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TIME
Curriculum Policy
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Curriculum Policy

Approved by:

Jillian Fairclough

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1. Context:

Time Education is an independent specialist school for students/learners aged between 13 - 18, with a range of strengths and needs.

Most of our students have autism, ADHD and/or other associated conditions. This often affects the way in which they make sense of the world, how they process information and how they relate to others.

Our aim is to provide a curriculum which supports all of our students to make progress and achieve success.

In order to achieve our aim (along with the 16- 19 programmes of study at Key Stage 5) we are able to offer a range of additional subjects and activities, making the most of our on-site and off site facilities and staff expertise.

In addition, we ensure that student well-being and preparation for adulthood are at the heart of what we do. Our approach appeals to the strengths and interests of our students and we are extremely proud of all that they achieve.

2. Intent

The aims and values of This Is My Education (TIME) are to maximise every individuals' potential to develop into confident, resilient, critical thinking and skilled young people who will make a positive contribution to society and live as independent a life as possible.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. The school constantly provides enrichment opportunities to engage and enhance learning.

Enrichment opportunities provide memorable experiences and ensure there are no limits to the learning environment and a students' curiosity and a thirst for new experiences and knowledge.

Leaders ensure that the curriculum is designed to prepare students with the knowledge and skills to access the next phase of education, training or employment. The Curriculum at TIME consists of three key focus areas which are consistent across all key stages for all students. The focus areas include:

- Academic/Vocational achievement
- Personal Development
- Preparing for adulthood

The delivery of these focus areas are reflective of age, stage, and carefully selected learning programmes based on individual needs and aspirations.

We are therefore committed to the following principles

To respect and value all individual students and staff.

To provide the highest standards of care and education.

To ensure safety, security and opportunities for success

To foster students' social, moral, spiritual and cultural development This Is My Education (TIME) delivers a differentiated curriculum which is aligned to students' ages, levels of ability, interests and aspirations. It is coherent, imaginative and well planned, building systematically on prior experiences. There is integrated therapeutic support as necessary and a focus on developing resilience and preparing students for the next stage in their lives. A combination of on and off-site learning is delivered as appropriate for each individual.

This specialist curriculum is tailored to our students' individual needs and based on a person-centred planning framework. All students will have access to a broad and rich curriculum. Personalised planning takes place for each student. This will be added to each academic year to build a clear path towards accredited courses which are appropriate to ability levels and individual aspirations.

Academic/ Vocational Achievement

This key focus area concentrates on the specific learning pathways that students will study across all key stages:

- We aim to deliver a broad range of subjects that addresses the needs of all students.
- We offer subjects and learning pathways that support future aspirations, interests and strengths.
- Students achieve functional reading, writing, communication and numeracy skills.

In KS4 and KS5 students have greater ownership of what they choose and are able to study in relation to their own personal aspirations, interests and strengths following an academic, vocational or mixed pathway.

Personal Development

This focus area draws attention to the personalised work and potential interventions required to reduce barriers to learning and therefore enhancing the opportunity to learn and progress.

This area draws upon the expertise of a wide range of both internal and external professionals in addition to teaching staff such as clinical services, pastoral staff and external agencies.

The holistic care will:

- Support learning needs and reduce barriers to learning.
- Enable students to manage their emotions effectively and achieve optimal well-being.
- Enable students to acquire a sense of well-being along with positive social skills.
- Ensure EHCP outcomes are achieved.

Preparing for Adulthood

This focus area builds on transition across year groups and key stages and preparation into adulthood so that students are provided the best opportunity to maintain success beyond their time at TIME.

Careers Education, Information, Advice and Guidance (CEIAG) support and developing leadership skills via programmes such as the Duke of Edinburgh programme are integral to supporting the aims of preparing TIME students for adulthood.

Embedding preparation for adulthood allows our students to:

- Acquire, develop and consolidate functional living skills.
- Receive and engage with high-quality independent Careers, Information, Advice and Guidance, transition support.
- Develop employability skills.
- Prepare themselves for their next steps in education, training or employment.
- Take responsibility for the management of their own health and wellbeing.
- Become an integral member of their school and local community.

At TIME we aim to provide an aspirational curriculum that supports students to develop their knowledge and skills as appropriate to their age, ability and stage of development.

The curriculum has been developed to prepare students for life beyond TIME. We aim to prepare students with life skills that will allow them to become independent adults. We promote spiritual, moral, cultural, mental and physical development of students on a daily basis.

Our Curriculum is ambitious to ensure that students have the opportunity to achieve their full potential. We have high expectations of all students to ensure that they leave TIME with a range of qualifications that will support them on the next stage of their educational journey. Our current offer is a mix of GCSE/ vocational/ functional skills qualifications offered both on the main school site and at our purpose built off site vocational facilities.

