



R.E.A.L. Alternative Provision School 14-19 Curriculum Policy

Updated: 17.01.2020

Review Date: 15.01.2021



Policy

The Policy is updated annually and has been developed in line with the following legislation and guidance:

- The Education (Independent School Standards) Regulations 2014
- National Curriculum in England: Framework for Key Stages 1 to 4
- SEND Code of Practice (2014)
- Equality Act (2010)
- The Education Inspection Framework (2019)

The policy should be read in collaboration with the following R.E.A.L Alternative Provision Policies:

- Assessment Policy
- Special Educational Needs
- Careers Guidance Policy
- British Values Statement
- Spiritual, Moral, Social and Cultural Policy
- Equality Statement
- Behaviour Management Policy
- Relationship, Sex and Health Education Policy

Rationale

As a learning organisation, R.E.A.L Alternative Provision School (Re-thinking Engagement and Approaches to Learning) places children and young people at the heart of their learning experience. We focus on the needs of those with significant and complex additional needs who may be “lost to learning”, at significant risk of exclusion, have been excluded or are out of school with a placement difficult to establish.

We work with a range of young people for whom the learning experience has previously failed in either mainstream or special school. To reverse the identified pattern of failure, we promote a culture of respect alongside healthy and productive attitudes towards learning by developing an ethos of ambition and achievement, enabling each young person to achieve their potential.

The R.E.A.L Alternative Provision Schools mission is to create an innovative, bespoke and personalised curriculum (14-19). The curriculum will encompass vocational and life skills practice for students, who have been marginalised by their exceptional special educational needs, in environments that will both embrace inclusion and encourage re-engagement in learning on a locality basis. By focusing on a bespoke approach to individual engagement, we aim to narrow the gap in opportunities and long term potential that exist in life and work prospects for our targeted cohort.



Intent

Design a broad and balanced curriculum that is rich, varied, relevant and personalised for the individual learner taking into account:

- their starting points
- those who are most disadvantaged
- those with special educational needs (SEN) and disabilities (SEND)
- those with social, emotional and mental health needs (SEMH)
- the development of the cultural capital they need to succeed in life

The R.E.A.L Alternative Provision School is ambitious in our expectations of students who we work with to develop positive attitudes to learning and fulfill aspirational academic, technical and vocational targets. Learners will study the full curriculum for as long as is possible and appropriate.

Our curriculum will be well constructed, logical and well sequenced to enable learners to gain sufficient knowledge and skills, make progress and be prepared for future learning and employment.

“Progress, therefore, means knowing more (including knowing how to do more) and remembering more. When new knowledge and existing knowledge connect in learners’ minds, this gives rise to understanding. As learners develop unconscious competence and fluency, this will allow them to develop skills. Rather, if learners attain within a well-sequenced, well-constructed curriculum, they are making progress.” (Education Inspection Framework, Overview of Research, Ofsted, 2019)

Implementation

Our workforce

All employees go through a selection and recruitment process to identify what skills, knowledge and experience they hold. Where teachers and specialist teaching assistants are employed, their curriculum and subject knowledge is checked prior to appointment. For the appointment of tutors, recruitment involves assessing their understanding of the teaching and learning processes.

In order to support those teaching outside their area of expertise, all employees have access to an online shared drive of curriculum resources developed by subject leads. This includes examples of schemes of work, lesson plans, assessments and activities that can be used for



1:1 delivery or group work. All employees are then expected to differentiate and personalise for their individual learners. Subject leads offer subject specific drop in sessions and CPD opportunities to help upskill our teachers, specialist teaching assistants and tutors.

Across the organisation, our learners have the opportunity to access a range of vocational courses and qualifications, and work with teachers who have relevant industry experience.

Leaders provide a wide range of training and development opportunities, and staff are advised and encouraged to attend those most relevant to them as identified through our quality assurance process and support and supervision meetings. Leaders personalise training to the needs of the individual learners to ensure progression in line with their Education, Health and Care Plans (EHCP). All employees have to complete mandatory Educare units by the end of their probationary period, and annual refreshers on safeguarding, General Data Protection Regulation (GDPR) and controlling risky behaviours (CRB). We have close links with external agencies who deliver workshops and training at inset days such as Harmless, Dyslexia Association, wellbeing, specialist teaching schools, and mental health awareness.

We have robust quality assurance processes in place such as learning walks, lesson observations, drop ins, work scrutiny, deep dives which are linked to the individual performances of staff through support and supervision.

