

GLADE School

Curriculum Policy

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Fair Ways Vision, Mission and Values

Our vision

To build an institution that makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission

Making a difference through passionate care, support and education.

Our values

As a charity we measure our wealth by the difference we make, rather than any profit.

We believe that by embodying a culture in which every individual is valued for their own contribution, we can develop them and harness their potential, so that they may achieve great things.

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

P ROFESSIONAL ATTITUDE	A CCEPTING	R EFLECTIVE	T RANSPARENT
<ul style="list-style-type: none"> · We do what we say we will · We approach challenges with optimism and enthusiasm · We don't judge, we notice · We put the needs of the service before our own personal gains 	<ul style="list-style-type: none"> · We don't give up on people · We value all individuals and are willing to challenge them · We embrace each other's differences as much as our similarities · We accept responsibility for our actions 	<ul style="list-style-type: none"> · We give feedback, we invite feedback, we listen to feedback · We look inward before we look outward · We learn as much from our mistakes as from our successes · We listen to each other, learn from each other and grow together 	<ul style="list-style-type: none"> · We are always willing to explain why · We have the courage to be open and honest · We earn trust through our transparency · We live by our values even when no-one is watching

1 General Approach within GLADE School

- 1.1 The reason for this policy is to set out the rationale for our approach to the curriculum within GLADE School. This will also encompass the therapeutic aspects of the education we offer our student.
- 1.2 The overall commitment of the company is the therapeutic care of the student it looks after. This requires a unified approach which has to be reflected within our two schools.
- 1.3 The therapeutic approach is upheld throughout the schools in all subjects and around the site in general. We are able to offer additional therapies to suit individual needs e.g. music therapy, occupational therapy, speech and language therapy, play therapy and therapeutic art through our therapeutic Hub provision.
- 1.4 The transition period for each student is well considered and always very thorough, giving both the staff and the student time to adjust to life within GLADE School. This also allows established student to become familiar with the new student, ensuring as smooth integration as possible. Many of the students referred to us have been out of education for long periods of time and are tentative about trying yet another education provision.

2 Nine Areas of the Curriculum

- 2.1 Each school provides access to nine areas of the curriculum for all students. These allow our students to have individual programmes and timetables to suit both the academic needs they come to us with, as well as the emotional and therapeutic needs.
 1. Therapeutic – primary concern through which all other areas of the curriculum may be achieved; social skills, sensory, 1:1 time, therapeutic hub support, external therapy.
 2. Aesthetic and Creative – art and design, catering, construction.
 3. Ethical - values and relationships, life skills, humanities.
 4. Linguistic - language, speaking & listening, reading and writing, spelling.
 5. Mathematical - numerical, spatial, scientific and practical.
 6. Physical - co-ordination of mind and body, sport, outdoor education.
 7. Scientific - observation, enquiry, technology and environment, science, mechanics.

8. Social and political - society and its institutions, life skills, careers.
9. Spiritual, Moral, Social and Cultural (SMSC) – fundamental British values, society and religion, cross curriculum, students meetings and humanities.

3 Curriculum Aims, Organisation and Provision

- 3.1 The School's Curriculum is designed to meet the individual needs of all students, across GLADE School. It is essential the school's curriculum differentiates to ensure each student can make the best personal progress possible.
- 3.2 The GLADE School Curriculum is devised in a way in which it is clear for student and staff the knowledge and skills they will gain at each stage of their learning (Intent). Teaching staff will also consider the way that the curriculum is taught and assessed to ensure it supports each individual student to build and apply their own knowledge (Implementation). Finally, we aim to ensure the outcomes of each student are appropriate and individualised to the education they have received (Impact).
- 3.3 All activities that take place during the school day are part of our 'Whole School Curriculum'.
- 3.4 Every student's needs are met by teachers, therapeutic learning practitioners and support workers, as well as, the pastoral support team.
- 3.5 For our student, aged 11-19 years, the staff team have developed a Curriculum and Assessment model which combines the National Curriculum, SMSC (Social, Moral, Spiritual and Cultural), PSHE (Personal, Social, and Health Education), Life Skills, Vocational qualifications and ASDAN. The Curriculum is designed to address the individual developmental, sensory, physical, personal, social, and emotional and communication needs of each student. We offer a broad, balanced and relevant Curriculum as part of our whole school approach to entitlement and inclusion. The Curriculum is individual to all and is reflected in the student's Individual Education Plan.
- 3.6 Each student has an Individual Education Plan (IEP), covering the core subject areas of English, Maths, and Personal Development. Any student who is deemed as a Looked after Child has a Personal Education Plan (provided initially by the placing authority). The IEP is formulated by the staff team every 6-8 weeks and sent to parents, social workers and outside agencies. Educational, as well as therapeutic support and needs, are built into this monitored programme. The plan contains individual objectives and targets which are regularly monitored and updated by staff. A student's progress is reviewed through teacher assessment and is reported formally via the Termly and

