LPW Independent School

Curriculum Policy

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Learning Partnership West School

We are a small alternative learning provider based in the heart of Bristol, serving communities across the city. The majority of our students join us from mainstream settings where they were at risk of permanent exclusion. Our aim is to re-engage them with education and to support them to achieve positive outcomes and transition successfully into post 16 placements.

We pride ourselves on providing a welcoming, stable and friendly environment that supports students to re-engage with education and build strong relationships with a supportive team of trusted staff.

We recognise the traditional school curriculum does not suit many of our students and that this may have contributed to their difficulties in previous settings. We aim to combine academic success with valuable real-life experiences and vocational learning, and partner with providers across the city to offer a wide range of courses and opportunities.

Our school is trauma and attachment aware and this approach informs how we work with the young people that attend our setting. We recognise the importance of developing trusted relationships between students and staff and providing stability that supports success. Please see our Behavior and Relationship Policy for more information.

Curriculum Intent

At LPW we put students at the centre of our curriculum decisions, ensuring that what we do supports them both during their time with the school and beyond.

Our curriculum:

- Is broad, balanced and engaging.
- Is ambitious for all students.
- Is appropriate for the individual needs of all students.
- Develops students' resilience.
- Prepares students for the next stage of their education and a successful adult and working life.
- Provides students with the widest range of experiences possible, building cultural capital; inspiring and enabling them to make a lasting and positive contribution to their community.

The school's curriculum takes into account young people's experiences in previous educational establishments and that helps all young people to become successful students, confident individuals and responsible citizens that are ready for their next stages of education, employment and training. The staff at LPW School are committed to inspiring a love of learning within our students and to helping each individual to discover their true passion. LPW School is committed to empowering the young people in our setting to take ownership of their learning by fostering a culture of high aspiration, ambition and achievement. We take pride in supporting all of our students in their personal and academic growth; to enable them to build

confidence, secure strong academic outcomes and to make positive contributions to both the school and wider community.

Our curriculum recognizes that traditional academic subjects may not always meet the needs of students and we strive to offer each young person a truly personalized provision that incorporates a range of academic and vocation learning, therapeutic support, community engagement and workplace experiences.

Impact

We are confident that our curriculum offer supports students in achieving their aims and making tangible progress. Specifically, it aims to:

- Enable those not achieving age-related expectations to narrow the gap and as far as possible catch up with their peers.
- Allow students to achieve high standards and make excellent progress in a range of indicators: academic, social, work related.
- Support students to become independent in their learning
- Challenge and stretch all young people in order for them to achieve their potential.
- Help students to enjoy and be committed to learning, to 19 and beyond.
- Demonstrate to students the value of their learning outside of the curriculum and understand how this relates to the taught curriculum.
- Lead to qualifications that are of worth for employers and for entry into continued education and training.
- Support all students to improve their core skills of numeracy and literacy and gain an appropriate qualification in these areas.
- Allow students to make informed decisions about their own future

Roles and responsibilities

The Headteacher will ensure that:

All statutory elements of the curriculum, and those subjects that the school chooses to offer, have aims and objectives, which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.

The individual needs of students are met by permanent or temporary disapplication from the national curriculum.

The amount of time provided for teaching the curriculum is adequate, meets statutory requirements and is reviewed by LPW School governors annually.

The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.

The governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.

The governing body is advised on statutory targets in order to make informed decisions.

The governing body will ensure that:

It considers the advice of the Head teacher when approving this curriculum policy and when setting statutory and non-statutory targets.

Progress towards annual statutory targets is monitored.

It contributes to decision making about the curriculum.

The Deputy Head teacher will ensure that:

The school has a broad and varied timetable that is appropriate for the needs of our students and that offers learning opportunities for all young people, regardless of their academic ability or previous educational experiences.

The curriculum is reviewed annually to ensure it continues to meet the needs of the school's cohort and that qualifications are relevant and appropriate to support post 16 transitions.

Subject leaders are supported in offering appropriate subjects and qualifications for the needs of the school's students.

They monitor subject planning to ensure high quality education across the curriculum and consistency of standards.

They review the structure of the school's timetable on at least an annual basis, taking into consideration any statutory changes that may be introduced.

The Assistant Headteacher will ensure that:

They have an oversight of curriculum structure and delivery, making daily/weekly changes to timetables as appropriate.

Detailed and up-to-date schemes of learning are in place for the delivery of courses within the school and that these are monitored and reviewed on a regular basis.