Personalisation

In meeting the personalised nature of our provision we recognise the importance of the learners ownership of their learning journey. This incorporates the implicit value placed on the prominence of interest and enjoyment in the initial stages of re-engagement and the significance of nurturing quality teaching and learning relationships.

Despite the difficult starting points, our aspiration is always to inspire, enthuse and support learners to progress into college, training, employment or independent living. We work hard to develop learners skills, knowledge and experience in order for them to participate in society in a meaningful and positive way. We achieve this by creating an environment in which our learners feel safe to explore a range of cultural experiences.

Our Approach

By keeping learners at the centre of our practise we are able to adapt our teaching to suit the learners needs. Teaching is designed to help learners to apply and integrate knowledge across their curriculum programme and prepare them for adult life. Sessions and learning materials are designed to engage, motivate learners and promote appropriate discussion. Staff are expected to provide clear and meaningful feedback that enables learners to move their learning forward and any misconceptions are challenged in an appropriate manner.



Assessment

(Please see our Assessment Policy Document)

At the core of the effective personalisation of a learner's programme is an awareness of where they are in their journey towards appropriate outcomes. In order for this to be realised, each learner experiences a period of induction in their first half term that establishes a realistic snapshot of their learning profile that includes:

- Personal development and wellbeing profile
- Literacy and numeracy levels
- Learning styles and environments
- Social and communication skills (profiling appropriate learning setting: 1:1/paired/group)
- A review of previous rates of progress and how these were established
- Attendance profile
- National curriculum levels

This determines the starting point for each learner from which to track further progress on a termly basis through the Individual Curriculum Intent Profile, Progress Monitoring Form and Curriculum Planning documents. During this time the learners and family's own views are a key to establishing a new foundation to learning.

We expect all staff to use a range of assessment methods to embed and check learners knowledge and level of understanding in a systematic way.

Environment

Creating an engaging learning environment includes ensuring that learners feel safe and secure enough to be able to take on new challenges that will stretch and further their learning. Learners are encouraged to use interpersonal skills to engage in respectful and constructive dialogue, as well as their subject knowledge.

Reading

The school acknowledges that the gateway to learning is reading. Therefore all staff are expected to embed literacy across all curriculum areas and encourage all learners to read for pleasure.



We aim to develop confident readers, who can read with fluency a wide range of literature. As such we use a range of intervention strategies including practising phonics, reading comprehension, reading aloud, identifying key words, decoding and using appropriate software and support packages.

Progression

The curriculum is personalised and provides the capacity for all learners to learn more, develop their understanding and ultimately progress. Subject content is planned and delivered in an appropriate sequential order that enables learners to develop a deeper understanding.

Delivery staff are expected to have knowledge and understanding of how to embed appropriately levelled literacy and numeracy skills into their curriculum delivery.

The Individual Curriculum Intent Profile provides delivery staff with the links between subject areas enabling them to support learners in understanding the purpose of what they learn and encourage them to build the links between subjects.

Monitoring and Review of Curriculum Delivery

The curriculum is monitored and reviewed in a variety of ways:

- Individual Curriculum Intent Form (ICIP)
- Progress Monitoring Form
- Curriculum Planning Meetings
- Curriculum Moderation activity
- Person Centered Reviews
- RAG Rating meetings with the local authority
- Deep Dive and Book Look
- Drop Ins
- Lesson Observations

By monitoring pupils progression on a termly basis, using a number of the methods listed above, we are able to gain an overview on the breadth and depth of the learners curriculum and continually review its appropriateness.

Careers Guidance

(Please see our Careers Guidance Policy)

At R.E.A.L Alternative Provision School we aim to provide an excellent Careers programme which will inspire young people and equip them with the knowledge, skills and attributes to



make a successful transition to the workplace and further learning and education. The four main themes for this are;

- planning for change.
- decision making.
- self-development.
- making informed choices.

Our careers programme is differentiated and personalised to ensure progression through activities that are appropriate to students stages of career learning, planning and development.

At the R.E.A.L Alternative Provision School we follow the Gatsby Benchmarks and are committed to providing the best careers programme. We ensure students receive a careers programme that is person centred and impartial. It is integrated into the students experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme will promote equal opportunity and inclusion. We aim to raise aspirations, broaden horizons and increase social mobility to the benefit both of the individual young people and of the economy and society in general.