Annual Reports, Review Meetings, End of Placement reports and statutory review reports.

The IEP then feeds into the requirements of the PEP. These meetings are held every term and include the school, Local Authority, students and parents / carers.

- 3.7 The primary aim of the programme is to help prepare students with autism to live or work more effectively in school. The emphasis is on helping students with autism and families to live together more effectively by reducing or removing 'autistic behaviours'. This approach is then shared within the other sites if appropriate for a particular students. This approach is shared with GLADE School staff if beneficial for any of their students.

4 Curriculum Planning Documents

- 4.1 All subject areas have detailed planning methods including Mid Term Documents which over each half term, Schemes of Work which cover a module or unit or subject areas, Topic Overviews which cover the whole subject. Each of these documents are reviewed on a regular basis via the curriculum manager and/or deputy head.
- 4.2 Schemes of Work (SOW) used in each subject area satisfy tests of breadth, balance, coherence, relevance, differentiation and progression in accordance with the principles underlying the National Curriculum. The students within the schools are likely to have significant learning difficulties tied in with their behavioural challenges. The SOW is planned to meet the academic requirements of each year group, but be flexible enough to allow differentiation for each student.
- 4.3 The therapeutic approach within the schools is not underestimated. The National Curriculum forms the backbone of the student's education within the school, however, this follows an extensive period of transition and preparation.
- 4.4 The SOW incorporates elements which contribute to assessment and progress over time thereby providing:
- Clear end points the curriculum is building towards, and what student need to know and be able to do at those end points.
 - Planned and sequenced lessons / curriculum so that new knowledge and skills build on what has been taught before, and build towards its defined end points.
 - Information which teachers can use in deciding how student learning can be taken forward and in giving the student themselves clear and understandable targets and feedback about their achievements.
 - Teachers and others with the means of identifying the need for further diagnostic assessments for particular student where appropriate to help their education development.

- Overall evidence of the achievements of a student and what they know, understand and can do.
- Aggregated information about students's achievements which can be used as an indicator of where there needs to be further effort, resources, changes in the curriculum etc.
- Helpful communication with Social Workers and significant others about how their students is doing and with the wider community about the achievements of the school.
- A basis for professional development in that the process of carrying out systematic assessment, recording attainment and moderating the outcomes in discussion with other teachers in the school; moderating groups will be a valuable basis for teachers to evaluate their own work and gain access to new thinking.
- Individual SOW's take into account the continual development of education, having regard to the experiences the student will have had before entering the school where they are available and those anticipated after they leave. Liaison between schools is crucial in curriculum design.

5 GLADE School Education Assessment

5.1 Assessment within GLADE School is a constant and consistent process. Many of our students are overcoming challenges on a daily basis, whether they be in the classroom or outside of the school. We believe these challenges directly affect student's learning within the classroom. By teaching our students on a one-to-one basis, tutors can constantly assess the student's social and emotional wellbeing and their progress in learning. GLADE School does its best to provide opportunities for our student to learn how to manage reintegration into small and larger groups.

