

ACT Schools Curriculum Policy

Commitment

At ACT our vision is to create a curriculum that provides an opportunity for all learners to succeed and achieve. We provide a broad and balanced curriculum at a level appropriate to attainment, in a secure, stimulating and caring environment for our learners, to enable them to achieve, develop, learn and grow.

Purpose

The purpose of this policy is to ensure that all learners have the right to access a curriculum which provides continuity and progression and is tailored to meet individual needs.

Scope

Information detailed within this policy applies to all staff directly and/or indirectly involved with the teaching and learning and support for learners attending ACT Schools. This includes all staff who are responsible for qualifications and overseeing the curriculum structure.

Responsibilities

The Delivery Director and Head of 11-16 Education will be responsible for the implementation and day-to-day management of the policy and procedures.

All school staff will be responsible for and committed to the planning and delivery of an engaging, well balanced curriculum that adheres to the terms outlined in this policy.

Storage

This Policy will be communicated through quality, centre and curriculum meetings.

It is stored on IrisHR under documents; schools' provision.

Overview

ACT aims to provide a curriculum that equips learners with all of the necessary skills to transition in to the next stage of education. This could be re-integration in to mainstream, or more commonly, into further education, employment or training.

Within the framework of a broad and balanced education for each learner, we intend for our curriculum to allow a high level of personalisation so that every individual can work to their strengths and overcome some of the barriers towards education they may have previously encountered.

Our curriculum is designed to allow each student to:

- Achieve the best possible academic qualifications and standards for them, whatever their ability
- Ensure high levels of engagement, enjoyment and personal development
- Become equipped with the necessary skills and attributes to progress in to post compulsory education, employment or training
- Develop self-confidence and skills towards independent living
- Set personal targets which are challenging yet achievable

We aim for our curriculum to develop students who:

- Understand that they are all successful learners
- Have a positive attitude towards learning and acquire a solid basis for lifelong learning
- Can show resilience in their learning, persevering even when tasks are difficult and understanding how to access help when needed.
- Where possible, are able to return to mainstream school
- Are resourceful and able to solve problems using the knowledge and skills they have gained
- Have the knowledge to develop for themselves an active and healthy lifestyle
- Are tolerant of opinions and beliefs and respect the multicultural nature of society
- Show a caring and respectful attitude towards each other and those in the wider community

Meeting pupil needs

ACT Schools should:

- Adopt inclusive teaching and learning strategies to identify and meet individual pupils needs
- Provide learning environments which are flexible enough to meet a range of learning opportunities
- Provide access to adequate resources to meet pupils' individual needs
- Have common approaches to identify and celebrate individual achievements

Responsibilities

Class tutors are responsible for:

- Termly planning
- Implementing the principles of a universal design for learning to ensure that our universal learning provision caters for the needs of the majority of our learners

- Implementing the ALN legislation, ensuring those who require additional learning provision are given the targeted support required.
- Keeping assessment folders and reporting on learner progress
- Regularly updating learner progress trackers
- Attending training as appropriate
- Assessment for learning

ACT management are responsible for:

- Writing and implementing the policy
- Identifying the content coverage across the Key Stages
- Assisting in the planning of the curriculum
- Keeping up to date with developments and initiatives
- Highlighting training opportunities

Monitoring and Evaluation of the Curriculum will be achieved by management team via meetings with tutors, auditing of planning, auditing school resources, analysis of learning data and observing lessons with specific focus.

Curriculum

Literacy Across the Curriculum

We aim for all of our students to become literate and articulate communicators. In all subjects, pupils should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding. Pupils should be taught to recognise and use Standard English. In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be taught to organise their writing in logical and coherent forms. In speaking, pupils should be taught to use language precisely and cogently. Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively. In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

Numeracy Across the Curriculum

Similarly, all subjects are responsible, where appropriate, for developing students' numeracy when opportunities arise during the course of the lessons. This can be done through asking students to use mental maths, basic mathematical formulae, tables and graphs to present data, and estimates and calculations.

In light of the recommendations set out in the Curriculum for Wales 2022, initial developments are being made in the areas of literacy and numeracy to begin embedding the ethos of the 4 purposes as well as the introduction of the What Matters statements as reference points along with the new Literacy and Numeracy Framework.

Use of ICT Across the Curriculum

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects. All students have access to their own Chromebook as well as wider access to devices such as laptops, iPads, ProWise screens, VR headsets and desktop computers as well as more subject specific ICT equipment

in media sessions. Use of IT equipment is carefully monitored in accordance with our safeguarding and safe internet policies.

