

Curriculum Statement

Rationale

* The curriculum is everything we do. Our ethos and the wider enrichment opportunities we offer our young people is just as important as the knowledge and skills we want to develop in them.
* The curriculum determines what learners will know and be able to go on to do by the time they have finished that stage of their education.
* Our young people are referred to us for a reason. Very often a mainstream curriculum does not give them what they need. Our curriculum plugs knowledge and skills gaps they may have and meets need holistically.
* Due to large gaps in their education for a variety of reasons it is unrealistic, in the time frame we have, that we offer the full national Curriculum or strive to cover the EBacc. However we want to give our young people the essential knowledge and skills they need to move on successfully to their next provision.
* We strive to give our learners an Academic Passport of at least 5 GCSE or equivalents, however due to time constraints and gaps in schooling this is not always possible.
* There is a strong emphasis on the teaching of Maths and English, literacy and numeracy.
* Alongside this there are broad curriculum areas which are fed into by subjects.
* The subjects contain the knowledge we wish the learners to gain within each domain.
* We also have a set of Learning Habits we want the learners to develop and through these skills demonstrate that they have embedded the knowledge. We develop these habits through the taught curriculum and wider opportunities we offer.
* There are essentially two kinds of skills we wish to develop. Firstly, the habits which can enable the demonstration of knowledge and enable better learning and secondly the subject specific skills which are inextricably linked to subject content.
* The broad knowledge areas are:
	+ Maths/ Numeracy
	+ English/ Literacy
	+ The Arts
	+ Sciences
	+ Vocational Learning
	+ Humanities
	+ Preparation for Adult Life
* As well as this we have a programme of SEMH work which is either carried out by Tutors or specialist. We assess the skills our learners find difficult which then impacts on their behaviour and their ability to meet our expectations.
* We build a pupil passport based on these skills gaps which is tailored to each individual learner.
* We have a wider curriculum entitlement pledge which focusses on giving pupils an experience they may not get at home. This pledge is delivered through lessons as well as Curriculum enrichment sessions on Friday afternoons.
* Study a range of qualifications to open the door to further education or training
* Be inspired by and through the Arts
* Experience physical and outdoor education
* Take part in a trip to a museum or Art Gallery
* Make something you are proud of
* Experience the wonder of a wild and beautiful natural place in the UK or abroad
* Have a chance to express your views on local, national and/or international issues
* Attend a public event –i.e. sports, dance, visual arts, politics or a concert
* Help others by being an active citizen, for example raise money for charity
* Create opportunities to develop kindness and empathy
* Engage in dialogue with people from other religions and beliefs or other parts of the UK
* Visit a place of Higher Education or Training
* Experience a range of different career paths
* Develop essential life skills such as travelling on public transport, opening a bank account, budgeting, household skills.
* Create opportunities to develop oracy skills

***Mapping subjects to domains.***

The table below shows how each of the knowledge domains is mapped across each year group in Key Stage 3 and 4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Domain | 7 | 8 | 9 | 10 | 11 |
| Maths/ Numeracy | Maths 4 lessons pw | Maths 4 lessons pw | Maths 4 lessons pw | Maths 4 lessons pw | Maths 4 lessons pw |
| English/ Literacy | English 4 lessons pw | English 4 lessons pw | English 4 lessons pw | English 4 lessons pw | English 4 lessons pw |
| The Arts | Art2 lessons per week | Art2 lessons per week | Art2 lessons per week | 2D Art3D ArtPhotography 4 sessions pw | 2D Art3D ArtPhotography4 sessions pw |
| Sciences | General Science2 lessons per week | General Science2 lessons per week | General Science2 lessons per week | Individual Sciences4 lessons per week | Individual Sciences4 lessons per week |
| Vocational Learning | Food3 lessons per week | Food3 lessons per week | Food3 lessons per week | Occupational Studies NCFEFood/ Catering4 lessons per week | Occupational Studies NCFEFood/ Catering4 lessons per week |
| Humanities | Humanities1 lesson per week | Humanities1 lesson per week | Humanities1 lesson per week | RS4 lessons per week | RS4 lessons per week |
| Preparation for Adult Life | Return to School 1 lesson per weekTutor session 1 lessons per weekiLearn1 lesson per week | Return to School 1 lesson per weekTutor session 1 lessons per weekiLearn1 lesson per week | Return to School 1 lesson per weekTutor session 1 lessons per weekiLearn1 lesson per week | PSHE/ Careers2 lessons per weekTutor session 1 lessons per weekSport and fitnessUp to 4 lessons per week | PSHE/ Careers2 lessons per weekTutor session 1 lessons per weekSport and fitnessUp to 4 lessons per week |

Some pupils may not access all lessons during the week as they may be on personalised timetables which includes AP or 1:1 sessions of SEMH work.

Each curriculum area is in the process of developing a learning journey map which is a long-term plan of experiences as well as a medium-term plan for each unit of work detailing the following:

* Why we have decided to teach that unit and what relevance it may have to the lives of our learners.
* What knowledge and skills the pupils already have which we can build on.
* Which key concepts and skills we are teaching
* How do we sequence and layer the knowledge and skills so they are embedded in long term and muscle memory.
* How we are evaluating and assessing what has been taught.

Each subject area is unique (Art is very different to mathematics) and there is no expectation that there is one way of planning or one format. However the information above is being developed within each format so that teachers pupils and parents have a clear understanding of content.

**Timetable**

Subject lessons are taught discretely by specialists in a structured timetable. The timetable is broken down into the following:

* 9.30 – A 15 minute Tutor period focussing on the day ahead where the tutor will sit and have breakfast with the tutee. Some of our pupils travel long distances to be with us
* 2 x 45 minute lessons of maths and English (Monday to Thursday). We have decided to place Maths and English during the first two periods of the day as we feel this is optimum learning time for the majority of our pupils. There will always be exceptions and some learners will have a more tailored programme.
* A break of 15 minutes – Where we provide tea and refreshments and use this as an opportunity to build relationships with our learners.
* 1x 45 minute lesson
* A 20 minute lunch break
* A 10 minute meeting with the Tutor to reset the day and discuss the afternoon
* 2 x 45 minute lessons
* 2.15 taxis leave

The day ends earlier than mainstream schools and mirrors the best practice in many AP Schools for two reasons:

1. The intensity of the sessions and the amount of attention our learners receive in small groups of 1:1 means they often get cognitive overload
2. Many of our young people have long distances to travel home and the day can often feel long as it is.