5.2 The objectives of assessment for GLADE School are:

- To enable student to demonstrate what they know, understand and can do in their work
- To help student recognise the standards to aim for and to understand what they need to do next to improve their work
- To allow teachers to plan work that accurately reflects the needs of each students
- To provide regular information to parents that enables them to support their child's learning
- To provide the SLT with information that allows them to make judgements about the effectiveness of the school
- Student know exactly what they need to learn in order to make progress

5.3 **Assessment for learning** is built into teachers planning and is used widely, particularly with student with special educational needs. Assessment for learning is not necessarily in a formal test situation, however this is not ruled out as a possible tool. In the small class sizes it is very useful to constantly probe verbally for active learning using low level questioning. Other methods involve drawing diagrams of recently

covered topics, asking student to use information in novel situations or using a small written test as a lesson plenary. Whatever the method, we believe the result must be individualised planning to ensure maximum progress in learning for the students.

- 5.4 All forms of education are assessed using summative assessment. It provides a clear and definitive point indicating where the student is in their learning. This **assessment of learning** is used at the end of schemes of work to give a clear indication of the progress made for every student in each subject.
- 5.5 Every student is set targets around their social and emotional development. These are shared throughout the school and monitored by all staff in weekly student focus meetings. The targets will also be explored at a much deeper level through pastoral support within the curriculum, where students will be supported to achieve these targets. **Emotional literacy** is tested on an annual basis for every student, which is then shared and key areas worked on in a whole school approach, throughout both formal lessons and the wider school generally.
- 5.6 Students are given feedback on their learning so that they understand what it is they need to do to improve. We celebrate with our students their achievements and encourage them by involving them in the review process.

6 Measuring Student's Progression.

- 6.1 Within GLADE School student's progress is measured and tracked half termly. Either Formative or Summative assessments are carried out, where possible, to ensure that accurate levels are recorded with evidence to support learning and progress. Targets are set that are challenging yet achievable, with high expectations that are also realistic but are able to stretch the student.
- 6.2 The DfE Progression 2010-11 publication states that *"a clear national expectation of the minimum rate of progress that all pupils of all abilities should make: **two National Curriculum level of progress between Key Stage 1 and Key Stage 2 and three National Curriculum levels of progress between Key Stage 2 and Key Stage 4.**"*¹ Given the nature of the life experiences and the educational journey our student have often taken, targets are set on an individual basis, but as far as possible with a view to attainment being in line with the national average.
- 6.3 For each academic year, GLADE School sets the expectation that student will make 2 sub-levels of progress; sometimes this is not achieved, other times it is exceeded. Targets are set at the beginning of the academic year and are reviewed at regular intervals; during IEP meetings the staff team discuss all areas of the curriculum and the progress being made and adjust expectations where necessary. At the end of each

¹ Progression 2010-11, DfE, p17.

half term progress is tracked and recorded on the individual tracking documents and again, if necessary, targets can be adjusted.

6.4 Student measures progress made by student in four areas:

- Blue means that a student has met above expectations in their learning and targets **(Exceptional)**
- Green means that a student has met expectations **(Exceeding)**
- Amber means that a student has nearly met their expectations **(Expected)**
- Red means that a student needs further support in order to meet their targets **(Emerging)**

6.5 For Post-16 student the data suggests it is *“generally more difficult for older learners to make as much progress as younger learners over a key stage”²* and this needs to be considered when setting targets. However, given the provision of the schools, student are often staffed 1-to-1 so student are set targets that reflect 2 sub-levels of achievement, which is subject to review throughout the year.

6.56 In summary, all aspects of the assessment of the student at GLADE School provides an in-depth and robust information system. This enables the development and effective education of all student, informing planning and target setting.

7 Individual Subject Areas

7.2 ART AND DESIGN (Aesthetic and Creative)

7.2.1 Intent - Provision will be made for all student in Key Stage 3 to undertake a study of Art and Design. The student can choose to continue in Key Stage 4. Talent in this area will always be encouraged and appropriate facilities / equipment will be made available in each school. Students are encouraged to use Art as a form of expression.

7.2.2 Implementation – Students will be become skilled at drawing, painting, designing, creating and exploring materials including art and craft. All students will have the flexibility to follow a curriculum path which suits their interests.

7.2.3 Impact - They can achieve recognition for the work they complete through the AQA Unit Award Scheme, through Entry level certificates or Entry level GCSE. A full GCSE in Art and Design is also available to those student in KS4.

