



CHESHIRE ALTERNATIVE PROVISION SCHOOL

CURRICULUM POLICY / CURRICULUM PLAN

Date of Policy	August 2018
Date of Review	August 2021
Person/s Responsible	Shane Mahon/Lana Wild

MISSION STATEMENT

CAPS recognise that each child is an individual. We will provide a nurturing, safe and stimulating environment for our learners, to achieve their full potential: educationally, socially and emotionally.

VISION

At CAPS our students will learn to develop their self esteem, confidence and ability enabling them to become assured individuals. We will create and provide various opportunities for pupils to achieve their potential. Pupils will be able to access an inclusive curriculum (with a focus on the 12 week 'School Ready' programme), so that they can develop and progress socially, emotionally and academically. We aim to work in partnership with schools, parents/ carers and other professionals.

The CAPS curriculum policy is an inclusive policy designed to provide effective learning opportunities for all pupils by setting suitable learning challenges and responding to diverse learning needs. It is a holistic policy, which aims to overcome barriers to learning. It recognises the spiritual, moral and cultural factors which significantly affect pupils' ability to learn and to achieve. The essential aim of the policy is that pupils are supported in their personal, social and academic development in order that they can access and benefit from learning opportunities provided and be prepared for the world beyond school education.

CAPS aim is to:

- To engage pupils and raise their self esteem, re-engaging them into learning.
- To enable all pupils to have a positive experience of education.
- To provide a broad range of curricular opportunities that cater for the interests, aptitudes and particular needs of pupils and ensure progression in learning.
- To provide consistency across the curriculum in all subjects offered. CAPS policies including SEN, ICT, PSHE, RE and PE.
- To establish appropriate, coherent links across the curriculum and across both Key Stage 3 and Key Stage 4.
- To ensure the curriculum meets the aims of CAPS and subsequent transition back into mainstream school and/or future opportunities.

The Aims will be achieved by:

- Providing a broad and balanced curriculum with content appropriate to meet diverse learning needs and statutory requirements (each subject incorporating literacy and numeracy).
- Maximising student achievement in all subjects regardless of gender, race and ability by continually developing schemes of work which engage, motivate and challenge.
- Providing Pupil Profiles for students to facilitate curriculum access and meet any specific requirements.
- Enabling each pupil to raise their self esteem, experience success in learning, by the setting of suitable learning challenges.
- Developing the relevant skills to become independent learners and effective members of society in order to reintegrate successfully into mainstream, special schools, or to move forward successfully into college placements, apprenticeships or working life.



- Developing student's awareness of how they learn and teaching them how these skills can be applied in all subject areas.
- Ensuring the curriculum is enhanced throughout by technology and the use of ICT.
- Creating an ethos in which the quality of teaching and learning is continually evaluated and improved.
- To be aware of and work towards Progress * and Attainment 8

CAPS will provide education for pupils out of mainstream education aged 11 -16. In order to be effective and successful in achieving our aims and targets, there has to be a flexible approach to curriculum delivery. Account is taken of gaps in pupils' learning resulting from missed or interrupted schooling and of the difficulties related to emotional and/or behavioural problems. Age related programmes of study are not always appropriate. For individual pupils to make progress it is sometimes necessary to select work from an earlier or later key stage. The aim is for pupils to achieve as high a standard as possible, to build any missing learning back into their current knowledge, enabling them to progress and reach their potential. The curriculum is delivered through well-structured, efficiently planned lessons appropriately placed to suit individual needs.

The curriculum provides opportunities for all pupils to participate actively in their learning through half termly individual tutorial sessions where progress is reviewed and targets are mutually agreed.

Tuition is delivered individually or in small groups. This takes place in our school. Groups will be made up of pupils from different years (vertical forms to provide a more personalised and effective approach to tutoring [Peter Barnard]) and work is carefully planned to ensure that each one is working at an appropriate level.

The approach to ICT is integrated into our curriculum as e-learning is an essential element of the national curriculum.

Our students will also have many opportunities to learn about important public services including, for example, the armed forces; the emergency services; the voting system and a wide range of other services they will need to be familiar with, now and when they leave school (for example the NHS and dental).

The minimum weekly entitlements for full time students are:

KS4

- Mathematics: 3 hours
- English: 4 hours
- Science 3 hours
- PHSE: 1 hour
- Religious Education: 2 hours
- PE- 1 hour 30 minutes (please note that physical activities are also incorporated into our enrichment programme).
- Sociology : 2 hours
- History: 3 hours

KS3

- Mathematics: 3 hours
- English: 3 hours
- Science: 3 hours
- PHSE: 1 hour
- Citizenship, Careers and British Values: 2 hours
- PE: 1 hour 30 minutes (please note that physical activities are also incorporated into our enrichment programme).
- Humanities: 3 hours
- Enrichment: 1 hour



Enrichment is designed around the needs of the young person to develop their leadership potential, self-esteem, confidence and team working skills. This programme consists of a wide variety of different outdoor/ indoor activities and trips. The aims of the programme are to improve motivation and attitude towards learning and address behaviour/anger management issues.

Core subjects are offered up to and including GCSE examinations (using exam bodies such as AQA, WJEC) and we will be registering with Ofqual as soon as we receive our DfE number. All core subjects will be taught across both KS3 and KS4.

For pupils aged 11-16 the provision is flexible and individualised utilising opportunities for vocational learning through CAPS. For pupils aged 15-16 there will be access to Cheshire East career and further education planning (the local council have taken over from Connexions).

Work Related Learning

At CAPS a programme of careers education is in place for Key Stage 3 and 4 pupils. At Key Stage 4, pupils learn through Preparation for Working Life. For KS3 the DfE guidance is recognised and a careers education programme is delivered alongside the PSHE programme.

Assessment

Effective assessment and marking (as clearly set out in CAPS Assessment and Marking policies) are regarded as essential to the success of our objectives and targets. Both assessment and marking are used to inform future teaching and planning. Regular assessment leads to challenging and achievable targets being set for each individual and is most effective when shared with the pupil and parent/carer. Immediate feedback, either verbal or written encourages and motivates the pupil to achieve curriculum targets.

Assessment informs teaching expectations and allows for effective adjustments to be made for individual learning.

Effective use of resources to meet CAPS Aims

In order to enable effective development and delivery of the curriculum:

- Teachers alongside support staff with qualifications and experience to meet its needs, deliver the curriculum
- Lessons are monitored on a weekly basis by the Head teacher
- Accommodation and resources allow the curriculum to be effectively taught
- Each teacher takes a leadership role in at least two specific curriculum areas
- Training is given high priority for teachers to develop and maintain current subject knowledge
- Curriculum meetings will be held in order to monitor, evaluate and develop current schemes of work
- CAPS management undertakes to use human, physical and financial resources effectively and efficiently.

Monitoring and Evaluation

Evaluation will be made against a variety of measurable success criteria including;

- Attendance figures
- Successful reintegration or progression of pupils
- Staff attending INSET in relation to curriculum development
- Successful feedback of monitored and observed lessons by senior management
- Advice, support and training of staff to develop their own knowledge and skills in all aspects of effective teaching
- Baseline and ongoing assessment which allows progress to be measured



- Individual learning targets and success criteria for each pupil taught
- Examination results/Accreditation records

CAPS Policy links:

Equal Opportunities

PHSE

ICT

SEN

Assessment and Marking

Positive Behaviour Management Policy