SMSC

(Please see our SMSC Policy Document)

We recognise that the personal development of students spiritually, morally, socially and culturally plays a significant part in their ability to achieve and learn and prepares them for the opportunities, responsibilities and experience of adult life.

The four areas can be defined as:

Spiritual Development: is about being reflective about beliefs, values and aspects of human experience, using imagination and creativity and developing a curiosity in learning.

Moral development: relates to recognising right and wrong in school life and outside, understanding consequences, investigating moral and ethical issues and offering reasoned views.

Social development: involves using a range of social skills in different contexts, working well with others, resolving conflicts and understanding how communities work.

Cultural development: has to do with responding positively to a range of artistic, sporting and other cultural opportunities and to understand, accept, respect and celebrate diversity.



How SMSC is developed at RAPS

As a school we aim to develop SMSC through the whole curriculum, PSHE curriculum, small group meetings, 1:1 specialist intervention programmes, the School Code of Conduct and Behaviour Policy. Through our unique approaches to learning at RAPS we intend to provide:

- A safe and secure learning environment to enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Adults who are good role models and promote expected behaviour, treating everyone as unique and valuable individuals and show respect for students and their families
- Support and encourage pupils to take responsibility for their own behaviour
- Support students to contribute positively to the school and their local and wider community
- Knowledge and understanding for public institutions and services
- Knowledge and understanding of their own cultures and the cultures of other people, fostering tolerance and respect
- Develop appreciation and knowledge for democracy and support students to participate in the democratic process
- Close liaison and working partnerships with Parents/carers and other service providers

British Values

(Please see our British Values Statement)

The R.E.A.L Alternative Provision School promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance towards those with different faiths and beliefs. We aim to do this by:

Encouraging learners to have their say in matters that are of concern to them in school. We do this by encouraging learners to take part in learner voice groups, learner surveys and discussions with their peers and/or tutors.

Teaching pupils the difference between right and wrong, by working with them to manage their own behaviour and develop positive attitudes towards those around them, which in turn helps to create a positive ethos amongst the learners and tutors.

Wellbeing / PSHE

This programme has been designed to promote emotional health and wellbeing through the use of activities based on innovative, evidence-based psychological approaches. It provides



an experiential journey for learners, encouraging them to become more self-aware, think about the choices they make and explore the effects these choices have on their life. This is an evidence based approach developed by psychologists (initially Steve De Shazer) utilising Positive Psychology, Psychological coaching, and solution focussed brief therapy to support lasting positive change. Included in the course options are taught units on the following topics:

Alcohol awareness; anti-bullying; friendship and working together; careers guidance; charities; community cohesion; drug awareness; finance; business and enterprise; gambling; health and well-being focussing on obesity, smoking, healthy eating; stress and time management; law and politics; media influence; prejudice and discrimination; rights and responsibilities; sex and relationships education.

Sex and Relationships Education

(Please see our Sex and Relationships Policy)

R.E.A.L Alternative Provision School recognises the entitlement of all learners to receive Sex and Relationship Education.

Sex and Relationships Education (SRE) is taught within the personal, social, health and economic (PHSE) education curriculum, which is embedded into every young persons personalised curriculum. Biological aspects are taught within the science curriculum. Sessions may be taught as a discrete unit or they may be embedded within other subjects such as ICT, English and Religious Education.

Pupils also have regular access, throughout the academic year, to workshops and SRE sessions taught by visiting organisations such as Pintsized Theatre Company and Sexions Service.

The aims of sex and relationship education (SRE) at RAPS are to:

- Ensure that learners are able to keep healthy and safe.
- To reduce the risk of learners becoming victims of child sexual exploitation.
- Ensure access for all to quality SRE at a level appropriate to their individual needs.
- Provide a safe and supportive environment in which sensitive discussions can take place
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils to develop feelings of self-respect, confidence and empathy



- Create a positive attitude and culture around issues of sexuality and relationships
- Explore the links with alcohol and substance misuse and enabling learners to make informed choices
- Reduce the proportion of learners displaying risk taking behaviours

Impact

When learners transition from RAPS, they are appropriately prepared to enter adulthood, further education and employment as an active and meaningful citizen.

The breadth and depth of the curriculum reflects learners interests and aspirations enabling them to gain detailed knowledge and skills, a love of reading, and where appropriate achieve nationally recognised qualifications, to empower them to successfully progress on to the next stage of education, employment or training.