

1. Scope

This policy applies to all staff at Expanse Learning Wigan School (Hereafter referred to as the School).

2. What is Curriculum?

Curriculum is the sum of all the experiences that our students are exposed to. This includes formal, taught sessions, but also a wealth of experiences at other times as we strive to provide a broad-based curriculum for all pupils in which students learn values, personal & social skills, employability skills and experience a range of activities that allow them to progress to meaningful post 16 destinations that are right for them, sustainable and lead to social and economic success in later life.

The School Curriculum aims to promote equality of opportunity, maximisation of students' individual abilities and seeks to foster the love of learning.

The Curriculum is a framework which gives opportunities for learning and development of students' awareness, understanding, knowledge and skills that promote independence and prepare the student for transition to adult life.

The School curriculum is designed to:

- Increase access to learning for all students and engage students in meaningful activities;
- Promote the development of effective strategies for teaching and learning;
- Ensure that the needs of all students are effectively met by providing a differentiated and personalised approach to teaching & learning;
- Remove barriers to learning;
- Provide appropriate opportunities for achievement, both internally and externally;
- Increase engagement with learning by offering effective support, brokerage and advocacy;
- Ensure resources support effective teaching and learning;
- Enable students to take responsibility for their own learning within the curriculum framework;
- Enable and empower students to participate;
- Enable and empower students to express their views, choices and opinions;
- Increase students' confidence, maturity and independence to make an effective transition post-16;
- Clearly demonstrates progress and achievement.

This can only be achieved by students and staff working together. Students during their time at school are expected to:

- Respect the student values (appendix 1)
- Engage in and follow their learning programme
- Contribute and engage with their Individual Learning Plan

3. Student entitlement

All students are entitled to:

- A comprehensive and detailed initial assessment and baseline assessment;
- Appropriate and effective specialist assessments to identify support for learning;
- The right Personal Success Targets to help them make progress and prepare for the next stage of their lives;
- A Student Passport that identifies strengths and sets targets for improvements;
- Appropriate support for learning;
- Regular reviews;
- Opportunities to improve communication, literacy and numeracy;
- Real, relevant and practical learning activities;
- Well planned, structured and resourced learning sessions;
- Effective use of appropriate and relevant technology, resources and aids for learning;
- Opportunities to develop greater independence;
- Access to a stimulating and appropriate curriculum that meets the needs of individual students;
- Learning that is extended through leisure activities and independence skills;

- Learning opportunities that promote equality, diversity and inclusion;
- Learning accommodation and environments that meet students' needs;
- Effective support and services that are tailored to meet students' individual needs;
- Provides access to the community;
- Work experience – internal and external opportunities that meet students' needs;
- Support for transition;
- Professional standards of teaching and support;
- Staff who are knowledgeable, trained and have specialist skills.

4. Pupil Passport

All students at the school have their own passport. This key document, which is shared with the student, families and professionals, is central to the whole of the student's experience.

- Is a 'living' document – its contents are negotiated with the student and may include contributions from families and professionals. They are regularly updated throughout the students' time at school;
- Shows the student's goals and targets;
- States how goals will be achieved at school;
- Records learning styles and support required for learning;
- Records achievement and progress over time;
- The passport is closely monitored by the School staff who ensures that the passport continues to be appropriate for the student and they are making progress towards their long-term goals.

5. Personalised learning

In an educational setting, personalisation means

“working in partnership with the student and their advocates to tailor the learning experience and pathways, according to their needs and personal objectives, in a way which delivers success”

Personalisation is not done **to** the student, but **with** the student. It includes:

- Assessment of what the student can or cannot do;
- Responding to the needs of the whole person;
- Providing appropriate support;
- Seeking and responding to the views of the student to promote their voice;
- Raising the ambitions of all students;
- Supporting every student to achieve their potential and, if possible, go beyond it;
- Encouraging individuals to take responsibility for their learning;
- Supports the development of transition plans.

