

TRIDENT ALTERNATIVE PROVISION

Curriculum Policy



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Trident Alternative Provision: Curriculum Policy

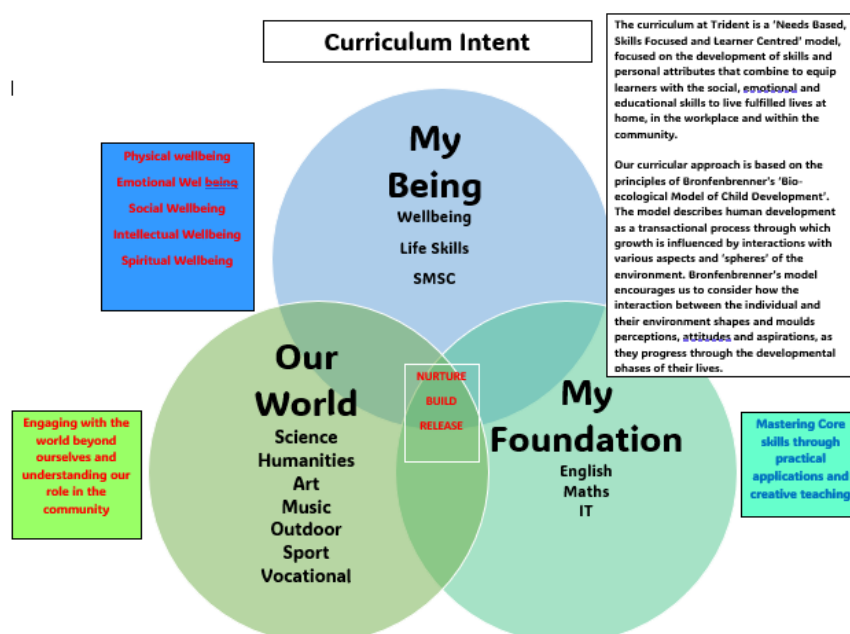
Introduction

At Trident Alternative Provision, our mission is to **build firm foundations for the future**. We will: **nurture** the students in our care - addressing the social, emotional, and learning needs of individual students by providing the necessary help to remove the barriers to learning; **build** on their existing knowledge, skills, and state of personal development; **release** them into the world ready for their next stage of education and for adult life.

We do this through a curriculum which covers a broad range of subjects and is delivered in a way that enables all students to make good progress according to their abilities. Students progress is assessed as part of a continuous process which feeds back into making future lessons more effective. The end result we aim to achieve is enabling our students to achieve the entry requirements for their desired progression destination and to have the tools to live independently as adults.

In this policy we will set out in general terms:

- our provision of full-time education
- our curriculum approach and how we meet the needs of our students
- how our curriculum meets the requirements of the Education (Independent School Standards) Regulations (2014)
- how work is planned
- how each subject is taught
- how students are assessed
- how we will report progress to parents or carers
- how the curriculum:
 - promotes students Spiritual, Moral, Social and Cultural development (SMSC)
 - promotes Fundamental British Values
 - contributes to students' Character Education
 - develops students' Cultural Capital
 - prepares students for the opportunities, responsibilities, and experiences of life in British society



Our Provision of Full Time Education

We provide full-time supervised education for students of compulsory school going age. This means:

- at least 190 days a year
- 38 weeks a year
- 23 hours/week taught time for Key Stage 3
- 24 hours/week taught time for Key Stage 4

It is sometimes necessary to offer a part-time provision for some students when they join our school. Part-time provision will never be less than 18 hours a week. Our students are referred to us by the local authority under individual SEND contracts and a few under Alternative Provision Frameworks. Based on information given at the point of referral some students will have had significant gaps in education and for this reason it is sometimes necessary to gently ease them back into education by following a part-time timetable at the beginning. We will increase their timetable gradually until students are attending full-time.

