



ARCHWAY ACADEMY INDEPENDENT SCHOOL CURRICULUM POLICY



Policy Statement

As an Independent School, Archway Academy upholds the Independent School Standards (2014). We deliver a curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. As a school offering Alternative Provision for pupils of compulsory school going age our curriculum offers subjects and learning activities that parallel those on the National Curriculum. This policy outlines the school curriculum: its principles; the values behind it; its delivery; monitoring and review.

Our Pupils

Our pupils are all referred to us by agencies such as SENAR and other schools because they have not managed to cope in a mainstream environment. Pupils usually meet at least one of the following characteristics: they have been or are about to be excluded from a mainstream school; they have an Education, health and care plan (EHC); they have behavioural, emotional and social difficulties (BESD); they are in care; they have been out of education for significant periods of time; they left primary school as low - attainers.

Our Values

Our values are stated clearly through the school's mission statement:

“Integrity is non-negotiable; Exceed expectations; Challenge conventional wisdom; Respect for all”

Integrity is non-negotiable – The Executive Managing Director and the staff of Archway Academy abide by a high moral code and operate using ethical procedures. We strive to ensure that our practice is above reproach legally, morally and ethically to promote integrity amongst our pupils who are vulnerable and some of whom have had a brush with the law.

Exceed Expectations – when pupils are referred to Archway Academy, most of them will be struggling to achieve in mainstream due to their learning difficulties, disabilities or emotional and social skills issues. When they join the Archway Academy family most pupils have low self-esteem and the belief that they cannot achieve as well as others. Our aim is to rebuild their confidence and demonstrate that they can achieve their full potential and produce better results than expected. Through the work of our skilled tutors



our pupils consistently exceed their expectations and those of society by achieving outcomes which are exceptional considering their starting point.

Respect for all – To promote an appreciation of diversity and good citizenship, the Executive Managing Director and the staff of Archway Academy show respect for all. Pupils feel valued and that feeling initiates their journey towards gaining back their confidence and self-respect. Respect is an almost tangible aspect of our school ethos and coupled with excellent support it is the reason why our pupils' overall development is so outstanding.

Challenge conventional wisdom – As an alternative provision it is expected that we operate in a manner which is different from mainstream schools, giving pupils who have severe learning difficulties, challenging behaviour and other social issues a real chance to achieve as well as their peers. At Archway Academy our teaching methods, the activities we use to deliver the curriculum, the way we relate to our pupils, the support we provide for our pupils is unique. We challenge conventional ways of working in everything we do, always with the objective of building our pupils' confidence and supporting them as they achieve exceptional results.

Curriculum Principles

- The subject matter should be appropriate for the ages and aptitudes of pupils
- Pupils should develop speaking, listening, literacy and numeracy skills
- The curriculum should fulfil the requirements of each pupils statement of SEN or Education Health and Care plan (EHC)
- The curriculum should include personal, social and health education (PSHE)
- The curriculum should lead to the spiritual, moral, social and cultural (SMSC) development of pupils
- The curriculum should promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- The curriculum should provide appropriate careers guidance for pupils
- The curriculum should provide pupils the opportunity to learn and make progress



- The curriculum should provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life
- The curriculum should inspire pupils to achieve much more than they originally believed they could achieve

The Curriculum

Qualification Activity	Awarding Body	Levels Available
Functional Skills English	OCR	E1, E2, E3, L1, L2
Functional Skills Maths	OCR	E1, E2, E3, L1, L2
Functional Skills ICT	OCR	E1, E2, E3, L1, L2
Entry level Science	OCR	E1, E2, E3
History	OCR	E1, E2, E3
Geography	OCR	E1, E2, E3
Religious Education	OCR	E1, E2, E3
Award in Visual Arts	NOCN	Level 1
Certificate in Construction Crafts – Bricklaying	NOCN	L1
Certificate in Construction Crafts – Carpentry	NOCN	L1
Certificate in Construction Crafts – Painting and Decorating	NOCN	L1
Introduction to Hospitality	NOCN	L1
Skills for Employment, Training and Personal Development (SETPD) Award/Certificate	NOCN	L1



Subjects and Activities Available

Non – Qualification Activities
Work Placement – for Year 11 pupils
Work/College Preparation – for Year 11 pupils
Information Advice and Guidance
Sports
Enrichment Activities
Educational Visits
Therapy - Talk; Music; Art
Spiritual, Moral, Social & Cultural Skills and the promotion of Fundamental British Values
Citizenship
Personal, Social and Health Education

Planning

- A central collection of schemes of work for the subjects available at our school is available to all staff as a hard copy and on the school’s intranet and company share drive.
- The schemes of work are meant to offer guidance about teaching strategies, learning activities, resources, methods of assessment and differentiation for all the subjects we offer. The schemes of work also help tutors with ideas of how they can make links across the curriculum subjects and in particular with spiritual, moral, social and cultural skills(SMSC); citizenship; personal, social and health education (PSHE)
- Schemes of work are used by all staff to compile session plans for all learning activities
- For 1 to 1 Education & Skills Mentors planning also includes compiling the **Year Plan, Monthly plans, Individual Learning Plan** and conducting **Monthly Reviews**. All this can only be done after reading the pupil’s Education Health Care plan in order to extract relevant background information which will help meet the pupils curriculum

requirements, conducting initial assessment & diagnostic assessment, using National Curriculum guidelines to decide an individual curriculum for the pupil

