



Curriculum Statement

Nominated Member of Leadership Staff Responsible for the statement: (Mrs T Hamer, Executive Head Teacher)

Date written: (September, 2019)

Date agreed and ratified by Governing Body/Trust/Committee: (October, 2019)

Date of next review: (September 2020)

This policy will be reviewed each new academic year, and following any national/local guidance.

Introduction

'It is important to note that many children who are referred to PRUs and AP come from the most deprived backgrounds. They often come from chaotic homes in which problems such as drinking, drug-taking, mental health issues, domestic violence and family breakdown are common. These children are often stuck in complex patterns of negative, self-destructive behaviour and helping them is not easy or formulaic. Many also have developed mental health issues. To break down these patterns they need the time, effort, commitment and expertise of dedicated professionals working in well-organised, well-resourced and responsive systems.'

DfE: Charlie Taylor – Improving Alternative Provisions 2012

At the Maidstone and Malling provision we recognise that pupils who attend an AP / PRU exhibit a wide range of both emotional and educational needs, which by their very nature can impinge negatively upon their progress. The aim is always to provide them with the highest quality provision.

The AP/PRUs provide a curriculum which is enriched by a range of planned activities and experiences to enhance learning and personal development so that all young people become:

- successful learners, who enjoy learning, make progress and achieve.
- confident individuals who can live a safe, healthy and fulfilling life.
- active and responsible citizens who make a positive contribution to the well-being of present and future generations.

The curriculum is therefore, flexible, inclusive and offers continuity, coherence and progression. The curriculum has been created to motivate and provide challenge for all young people whatever their ability and promote achievement for all.

The aim/intent of the Maidstone and Malling AP Curriculum

- To provide opportunities for all young people to learn and achieve, by offering a broad and balanced curriculum that allow doors to open rather than close in relation to future success.
- To promote spiritual, moral, social and cultural development and prepare all young people for the opportunities, responsibilities and experiences of life.
- To explore their attitudes, values and beliefs through the curriculum as a vehicle to help manage issues in their lives.
- To know our young people - their strengths, interests and needs – and use this information to make the best possible personalised offer to them in relation to knowledge and understanding they need to acquire.
- To develop our young people as learners, such that they are confident and able to secure and sustain positive, meaningful and relevant post 16 destinations
- To provide our young people with the most up to date information, advice and guidance on opportunities that they will have after leaving

The Maidstone and Malling AP design their curriculum offer to support:

- the skills of literacy, numeracy and ICT.
- financial literacy.

- engagement – curriculum led to offer opportunities to support pupils post 16 and to promote an interest in learning once they leave school.
- a comprehensive PSHE programme – health and wellbeing, relationships and living in the wider world, relationships and sex education.
- enriched links with partners and external providers.
- discrete careers lessons to ensure that our pupils can make good informed choices post 16.
- citizenship to support British values and allow pupils to have a better understanding of the work around them.

Implementation - the curriculum offer Key Stage 3:

The Key stage 3 provision at the Maidstone and Malling AP provides short term respite and reintegration support. Therefore, the Key stage 3 curriculum not only provides a core offer of English, mathematics and Health and well-being, but also offers the following subjects:

- Art
- PSHE
- Citizenship
- Construction
- Finance
- Careers
- History

Pupils in KS3 are set home school targets, these are reviewed each lesson/activity to promote positive incremental steps to support reintegration back to the pupil's home school or new school as determined via IYFA (In Year Fair Access). The curriculum also focuses on additional learning such as handwriting, reading and phonics if identified via our baseline assessments.

Health and well-being activities are a huge focus for our KS3 learners and as such the provision of this curriculum area is carefully reviewed via the senior team and student voice to ensure that pupils are engaged in their own health and well-being; equally the fundamental purpose of the activities offered will promote cultural capital opportunities for all. Sessions support team work and positive social interaction with peers; an area that most of MIMAP pupils struggle with.

Implementation - the curriculum offer Key Stage 4:

The Key Stage 4 provision at the Maidstone and Malling AP provides full time provision for the pupil from the date of entry, however, part-time timetables can be offered for short periods if a pupil is anxious and needs a slow integration into the provision or if behaviour is such that the learning of others is detrimental to their outcomes.

Where possible, students can continue subjects they have been studying in their home school. In addition, the offer at Key Stage 4 includes English, mathematics, PE, Finance, Careers, PSHE, Citizenship, Construction, History and Art. The curriculum is broad, balanced and challenging, ensuring that pupils have opportunities to transfer from the PRU to mainstream or college setting post 16. The promotion of pupils' spiritual, moral, social, cultural and physical development is a significant area of the curriculum; sessions are organised during tutor time and discrete lessons such as PSHE and Citizenship have been placed on the curriculum to empower pupils to become thoughtful, safe and respectful citizens.

The school also works with parents and pupils to reflect need, for example the PSHE programme has been developed to ensure that pupils cover topics that are relevant to

them, especially when considering local and national issues. Pupils can also be identified via baseline assessments to indicate a need for intensive tutoring to bridge gaps in their learning to build confidence or therapeutic sessions such as mentoring to support personal development and well-being.

Comprehensive schemes of learning are reviewed, shared with all staff and updated by subject teachers when necessary. The national curriculum, student voice, local/national issues and collaboration between subject areas have helped support the effective writing of schemes of learning to ensure sequencing and assessment can be built and delivered coherently whilst endeavouring to bridge gaps between all learner's knowledge and experiences.

The number of qualifications a pupil can take at MMAP is slightly less than at mainstream, however it is of benefit for students to work towards good grades in fewer subjects, with the emphasis on doing well in English and mathematics rather than taking more subjects but achieving lower grades overall.

Impact - Progression (destinations KS3 and KS4)

Whilst pupils attending the Maidstone and Malling AP are not considered less academically able, it is recognised that their learning, prior to the point of them being referred, is likely to have been significantly disrupted. Therefore, the school will focus on delivering a curriculum that will support a pupil accessing the correct and appropriate pathway once they have finished at MMAP, the impact of the curriculum offer will be measured by:

- Percentage of pupils returning to main stream education (key stage 3)
- Percentage of pupils staying in education or employment after key stage 4 (destination)
- Percentage of pupils achieving an English and mathematics qualification L2
- Percentage of pupils achieving a grade 4+ in English and mathematics
- Progress, from key stage 2, across 6 qualifications

Progression into post 16 pathways is a key measure and informs the 14-16 curriculum offer. Literacy and numeracy skills are essential for future employment and where appropriate to the progression route, we will also use functional qualifications (if appropriate) to enhance a pupil's chances of progressing into his/her chosen destination.