Our curriculum approach and how we meet the needs of our students

At Trident Alternative Provision we cater for students aged between 11 and 16years old. The majority of our students have special educational needs and an EHC plan – these needs include:

- Cognitive and Learning Need - Students learn at a slower pace than their peers, even with appropriate differentiation. Cognition and learning needs may only impact on specific areas such as reading, writing, spelling, and mental calculations.
- Specific Learning Difficulties (SpLD) - Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia. In addition to a specific area of need, learners with SpLD may have memory and processing difficulties, difficulties in organisational skills and also coordination difficulties.
- Moderate Learning Difficulties (MLD) – Students have much greater difficulty than their peers in acquiring basic literacy and numeracy skills, understanding concepts, with working memory and concentration, retaining information, learn at a slower pace than their peers, attain significantly below expected levels in most areas of the curriculum, require support over and above expected universal differentiation and curriculum flexibility. They also often have speech and language delay and underdeveloped social skills.
- Behavioural, Emotional and Social Development Needs & Behavioural, Emotional and Social Difficulties (BESD) - Students find difficulty in successfully managing their behaviour and emotions, resulting in them showing behaviour which is often unpredictable. Children with BESD are often difficult to understand and it isn't rare from them to become anxious and/or scared regularly.

In addition to these special educational needs, the majority of our students:

- have social, emotional, and mental health needs (SEMH)
- present challenging behaviour
- have had significant gaps in their education
- have had multiple exclusions from mainstream education
- have suffered various traumas

Academically, our students arrive working at various levels of capability ranging from those working significantly below what is expected for their age and those who have exceptional capability.

In addition to providing high-quality teaching, scaffolding, extension, and intervention this is how we meet the needs of our students:

- Through induction training we equip our staff to build good relationships with students and encourage them to read the documentation which helps them build their knowledge and understanding of an individual student's profile of strengths and difficulties
- We will organise additional specialist training to ensure that all our teaching and support staff are able to support the specific needs presented by various cohorts of students
- We have ensured that everything we offer on the curriculum caters for multiple levels of capability
- We have two curriculum plans based on the same curriculum model. This caters for students capable of engaging in a formal differentiated curriculum (Oak) and those that need a more informal nurture based approach (Willow). The curriculum path taken is based on initial assessments of both academic ability and SEMH needs.
- Our "Curriculum Plans" give an outline of the provision for students of different ages
- We have a qualified and experienced SENCo in place to coordinate how we plan, implement, and evaluate our provision for students who have special educational needs and EHC plans. Our SENCo has input in ensuring that our curriculum reflects how ambitious we are for our students and develops systems that make it possible for students who have special educational needs to achieve exceptional outcomes. Our SENCo manages the procedure for ensuring EHC plan outcomes are met by breaking them down to smaller termly IEP targets; supporting staff to implement these targets and analysing how well students meet the targets. Our SENCo co-ordinates EHC plan reviews and other procedures to ensure students are on track to achieve their outcomes. Our SENCo is also responsible for managing our procedures for ensuring that all staff are aware of students needs, their targets and the relevant strategies to use to enable them to access learning and make progress.
- We work in partnership with professionals and with organisations that provide the support needed by our students, including SENAR; Social Workers; Psychologists; CAMHS; emotional & behaviour support and others as needed depending on the cohort of students we have at any given time. We will follow any individual advice given by these specialists.
- We will work closely with parents and carers by involving them in EHC plan reviews, maintaining good lines of communication, providing them with detailed end of term reports, regularly requesting and acting on their feedback to ensure that our provision is suitable.
- Through our accessibility plan we will ensure that our school premises and the curriculum is accessible for all students to ensure that students who are disabled or those who have special educational needs are not disadvantaged.

How our curriculum meets the requirements of the Education (Independent School Standards) Regulations 2014

Aspect	Subject/ Activity	Ages/Levels/Key Stage; Qualification & Awarding Body (if applicable)
Linguistic	English Language - Oak	KS3 - Pearson KS4 (functional skills/GCSE)– Pearson
	English Language - Willow	KS3 – Hamilton/Equals KS4 – Hamilton/Equals/Functional Skills (Entry Levels)
	Intervention- Reading	Catch Up literacy programme in place for all students
Mathematical	Mathematics- Oak	KS3 - Pearson KS4 (functional skills/GCSE)– Pearson
	Mathematics- Willow	KS3 – Hamilton/Equals KS4 – Hamilton/Equals/ Functional Skills (Entry Levels)
	Intervention	Catch Up Numeracy for all learners working significantly below.
Scientific	Science - Oak	KS3 – AQA Curriculum KS4 – Pearsons iGCSE Human Biology
	Science - Willow	KS3 – Hamilton/Equals KS4 – Pearson Entry Level Science
Technological	ICT – Oak	KS3 – Pearson KS4 – Pearson/Functional Skills/Gateway L1/2
	ICT - Willow	KS3 – Equals/Gateway entry level KS4 – Gateway Entry/level1
Human and social	History - Oak	KS3 – Pearson KS4 – Pearsons iGCSE History/Entry level Certificate
	History - Willow	KS3 – Oak Academy/ASDAN short course/Equals
	Geography - Oak	KS3 – Pearson KS4 – Pearsons iGCSE History/Entry level Certificate
	Geography - Willow	KS3 – Oak Academy/ASDAN short course/Equals