3. Implementation

We provide a learning environment for young people with a variety of special educational needs. Our students have historically struggled to access a traditional formal curriculum therefore a creative and cultural based approach enhances the curriculum offer. We are determined not to sacrifice rigour to creativity, believing that it is possible, with enough careful planning, to have both. We put great value on students being the best they can be while acknowledging that some may have significant barriers to learning and we help to overcome them and develop their education.

Each subject area uses a variety of approaches to ensure the curriculum is adapted to individual students, supporting students to remember what they learn.

For example:

- Tasks aimed at incorporating special interests.
- Speaking and listening activities.
- Explaining and extending ambiguous language to aid understanding.
- Templates and examples of expected outcomes.
- Individualised worksheets.
- Use of TEACCH strategies.
- Relating skills/information to functional situations.
- Differentiation of tasks and outcomes.
- Collaboration with different subject areas.
- A mixture of visual, auditory and kinaesthetic learning, to support all students.
- Scaffolding to break down skills into smaller steps, to ease learning.

The school has distinct phases relating to:

KS 3 & 4 - The school operates an inclusive secondary curriculum with a range of academic or vocational pathways.

KS5 – A college approach offered at the main school site enabling students to follow 16-19 programmes of study. Young people will be able to access a range of courses, both academic and vocational that will help to prepare them for future education, training or employment.

Each phase has its own timetabled sessions, trained and qualified staff and specific site features.

Classes – All students are streamed according to a number of variables including their chronological age, communication and cognitive ability levels and this is usually determined after a period of assessment once a student has transitioned to us.

Accreditation

Courses are accredited according to the students age and ability levels from Open Awards, ASDAN, or GCSE/BTECs.

Reading at TIME

We have a clear Reading Strategy to ensure all students leave us as a reader. Some key aspects of our Reading Strategy are:

Reading Interventions

Include Accelerated Reader, Read, Write, Inc. and Read, Write Inc. Fresh Start and IDL Literacy Intervention. Read Write Inc. phonics programme is used to develop initial reading skills and focuses on the explicit teaching of phonics to de-code and word and sentence level work to develop comprehension. Reading skills such as skimming, scanning, continuous reading and close reading, are taught alongside decoding to develop fluency and efficiency.

Reading across the curriculum

Accessing, understanding and using written text form the basis of independent learning across the curriculum. For this to occur successfully, our students are explicitly taught to read, understand and use subject-specific vocabulary before encountering

these words within text. 'Word Walls' in classrooms promote disciplinary literacy and we believe that this provides students with an opportunity to progress within the subject area.

Reading for Pleasure

All students are encouraged to use the school library, where they can take books out to read on a regular basis. Reading for pleasure is actively promoted through the implementation of reading trackers and regular whole school reading activities during Form Times.

SMSC and British Values

At TIME, we deliver an education that provides students with regular opportunities to explore and develop their own moral values and beliefs, spiritual awareness, a caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures and societies throughout the world.

As part of the wider SMSC curriculum, students are encouraged to act responsibly and work to support their own and the wider community through themed days and charity fundraising events. The fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths are fully embedded throughout all aspects of the curriculum.

Students are given the chance to experience the cultural and spiritual diversity of life in modern Britain through formal lessons in PSHE. Our PSHE curriculum gives students the chance to discuss a range of issues, allowing them to develop the skills and knowledge to make safe, healthy and informed decisions. The promotion of British Values are planned for and fully embedded within all curriculum areas through the delivery of termly British Values foci.

Protected characteristics

TIME embraces the principles of the Equality Act 2010. Protected Characteristics are taught and embedded into all aspects of the school curriculum with additional activities focusing upon key themes related to different protected characteristics and respect for diversity.

Relationship, Sex Education (RSE)

As of September 2020, RSE became statutory for all schools. Parents have the right to withdraw their child from part of the RSE education delivered as part of PSHE. Topics are planned and taught in a sensitive manner, to ensure topics are covered at appropriate points. The curriculum is regularly reviewed, with additional support available to students for more sensitive topics if required.

Careers At TIME

We aim to raise aspirations, challenge stereotypes and encourage students to consider a range of career options. Through regular careers education and guidance, it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which match their strengths, individual needs, knowledge and potential. Students can only fulfil their potential if they fully understand themselves, their strengths and the possibilities available to them both now and in the future.

