

701AHS

Alderwasley Hall School and Sixth Form Curriculum Policy

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Related Policies and Guidance Documents	<p>Curriculum Policy</p> <p>Marking and feedback policy</p> <p>Assessment policy</p> <p>Literacy and Numeracy Policy</p> <p>SENAD's Disability and Accessibility policy</p> <p>Positive Behaviour Support policy</p>
Related Regulations	
Annexes and Supplementary Info	
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Policy Owner Signature	

Alderwasley Hall School and Sixth Form – Curriculum Policy



The curriculum is the framework for everything we do in school. It combines everything that is planned and delivered in or out of lessons combined with other learning opportunities. Through the curriculum, we develop students' knowledge and skills to prepare them for their futures.

Introduction to Alderwasley Hall School

Alderwasley Hall School and Sixth Form provides exceptional education for day and residential students aged 5 to 20. We transform the lives of young people with Autism and Developmental Language Disorder (DLD). We are also highly experienced in working with associated diagnoses such as Selective Mutism and mental health needs, such as depression and anxiety. There are approximately 120 students, both day and residential, across our two sites: Lower site (Primary, Kst3 and Yr10) and Upper site (Yr 11 and Post-16).

Our goal is for every student to be happy, healthy, valued and purposeful. Teachers, therapists, learning support workers and care staff work together to promote a sense of belonging, a sense of productivity and good emotional and physical wellbeing.

Context of the school

Students attend Alderwasley Hall when it is determined that their local provision does not adequately meet their needs. Typically, those students that join Alderwasley Hall later in their schooling will have faced prolonged absence from previous schools or will have struggled with attendance and engagement issues. Many students arriving in Year 9 and 10 lack adequate coverage of the Key Stage 3 curriculum, while those entering Year 11 and 12 may not have covered GCSE syllabuses or sat any exams by Year 12.

Our curriculum is designed to facilitate catch-up for students, ensuring they acquire necessary concepts and skills. It offers flexibility in qualification timings, allowing students to take exams from Year 11 onwards. The provision encompasses a range of academic pathways and encourages progress for all abilities. Despite being a smaller institution compared to mainstream secondary schools, we maximise resources to provide a comprehensive educational experience.

1. Our Key Aim

We recognise that students attending Alderwasley Hall School have specific, diverse and individual needs. Our curriculum aims to meet these needs and, as a result, is bespoke to our setting. It combines the best features of mainstream, "Life Skills" and therapeutic curricula to enable all learners to progress.

Our ultimate goal is that students are enabled to be active learners, who fulfil their potential academically, socially and independently. Therefore, we give all students opportunities to make informed choices so they can develop their own pathway. Each individual pathway will be destination-led to maximise individual progress and lead to appropriate next steps.

The AHS curriculum re-establishes a love of learning and preparation for adulthood. We provide appropriate challenge and experiences supported by highly specialised staff.

2. Formal and Informal curriculum

Our Curriculum has 3 distinctive areas to it The **Therapeutic** Curriculum; The **Core** (Academic and non-Academic) Curriculum; and the **Enriching** Curriculum.