		KS4 – Pearson Entry Level Certificate
Physical	P. E - Oak	KS3 – Differentiated KS3 SOW KS4 – Gateway Sport and fitness level1/2 Certificate
	P.E. - Willow	KS3 – Differentiated KS SOW KS4 – Gateway Sport and fitness entry level Certificate
Aesthetic and creative	Art - Oak	KS3 - Differentiated KS SOW KS4 – Pearsons iGCSE Art/Entry level Certificates
	Art - Willow	KS3 - Differentiated KS SOW KS4 – Asdan Expressive arts short course
Personal, Social, Health and Economic Education (PSHE) and RSE to include Citizenship	PSHE (RSE) -Oak and Willow	KS3 - PSHE Association KS3- PSHE Associaton/Gateway Personal development qualifications
Careers Guidance	Local Authority Career Guidance	Year 11
	National Career Service	Years 9,10 & 11
Preparation for life in Britain	British Values	Gateway Entry level Qualification
	Life Skills	ASDAN- Life Skills Challenge/Short courses Gateway - Keeping Safe and Healthy
	Work experience	Year 11
	College Visits	Years 10 & 11
	Visiting Speakers	All students
	Educational visits	All students
Vocational Courses	Employability Skills	Gateway - Entry level to level 2
	Construction Skills	Nova Training – level 1
	Motor Skills	Nova Training – level 1
	Computing Vocational Taster	ASDAN Short Course
	Construction Vocational Taster	ASDAN Short Course
	Hair and Beauty Vocational Taster	ASDAN Short Course
	Hospitality Vocational Taster	ASDAN Short Course
	Land-based Sector Vocational Taster	ASDAN Short Course
	Manufacturing Vocational Taster	ASDAN Short Course
		ASDAN Short Course

	Uniformed Services Vocational Taster	
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Qualification Providers are:

- Pearson/Edexcel for GCSE/iGCSE/Entry level
- Gateway Qualifications – Level 1 and 2 and Entry level Awards/Certificates and Diplomas
- ASDAN – Short courses leading to AOPE or COPE where appropriate.

All students should be able to achieve the between 7 and 10 RQF qualifications at their assessed level.

How work is planned

- All subjects and activities are supported by schemes of work and programme booklets which have details of what is to be taught in each subject throughout the year for each level of capability.
- Schemes of work also outline the objectives for learning within each topic; how individual topics are to be taught; what resources will be used; what opportunities will be taken for assessing students' learning and progress.
- All staff have access to schemes of work or programme booklets which they customise to ensure they are suitable for their cohort of students. Staff will regularly work together to identify opportunities for cross curricular development of essential skills such as literacy and numeracy; for SMSC development; for promoting Fundamental British Values and more.
- We will gather as much information about our students' prior attainment as we can at the point of referral.
- In English and Mathematics, we will also conduct a detailed initial and diagnostic assessment of our students' capability at the point of referral and get an accurate starting point in Reading, Writing, Reading age, Number, Measure, Shape and Space, Statistics and Data. We currently use the WRAT for reading, spelling and maths initial assessment as well as BKSb for diagnostic assessment in English and maths.
- Students will be organised either into age appropriate cohorts for our formal curriculum (Oak) or into small groups based on their Key Stage if they are assessed as needing a more nurture based informal approach (Willow) to learning to develop skills, knowledge and engagement.
- Teachers will use the outcome of the diagnostic assessments to plan work in a way that addresses students' common gaps and areas for improvement. They will sequence the delivery of learning activities in a way which ensures that students have the knowledge and skills necessary to engage with the topics.
- Where students have significant knowledge or skills gaps interventions will be planned in addition to group lessons. We currently use Catch Up Literacy and Catch Up Numeracy to assess and support progress in English and maths for students that need extra support.