7.3 CATERING / FOOD STUDIES (Aesthetic and Creative, Scientific)

² Progression 2010-11, DfE, p17.

- 7.3.1 Intent - The schools focuses on teaching Catering as part of the curriculum. It teaches student essential life skills, including budgeting, hygiene and health and safety aspects of food production, as well as healthy eating and lifestyles. Students can develop their culinary skills through making a variety of different dishes. Students will be able to develop, devise and create their own menus and dishes.
- 7.3.2 Implementation – Catering lessons will be taught to develop student’s skills in the kitchen including hygiene and safe use of the equipment. Students will develop their understanding of healthy eating and will be tasked with reading and understanding recipes and exploring what they and their families may like. Students will learn different cooking techniques and expand their skills and confidence.
- 7.3.3 Impact - Students are able to follow unit awards under the AQA Unit Award Scheme which can build towards an ASDAN Foodwise Certificate. A full qualification is also available for student in KS4. Student are taught about food from a range of cultures and countries, healthy eating and the correct procedures for producing food for others. Students will often prepare a lunch option for the rest of the school and receive feedback on their meal.

7.4 CAREERS AND TRANSITIONS (Social and Political)

- 7.4.1 Intent – Students will investigate and acknowledge their personal strengths, their future endeavours, participate in Work Experience and set realistic and achievable goals for their lives after school. Each programme is individually tailored to the specific needs and wants of the student as well as what is recognised by their professional teams during Annual Reviews. They can expect to cover topics such as preparation for employment, Career Exploration, enterprise education, Workplace Relationships, Goal Setting, and Barriers to Employment, Skills and Qualities and employability skills like CV writing and applying for jobs.
- 7.4.2 Implementation – Students are offered 1:1 sessions to explore their future and next steps. Students will participate in devising their individual transition plans, which will become their own working documents through their journey at school and beyond. Students will be set and contribute to targets which relate to the next step including work experience, college and apprenticeships. Sessions will include visits to work places, colleges or similar institutions including day services. Students will be given the opportunity to build on their self-esteem, confidence and the behaviours required of them in a life after school.
- 7.4.3 Impact – Students are able to achieve AQA Unit Awards, as well working to GATSBY benchmark. All students will also have the opportunity to access work experience or college placements. All students will be able to
 Demonstrate an understanding of what future options are available to them post Fair Ways in Education/Training/Employment.

Become responsible and reliable future employee.

Learn to develop a greater sense of self confidence in their abilities by exploring their strengths as well as learning to acknowledge where to improve in other aspects.

Demonstrate their understanding of basic Health and Safety and how to keep themselves safe at work.

Develop employability skills such as time management, oral communication and organisation.

7.4 CONSTRUCTION (Aesthetic and Creative, mathematical, scientific)

7.4.1 Intent – The construction curriculum allows student to develop their designing, making and evaluation skills. The qualifications we offer provide a broad introduction to the construction sector, underpinning knowledge and skills specific to the sector alongside a range of transferable employability skills. The course has an excellent ratio of Practical to theory, and offers realistic vocational skills to learn and use to progress in further education.

7.4.2 Implementation – Student work on a variety of projects which allows them to select tasks that appeal to their personal interests and needs. A selection of materials, tools and equipment are made available to allow a wide, hands on experience. Working safely is always key to all activities undertaken.

7.4.3 Impact - Develop the appropriate vocational subject specific knowledge, skills and understanding so student can flourish, reach and exceed their potential academic value by embedding the relevant core academic skills during lessons. All work is assessed using various practical methods that would relate to an employability scenario or through the use of core subjects such as multiple choice exam papers, with all results on a visual tracker to access and work stored in personal portfolios.

7.5 ENGLISH / LITERACY (*Linguistic*)

7.5.1 Intent - Develop confidence, awareness and enthusiasm to build skills and knowledge ready for life and work. Develop skills and knowledge through a broad curriculum basing lessons on AQA Entry Level Awards, Functional Skills Level 1-2 and GCSEs. Create a safe environment to allow students to feel confident to express themselves. The overall aim of the English curriculum is to enable student to communicate effectively and with enjoyment through the spoken, printed and written word.