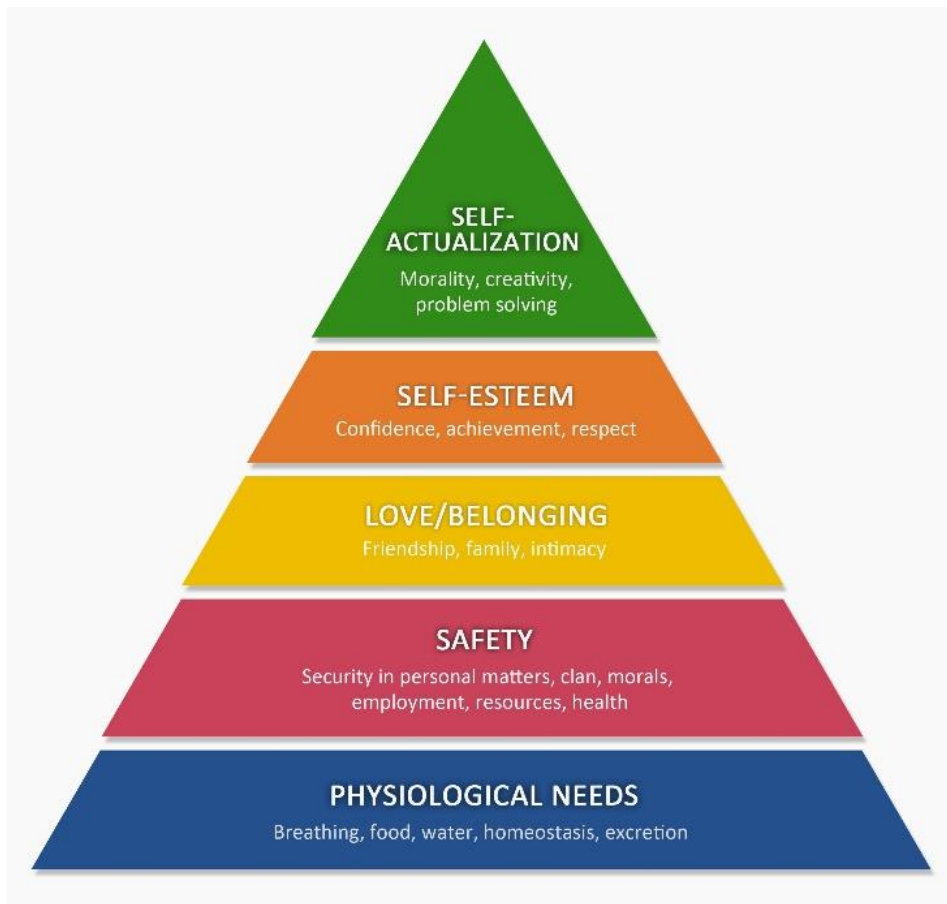
The **Therapeutic** Curriculum underpins our Integrated Therapeutic approach. These elements are guided and planned by our highly specialised Therapy Team. These sessions respond to the needs of the learners. There are individual and group sessions, which occur in specific therapy areas and are then transferred to the classrooms. The therapeutic curriculum enables

our students to make personal and social progress in areas such as language, social communication, sensory processing, fine and gross motor skills, resilience, emotional management, etc. which ultimately accelerate their academic progress and enable the young person to use strategies to live a fulfilling life as an adult.

The **Core** Curriculum consists of academic and non-academic subject areas.

The **Enriching** Curriculum provides students with the opportunity to enrich their knowledge and skills through a wide variety of experiences, activities, and encounters. It consists of further programmes which may include Forest Schools in the Primary age group, Global Days across the whole school (ie Creative, Science and Tech or Pride Days), and a taught enrichment programme in KS 4 and 5 whereby students can experience anything from gardening to drama.

Careers Education and work experience (from Year 10 onwards) also form part of the Enriching curriculum



Enriching Curriculum

Core (Academic and non-Academic) Curriculum

Therapeutic Curriculum

3. Curriculum Skills

The importance of Curriculum Design, Implementation and Impact is vital to the success of the students at Alderwasley Hall School (AHS). The intent of our curriculum is to ensure that every young person becomes

- ***Independent***
- ***Literate***
- ***Numerate***
- ***Creative***
- ***Problem solvers***