How work in each subject is to be taught

English

- Our aim is to develop students' reading, speaking, listening, and writing skills to help them become confident communicators.
- English will be taught to all students aged 11 -16.
- Teachers will use a combination of small group sessions and 1 to 1 tutorials.
- Students will study towards a GCSE or Functional Skills qualification depending on the results of their initial assessments and diagnostic assessments and in what academic year they are in when they join the school - for example, some students will join the school close to the end of Key Stage 4 therefore they might not have enough time to complete the GCSE qualification.

- Students studying towards the GCSE qualification will draw upon a range of texts as reading stimuli and engage with creative as well as real and relevant contexts. Students will have opportunities to develop reading and critical thinking skills that encourage enquiry into different topics and themes.
- They will:
 - read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
 - read and evaluate texts critically and make comparisons between texts
 - summarise and synthesise information or ideas from texts
 - use knowledge gained from wide reading to inform and improve their own writing
 - write effectively and coherently using Standard English appropriately
 - use grammar correctly and punctuate and spell accurately
 - acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
 - listen to and understand spoken language and use spoken Standard English effectively.
- Students studying towards Functional Skills qualifications will read, write, speak, listen, and communicate in English at an appropriate level so they can apply these skills effectively to a range of purposes in the workplace and in other real-life situations.
- They will:
 - Listen, understand, and make relevant contributions to discussions with others in a range of contexts
 - Apply their understanding of language to adapt delivery and content to suit audience and purpose
 - Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing
 - Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation, and grammar
 - Understand the situations when, and audiences for which, planning, drafting, and using formal language are important, and when they are less important.
- We will ensure that all students have access to a wide range of reading material to read for pleasure and to develop their reading skills. Teachers will promote reading by encouraging students to read out loud at the beginning of lessons, to read quietly during break and lunchtimes and before lessons start in the morning. Students will also be encouraged to join their local libraries and borrow books to read in their free time.
- We will also buy reading materials for various reading levels to support the development of students reading skills. 1 to 1 tutorials will be used to give individualised support and raise the level of reading across the school.
- We will invite external organisations such as Talk the Talk to help us develop students' oracy so they can become confident communicators

Mathematics

- Our aim is to encourage students to see that Maths is for everyone. It is diverse, engaging, and essential in equipping them with the right skills to reach their future destination, whatever that may be.
- Mathematics will be taught to all students aged 11 -16.
- Students will study towards a GCSE or Functional Skills qualification depending on the results of their initial assessments and diagnostic assessments and in what academic year they are in when they join the school - for example, some students will join the school close to the end of Key Stage 4 therefore they might not have enough time to complete the GCSE qualification.

- We will encourage students to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society. We will also provide a strong mathematical foundation for students who go on to study mathematics at GCSE and Levels 1 & 2.
- Students studying towards the GCSE qualification will develop:
 - a willingness and ability to work independently and co-operatively
 - an ability to understand mathematical ideas and to communicate them in a variety of modes
 - an appreciation of the ways in which mathematics is used
 - the knowledge, skills and understanding needed to apply a range of mathematical concepts to situations which may arise in their own lives
 - an ability to use mathematics across the curriculum
 - a firm foundation for appropriate further study.
- Students studying towards Functional Skills qualifications will demonstrate a sound grasp of mathematical skills at the appropriate level and the ability to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real-life situations.
- They will:
 - demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity
 - be introduced to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life
 - develop an appreciation of the role played by mathematics in the world of work and in life generally.
- Teachers will use a combination of small group sessions and 1 to 1 tutorials.

Science

- We aim to stimulate curiosity, interest and enjoyment in Science and its methods of enquiry; to develop abilities that are relevant to the study, practice and application of Science which are useful in everyday life.
- Students can study at various levels from Entry Levels 1, 2, 3 and Human Biology iGCSE
- Students studying towards Human Biology iGCSE should have a basic understanding of the following biological principles and be able to apply them in either paper:
 - Cells and tissues
 - Biological molecules
 - Movement of substances in and out of cells
 - Bones, muscles and joints
 - Coordination
 - Nutrition and energy
 - Respiration
 - Gas exchange
 - Internal transport
 - Homeostatic mechanisms
 - Reproduction and heredity
 - Disease
- Teachers will use small group sessions and where necessary 1 to 1 tutorials.
- Given that we do not have a fully functioning laboratory teachers will look through the specifications to identify the practical activities that can be delivered without the use of a laboratory. We will source the equipment needed to ensure that students experience some practical aspects of science. Where experiments cannot be conducted with the resources available, teachers will source suitable online demonstrations and tutorials they can use in class.