6. Teaching groups and programmes

Following initial and baseline assessment, students are placed in chronological teaching groups or if necessary, alongside peers of similar cognitive ability and/or learning styles. This allows teaching approaches taken in each group to closely match the likely learning styles of the students. Assessment is ongoing throughout a student's time at school and they may be reallocated to a different group if appropriate. Operationally, the formal taught curriculum is divided into the following areas:

- Linguistics
- Mathematics
- Scientific
- Technological
- Human & Social
- Physical
- Aesthetic & Creative

Within the curriculum subjects, students are able to access a wide range of activities that are designed to meet their

individual needs and support the achievement of their long-term goals. The above curriculum areas will be supplemented by giving students access to enrichment and entitlement activities that incorporate Personal, Social, Health, Citizenship activities that focus on the Spiritual, Moral, Social and Cultural development of students. This will also include the statutory element of Sex and Relationships Education.

7. Baseline Assessment

During their first half term at school, students are assessed to determine the level at which they are working in each curriculum area. This will then support the construction of an individual learning programme, the allocation of Personal Success Targets, and the placement of the student in an appropriate teaching group. Baseline assessment identifies the student's abilities, understanding, knowledge and skills across a range of contexts including communication, literacy, numeracy, ICT, independence and engagement.

8. Baseline Assessment RARPA and the Learner Journey

In a personalised learning model, where all students have individual learning plans, it is important to recognise individual achievements whenever and wherever they occur.

For all students, there are opportunities to have learning recognised by the school. Students are able to work towards external awards and accreditation, where their achievements will be recognised by the national awarding bodies including Pearson Edexcel, AQA and iDEA. The recognition and recording of progress and achievement (RARPA) at the School is in line with the RARPA model.

Achievement is monitored and celebrated in a number of ways:

For all students:

Long Term Goals:

These are identified through the Education, Health and Social Care Plans. These are communicated to the student and their parents/guardians at the beginning of their placement and reviewed annually.

Medium Term Goals:

These are closely linked to the long-term goals and state what the student needs to achieve over an academic year in order to support their long-term goals in an accessible form. Progress towards these goals is reviewed on a regular basis by the school staff and is recorded on the Student Passport/PSTs/AR4.

A medium-term goal is defined as a statement that indicates how the long-term goals will be addressed whilst the student is at school. They are set on an annual basis to support achievement of long-term goals.

Short Term Subject Targets:

The school staff set ambitious and challenging targets for achievement in their subject. Progression through levels within the curriculum topics allows the demonstration of distance travelled by individual students. The targets are broken down into clear and logical steps. Progress is regularly monitored by staff and is regularly discussed with the student, and with the student and their parents/guardians at annual review meetings. Parents/Guardians are also kept informed via termly reports (See separate policy)

Personal Success Targets (PST):

Personal Success Targets relate to the steps needed to contribute to both the long and medium-term goals. These encourage the development of skills that can be demonstrated in a range of settings, for example '*I will ask for help when I need it*'.

Personal Success Targets can be used to develop students personal, social, health and citizenship skills (PSHCE) and will support the outcomes linked to Spiritual, Moral, Social and Cultural (SMSC) aspects of the curriculum, examples of the types of skills PST will support include communication and independence targets. These targets are then shared with all staff. The student is able to demonstrate achievement of a Core target in any session. This achievement is recorded electronically to create a permanent record of successes.

Celebration of achievement:

Student's achievements are celebrated in a number of different ways and are tailored to suit individual preferences including praise, stickers, postcards home and an ongoing rewards scheme.

At the end of each term students are awarded certificates for individual progress in a range of skill areas such as communication, independence, and attendance. This can be in any area of the student's life at school.

Graduation Event:

At this special event, all leavers are presented with individual certificates, prizes and highlights of their achievements at school. The School will seek Employers and partners to sponsor several key awards and present them to the students.

Accreditation:

The school remains committed to the principles of RARPA, but also embraces accredited learning for all achievement up to Level 2. Therefore, all students will have the opportunity to work towards accredited qualifications in subject specific areas including:

- GCSE English and Mathematics;
- Functional Skills Literacy and Numeracy;
- Land-Based Studies;
- BTec Work Skills;
- BTec Personal Growth and Wellbeing;
- ICT – iDEA;
- Science – AQA Entry Level;
- AQA Unit Awards.

The above list is not exhaustive, The School will secure external partners to cover vocational areas as needed based on student preferences and choice.

Enrichment Activities

The enrichment activities broaden the experience of all the students and adds variety, challenge and fun to the curriculum. Students choose from a range of activities, workshops and events on offer. The offer changes regularly, according to students' interests, the time of year and availability. Sessions are led by school staff with input from a range of external providers and contributors. School will ensure that enrichment activities are a positive and enjoyable experience for students and that we plan appropriate activities based on student's needs and wants through our student voice activities.