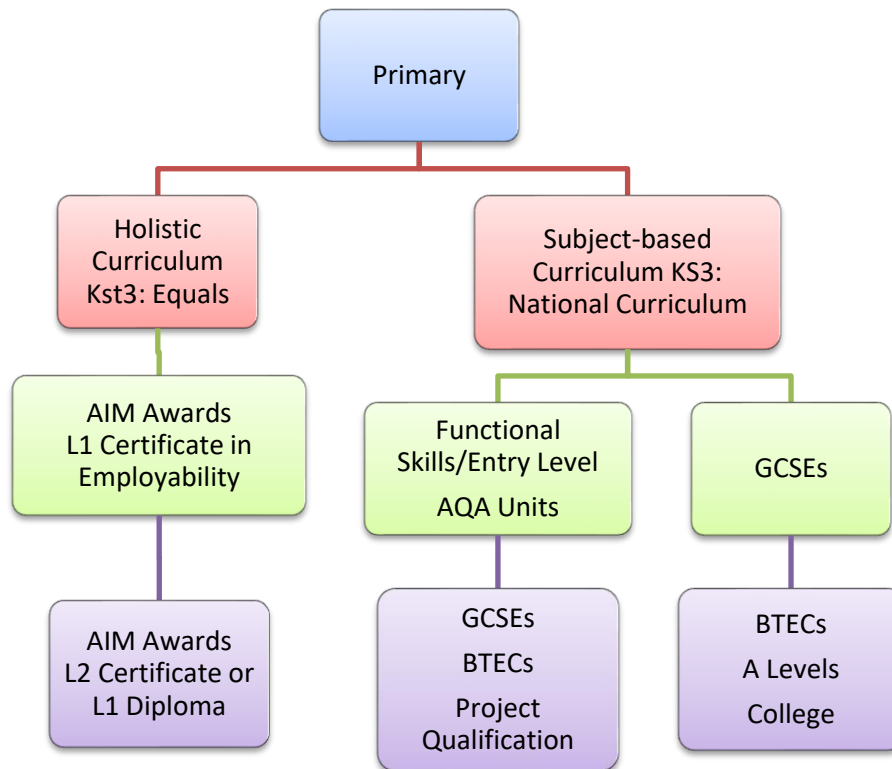
These broad areas are the foundations for further learning. To ensure each young person has robust foundations for learning, we are able to adapt to the learner's needs if one area requires more development than the others. However, it is still vital that our broad and balanced curriculum offer has a proportionate element of each of the 5 areas within each Key Stage. In Key Stage 4 and 5 students are able to increasingly choose which areas of study and qualifications they want to study and achieve, while all students continue to work in the development of independence as relevant to their career pathway.

4. Core Curriculum Routes

The Core Curriculum has academic routes through it to allow for greatest flexibility. At each Key Stage, a breadth of personalised and differentiated routes through are accommodated. At Key Stage 3, the Core Curriculum branches into the **Holistic Curriculum** and the **Subject-Based Curriculum**.

The Holistic Curriculum has been specifically designed for those students whose SEN require a greater number of explicit links between concepts and a greater number of opportunities for application and reinforcement than what is provided by the subject-based curriculum. It uses the Equals Semi-Formal Curriculum in Key Stage 3 and AIM Awards in Key Stage 4 and Post 16 as vehicles to provide the knowledge and skills the learners need. It currently caters for 1 pastoral group in Kst3 and 1 pastoral group in Kst4, with the vision to be extended to Post-16 as these groups move through the school.

The Academic Curriculum provides students with the opportunity to follow the National Curriculum during Kst3, with 2 academic Options introduced in Kst4, and a greater range of pathways in Kst5/Post 16.



5. Core Curriculum Routes (whole school)

Students following the holistic Curriculum in Kst3 use the Equals Formal Curriculum as the base for their learning. Equals was specifically selected by a multidisciplinary working party of practitioners as the vehicle for the holistic curriculum in Key Stage 3 due to its focus on addressing all the students' needs while providing a rich and tailored curriculum. Students following Equals in Key Stage 3 use the Equals "Formal" curriculum, which comprises the following areas of focus: English; Maths; Outdoor Schooling; The world around us; Physical Wellbeing and Play and Leisure.

The planning for these areas is highly practical and reinforces key concepts across all of these domains, alongside a great emphasis on functional Numeracy and Literacy for students undertaking this curriculum.

Students following the Holistic Curriculum in Kst4 will complete English; Maths and work towards an AIM Certificate in Employability as the vehicle to develop the academic, emotional, social and independence skills required of a young adult. In addition to this they will complete PE and Enrichment alongside students in the subject-based curriculum, enabling them to mix socially with other students of a similar age and access appropriate learning opportunities through these subjects.