- Teachers will plan relevant educational visits to enhance students understanding of scientific concepts; to observe procedures and to see how certain concepts are used in real life,
- Students will be taught to follow safety procedures strictly

ICT

- Our main aim is to ensure that all students are equipped with a good working knowledge of the major productivity applications in order to support their overall learning and prepare them for employment.
- Students will:
 - gain skills when using ICT systems, finding, and selecting information, developing, and presenting and communicating information
 - apply their knowledge and understanding to everyday life
 - engage competently and confidently with others
 - solve problems in both familiar and unfamiliar situations
 - develop personally and professionally as positive citizens who can actively contribute to society.
- Teachers will use both small group and 1 to 1 tutorials where necessary
- Lessons will include theory and practical sessions where students will practice the skills, they learn during the theory sessions

Geography

- Our Geography provision gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way.
- It is focused on the students, it is about their place in the world – how they live in it, how it is changing for better and for worse and about their future in it. It is about broadening students' horizons, so they get a sense of seeing the bigger picture through social, economic, and environmental lenses.
- The Geography Key Stage 3 covers topics such as physical processes; food, energy, and waste; and tourism. It is project – based and although key learning is delivered in small groups each student should complete challenges and record evidence across 9 modules.
- Students in Key Stage 4 either study towards: GCSE qualification in which they cover -Living with the physical environment, Challenges in the human environment, Geographical applications, and Geographical skills. Students will take part in fieldwork and conduct case studies. Or the Entry level qualification covering the same core areas.
- Teachers act as facilitators, guiding students as they fulfil the requirements of their chosen units in project form.
- Teachers hold small group sessions and 1 to 1 sessions where needed.
- Teachers organise educational visits where they will add value to students learning giving them opportunities to gather data improve their understanding of processes.

History

- Our History offer helps students understand past events and people and their significance in order to get a better insight into the world around them.
- The study of History provides students with the opportunity to develop essential skills of analysis and evaluation, and we aim to cultivate those as fully as possible.
- Students at Key Stage 3 will work in the following modules: Local history; British history – our island stories; Britain, the empire, and the world; History from below; European history; History in the world.

- Students in Key Stages 4 will either study towards: GCSE qualification which includes one period study, one thematic study, one wider world depth study and one British depth study including the historic environment or Entry level history which covers two history topic chosen from an extensive set list.
- Teachers act as facilitators, guiding students as they fulfil the requirements of their chosen units in project form.
- Teachers hold small group sessions and 1 to 1 sessions where needed.
- Teachers organise educational visits where they will add value to students learning giving them opportunities to gather data improve their understanding of historic events.

P. E

- Our aim is to help students develop control, coordination, tactical skills; improve performance, fitness, health. We also develop moral values such as fair play, modesty, integrity, and commitment through sport.
- Teachers will deliver PE lessons, facilitate popular indoor and outdoor sports, and encourage students to try various other activities that they may not have tried before
- The school will make arrangements with local leisure centres and outdoor sports centres for students to regularly to take part in these indoor and outdoor sports.
- We will engage external trainers in activities based on students' interests
- Across all activities, students will be taught to follow safety procedures and teachers will conduct rigorous risk assessments and implement relevant control measures
- At KS4 students can study from entry 1 through to level 2 with the Gateway Qualifications Sports and Fitness qualification.

