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| Policy | **CURRICULUM/ALTERNATIVE** **POLICY** |
| Updated | Updated September 2016 |
| Date of review | Reviewed July 2017 |

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1. **INTRODUCTION**

 The aim at Hope High School is that all pupils have a right to access a curriculum that is of good quality, meaningful and appropriate to their individual needs whilst not compromising their entitlement. Lessons at Hope High should motivate, engage and excite our pupils.

Clear routes of progression and development within curriculum planning result in coherence and continuity throughout the school. With the complex learning and behaviour needs of the pupils at Hope High the school acknowledges that the needs of the individual are central and that the provision offered should be sufficiently flexible to enable pupils to be placed at an appropriately challenging point on the continuum at any time during their school career.

This School works in partnership with parents/carers and the views of parents/carers and pupils are taken into account in achieving the appropriate balance between pupils’ rights to curriculum access and the need for some to access other experiences such as alternative curriculum and intervention. Curriculum development in conjunction with the needs of the individual, strives to ensure maximum progress for all pupils.

1. **AIMS**
* To ensure that all pupils have access to a broad, balanced, challenging curriculum based on the National Curriculum.
* To ensure quality curriculum content and through systematic curriculum planning and monitoring procedures.
* To ensure that all pupils have access to an appropriately differentiated curriculum.
* To ensure that pupils cover the Programmes of Study and develop learning strategies. To provide pupils with access to accredited courses at Key Stage 4.
* To clearly identify progression pathways for children at 14, including access to Further Education, vocational courses and work related learning. To ensure that there is an equality of access to all courses.
* To promote pupils spiritual, moral, social, cultural and physical development in order to assist pupils in becoming thoughtful and responsible and tolerant citizens.
* To develop independence and life skills through experiences and programmes such as food, mobility, residential and work experience.
* To prepare pupils for the opportunities responsibilities and experiences of adult life.
* To monitor and assess pupil progress for the purpose of ensuring high standards of achievement.
* To engage pupils in understanding how they may make improved progress through Assessment for Learning.
* Strands of the Every Child Matters (ECM) agenda are intrinsic to curriculum planning and delivery.
1. **CURRICULUM FRAMEWORK**

The curriculum structure at Hope High consists of a framework built around whole school policies and associated schemes of work written as long, medium and short term levels of planning. Within the schemes of work, accurate assessment should inform planning and target setting for Individual Pupil Profiles, National Curriculum assessment, completion of pupil summative records and assessment of personal development. Intervention strategies are implemented depending on pupils needs and are monitored and reviewed on a termly basis. Objectives for these programmes are derived from school data and assessment procedures, discussions with pupils and parents, classroom observation and evaluation of performance in previous programmes.

1. **CURRICULUM PLANNING & DELIVERY**

Curriculum planning and delivery is affected as follows:

Long term planning – is reasonably permanent and deals with the major areas and strands of the National Curriculum to be covered in small steps across the Key Stages. It shows the decisions made about breadth and balance. It should also demonstrate the time being spent on different aspects of the curriculum.

Medium term planning – is semi-permanent and deals with the activities within units of work set out termly. Medium term plans address issues of curriculum coherence and depth. Medium Term plans: stipulate general learning objectives;

* indicate the relationship of objectives to National Curriculum programmes;
* describe learning activities and associated differentiation opportunities;
* show resource requirements and implications;
* state assessment objectives;
* identify literacy, numeracy, information and communication technology, ECM strands and possibilities for cross – curricular links.
* identify any risk assessment activities needing to be undertaken

Short term plans – are concerned with individual lessons or sessions on a daily or weekly basis and address issues of curriculum differentiation and access for individual pupils. Short Term plans:

* stipulate specific learning objectives;
* state how learning is to be resourced, organised, differentiated and assessed;
* state outcomes and evaluation to inform future planning;
1. **CURRICULUM ORGANISATION**

Our curriculum is split into three distinct areas: Core, Enhanced and Enrichment. Key Stage 3 and Key Stage 4 students are grouped based on ability, not chronological age. There are 6 groups in total; three groups have a mix of key stage 3 pupils and three a mix of key sage 4. The number of pupils in the groups varies based on need and ability.

**Core Curriculum**

Core Curriculum takes place from 9:05 – 12:00am where students participate in Maths, English, Science, Citizenship, SRE, RE, Careers, Humanities.

Students are based in a classroom for the majority of these core subjects. At the end of Core Curriculum (12:00am), pupils have a 30 minute break.  Within this session pupils have lunch and take part in activities to develop life skills, as well as spiritual, moral and social skills.