Delivery of the Curriculum

The curriculum at Archway Academy is delivered through three types of provision:

- 1 to 1 Education & Skills Provision - this provision is for pupils who have an EHC plan. Each pupil on this provision is assigned a Principle Education Tutor who works with them on a 1 to 1 basis. The Principle Education Tutor is responsible for delivering the pupil's Individual Learning Plan according to the requirements stipulated on the EHC plan. The Principle Education Tutor is responsible for the pupil's entire curriculum; they deliver everything except vocational subjects. Most curriculum activities take place away from the school premises in public libraries or similar venues within the pupil's community.
- Alternative Provision - this provision is for pupils who are not coping well in a mainstream school environment and are at risk of being excluded. It is particularly suitable for pupils with emotional, behavioural and social difficulties. Each pupil on this provision follows an alternative curriculum which is delivered by tutors according to the pupil's Individual Learning Plan. Learning takes place in small groups and is aimed at either preparing the pupil to return to mainstream school or preparing them to move onto further education, apprenticeships or employment after completing Key Stage 4. Pupils can only enrol on this provision if they are referred to Archway Academy by their mainstream school or a pupil referral unit.
- Vocational Provision- this provision is for pupils who are interested in vocational subjects that are not available at the school where they are enrolled. They are referred to Archway Academy to spend a few hours a week taking part in the vocational subjects of their choice. Most pupils are referred to Archway Academy for the Construction courses although there are other vocational courses including Hospitality and Painting and Decorating.



English & Mathematics

- At Archway Academy we have adopted the government's commitment to ensure that all children, young people and adults, whatever their learning route, should be equipped with the functional English and Mathematics skills needed for success in further learning, in employment and adult life in general.
- English & Mathematics skills will be developed during Functional Skills sessions and across the curriculum embedded in other subjects and learning activities. During observation of teaching, learning and assessment observers monitor the development of Functional Skills across the curriculum.
- These subjects form part of the "Core Curriculum" for pupils at the school and pupils' achievement of both English and mathematics qualifications is one of the school's key measures of attainment
- Pupil's progress in English and mathematics is another one of the key measures of attainment at Archway Academy. According to the Department for Education, pupils are expected to make progress of 3 levels between Key Stage 2 and Key Stage 4. Our pupils are not always with us for the full 5 years of secondary school therefore we use the benchmark as follows: 3 levels progress in 5 years is equal to 1 level progress every 20 months.
- Accurate initial assessment at the beginning of each pupil's programme is combined with diagnostic assessment to identify the starting point for each pupil in English and Maths and highlight the areas they need to improve in order to make progress. Tutors then focus on those areas and track the pupil's progress towards achieving a qualification. The initial assessment is completed at the beginning of every year.



British Values; SMSC and Therapy

The school promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs across the curriculum in order to develop the following amongst pupils:

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination

SMSC is developed across the curriculum by embedding it in various subjects and learning activities. Through the development of SMSC we aim to:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.



Therapy plays a key role in the promotion of British Values and the development of SMSC. Therapy is used to:

- help pupils distinguish right from wrong
- develop their self-awareness
- improve confidence
- help pupils accept responsibility for their behaviour
- encourages respect for others

Support for Special Educational Needs

- The Principle Education Tutor who works with pupils on a 1 to 1 basis receive training in order to equip them with support strategies for the pupil's specific need. Each pupil's performance is monitored regularly and reviews are conducted to ensure that the support strategies in place are facilitating learning and enabling the pupil to achieve

Support for behavioural, emotional and social difficulties (BESD)

- Behavioural, emotional and social difficulties can prevent pupils from accessing the curriculum.
- Management and staff at Archway Academy are committed to removing barriers to learning and encourage pupils and young people to achieve and "exceed expectations".
- All staff members are encouraged to employ a preventative approach when it comes to behaviour, maintaining an awareness of each learner's specific needs and following the relevant support strategies that limit the incidence of disruptive behaviour. In addition staff actively promote and reward good behaviour using the "Points System" which is described in our behaviour policy
- Management and staff also work closely with support organisations such as Child and Mental Health Services (CAMHS) to provide additional support for pupils who need it.



Pastoral Care

- Tutors offer advice and guidance on a 1 to 1 basis regularly. Pupils and young people are encouraged to approach tutors with their concerns as they arise
- Tutors use talk, music and art therapy to care for pupils and make them more receptive to learning and the curriculum

Monitoring & Review

- The curriculum is reviewed once a year or when relevant government policies that influence the curriculum are introduced
- Leadership and management use local labour market data to plan for development – selecting subjects in the areas that will improve pupils' opportunities for securing employment and apprenticeships if that is their desired destination
- The annual curriculum review involves an analysis of subject success rates; tutors feedback on what works and what needs improvement; the resources or training requirements of tutors
- The observation of teaching, learning and assessment serves not only to monitor the quality of teaching but the suitability of the curriculum to pupil's needs

This policy should be read in conjunction with the Teaching and Learning policy; Assessment policy; Functional Skills policy; Behaviour Policy

This policy will be reviewed in October 2018