

Date of policy: November 2015

Date of review: November 2016

Queensgate College aims to offer bespoke learning experiences for each student in its care, promoting Spiritual, Moral, Social and Cultural values across its curriculum that is to become more diverse and practically applicable in “Life based”, situations. The School actively promotes fundamental British values.

Queensgate College will develop skills for learning, employment and life through a flexible, activity based curriculum that enhances the young person’s self esteem, inspires them to achieve and rewards their efforts with meaningful awards and accreditation routes

The aim is to meet National Standards relating to all groups of students that are currently in mainstream education, albeit using a curriculum model that suits the context of the school and the interests, skills and abilities of the learners and the Staff who deliver the curriculum.

Rationale

Reasons for alternative provision placements include risk of exclusion, permanent exclusion, new to the country (ESOL) and chronic non-attendees. All students are offered a curriculum entitlement that is differentiated to their particular needs and circumstances.

Queensgate College is an Alternative Education Provider that operates within Hackney and Tower Hamlets.

Setting

Queensgate College is a provision is a vibrant and developing community resource which allows students opportunities to develop academic, functional and practical skills as well as enabling them to consider appropriate career paths and increase opportunities for their employment potential. Our learning environment includes classrooms and vocational workspaces. Our varied curriculum offers GCSEs, Functional Skills, BTECs and ESOL.

AIMS

Our key aims are:

- To ensure that all students have access to a broad, balanced, relevant curriculum
- To ensure quality curriculum content and continuity throughout the school through systematic curriculum planning and monitoring procedures.
- To ensure that all students have access to an appropriately differentiated curriculum.
- To ensure that students cover the programmes of study and develop learning strategies needed to transfer between Alternative Provision and post-16 education or training.
- To provide KS3 students the opportunity to reflect and evaluate past behaviours and successfully transition back into a mainstream setting.
- To provide students with access to externally accredited courses at Key Stage 4.

- To clearly identify progression pathways for students at 14, including access to further education, vocational courses and work related learning.
- To promote students spiritual, moral, social, cultural and physical development in order to assist students in becoming thoughtful and responsible citizens.
- To prepare students for the opportunities responsibilities and experiences of adult life.
- To monitor and assess pupil progress for the purpose of ensuring high standards of achievement but also to engage students in understanding how they may improve and make improved progress. (Assessment for Learning).
- Strands relating to Every Child Matters (ECM) are intrinsic to curriculum planning and delivery. To ensure that there is an equality of access to all courses.

Meeting the needs of the students

Queensgate College provides:

- A range of strategies to identify and meet individual students' needs;
- Learning environments which are flexible enough to meet a range of learning opportunities;
- Access to high-quality resources to meet students' individual needs;
- Common approaches to value and celebrate individual worth and achievement;
- Qualified teaching and vocational staff with recent and relevant training and experience;
- Practical measures to ensure that students experience continuity in their education.
- Full and part-time placements

We expect that:

- All teaching staff use an appropriate range of learning and teaching strategies to ensure that all can access curricular provision;
- Teaching and support staff take account of prior learning when planning and delivering activities;
- Teaching and support staff adopt relevant and appropriate learning opportunities, including the use of a range of resources and methods of delivery, according to the need of the child;
- All learning opportunities are planned appropriately in terms of content, activities and experience;
- All staff implements appropriate strategies to ensure that students' behaviour does not disrupt their own, or others' learning.

Queensgate College Education aims to provide students with a coherent curriculum. Tutors have developed and regularly review schemes of work that reflect progressive learning experiences. The intention is to provide clear learning objectives linked to individuals' needs and abilities.

CURRICULUM FRAMEWORK

The curriculum structure at Queensgate College consists of a framework built around whole school policies and associated schemes of work.

Within the schemes of work, accurate assessment inform planning and target setting for Individual Development plans, BKS initial assessment, completion of pupil summative records and assessment of personal development.

Queensgate College is committed to ultimately provide the following subjects via education pathway:

- Functional Skills in English, Maths and ICT
- GCSEs in English, Maths, Biology, ICT and RE
- ELC Science
- Physical Education
- PSE activities to actively promote community cohesion and life skills.
- BTEC Vocational Studies (for some students)
- Home Cooking Skills
- Art – Enrichment

For KS3 students placed on short term placements, the commissioner (educational establishment) will ensure that the mandatory aspects of curriculum study, at the relevant year group are provided for the student with Queensgate College taking responsibility for supported learning. For day students it must be noted that Queensgate College does not provide curriculum support outside the remit of the vocational course studied

4. CURRICULUM PLANNING & DELIVERY

Curriculum planning and delivery is as follows:

Long term planning

Long term planning is permanent and deals with the major areas and strands of all accredited and enrichment subjects. Curriculums are covered, in small steps, across the levels (Entry level – level 2 / A-G). It should also reveal if enough time is being spent on different aspects of the curriculum.

Individual Schemes of work (Medium Planning) – is seen as semi-permanent and deals with the activities within units of work set out termly or, more commonly for half termly periods. Individual schemes of work address issues of curriculum coherence and depth. Such plans:

- Stipulate general learning objectives;
- Show resource requirements and implications;
- State general assessment objectives;
- Identify any risk assessment activities needing to be undertaken

Short term plans – are concerned with individual lessons or lessons on a daily or weekly basis and address issues of curriculum differentiation and access for individual students. Such planning addresses:

- Specific learning objectives;
- How learning is to be resourced, organised, differentiated and assessed;
- Outcomes and/or evaluation to inform future planning;

CURRICULUM ORGANISATION

Each curriculum subject/area has a teacher to oversee its organisation. Long, medium and short term planning systems follow the common framework adopted for curriculum planning and delivery throughout the school. Individual Development Plans are managed and monitored by the Director. The school actively seeks to engage pupils in inclusion activities however; this has an impact on curriculum access. Any integration or inclusion programme is explained fully to parents and pupils with regard to the curriculum impact and parental permission is sought before a programme is embarked upon.

Work Experience

Some Year 10 students have opportunities to take part in work related activities. Students are matched to their placements according to individual needs and the availability of organisations able to accommodate them. Queensgate College works in close partnership with local businesses and community projects to promote work experience for the students. Students are encouraged to keep a diary on work experience placements which act as self-evaluation and a record of their learning.

With the various learning and behaviour needs of the children being referred to Queensgate College, the provision acknowledges that the needs of the individual are central and that the curriculum offered should be sufficiently flexible to enable children to be placed at an appropriately challenging point on the continuum at any time during their school career.

This provision works in partnership with students and their parents and carers. Their views students are taken into account in achieving the appropriate balance between students' rights to curriculum access and the need for some to access other experiences such as alternative curriculum, mainstream inclusion, and therapy, intensive tuition to enhance or consolidate basic skills. By maintaining the overview of curriculum development in conjunction with the needs of the individual, the school strives to facilitate maximum progress for all children.

This policy will be reviewed and updated annually