**Enhanced Curriculum**

Enhanced Curriculum takes place from 12:30 – 2.15pm where students participate in practical subjects such as, Art, Design Technology, Motor Vehicle Studies, Food Technology, ICT, Outdoor Education and Physical Education. Students also have the opportunity to take part in offsite learning activities during Enhanced Curriculum.

**Intervention within the Learning resource**

All pupil’s receive at least two allocated times for intervention during the week for additional Maths and English. Pupils will work in a ratio of two pupils to one member of staff and will be focused on improving their literacy and numeracy skills identified through Assertive mentoring. Each pupil will be set targets for improvement and monitored by the English and Maths specialist teachers, through assessments and tracking; meetings with the pupil and their key worker.

**Enrichment**

Enrichment activities take place on a Friday between 12:30- 2.15pm where students can participate in a selection of activities as a reward for earning their points during the week. Behaviour and rewards are discussed at group in the morning and pupils select activities for the afternoon. The highest point earners can select to take part within offsite activities which may include: OOA Rock ‘n’ River, Swimming, jogging.  On site activities including snacks, art and craft and film.

**OFF SITE Provision**

Hope High School also offers placements and alternative provision for Key Stage 4. These can be on a one, two or three days per week basis, depending on the type of placement and academic/vocational needs of the student. At Key stage 4, there is also a two week 'Insight into the working world' placement, where students complete a two-week placement with a local employer.

**Life skills**

The curriculum supports the development need of each individual pupil and the skills required to be successful within society and in a place of work. On a Thursday key stage 3 pupils will rotate around 3 life skills accreditation and/or activities which include Forest School, Asdan and Horticulture and pupils in key stage 4 will attend Proco.

1. **CURRICULUM CONTENT**

We aim to access all areas of the National Curriculum at the appropriate levels given pupils’ baseline assessment on entry to the school. This means an emphasis on Level 1 to Level 3 of the National Curriculum AT KS1/2 and Levels 2 to 5 at KS3/4. However, in a special school the whole curriculum is much wider than the National Curriculum and it is in this area that we believe we are adopting a ‘value added’ approach. Much of the ‘value added’ aspect of the curriculum is associated with small step and detailed programmes, giving each child access to support in areas in which the child needs development. Additionally time is given to Personal, Social and Health Education, Citizenship, Sex and related education and Life skills.

1. **CURRICULUM ASSESSMENT, EVALUATION, ACCREDITATION AND MONITORING**

Assessment procedures are in accordance with subject policy and included in schemes of work. They are used to plan for differentiation within curriculum delivery to ensure all pupils can access each lesson or module. Subsequently, they are used to inform individual teaching programmes. Individual pupil performance and progress is recorded summatively using the assertive mentoring criteria for Maths and English. This information forms the basis for whole school target setting, Teachers’ evaluation and assessments feed back into future or modified plans. Feedback from lesson observations contributes to this cycle of evaluation. Achievement and progress at all levels of the curriculum, and for all ages is regularly monitored and reviewed. Externally accredited courses are offered throughout the curriculum. School awards and personal accreditation are used to enhance self-esteem and recognise personal performance. To continually improve the quality of teaching and learning curriculum monitoring is carried out by the Leadership Team. This is undertaken by scrutinising and moderation of pupils work, records, schemes of work, planning documentation as well as through observation of lessons and other aspects of school life. External advice is actively encouraged and subject leaders can request the support of external advisers.

1. **Alternative Curriculum**

Students follow Alternative Curriculum courses starting at Key stage 3 with the development of a life skills day.

**Life skills**

The curriculum supports the development need of each individual pupil and the skills required to be successful within society and in a place of work. On a Thursday key stage 3 pupils will rotate around 3 life skills accreditation and/or activities which include Forest School, Asdan and Horticulture.

* **Forest Schools -** All students also participate in Forest Schools. This part of the curriculum offers a unique approach to learning in a natural environment where children undertake activities that build self-esteem and confidence whilst developing levels of trust with the adults present.
* **Asdan -**The aims of the qualification are to enable candidates to develop and demonstrate personal, key and employability skills, leading to personal effectiveness, and to broaden experience and manage learning through the enrichment activities provided by the ASDAN challenges.
* **Horticulture –** A qualification that is the branch of agriculture that deals with the art, science, technology, and business of growing plants. It includes the cultivation of medicinal plants, fruits, vegetables, nuts, seeds, herbs, sprouts, mushrooms, algae, flowers, seaweeds and non-food crops such as grass and ornamental trees and plants.