Art

- Students will study towards Art iGCSE or Entry Level Certificate according to ability
- Students will study Art and will explore different aspects of expressive arts, textiles and creativity. The module includes opportunities to try new techniques, research arts topics and explore creative themes. Students will complete project- based activities in small groups facilitated by teachers and individually
- Students working towards the GCSE Art & Design will study Fine Art. Fine art practice is defined here as the need to explore an idea, convey an experience, or respond to a theme or issue of personal significance. Students will work in one or more of the following areas of fine art: drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media, land art.
- Students will be provided 2 hours a week for creative subjects because of the therapeutic nature of the subject
- Teachers will also organise activities delivered by external organisations such as music, dance, drama based on students interests

PSHE

- We offer personal, social, health and economic education for all students which incorporates the new statutory guidance for sex, relationships, and health education in England
- Our PSHE provision supports our mission to **build firm foundations for the future by nurturing** the students in our care - addressing the social, emotional, and learning needs of individual students by providing the necessary help to remove the barriers to learning; **building** on their existing knowledge, skills, and state of personal development; **releasing** them into the world ready for their next stage of education and for adult life.
- We encourage respect for other people, and ensure that students are aware of the protected characteristics set out in the 2010 Act(a)

- We have a policy which outlines their RSE provision, and it meets the requirements of the DfE's statutory guidance. We will consult parents about the provision at the time of referral and inform them of their right to withdraw their child from part or the whole of the sex education component of RSE. We will ensure that all students (except those who are excused) have access to the RSE curriculum which is appropriate for their age and needs?
- Teachers deliver discreet PSHE lessons based on the PSHE Association's programme of study. Through group planning, teachers also identify opportunities to develop the PSHE offer across the curriculum
- We will invite various organisations and visit relevant centres to support students understanding of various aspects of the PSHE offer such as drug awareness, sexual health
- At KS4 we deliver qualifications in personal development and keeping safe and healthy to give the curriculum a purposeful outcome. These are differentiated from Entry level to level 2 as appropriate.

Career Guidance

- We provide access to accurate, up-to-date careers guidance for all our students through the curriculum; local authority advisers, and various external sources such as the National Careers Service
- The advice provided enables students to make informed choices about a broad range of career options which are not stereotyped and help to encourage students to fulfil their potential
- Students also work towards a qualification in Employability Skills. Teachers deliver small group sessions and 1 to 1 tutorials to facilitate learning.
- Teachers organise visits from external speakers, events such as career speed dating, "Talk about the future" delivered by the charity Talk the Talk. They also make arrangements for students to attend employability workshops run by EmployabilityUK.
- Work experience, college visits, visiting speakers and educational visits also contribute to preparing students for their chosen destinations after school
- Further details are outlined in our Career Education, Information, Advice and Guidance policy.
- Citizenship for KS3 (Citizenship at KS3 will be delivered as a GCSE)

Citizenship Studies

- In Citizenship Studies, students will find out "How citizens can try to make a difference" by studying Life in modern Britain, Rights and responsibilities and Politics and participation.
- Students will not only learn about citizenship skills, but they will also be given opportunities to apply these skills in various activities across the school.
- They will:
 - gain the ability to form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions about citizenship issues
 - understand the range of methods and approaches that can be used by governments, organisations,
 - groups and individuals to address citizenship issues in society, including practical citizenship actions
 - formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues, and debates
 - select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn

- present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts
- plan practical citizenship actions aimed at delivering a benefit or change for others in society
- critically evaluate the effectiveness of citizenship actions to assess progress
- We complete qualifications at both KS3 and KS4 in British Values through Gateway Qualifications at Entry level and level 1.

Living Independently/Enrichment

- Through ASDAN's Living Independently short course and Life Skills Challenges, students will learn some of the essential skills needed for independent living. Teachers will cover topics including:
 - Earning and spending money
 - Keeping track of your money
 - Making financial choices
 - A place of your own
 - Health and wellbeing
 - Cooking on a budget
 - Practical cooking skills
 - Career management
 - Preparing for the world of work
- Teachers will also invite organisations that offer specialist activities for specific issues such as Barclays, to build on what students learn in lessons
- To extend what students learn, teachers will also organise volunteering opportunities where students can practise some of the skills such as vacuuming, laundry and independent travel
- Although lessons and activities will be delivered in groups, each student will be required to demonstrate competence in the practical skills.