In terms of the AIM Award Certificate in Employability, the AIM units selected provide students with opportunities to develop their knowledge, understanding and practical experience required to equip them with the skills to function out in the real world. Enabling students to gain meaningful occupation, a sense of purpose and productivity. Therefore, the curriculum includes: Budgeting; Community Access; Food and Drink Preparation; Personal Safety; Public Transport and Volunteering; in addition to bespoke work experience placements. Pastoral and therapeutic sessions will underpin students learning and development, focusing on developing students understanding of 'self', regulation, social skills and their self-esteem etc.

6. Holistic Curriculum Progression Routes

	Core Subjects				Core (non-Academic Subjects)
Bloc	Language, Literacy and Communication	Maths and Numeracy	Science and Technology	Creative	Personal Development
Primary	English Phonics Handwriting	Maths Numeracy	Science Computing Design Technology Food Technology	Art Art Literacy Music	Skills for Life PSHE Pastoral Time Forest Schools PE
Block	Language Literacy and Communication	Maths and Numeracy	Holistic Curriculum		
KS 3	English	Maths	Outdoor Learning The world around us Physical Wellbeing Play and Leisure		
KS 4	English Step up Functional Skills	Maths Functional Skills L1 and L2	Budgeting Community Access Food and Drink Preparation Personal Safety Public Transport Volunteering		
<p>At Key Stage 5 (Post 16) students following the Holistic Curriculum will continue to develop their personal, social, academic and independence skills in order to become valued members of society that contribute to their community and live as independently as possible. In order to achieve this by the end of their time at Alderwasley Hall the Holistic Curriculum offers the following in their programme:</p>					
KS 5	Functional Skills English Level 1 and 2				
Functional Skills Maths Level 1 and 2					
Project Qualification Level 1					
AIM Award Certificate in Employability Level 2 or a more relevant AIM Award qualification if required					
Work Experience					
Physical Activity					
Enrichment: Duke of Edinburgh, Crest Science Award, Arts Award,					

7. Scheduling the Holistic Curriculum

Number of hours p/w	Key Stage 2 (Years 3-6)	Key Stage 3 (Years 7-9)	Key Stage 4 (Years 10-11)	Key Stage 5 (Years 12-15)
1	English	English	English	English
2				
3				
4				
5	Maths	Maths	Maths	Maths
6				
7				
8	Science	Outdoor learning	AIM Awards	AIM Awards
9				
10	Skills for Life	The World around us	AIM Awards	AIM Awards
11				
12				
13	Pastoral	Physical Wellbeing	Skills For Life	Skills For Life
14				
15	PE (including Swimming)	PE	PSHE	PSHE
16				
17				
18	Music	Independence	PE	Physical Activity
19				
20	Art	Play and Leisure	Pastoral	Pastoral
21	Technology		Pastoral	Enrichment
22	Computing			
23	Literacy	Play and Leisure	Enrichment	Enrichment
24	Target			
25				

8. Subject Specific Curriculum Progression Routes

	Core (Academic) Subjects				Core (non-Academic Subjects)
Bloc	Language, Literacy and Communication	Maths and Numeracy	Science and Technology	Creative	Personal Development
Primary	English Phonics Handwriting	Maths Numeracy	Science Computing Design Technology Food Technology	Art Art Literacy Music	Skills for Life PSHE Pastoral Time Forest Schools PE
KS 3	English	Maths	Science Computing Design Technology Food Technology	Art Art Literacy Music	Skills for Life PSHE Pastoral Time PE
KS 4	English Step up Functional Skills	Maths Functional Skills	Science Design Technology Food Technology Entry Level SC	Art Music Photography	Skills for Life (yr 10) Preparing for Adulthood (Yr 11+) PSHE Pastoral Time Enrichment PE
In Key Stage 5 (Post 16) our students can choose from up to 6 qualifications (although A Levels and BTECs require “double weighting” so students taking these will study less subjects):					
KS 5	Step Up English Functional Skills English Level 1 and 2 GCSE English Language A Level English Literature and Language		GCSE Art GCSE Photo GCSE Music Arts Award A Level Art A Level Photography		
	GCSE Maths Functional Skills Maths Level 1 and 2 A Level Maths		Preparing for Adulthood PSHE Pastoral Physical Activity GCSE History		
	GCSE Science GCSE Biology GCSE Design Tech GCSE Food Technology GCSE Psychology		BTEC Health and Social Care (Level 2) BTEC Small Animal Care (Level 2)		
	Project Qualification Level 1, 2 or 3		Enrichment		

Through the provision of qualifications and career pathways in each of the strands of our curriculum we ensure it remains balanced and supportive of our students overall development, while allowing an increasing amount of choice from Year 10 onwards.

