

## Curriculum and Homework Policy

Values Academy provides a holistic approach to education and aims to help students gain the knowledge and develop the skills needed to move on to further learning and later become independent adults. All teaching and learning are underpinned by respect, courage, honesty, compassion and integrity – our key values. As an independent school we deliver a curriculum which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum is designed to meet the requirements of the Independent School Standards (2014) which are that:

- Students should be in full-time, supervised education
- Students should gain speaking, listening, literacy and numeracy skills
- Students should receive personal, social, health and economic education which reflects the school's aims and encourages respect for those protected under the Equality Act 2010
- Students should receive impartial, up to date career guidance which helps them make informed choices about career options
- Students should have the opportunity to learn and make progress
- Students should be prepared for life in British society
- Post 16 students should receive adequate preparation for the opportunities, responsibilities and experiences of adult life

## Our Students

Students are referred to the school when the local authority determines that their needs will be better met in alternative provision. Almost all of our students have special educational needs and have an Education Health and Care (EHC) plan; some students have Social, Emotional & Emotional Health, (SEMH) difficulties; most are working at low levels in Maths and English; some students have been or are about to be excluded from mainstream school; others have been out of education for significant periods of time.

The curriculum is designed to meet these needs and as such its delivery involves extensive support for those specific needs and staff receive relevant training to equip them with the skills they need to provide this support. The curriculum provides a variety of qualifications for different capabilities including GCSEs, Functional Skills, Entry Level certificates and vocational opportunities.

## Qualifications Available

<b>Subjects</b>	<b>Awarding Body</b>	<b>Type / Levels</b>
English Language	AQA	GCSE
English Literature	AQA	GCSE
Mathematics	AQA	GCSE
Art & Design	AQA	GCSE
Science	AQA	GCSE
<b>Subjects</b>	<b>Awarding Body</b>	<b>Type/Levels</b>
Functional Skills English	AQA	Entry levels 1,2,3 & Levels 1 & 2

Functional Skills Mathematics	AQA	Entry levels 1,2,3 & Levels 1 & 2
Functional Skills ICT	AQA	Entry levels 1,2,3 & Levels 1 & 2
Entry Level Science	AQA	Entry levels 1, 2 & 3
ASDAN		Bronze, Silver & Gold Awards
Vocational Courses	Varied	Entry, Level 1 and Level 2

### **Non-Qualification Activity**

Geography and History	Food Technology
Values Education	Individual Education Plan (work & review sessions)
Personal Development Sessions	PSHE/RSE (further information available in School PSE Policy)
Educational Visits	School Committees (including Fairness, Disciplinary, Equal Opportunities)
Physical Activities (Not specifically P.E)	

### **Assessment**

Baseline testing is completed on entry and three times throughout the year to assess levels, progress and identify gaps in learning.

Regular assessment is completed within subjects, for example at the end of a topic an assessment to assess level and understanding.

Students assessment results are put onto pupil asset at the end of each half term and baseline data is entered onto pupil asset termly and onto a working spreadsheet for teachers to use to support planning and bridge the gaps in learning, especially important post Covid lockdowns and loss of learning.

All Year 11 students are entered for examinations in the Summer examinations series. The Examination board used by values is AQA and subjects studied and qualifications available are shown in the tables above.

Pupil progress is looked at by Senior Leaders each half term to monitor progress and support staff in identifying areas of need and early intervention is put in place such as Precision Teaching to develop Numeracy and Literacy skills.

Pupil progress is reported back to the Education Board meeting each term by the Head of Teaching and Principal.

### **Planning**

Physical Activities (Not specifically P.E)

Schemes of work for accredited qualifications and programme packs for non- accredited

activities are available to support delivery of the curriculum. These are used by teachers and mentors for planning and to ensure that students cover enough to gain the knowledge and develop the skills required in each area.

### **General Delivery of the Curriculum**

Accredited qualifications are delivered to small groups of students by teachers with support from mentors. Teachers are responsible for planning, delivering and assessing work in their subject areas and recording pupils progress. Mentors deliver the non- accredited activities, some on a 1 to 1 basis. Mentors also support teachers outside the classroom by delivering ongoing IEP work focusing on students' areas for improvement. Some activities are delivered by external partners such as community police.

### **Maths and English**

Details about how Maths and English will be delivered are available on the Literacy and Mathematics policies.

We offer bespoke programmes if parents/carers identify concerns or conflict regarding cultural or religious beliefs within our curriculum, we would then amend accordingly. If a child identifies a concern regarding a topic we would modify their sessions in order to cater for their SMSC needs.

### **Support for Students Needs including disability and SEND**

Details about how students with disabilities and special educational needs will be supported in order to access the curriculum are available of the school's SEND policy and Disability Access Policy.

### **Supporting Students with Social, Emotional & Mental Health (SEMH) difficulties**

Staff receive relevant training in order to be able to support pupils with SEMH difficulties and the Behaviour Management Policy outlines how positive behaviour will be encouraged, celebrated and rewarded. It also details how negative behaviour is sanctioned to ensure that it does not affect learning.

### **Promoting Fundamental British Values**

The school promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through values education and by encouraging students to play an active role in the running of the school as part of the disciplinary/fairness/equal opportunities committees. Across the curriculum teachers and mentors use other opportunities to discuss issues around these values and ensuring that none of the activities undermine these values.

### **Developing Students' Spiritual, Moral, Social and Cultural skills**

Religious Education, Personal Development Sessions, IEP review sessions and the 'Colour Scheme' are used to develop pupils SMSC skills such as knowing right from wrong, improving self-esteem, building confidence, gaining knowledge and appreciation of other people's cultures and beliefs. The curriculum is continuously updated to ensure that it meets students' needs.

### **Homework**

Homework is given on an individual basis to the students attending Values Academy. This may be:-

1. Extra work given to embed understanding in a subject
2. Support work for students finding a subject difficult
3. Home and school work on consistent strategies for behaviour
4. Having a regular workbook to complete at home.
5. Support from home to embed routines for students in order to help them in school

The homework will vary for each child and support their IEP targets and any targets set by subject staff. This may or may not be set everyday and will depend on the needs of the child so they can aim to be their best.

**Next Review Date: September 2022**

