THE ALTERNATIVE SCHOOL GROUP LTD

Intentionally Different Curriculum Policy (5/5)

(*From Version 15 – Renamed the Curriculum Policy*)

(Part of the TAS Relationship and Regulation Model known as (TRRM))

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TAS Statement

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At TAS, we believe there should never be a standard curriculum for young people who have never experienced a standard educational journey.

Many of our pupils arrive having experienced disrupted education, trauma, anxiety, school avoidance, SEND, adverse childhood experiences and multiple barriers to learning.

Our responsibility is not to ask pupils to fit our curriculum.

Our responsibility is to design a curriculum that enables every pupil to succeed whilst maintaining high aspirations and preparing them for adulthood.

The curriculum should provide knowledge, skills, confidence, qualifications and life experiences that enable young people to become independent, successful and fulfilled members of society.

The TAS Principle

We do not create one curriculum for every child.

We create one curriculum framework that every child can access through their own personalised pathway.

Foreword

The TAS curriculum has been developed over almost twenty years of working alongside young people who have not thrived within traditional educational environments.

Whilst fully aligned to the National Curriculum and statutory requirements, the TAS curriculum is intentionally different.

It combines academic learning, vocational education, outdoor learning, therapeutic education, enterprise, leadership, personal growth and real-life experiences to prepare young people for successful futures.

We believe that learning should be ambitious.

Learning should be engaging.

Learning should be personalised.

Learning should prepare young people for life beyond school.

Every curriculum decision should therefore support one or more of the following:

- Academic Achievement.
- Personal Growth.
- Independence.
- Employability.
- Community Participation.
- Preparation for Adulthood.

1. <u>One TAS Curriculum Framework</u>

Every TAS school follows one agreed curriculum framework.

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This provides consistency across every campus and ensures that every pupil has access to:

- A broad and balanced curriculum.
- National Curriculum subject areas.
- Appropriate accredited qualifications.
- Consistent assessment.
- High-quality teaching.
- Clear progression pathways.
- Preparation for adulthood.

The TAS Curriculum Framework provides consistency.

How each campus delivers that framework provides individuality.

2. Personalising the Curriculum

Whilst every TAS campus follows the same curriculum framework, every campus is expected to personalise its curriculum to reflect:

- The strengths and expertise of its staff.
- The interests and aspirations of its pupils.
- The needs identified through assessment, EHCPs and Individual Education Plans.
- Local employers and community opportunities.
- The specialist facilities available on each campus.

Each campus will therefore develop an additional curriculum programme that complements the TAS Curriculum Framework whilst remaining consistent with TAS values and educational principles.

Examples may include:

- Farm School
- Equine Assisted Coaching **(Should this be Therapy?)**
- Outdoor Education
- Marine Studies
- Enterprise
- Sports Leadership
- Construction
- Animal Care
- Hospitality
- Creative Arts
- Forest School
- Travel Independence
- Therapeutic Horticulture
- Community Projects

These programmes do not replace the TAS Curriculum Framework.

They enrich it.

Every TAS campus should therefore be recognisably TAS, whilst also celebrating its own unique strengths and identity.

3. Purposeful Enjoyment

At TAS we believe that learning should be enjoyable. However, enjoyment alone is not enough.

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Every activity should have a clear educational purpose.

Whether pupils are caring for animals, completing a Duke of Edinburgh expedition, building a canoe, studying mathematics, preparing lunch, leading an enterprise project or participating in Forest School, every experience should contribute towards knowledge, skills, confidence, resilience or independence.

We describe this as **Purposeful Enjoyment**!

"*Sneaky Teaching*" (Do you want to include this for it to be known if policy on the website)?

At TAS we often refer to our approach as **"**Sneaky Teaching." Whilst the phrase is light-hearted, the educational principle behind it is intentional and evidence informed.

We believe that young people learn best when learning is meaningful, engaging and relevant to their lives. Rather than viewing literacy, numeracy, communication and personal development as subjects that only happen in classrooms, we intentionally weave them into everyday experiences.

Whether pupils are caring for animals, building a shelter, preparing lunch, planning a Duke of Edinburgh expedition, kayaking, completing enterprise projects or supporting younger pupils, staff are continually creating opportunities to develop knowledge, skills and understanding.

