geography, History, Vocational & Careers along with Personal and Social Development, Vocational and Careers along with The Duke of Edinburgh Award at Bronze and Silver level – ready to progress to gold post 16. For Key Stage 1 and 2 the school will deliver the Jass Award and link into the Scout Association by establishing a Beaver and Cub group. Jass is aligned with current educational thinking and in particular with ‘Curriculum for Excellence’ and ‘The Outdoor Learning Strategy’.

- Key Stage 5 will offer personalised pathways that can be tailored to the individual pupil. Option A -‘Back yearing’ which will allow pupils the opportunity to improve functional and GCSE examination grades and plug the gap for any missing qualifications. Option B ‘Vocational study programme’ – this will allow pupils more time in a nurturing provision and the opportunity to further develop life skills; work placement opportunities; in-depth BTEC qualifications and progress

with Functional Skills Maths and English to the next level and an opportunity to re-sit GCSE exams for Maths and English.

- Develop curriculum SOW, checklists 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 the various Key Stages up to and including GCSE level.

The D of E; Jass 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 for transition back into mainstream education and college interviews, both physical portfolios and on-line portfolios.
- Save a part of our working day on Friday as a reflective and celebration event, where pupils complete their pupil diary for the week, celebrate success and plan for the forthcoming week.
- Ensure that all pupils are offered a formal review at the end of each half term to review their IEP and for them to attend along with parents, carers and other external 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 AQA's, and JASS Awards Certificates at Primary level and encourage progression onto larger, higher level qualifications, ready to study at Secondary level.
- Incorporate GCSEs, Functional Skills, BTECs, The Arts Award, D of E Award, Gateway STEM, AQAs, BCS E Safety, High Speed Learning, Educare Suite at secondary level to encourage progression onto larger, higher level qualifications and progression onto FE, Apprenticeships and employment. (Secondary Level)
- Recognise achievement as appropriate for each individual.
- Consider the teaching and learning at other times and include in their timetable, various activities such as – Remote learning from home, outdoor activities, agency sessions such as YOT, LCYJS, We are with you, in break times, in lunch time periods, 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 through adequate PPA.
- The compliance manager will 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. All staff will have their own CPD and personal progression plan to enable them to develop and progress within their role.
- 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 and personal progression plan for all staff.

- Promote our mantra of – **‘Purposeful Enjoyment’** in everything we do.

Careers

There is a careers programme in place for all secondary pupils, from Yr 7 upwards. Pupils have open access to careers resources which are made available in school. All of the TAS schools use the ‘Start’ careers platform. TAS schools work with engagement coaches, the school also has a lead careers adviser, who can carry out individual advice and guidance sessions with pupils. At an initial guidance session each pupil will be given guidance about setting up their own ‘Start Profile’. Pupils are supported with processes such as college applications; compiling a C.V., and mock interview. Staff will support pupils when attending interviews with a college or training provider. Job roles and careers are introduced at Key Stages 1 and 2 as ‘a day in the life of’.

The school will be adopting the use of the ‘RACI model’ to ensure that staff are aware of their responsibilities and accountable in their role.

Preparing for Life in British Society

All TAS schools aim to support pupils to become well rounded citizens, and prepare them for life in British society. Fundamental British Values and Social; Moral; Spiritual and Cultural topics are discussed through collective reflection. Each class group discusses and agrees their own class contract which is displayed within the classroom.

Procedures

(This will be managed by...)

- Considering the school mission, vision, aims and policies when planning.
- Collaborating in termly 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 a CPD File, having a personal progression plan, 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.
- Keep an up to date Monday.com board of subject specialisms.
- 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, 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, local 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...)

- Headteachers and the compliance manager monitoring teaching staff ensuring that pupils are working towards individual targets/IEP targets and using strategies identified in weekly team meetings.
- Headteachers; internal verifiers and/or compliance manager to sample pupil work mid-way through the topic to ensure teaching is on track.
- Headteachers; assistant heads and senior managers 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 Maths & English Checklists, D of E Record Sheet, Jass record sheets; Curriculum Checklists, 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.