

Curriculum Intent for Alder Centre for Education

Both The Hospital School and Alder Centre for Education are services which provide an education for children who are too ill to attend their school, either as in-patients or out-patients. Therefore the health, safety and well-being is of uppermost importance in order for the young people to engage in their learning.

Intent

The curriculum vision/aim for ACE:

To engage pupils in their education by overcoming barriers to learning

To ensure pupils feel safe and supported in their learning

To provide a range of subjects so that pupils can have a breadth of learning

To support pupils in developing key academic skills & communication skills

To enable pupils to have self-confidence in order to ask questions or to engage in off-site learning, school visits and to move on successfully to Post-16 education

To identify any additional needs pupils may have and supporting both parents and the child in accessing this.

We aim to do this by:

Supporting both students and parents with attendance

Having subject specialist teachers

Working with health professionals in order to create a personalised plan for students

Ensuring mutual respect between students and staff

Providing out of lesson support with trained staff in mental health including CAMHS

Providing transport to help students to attend ACE each day

Listening carefully to the voice of the child and holding regular review meetings

Having high expectations in a non-threatening way

Delivering lessons in an ASD friendly format to reduce student anxiety of the unknown and to give adequate time for processing of information

Differentiation – personalised learning where appropriate

Small class sizes in a small setting which provides an environment conducive to learning

What do we expect students to get from this curriculum?

A breadth of education in order to keep as many post-16 options open as possible

A love for learning

Increased self-confidence and sense of achievement and well-being

Reduced anxiety

Improvement in social communication skills

How have we planned this?

Due to the part-time timetable for all students it is important for subject teachers to prioritise knowledge/skills to cover in their curriculum plans.

KS3 is guided by the National Curriculum and taking account of learning at KS2 and what is required for KS4.

KS4 follows exam boards syllabi in order to enable students to reach their potential at the end of Y11.

We take into account the gaps in a student's education by ensuring there are opportunities to recall prior learning.

We identify students who require some intervention with basic maths and English skills and provide some one-to-one support.

We support pupils as much as possible in accessing additional subjects via their home schools.

All subjects are sequenced to ensure objectives have a clear progression through the Key Stage

Implementation

How does learning develop over 5 years?

Pupils in KS3 have access to lessons in the core subjects of English, Maths and Science. They also have lessons in History, PSHE and Art.

Pupils in KS4 are able to study for GCSE qualifications in: English Language, English Literature, Maths, Biology, History and Art. In addition they have access to lessons in PSHE which focuses on: their safety and well-being; becoming a good citizen; career goals and opportunities.

Cross-curricular opportunities provide access to other subjects. In addition pupils are given the opportunity to engage in a variety of extra-curricular projects offered by local services.

What principles have guided our decision making in developing this curriculum? What is distinctive about our curriculum?

Ensuring core subjects are delivered together with a Humanities and a Technology subject

Take into account students being referred to ACE throughout the academic year

Maximising the number of students supported by ACE.

Part-time timetables are taken into account thereby reducing subject time for students.

Prioritising Y11 students in terms of timetable allocation

Access to subject specialist teachers

In what ways does your curriculum help to develop

Culture Capital – ensuring a humanities subject and PSHE are delivered, both of which provide numerous opportunities for students to become good citizens

Physically and mentally lifestyles – PSHE looks at healthy lifestyles. Mental health support is provided by CAMHS keyworker on-site.

Careers and enterprise – this is covered in PSHE lessons in KS4. In addition post-16 providers visit students at ACE, their home school provides access to Careers IAG and ACE staff support students with site visits to local providers

Creative and critical thinking – all teachers are guided by the Magenta Principles when planning schemes of work and individual lessons. This learning theory helps to embed knowledge and to encourage students to think outside the box.

IMPACT

What forms do assessments take? What is the purpose of assessment?

The ACE Marking Policy ensures teacher assessment is taking place every lesson. Students are given time at the start of each lesson to correct and/or improve previous work based on teacher feedback.

The small class sizes enable teachers to informally assess how well students are learning throughout lessons.

Opportunities for self-assessment and peer-assessment are provided where appropriate.

Half-termly progress tasks are undertaken with KS3 students as a formative assessment. Termly summative assessments take place to identify if students are: below target; on target; or exceeding their target.

All KS3 assessments are marked with: Emerging, developing, securing or mastering. Written and verbal feedback is given to all students who then are given the opportunity to improve their piece of work.

At KS4 students complete half termly assessments based on the exam board syllabus

All assessments have elements of prior learning which increases throughout the year.

How do we know if we have a successful curriculum?

Work scrutiny - Students are producing work which shows they are on track for their GCSE targets.

Attendance and student engagement. Students who are motivated to learn and to reach their potential.

Evidence of progression.

Evidence of learning being embedded via student recall, both long and short term.

On-going monitoring and reviews of curriculum plans

Transition of students to either full-time schooling or to post-16 education provision.

Increased levels of confidence in students giving them high aspirations