Pastoral Support

Every student is allocated a form tutor and has access to the Pastoral Support Team.

Students participate in regular sessions with the team in order to review progress; set new targets and access appropriate interventions. The sessions focus on:

- Student's learning goals and targets;
- Student's progress and achievement;
- Any worries or problems;
- Wellbeing;
- Planning ahead for reviews / events / transition;
- Managing self as an independent student.

Support for Learning-Adaptations to learning materials and resources

The Student Pen Portraits and Passports will describe the individual adaptations required to support students to achieve their potential. Staff will use this information to plan learning so that it is appropriate to the individual.

Learning resources, such as handouts, are differentiated to support individual needs.

For students with physical disabilities, school will try to improve and maintain quality of life and support students to reach their potential. It is envisaged that school will strive to enable students to access their learning environment and overcome the restraints and restrictions imposed on them by their physical disability and promote a positive attitude towards health and fitness and empower the student where possible to take control of the management of their own condition(s). (See Accessibility Policy for further clarification)

School will ensure consistency of approach in order to encourage and facilitate positive behaviour from students through the rigorous implementation of our behaviour policy and associated supporting documents. The School will facilitate the most effective learning environment for students and will include initial assessment of students and recording of their behavioural triggers and antecedents as part of the admissions process. The School will devise Individual Behaviour Support Plans as appropriate, and work with colleagues to ensure consistency of approach across the school and where appropriate, agreeing Acceptable Behaviour Contracts with students. The School will monitor and review the Behaviour Support Plans through the review process and communicate progress towards the objectives with all relevant stakeholders.

Equipment

The school is adapted and equipped to meet the needs of students with learning difficulties and/or disabilities.

Examples of adapted equipment and assistive technology include:

- Ceiling tracking hoists;
- Accessible technology;
- Wheelchair-accessible building;
- Adapted equipment;
- Hearing support – School will seek advice and guidance from the relevant Local Authority Specialist Team on hearing impairment and on the management of the school environment;
- Vision support - School will seek advice and guidance from the relevant Local Authority Specialist Team on visual impairment and on the management of the school environment;
- Autistic Spectrum Support – All of the staff have undertaken relevant training in working with students with Autism. The majority of staff have a great deal of experience in working with students on the Autistic Spectrum and many of them have additional qualifications in this area;
- Medical support – Pastoral Staff have the responsibility for providing daily medical support to students. Several of the staff are qualified in the Safe Handling of Medication. The school also has links with Community Specialist nurses who provide advice on epilepsy, incontinence, and mental health issues.

Transition

It is understood that students will be moving on to the next stage of their lives at the end of Key Stage 4. All staff are focused on ensuring that the curriculum prepares the student for the transition to life as a young adult. Within the developmental component of the curriculum, the lessons give an opportunity for students to explore and work towards their transition options.

Alongside this, the school has secured the services of an independent Careers Specialist to support and focus students on their learning journey. This Advisor can support all students in making choices about their futures and is able to liaise with professionals across the region to provide careers education information, advice and guidance. (CEIAG)

Regular reviews underpin this and information, advice and guidance relating to individual transition plans are developed. These plans are further reviewed and confirmed at the annual transition review meetings in Years 10 and 11.

9. Monitoring arrangements

This policy will be reviewed every 12 months but can be revised as needed.

Impact of non-compliance for:

Staff: Disciplinary action

Student: Not applicable

Legislation/organisational: Reputational damage, statutory and non-regulated compliance.

Compliance lead: Headteacher/Director of Schools

Policy Reference: ELWS-OPR-007

Version: 4

Agreed policy location: DatabridgeMIS & Company Webpage

Does the policy require Governor approval? No

Approval

Prepared by	Approved by	Counter Signatory
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Version Control

Version	Date	Revision	Review Date
1	21/06/2018	First Issue	20/06/2019
2	04/02/2019	Transferred onto the new policy template	20/06/2019
3	01/09/2019	Policy review and transfer to new template	31/08/2019
4	01/09/2020	Policy Review	31/08/2021
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Appendix 1 - The learning journey and specialist approach to non-accredited learning and achievement