**OFF SITE Provision**

Hope High School also offers placements and alternative provision for Key Stage 4. These can be on a one, two or three days per week basis, depending on the type of placement and academic/vocational needs of the student. At Key stage 4, there is also a two week 'Insight into the working world' placement, where students complete a two-week placement with a local employer. The pupils also receive 1 day life and employment skills at ProCo.

* **ProCo -** is a forward-looking, Government funded,  independent training provider offering a wide range of learning opportunities to individual learners and businesses including offering qualifications in:
* Animal Care
* Business Administration
* Construction
* Customer Care
* Engineering
* Hair & Beauty
* Motor Vehicle
* Veterinary Nursing
* **CAST North West** offers a safe environment for young people to achieve through the sport of angling, horticulture, conservation, fish breeding, aquaponics, agriculture and bespoke woodwork shops complement the existing fishery management qualifications and angling tuition.

Many of the young people CAST supports face a number of complex barriers that prevent them from achieving in education or training and are in danger of becoming long term unemployed and socially and economically excluded. All literacy and numeracy is embedded into the portfolio work completed and compliments the practical side of the project. This enables young people to complete task to develop work base learning skills along with a good work ethic.
In addition to the various qualifications and accredited certificates the young people have the opportunity to gain, they will also learn key life skills including confidence, respect, patience and perseverance.

* **Engine rooms-** The Engine rooms is a non-profit social-enterprise serving the community of West Lancashire, underpinned by music and art. It also offers a huge range of activities and entertainment including music tuition, rehearsal rooms and recording rooms for live music, theatre and comedy, in a warm welcoming environment.
* **Work placements** – Individual work placements may be arranged locally with support of employers, businesses or family. Pupils who undertake placements will do in conjunction with a vocational qualification or development of work based learning opportunities and the chance to develop apprenticeships. They would be expected to follow the code of conduct of the school, with negotiated hours of work between the school and the place of work that hours of work are proportionate.

**Role of the Alternative curriculum coordinator (HLTA) this will be offered as a post of a Lone worker refer to the school policy on Lone workers 2016**

**PURPOSE OF THE POST**

To develop, coordinate, help deliver and quality assure alternative curriculum provision for pupils for whom the curriculum is not, or is unlikely to be, successful. To work directly with the line manager to ensure a suitable, appropriately resourced curriculum is in place that delivers opportunities for good progress, high standards and strong accreditation routes for all learners where appropriate. To lead on all forms of assessment, recording and reporting. To work closely with the relevant staff in setting the vision, standards and culture for alternative provision.

 **DUTIES AND RESPONSIBILITIES**

* To ensure that pupils within alternative provision are safe under the Child protection policy.
* Development, management and oversight of all aspects of alternative provision ensuring the programme meets the needs of individual students.
* Work closely with session deliverers to ensure appropriate timetabling, range of lessons and quality of provision.
* Timetable and deliver lessons in English and Maths for pupils who have full time placements.
* Quality assurance of all aspects of the programme.
* With direct support from the line manager, take responsibility for the outcomes of the alternative provision programme.
* Monitor the progress of all students through data collection, analysis and evaluation, adapting the programme as necessary to maximise the learning potential of students.
* Liaise with key stakeholders, including parents and carers, providers, workplace contacts and support agencies.
* Work independently to manage transport and teaching commitments.
* Manage pupils behaviour effectively in order to help prevent exclusion and disaffection from alternative provision, including pro-active monitoring of attendance.
* Liaise with school leaders on progress, attendance and intervention.
* Monitor and review provision at alternative sites and work experience placements to ensure that standards are consistently high.
* To follow systems from both schools in reporting to parents/carers.
* Ensure policies for safeguarding and health and safety are implemented in line with both schools and any external providers.

**LINE MANAGEMENT**

Meet regularly with the line manager to ensure clarity of understanding of a range of issues and finding solutions.

**GENERAL**

* To support the general life and ethos of school and alternative provisions by contributing in any other way which is appropriate and to carry out other duties to the level expected relating to the efficient organisation of the school.
* To undertake such other duties and responsibilities of an equivalent nature, as may be determined and negotiated by the Head teacher from time to time.
* The post holder’s duties must at all times be carried out in compliance with the school’s Equal Opportunities and Race Equality Policy and other policies designed to protect employees or service users from harassment.
* To take reasonable care of the health and safety of self, other persons and resources whilst at work, co-operating with management as far as necessary to enable responsibilities under the Health and Safety at Work Act to be performed and to follow the school’s Health and Safety Policy.
* It is the duty of the post holder not to act in a prejudicial or discriminating manner towards colleagues or employees of the service. The post holder should also counteract such practice or behaviour by challenging it or reporting it to senior management.