7.5.2 Implementation - Using the contextual information, lessons are individualised to ensure engagement of the student when completing their tasks. English is embedded in all subject areas alongside timetabled lessons.

Reading - Reading varies from teaching the recognition of sight words to comprehension skills developed through questioning. Students are taught to read and understand the main points of a text and obtain information through detailed reading. Reading for pleasure is also encouraged to promote the love of reading and develop cultural, social, emotional, intellectual and spiritual awareness. A wide range of reading materials are used during lessons from newspaper articles to advertisements.

Writing - The development of writing starts with basic spelling, punctuation and grammar giving the students confidence to be able to write accurately. Students will then apply these skills by writing texts, adapting the style for the intended audience. They will sequence their writing in a logical and clear way.

Speaking and Listening - Speaking and listening is taught through discussion tasks in the classroom on a wide range of subjects. This is to encourage student to respond appropriately during conversations as well as building confidence to express their feelings on a wide range of subjects.

- 7.5.3 Impact - Our aim is for our students to leave school with the relevant skills, knowledge and qualifications to allow them to progress to Higher Education or work.

Reading - To create fluent readers who enjoy reading for pleasure and continue to widen their knowledge of the world.

Writing - To create writers who can adapt their style to communicate to a range of audiences and for different purposes using correct spelling, grammar and punctuation.

Speaking and Listening - To create confident speakers who can speak clearly for a range of audiences and purposes.

7.6 I.C.T.

- 7.6.1 Intent – The ICT curriculum aims to prepare student for the future by providing them the opportunity to develop their computational thinking and digital literacy skills. Students will gain knowledge by completing a range of topics from programming using several languages to developing an understanding how to use office suite efficiently and effectively. Our aim is to demonstrate the importance of ICT and Computer Science for our pupil's future employment.

- 7.6.2 Implementation - The ICT curriculum aims to enable all student, regardless of background, ability, additional needs, and to flourish to become the very best version of themselves they can possibly be. We follow the national curriculum, in KS3 student will develop both their computational thinking skills and digital literacy through

several topics dependent on interest and need. Students will be able to complete AQA unit awards which will show achievement for the skills they have learnt. At KS4 students can study a range of courses from BTEC to Functional Skills level 1 and 2. Computer Science promotes independence, problem solving and computational think, ICT prepares student for the next step in the careers from college to apprenticeships. All digital literacy skills and knowledge would be transferable to most college courses and everyday life.

- 7.6.3 Impact - By successfully implementing our curriculum and ethos to our student it will ensure every student studying leaves with a qualification. All students will be assessed internally every half term, this can be in the form of AQA awards in different topics. By assessing every half term, this will ensure that progression will happen, it will also allow teaching staff to clear up misconceptions and consolidate learning effectively.

7.7 LIFE SKILLS (Ethical, Social and Political)

- 7.7.1 Intent - Life Skills programme develops the skills needed to live happy, healthy and fulfilling adult lives. Students learn about local, national and global issues which will allow them to be active members of a diverse society and ease their transition from school and into adult life. We do this through offering an individual programme which is tailored to each students's needs. The Life Skills programme is intended to be flexible to ensure it can be adapted if the need arises. On the occasion when issues are identified by education, social care or by the family/care givers of a student then the programme can be put in place to support learning and understanding around this area.

- 7.7.2 Implementation – Life Skills explores PSHE and Independent Skills depending on the stage of the student's education and their life experiences. A fundamental part of Life Skills is encouraging the student to be able to reflect and explore their own thoughts, feelings and ideals. Discussions and debates are actively encouraged as are written tasks.

- 7.7.3 Impact – Life Skills is a fundamental part of the schools ethos in preparing student for their next steps and ensuring that they are not only good students but good citizens who can positively contribute to society. Student produce portfolios of evidence to support qualifications including a range of ASDAN courses including Personal and Social Development, PSHE and Living Independently.

7.8 MATHEMATICS / NUMERACY (Mathematical)

- 7.8.1 Intent - The mathematics curriculum is developed through varied and frequent practice with a particular focus on numeracy skills. Topics are cyclically taught at iteratively harder levels so that student are confident to apply knowledge accurately. Fundamentally student are able to use maths functionally for everyday living,

particularly the life skill of money management, progressing on to attain AQA Functional Skills/GCSE qualifications enabling them greater access to their chosen career paths.