Vocational Qualifications

- All students will study Employability Skills and Customer Service qualification. Depending on when they join the school. Students might be at the school long enough to study both.
- Customer Service was chosen not only because it can easily be delivered in a classroom – but also happen to fall within a sector that has the most jobs in Solihull according to the latest labour market data. Customer Services is in the sector that has the most jobs in the West Midlands.
- Through the qualification students get an insight into the sector so they can decide if they are suitable
- Our vocational qualifications will be responsive to student's interests and will depend on each cohort however, to begin with – these are the qualifications that will be on offer.
- Through the Customer Service qualification, students will gain
 - the skills and knowledge required to successfully work in customer services
 - skills in communication, resolving queries and meeting customers' needs
 - knowledge of the principles of customer service.
- Through the Employability Skills qualification students will:
 - develop and enhance skills required for the working environment
 - develop confidence for employment and motivation
 - improve communication skills and personal effectiveness
- Students will be taught in small groups and where necessary through 1 to 1 sessions. They will get opportunities to do work shadowing and work experience as well.
- We will also offer ASDAN vocational tasters in the following areas dependant on student interest:
 - Computing Vocational Taster
 - Construction Vocational Taster

Hair and Beauty Vocational Taster
Hospitality Vocational Taster
Land-based Sector Vocational Taster
Manufacturing Vocational Taster
Uniformed Services Vocational Taster

- We will seek external providers for specific vocational interests of students at KS4 such as Nova Trainings construction and motor vehicle courses.

How work in each subject is assessed

We have compiled 2 documents which outline how our curriculum will be assessed – Framework for the evaluation of student performance & Assessment Policy

How we will report progress to parents or carers

- Parents will receive a report about their child's performance at the end of every term.
- Reports will focus on progress, effort, level towards which their child is working, exam results
- Teachers will also regularly give parents feedback about how students are getting on informally over the phone and via email
- We will publish a summary of examination results and students' outcomes on the school website every year

How the curriculum:

Promotes students SMSC development

- SMSC will be developed across the curriculum and through educational visits and other extra-curricular activities
- Examples of how each aspect will be developed are given below
- Spiritual development
 - Celebrating different faiths and cultural holidays/celebrations
 - Visiting different religious sites e.g., the Gurdwara and local church
 - Talking about different faiths in subjects such as English, History
 - During PSHE sessions students are encouraged to reflect, this improves their self-knowledge and their behaviour.
- Moral development
 - Character Education sessions
 - Learning about the effects of drugs and alcohol in PSHE helps students think about the possible outcomes of poor choices
 - Police talks during which they explain what happens when a crime has been committed help students understand how the law works
 - Discussions in lessons about moral dilemmas
- Social development
 - through PSHE lessons; taking part in group projects; taking part in sports
 - creating displays for the school
 - volunteering at local charities
 - History lessons
- Cultural development
 - Educational visits and discussions in lessons

- Making 'food from around the world',
- Social days, celebrating a variety of religious holidays, contribute to students' knowledge about other cultures
- History lessons

Promotes Fundamental British Values

- The school's Character Education offer compliments fundamental British values. Students are taught
 - about and given opportunities to practice many virtues
- Students actively take part in the school community by giving formal and informal feedback about their experiences. Students are also involved in making decisions about what they learn across many parts of the curriculum.
- When elections are happening in the country, teachers organise a mirror event across the school
- Students take part in mock court, visit places such as police stations, fire stations; learn about and observe significant cultural and religious events; have moments of reflection during PSHE sessions. These activities have positive impact on students such as understanding their rights and the rights of others; developing respect for others; understanding rules and boundaries just to name a few.
- The PSHE offer teaches students about diversity, how to function as adult citizens; where to get help and advice; civic duties. In the staff audit mentioned above staff say so.

Develops students' Cultural Capital

- Cultural Capital will be developed mostly through school visits and across the curriculum with teachers identifying opportunities to highlight the best that has been thought, said, created, achieved in their subject area.
- Teachers will make arrangements to visit destinations which will expose our students to essential knowledge that they need to be educated citizens and develop an appreciation of human creativity and achievement.