9. Scheduling the Curriculum

The curriculum subjects are scheduled to fit in a 25 hour week as below. There are different allocations per key stage to allow for different foci as appropriate.

Number of hours p/w	Key Stage 2 (Years 3-6)	Key Stage 3 (Years 7-9)	Key Stage 4 (Years 10-11)	Key Stage 5 (Years 12-15)
1	English	English	English	Preparing for Adulthood
2				Pastoral
3				PSHE
4				
5	Maths	Maths	Maths	Course 1
6				
7				
8				
9	Science	Science	Science / DT	Course 2
10				
11	Skills for Life	Skills for Life	Skills for Life	Course 3
12				
13	Pastoral	Pastoral	Pastoral	Course 4
14				
15				
16				
17	PE & Swimming	PSHE	PSHE	Course 5
18		PE & Swimming	PE	
19		Music	Music	Course 6
20	Art	Art	Option	
21	Technology	Technology		
22	Computing	Computing		Phys Activity
23	Target	Media	Enrichment	Enrichment
24	Literacy	Humanities		
25				

Notes:

- **Pastoral:** all groups spend time with their teacher discussing the Collective Thought for the week, working with Student Council, working on group skills, Topic (for KS2) etc.
- **Skills for Life / Prep for Adulthood:** Explicit curriculum and weekly offsite visits to develop daily living, transport and community skills.
- **Target:** Explicit time in KS2 for students to work with staff on personal, social and emotional programmes and activities towards the outcomes in their EHCPs.
- **Literacy:** structured and explicit development of reading, writing and oracy.
- **KS3 Humanities:** alternating History and Geography topics.
- **KS4 Science & DT:** Students choose between Science or Design Technology
- **KS4 Options** will vary, depending on the size and interest of the cohort. We will offer at least two subjects from:

-
- GCSE Food Technology / GCSE History / GCSE Art /GCSE Music.
Students are expected to study these courses for two years.
 - **KS5 courses:**
 - Students complete up to 6 courses, which include English and Maths for those still working towards a grade 4 in GCSE in either or both.
 - A Level and BTEC courses have double weighting (6 hours) each, so students might complete 6 GCSEs **OR** 4 GCSEs and 1 BTEC **OR** 2 A Levels and 1 BTEC **OR** 3 A Levels.
 - The list of courses available is displayed in the table in page 8.
 - The project qualification is a new offer in 2024/2025 and will be available at different levels.
 - International GCSEs (iGCSEs) have been chosen for our Science courses because they are better suited for our students' needs. They are fully equivalent to standard GCSEs and are recognized by colleges and Universities.
 - The list of courses available are reviewed each Spring in order to decide which courses are the most relevant to our students' aspirations and teaching capacity for the following academic year.
 - **KS5 Physical Activity:**
 - Focus during this hour is in promoting and engaging in physical activity, so that our students continue to lead an active life once they leave Alderwasley Hall
 - **KS4 and 5 Enrichment:**
 - A structured programme of Enrichment where students in KS4 and KS5 choose their preferred activity from a wide variety of enriching activities such as Duke of Edinburgh or Arts Award (Bronze).

10. Impact of the curriculum

The success of the curriculum will always be measured by a range of hard and soft measurements. These include:

- exam results
- unit awards
- access to employment
- independent living
- attendance
- pupil voice
- leavers' destinations to name a few.

All these outcomes are evaluated every year as can be seen through our annual documents, which track exam results, leavers' destinations, student voice regarding the curriculum and the timetable to ensure that the curriculum continues to meet the needs of our students.