Levels of attainment and rates of progression are discussed with key workers and teachers with subject responsibility on a regular basis and that actions are taken where necessary to improve these.

All students have a curriculum offer that is appropriate to their needs and relevant to their intended post 16 transitions.

Teachers with subject responsibility will ensure that:

Long term planning is in place for all courses. Such schemes of learning will be designed using the School pro-forma and will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.

Schemes of learning support progression at least in line with national standards.

There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.

Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.

An appropriate combination of qualifications and alternative qualifications will be offered, which best suit the needs of students.

Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.

They keep the Deputy Headteacher and Assistant Headteacher informed of proposed changes to curriculum delivery.

All relevant information/data is shared with the SIMS team following the reporting cycle within the School. This includes meeting deadlines related to exam entries, etc.

Student performance data is reviewed on a regular basis through the student progress meetings and subject line management meetings to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.

They share best practice with other colleagues within LPW and other schools in terms of curriculum design and delivery.

Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

Ensure that the school curriculum is implemented in accordance with this policy.

Keep up to date with developments in their subjects.

Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.

Share information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.

Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Students will:

Be treated as partners in their learning, contributing to the design of the curriculum and their individual learning.

Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.

Be given additional support in their learning, helping them get back on track quickly, and in line with age related national expectations.

Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4 and 5.

Parents and carers will:

Be consulted about their children's learning and in planning their future education.

Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.

Be informed about the curriculum on offer and understand the rationale behind it.

Monitoring, evaluation and review

The governing body will receive an annual report from the school's leadership on:

The standards reached in each subject compared with national and local benchmarks taking into account the students starting points.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the School.

Teaching groups, class sizes and grouping by ability

The teaching group size and composition will take into account the specific needs of the students. The groups will be formulated according to ability but also aspiration. LPW School operates a staff to student ratio of 1:6 and where class sizes exceed six and additional adult(s) will be present to support learning.

Students have the opportunity to access a range of vocational offers, work experience placements and work based learning experiences.

Year 10 and 11 are separated by their year group and each has a different curriculum offer. The year 10 timetable is designed to allow students to explore what they would like to study and develop skills ready for a larger undertaking of these studies in year 11.

Year 11 example timetable

Period	Group	Mon	Tue	Wed	Thu	Fri
1 9:30 – 10:25	11A	ICT	English	English	Art & Design	Science
2 10:25 – 11:20	11A	Maths	Maths	Maths	English	Maths
3 11:35 – 12:30	11A	English	Science	Science	PSHE	Art & Design
4 13:00 – 14:30	11A	Employability	Art & Design	PE	Mechanics	Cultural Capital
5	11A		Key Work			

This is an example timetable, which consists of a 5 period day and a 26 period week. Each morning period is 55 minutes long, with an extended afternoon session of 1 hour 30 minutes.

Each morning we offer a breakfast club and optional key work session as well as timetabled key work slots in the afternoons, with additional tutoring sessions available in the afternoon to complete any work that has been missed,

Many of our students are on highly personalised timetables but a notional map of provision would be:

Subject	Hours
Maths	3.40
English	3.40
Science	2:45
Physical education	1.30
PSHE	0.55
Option (including Art & Design, History, Sport, Cooking and Prince's Trust) Year 10	2:45
Option (including Art & Design, History, Sport, Cooking and Prince's Trust) Year 11	4:50
Vocational Studies	1.30
Employability	0.55

Curriculum statement 2020 - 2021

Because we work with our students for a relatively short period of time, the focus is to provide them with positive onward routes. As a result, the timetable exemplar provided above does not show some of the additional activities that yield qualifications and support with onward routes such as independent careers guidance and qualifications such as the sports leadership award and first aid.

Many students will have individual timetables that are mapped to their particular needs or are required for onward destinations, for example with additional work experience or vocational experiences.

The classes in Mathematics and English are set, and taught at levels that are appropriate to the child's need based upon baseline tests and prior KS2 and 3 assessment data where available. The teachers use this information to inform target setting and assess progress. Mathematics and English are both taught up to GCSE level with other qualifications available in both subjects to ensure our students achieve a relevant qualification.

We use a number of different awarding bodies, which are selected by subject leaders in collaboration with the school's leadership team as the most appropriate course for students at LPW School. This allows students to access a broad range of subjects at a range of levels and ensures that our curriculum is inclusive and does not act as a barrier to any young person achieving success.

We are confident that the varied nature of our curriculum enables all students to achieve positive outcomes that support their destination, regardless of the length of time they spend with LPW.