This approach enables pupils to achieve curriculum outcomes whilst building confidence, resilience, independence and self-belief. Many pupils engage successfully because they experience learning through real-life activities rather than traditional classroom methods.

Every activity has a purpose. Every experience has learning outcomes. Every opportunity helps prepare young people for life beyond school.

4. Learning Beyond the Classroom

Learning does not only take place within classrooms.

The TAS curriculum intentionally includes experiences such as:

- Outdoor Learning.
- Residential's.
- Duke of Edinburgh.
- John Muir Award.
- Scouts.
- Enterprise.
- Work Experience.
- Community Projects.
- Leadership Opportunities.
- Travel Independence.
- Volunteering.
- Therapeutic Activities.

These experiences are not viewed as enrichment. They are recognised as essential components of the TAS curriculum because they prepare young people for successful adulthood.

5. Intentionally Different

Being intentionally different does not mean lowering expectations.

It means being thoughtful, purposeful and creative in how education is designed.

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Every curriculum decision should answer three questions:

1. Why are we teaching this?
2. Why are we teaching it this way?
3. How will this improve the lives of our young people?

If these questions cannot be answered, the curriculum should be reviewed.

6. Curriculum Structure

Context.

TAS Independent School is a non-denominational independent school for boys and girls aged from **(what age will they start at nursery provision? And also should we removed independent school if Ofsted moving forward?)** 2?? – 18 years who, for various reasons are not accessing mainstream education. The school amis 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.

Vision and Inspiration.

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, not 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: **(do you want to include this here?)**

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.

Curriculum Philosophy.

We believe that:

- All pupils at TAS Independent 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. **(do we have a procedure anywhere for transitioning pupils and the process that needs to be done?)**

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- The opportunities that pupils are offered at TAS Independent School help to create well rounded individuals who leave TAS with the skills to make a positive contribution to the wider society.

Curriculum Principles.

We 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 the 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.

Key Stage Structure.

We will continually develop and offer a whole curriculum framework for Early Years through to Key Stage 5. **(Are these still correct?)**

- Pre Key Stage **(Should this be EYFS)** = Twinkle
- Key Stage 1 = Rainbows
- Key Stage 2 = Sunshine and Stars
- Key Stage 3 = Bronze
- Key Stage 3 = Silver
- Key Stage 4 = Gold
- Key Stage 5 = Platinum

All our curricular areas aim to support pupils' SEMH needs by providing learning opportunities in which pupils can develop social skills, self control, self awareness and skills for learning through highly engaging, creative and knowledge-rich content. Through this framework, we provide a broad, balanced and differentiated curriculum that supports every child's SEMH, academic and vocational development, as well as their spiritual, moral, cultural, mental and physical development.

National Curriculum Subjects.

Individual subject areas have a curriculum strategy and progression pathway that enable pupils to build on and learn new knowledge and skills according to their starting points. This leads to a diverse range of endpoints and qualifications available for pupils to work towards.

We will:

- Deliver National Curriculum subjects in a Topic by Term format, offering 8 core areas, English, Maths, PSD inc PSHE, Outdoor Education, Science and STEM, Geography, History and Creative Arts (Music and Art).
- Develop curriculum SOW 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 progression through the various Key Stages up to and including GCSE level.
- Ensure all teaching links into areas of The National Curriculum and accredited qualifications as appropriate for the individual pupil and in line with their personal assessments and IEP's.

Vocational Pathways **(What should go in here?)**

JASS.

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For Lower Key Stages the school will deliver the JASS Award. JASS is aligned with current educational thinking and in particular with 'Curriculum for Excellence' and 'The Outdoor Learning Strategy'. **(Is this correct is their still one?)**

JASS and core subjects to be both taught as stand alone and also embedded into other areas of teaching practice.

Duke of Edinburgh.

Pupils will work towards the Duke of Edinburgh Awards at Bronze and Silver Level – ready to progress to Gold post 16.

The D of E and core subjects to both be taught as standalone and also embedded into other areas of teaching practice.

Key Stage 5 Pathways.