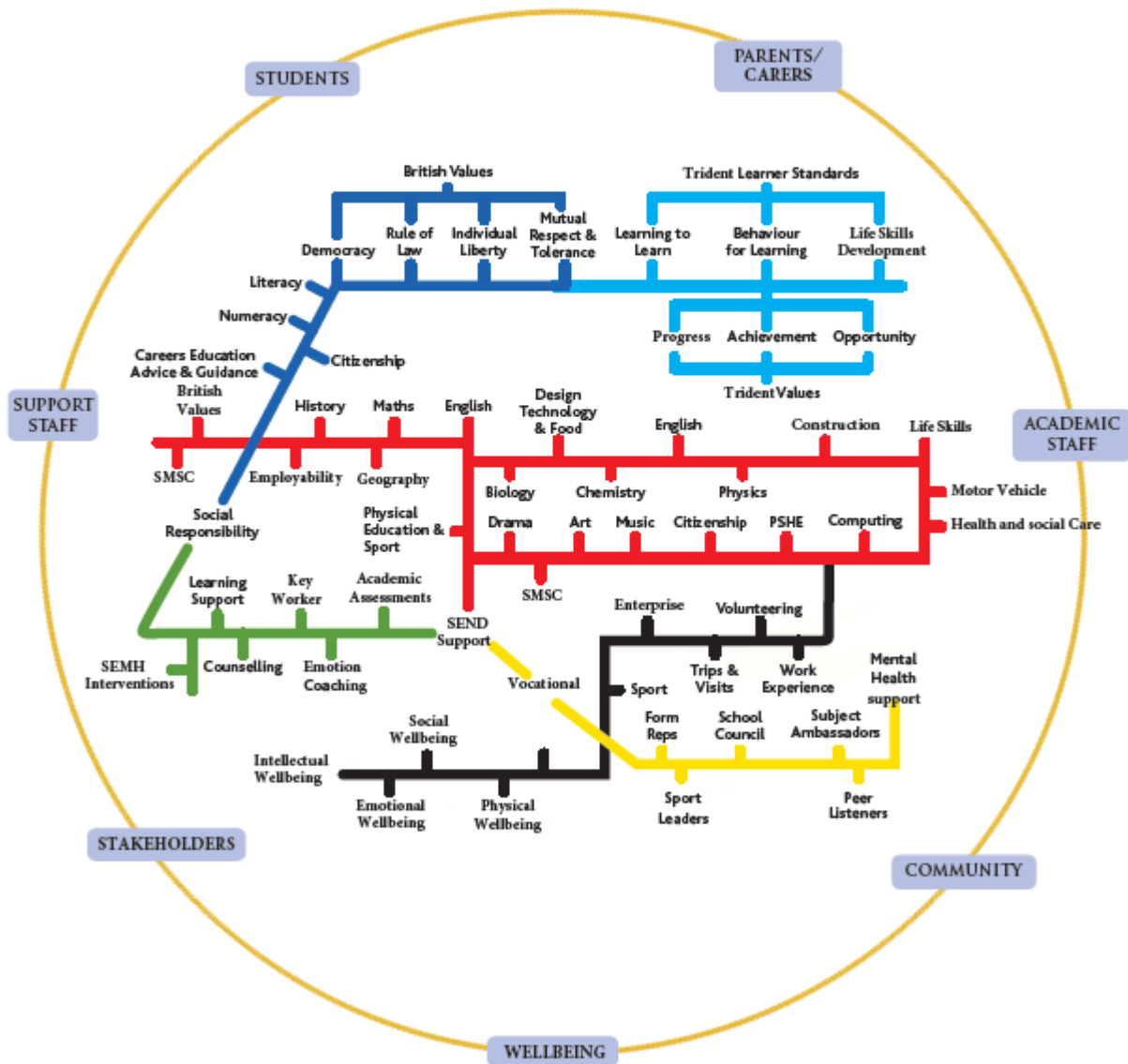
Prepares students for the opportunities, responsibilities, and experiences of life in British society

- Citizenship Studies, Work experience, College Visits, Visiting Speakers, Educational visits, Living Independently, Career guidance; SMSC development; British Values; Character Education; Cultural Capital all prepare students for the opportunities, responsibilities, and experiences of life in British society
- Collectively, the activities listed above prepare students for:
 - employment, further education, apprenticeships.
 - independent living; managing money; functioning properly as an adult citizen.
 - engaging with public institutions.
 - civic duties like voting, jury duty.
 - knowing where to get help and advice.
 - interacting with the wider society.



Trident Alternative Provision School

WHOLE SCHOOL MAPPING



KEY

Our Curriculum	Red line	Our Values	Light blue line
Our Future	Blue line	Our Support	Green line
Our Growth	Yellow line	Our Enrichment	Black line