The importance of digital literacy has been highlighted in light of the Covid-19 pandemic. ACT Schools will work to ensure learners are able to continue to access the complete curriculum remotely in the event of having to enforce a distance learning model.

Health and Safety

All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines, but specific responsibilities lie with all vocational routes, creative media, art and design, and physical education. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- a. about hazards, risks and risk control.
- b. to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- c. to use information to assess the immediate and cumulative risks.
- d. to manage their environment to ensure the Health and Safety of themselves and others.
- e. to explain the steps they take to control risks.

Languages

All courses are delivered through the language of English however, where practicably possible, we will endeavour to provide resources and assessment materials either bilingually or through the medium of Welsh if requested, in line with ACT's Welsh Language Policy. For learners identified as ESOL, additional literacy support will be provided so as not to disadvantage learners.

Number of subjects studied

The number of subjects studied will be mutually agreed between the school, the learner, their parent/guardian, the referring school/local authority and any other agencies working with the learner. Consideration will be paid towards academic ability, length of placement, time in the year the placement will commence and subjects of interest to the learner. Opportunities will be provided where possible for young people to follow more vocational options if this is more likely to meet their needs.

Groupings

KS3 learners will be taught in groups of approximately 8 learners and the curriculum will be delivered by a lead tutor with the support of a higher-level teaching assistant. The KS3 groups will remain in their base room unless being taught practical activities or off site.

KS4 learners will be taught in groups of approximately 8 learners in the designated subject classroom. Learners will rotate throughout the time table to ensure they have access to a broad curriculum. Groups will, where possible, be

grouped by academic year groups however this may not always be possible depending on occupancy. Learners of differing needs within groups will experience differentiated curriculum.

Curriculum Plan

KS3

There is a strong focus on developing literacy, numeracy and digital literacy whilst addressing some of the barriers that learners are facing. Strong regard is paid to the Literacy and Numeracy framework whilst also ensuring other areas of the national curriculum are covered i.e. science (Crest Discovery Award), history, geography and art. For those looking to move in to our key stage 4 provision, transition work begins during the Summer term whereby subject tutors from key stage 4 begin to deliver to the cohort.

Enrichment opportunities and physical activity sessions are scheduled throughout the school week to provide opportunities for learners to improve their health and wellbeing. This includes working towards Level 2 food hygiene which is part of our school to home cooking program.

KS4

The core curriculum will incorporate GCSE qualifications in English Language, Mathematics, Maths-numeracy, Art and Health and Social Care as well as wider qualifications in work related education and personal and social development to enrich the learner journey.

Learners are able to choose between BTEC Creative Media or BTEC Sport in year 10 which can then be taken over 1 or 2 years. These options were established from learner feedback and will allow individuals to pursue sectors of interest.

Learners who attend our academy on a full time basis are able to access our skills centres in order to complete vocational qualifications in construction skills, animal care or hair and beauty. Vocational options are available at the wider ACT Skills Centre based at our Hadfield road site. The routes are structured so that over 1 year a learner can work towards completion of a relevant skill specific level 1 qualification which gives them the basic technical skills required to work in that industry. This can either be offered for year 10's or year 11's. For our year 10's staying on for a 2nd year we then deliver a level 2 qualification in each route.

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Future Developments

Work is ongoing in developing more academic options for those who wish to pursue this route as opposed to the vocational pathway. A wider offer will be trialed from Spring 2022 and will be established permanently for the 2022-23 academic year. Options currently being considered include Welsh Language, Modern Foreign Languages, Science and

Geography. Stakeholder engagement will continue throughout the academic year to inform our decision making processes.

We are actively working towards the establishment of our “Curriculum guarantee” where we will strive to ensure we can facilitate the individual interests of our young people either by amending our curriculum offer internally or looking at external agencies for support in delivery.

DOCUMENT / POLICY CHANGE REQUEST:

Any requests for change to this policy must be submitted in writing to the Board of Governors.

DOCUMENT / POLICY REVIEW & APPROVAL:

This policy will be reviewed annually by a member of the ACT Schools Management Team.

| Review Date | Changes Made | By Whom |
|----------------|--|-------------------------|
| November 2017 | Policy created | Head of 11-16 Education |
| October 2018 | -Storage information -Amendments to KS4 delivery model | Head of 11-16 Education |
| November 2019 | | Head of 11-16 Education |
| December 2019 | -Tutor’s responsibility regarding progress tracking and reporting -Amendments to qualifications | Head of 11-16 Education |
| September 2021 | -Changes in relation to lessons learned during covid -Amendments in reference to ALN legislation -Update of curriculum map | Head of 11-16 Education |
| February 2022 | Update to future developments | Head of 11-16 Education |

Curriculum Map