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 **(do we do science now and other GCSE's)**

Qualifications

We will:

- Incorporate AQA's and JASS Awards Certificates for Lower Key Stages and encourage progression onto larger, higher-level qualifications, ready to study at Secondary Level.
- Incorporate GCSE's, Functional Skills, BTECs and The Arts Award, DofE Award, Gateway, STEM, AQA's and Educare Suite at secondary level to encourage progression onto larger, higher-level qualifications and progression onto FE, Apprenticeships and Employment.
- Recognise achievement as appropriate for each individual pupil.

Careers Programme

There is a careers programme in place for all secondary pupils, from Year 7 upwards. Pupils have open access to careers resources which are made available in school. All of the TAS schools will use 'XELLO' careers platform. **Is this now up and running and is there still a TAR for this?) Do schools look after this themselves or is it still Cassie?** Pupils are supported with processes such as college applications, compiling a CV 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 part of the curriculum.

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. **(Are we doing this?)**

RSHE Check changes in KSCIE Sept 26

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RSHE is taught through the PSD curriculum following the PSHE SEND Association framework. 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 online and
- Factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

Think we need to add in about consent from parent/carers. What will be taught with regard a pupil being in primary or secondary and also a bit more about online and AI – check KSCIE 2026.

PSHEE (is this actually PSHEE or PSHE – also what should go in here as nothing in the old policy?

SMSC

Social, Moral, Spiritual and Cultural topics are discussed through weekly Collective Reflection. Each class group discusses and agrees their own class contract which is displayed within the classroom and reviewed half termly or as needed.

Fundamental British Values. Think there is something in KCSIE Sept 26 check

All TAS schools aim to support pupils to become well rounded citizens and prepare them for life at British society. Fundamental British Values are discussed in weekly Collective Reflection.

Assessment.

We will:

- Ensure that staff assess and evaluate pupils learning, including pupil self-assessment and work sampling.
- Ensure that pupils progress is assessed within transition points in a lesson using mini plenaries so that misconceptions and misunderstandings are addressed within the lesson.
- Carry 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.

Monitoring.

We will monitor performance by:

- Headteachers will monitor teaching staff ensuring that pupils are working towards individual targets/IEP targets and using strategies identified in weekly team meetings.
- Headteachers and/or internal verifiers to sample pupil work mid-way through the topic to ensure teaching is on track.
- Headteachers, Deputy Heads and Senior Managers will we?? to carry out walk by sessions past the classrooms, also drop in and actively engage in sessions periodically.
- Monitor individual pupil progress in Pupil Progress Files (where are these?) through the Maths and English checklists, D of record sheet, JASS record sheets, Curriculum Checklists, Progress Tracker Data, Weekly Target Sheets and completed assignment work.

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- Tracking and planning pupil progression through the above and – Initial Assessment Tracking Sheet, TAS Pupil/Curriculum Tracking Sheet, Wall Tracker, half term lay?? What does Lay mean?, review and Target Sheet, IEP's, discussion with other staff and Parent/Carer review days.
- Observing colleagues teaching and supporting through feedback sheets, campus team meetings, team coaching sessions, Inset/CPD days and specialist input.
- All teaching staff complete evaluation after each taught session and encourage pupil evaluation.

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 days and feedback information and knowledge to the whole team. This includes building a CPD file, having a personal progression plan, peer observations, trainings, reading and researching and building up our own personal knowledge.
- Ensure all support staff are informed, consulted and involved in the class and curriculum development.
- 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, observations, information, gathering, discussion, prediction, practical work and co-operation.
- 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 session 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. Do we?
- 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.
- 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 online portfolios – XELLO, an online careers platform.

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- Save a part of our working day on Friday as a reflective and celebration event, where pupils review and complete their pupil diaries for the week, celebrate success and plan for the forthcoming week.

Review Arrangements.

We will:

- Review and evaluate 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.
- Ensure 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 a 1:1 review 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.
- Collaborate in termly curriculum planning meetings and continually review the curriculum and develop fun, engaging and relevant topics.

Final Commitment

At TAS:

- Every young person deserves an ambitious curriculum.
- Every young person deserves a personalised pathway.
- Every campus follows one curriculum framework.
- Every campus has the freedom to develop specialist curriculum opportunities.
- Every curriculum should prepare young people for successful adulthood.

The purpose of the TAS curriculum is not simply to teach young people what they need to know.

It is to help every young person discover what they are capable of becoming.

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