



CURRICULUM POLICY

This policy needs to be read in conjunction with the Assessment Policy; The International Primary Curriculum; The Foundation Learning and Promoting British Values at ALP

Introduction

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. The majority of the pupils accessing provision at ALP do so as a result of a placement breakdown often resulting in disaffection or, because of their high level complex needs and the difficulties of the local authority in securing a permanent SEN placement. Some pupils are with us for an assessment placement so that more information can be gained about their particular SEN. Due to their diverse needs, the curriculum is carefully structured and personalised to each individual pupil. As all the pupils receive at least one to one support, this facilitates the possibility of developing more creative approaches to delivering the curriculum using local facilities and the immediate environment. The overarching aim for all pupils is to teach them how to grow into positive, responsible people who can work and co-operate with others while developing the knowledge, skills and understanding to enable them to lead fulfilling lives.

ALP's curriculum policy is based on the following aims - to:

- Have pupils at its heart, putting their interests above those of the institution.
- To promote a positive attitude towards learning so that pupils enjoy coming to school.
- To develop pupils' resilience in a happy and safe learning environment
- To strengthen self-esteem, self-confidence and promote a strong sense of self worth
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all pupils for a successful adult and working life in a 21st century global society.
- Ensure that pupils understand and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and help pupils to develop personal moral values, mutual respect and tolerance of those with different faiths and beliefs
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in their educational process
- Work with the pupil's previous and future setting and parents/carers to ease transition.

At ALP we aim to develop pupils who are successful, confident and responsible.

Successful – by acquiring skills to be:

- Creative thinkers;
- Problem solvers;
- Good question askers and learn by their mistakes;
- Good collaborators;
- Secure in their knowledge from the world and how it is shaped;
- Motivated to learn.

Confident – by having a secure:

- Sense of identity;
- Good relationships with all members of their community;
- Emotional awareness;
- Knowledge of right and wrong;
- Understanding of organizational skills;
- Awareness of a healthy lifestyle;

- Understanding of risk awareness;
- Understanding of how to develop their strengths, talents and ambitions;
- Confidence and willingness to try new things.

Responsible – by developing their ability to be:

- Well prepared for life and work;
 - Enterprising;
 - Able to respect others and understand their own and others' cultures and traditions;
 - Able to understand what it means to be British and will appreciate diversity;
 - Able to challenge injustice;
 - Recognising how to sustain and improve the environment;
 - Able to try to change things for the better.
- Giving them the skills and knowledge required to help them help themselves

Organisation and Planning

For primary pupils the curriculum is planned using the schemes of work within the International Primary Curriculum as a framework tailored for each individual. Assessment is through B Squared which tracks and monitors individual pupil attainment and progress and provides further advice on the next steps to ensure continuity within the curriculum. Due to the transient nature of the majority of pupils, only medium term plans are drawn up following a baseline assessment on entry.

Formal curriculum activities are frequently enriched by the inclusion of life skills experiences such as shopping in the local stores to help generalise learning.

Secondary pupils follow a schedule of Foundation Learning. This ensures that all of our learners are working towards nationally recognised qualifications or developing their skills and knowledge in three areas; Functional Skills, Vocational Learning and Personal and Social Development. For Functional skills, learners are assessed and then work towards appropriate levels in maths, English and ICT. For vocational learning subjects, learner's programmes can be individualised to suit their own interests. This may mean that learning takes place off-site at various alternative provisions which are quality approved by ourselves. For personal and social development, learners are assessed via our assessment matrix and are then given appropriate educational learning experiences that assist their individual needs. The progress a learner makes in all three elements of foundation learning is recorded on tracking and monitoring documents.

Curriculum Monitoring and Review

The Headteacher is responsible for the overall school curriculum supported by the senior leaders.

Leicester Management Group (LMG) are responsible for monitoring the implementation of the curriculum.