Cross Curricular Links

It is important for all our students that they can recognise the key skills used in all curriculum areas. This enables students to generalise skills they have learned in one subject whilst applying them to the next. Where subject topics overlap, subject leads will utilise this learning opportunity. All subject leads will complete their schemes of learning including literacy and numeracy links within their subject.

All subjects will include a communication focus in their planning and delivery. This same focus will be taught in their personal development sessions whilst maintaining the focus across the curriculum. This fully optimises students' learning opportunities.

4. Impact

Curriculum intent

The curriculum is delivered in discreet subjects and is carefully mapped in each area to provide students with a coherent learning experience which allows progression. Subject leaders ensure high quality teaching, learning and achievement across the school in their designated area. A comprehensive written subject policy and development plan that links into whole school development is updated regularly. An annual curriculum review (department self-review) that develops Curriculum Maps, medium term planning and short-term lesson plans is undertaken.

Evidence of student assessment is collated and analysed half termly leading to termly audit and review.

Assessment will be for a variety of purposes: diagnostic, formative and evaluative. It will be used as an aid to make judgements about the achievements of a student and therefore contribute to future planning. These judgements will be based on evidence from more than one source, such as teacher observation, class work, tests, investigations, project-based tasks, and examinations. In addition, progress against EHCP outcomes, social and emotional targets and subject specific learning targets are all monitored.

We intend for all our students to make progress and achieve their own personal success.

Overall curriculum objectives are as follows:

- To develop students ICT and computing skills in all curricular areas.
- To ensure students are equipped with the functional skills necessary to thrive in adult life.
- To provide students with a broad, balanced and relevant curriculum
- To offer all students increased opportunities for Learning outside the Classroom (LoTC).
- To provide access to a differentiated national curriculum.
- To offer accredited courses which are appropriate to ability levels and individual aspirations.
- Use baseline and regular assessment to monitor and develop progression.
- To cater for students' individual learning styles.
- To equip students with the key skills required to appropriately interact within their community.

- To promote the use of the Personal Learning and Thinking Skills (PLTS) framework to ensure the six groups of skills that, together with the functional skills of English, mathematics and computing, are essential to success in learning, life and work.
- To develop a sense of personal achievement.
- To encourage self-motivated learning.
- To prepare students academically, vocationally and socially for adulthood.
- To provide 'memorable experiences'.
- To enhance wider personal development and wellbeing.
- Implement enrichment activities that are varied and have a high take-up across most groups of students.
- To equip students with reading skills necessary to access a broad curriculum.

Intended outcomes

By implementing a differentiated and modified curriculum This Is My Education (TIME) will:

- Optimise the communication skills of all students.
- Cater for the specific needs and learning difficulties of individual students as described in their EHCPs, by providing teaching and learning opportunities at an appropriate level.
- Engage students' interests in personal development and encourage a thirst for learning.
- Create a positive learning environment where students can work safely.
- Allow students to interact and learn from each other.
- Allow all students to reach their full potential and achieve their own personal success.
- Give students opportunities to develop their key skills.

Through their programme of study, our students will:

- Improve their communication skills.
- Improve their reading, writing and mathematical skills.
- Develop greater levels of independence.
- Have gained the life skills required to function more appropriately in the community.
- Have gained accreditation to demonstrate the levels to which they have studied.
- Have gained relevant experiences to inform their decisions about future careers.
- Have a positive attitude towards their past, present and future learning.
- Develop confidence to move to the world of work, vocational or higher education.
- Have sufficient key skills and self-esteem to approach new situations confidently.

Inclusion and Intervention

The needs of the students educated at This Is My Education (TIME) are varied and often complex. Successful inclusion relies on a good understanding of, and absolute respect for, the needs of the individual. Wherever possible, the school gives all individuals the same access and opportunities as every other student (see also the SEND policy).

Each department sets suitable learning challenges, responds to students' needs and seeks to overcome all potential barriers to learning. This is supported by:

- The school SENCO/or person responsible
- Learner profiles

- Intervention programmes
- Therapeutic support and other assessments from a range of

Safeguarding children

All elements of the school curriculum are underpinned by the need to enable students to feel safe and adopt safe practices. The Designated Safeguarding Lead (DSL) supports staff in delivering specific safeguarding issues within the curriculum, including how to keep safe, e-safety, anti-bullying, anti-radicalisation, FGM, County Lines and a wide range of awareness raising topics.

Non-partisan views

Throughout the curriculum we encourage students to respect the fundamental British values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum is designed to be non-partisan and our staff handbook reminds those with an influence over our students to maintain a non-partisan approach at all times during curriculum delivery.

Monitoring arrangements

This policy will be reviewed bi-annually.

This policy will be updated if there are any major changes in legislation.

This policy will be ratified by the School Governing Body.