7.8.2 Implementation – Students work in variety of ways depending on preferences, personal interests, needs and specific qualification. A selection of environments, strategies and equipment are made available, which allows a deeply personal experience of the maths curriculum. Working towards intrigue and wonder is always central to the learning of mathematics.

7.8.3 Impact – Students make progress and attain mathematic qualifications. This is achieved by on-going self, formative and summative assessments each term. The summative assessments are adapted from the exam board AQA website. Students are made aware of their strengths and areas to improve after their assessments and are then provided specific support to be successful. This is recorded in their exercise books and tracked by the teacher. All student are entered for the Entry Level Certificate. At key stage 4, all student that have attained ELC mathematics at grade 3 are focussed to attain Functional Skills/GCSE AQA awards. It is our expectation that all students will leave GLADE School with appropriate qualifications which will enable them to thrive in life beyond school.

7.9 **MUSIC** (Therapeutic, Aesthetic and Creative)

7.9.1 Intent - Where students show an interest or a talent for Music, Students will support the student by providing the appropriate provisions and, if necessary, instrumental instruction will be sought and made available.

7.9.2 Implementation - Music can be included in the timetable of all students on a weekly basis. Students are taught to recognise and respect music from different cultures and periods of time as well as studying more contemporary artists. They are encouraged to develop their personal tastes and to reflect on their choices. Speaking and listening is an integral part of the music curriculum and this builds on the work completed in English.

7.9.3 Impact - Music is used as a tool to encourage student to explore how they feel and to recognise that music can represent feelings and emotions. Achievement and recognition for skills can be gained through the AQA Unit Award Scheme.

7.10 **OUTDOOR EDUCATION** (*Physical*)

7.10.1 Intent - Outdoor Education gives students the chance to participate in activities they might not get the chance to experience in day to day life. These experiences may lead to them continuing these activities away from school. Some of the activities students like to do are ones they have done before or heard about so they want to

explore the activity a little more. Outdoor Education is ambitious and cognitively challenging due to nature of the activities. Outdoor Education offers all students first-hand experience outdoors, ranging from the school grounds, urban green spaces and the countryside.

7.10.2 Implementation – Within outdoor education the students are able to engage in a wide range of activities to suit their interests and abilities. The curriculum is planned for each individual but is flexible due to the nature of Outdoor Education and some student wanting to explore lots of different options before settling on one they want to do. Challenging the students is essential either by setting mini challenges within the lesson or making part of the lesson a game so they don't realise they are doing more than normal.

7.9.3 Impact – The aim is for students to push themselves by doing things out of their comfort zone. The Outdoor Education curriculum offers the students AQA unit awards covering 6 key areas: Personal Survival, Land Based activities, Orienteering, Leadership and Problem Solving, Rock Climbing, Water Based Activities as well as Travel Training, which gives the students an opportunity to learn to travel independently and gain confidence within the community around them.

7.11 **PSHE** (*Ethical, Social and Political*)

7.11.1 Intent - PSHE is taught by using ASDAN qualifications including the PSHE short course and personal social development qualification. These qualifications provide nationally recognised certification from entry level 1 to level 2. The content includes Emotional wellbeing, keeping safe and healthy, Social media, Alcohol, tobacco and drugs, Sexual health, Respectful relationships, Families and parenting, Financial choices, Careers and the future, and Living in modern Britain.

7.11.2 Implementation - PSHE is taught using a variety of active learning strategies and practical tasks are included. Students are fully involved with choosing units that they would like to study within the curriculum. All learning activities provide an opportunity for students to develop their skills, knowledge, and attitude and promotes British values.

7.11.3 Impact - The PSHE curriculum teaches skills and attributes to help students to stay healthy, safe and prepare them for life and work in modern Britain. All students have the opportunity to achieve a qualification including AQA Unit Awards and Level 2 ASDAN Short Courses.

7.12 **SENSORY**

7.12.1 Intent - Sensory lessons use equipment to help with each student's sensory needs, based Occupational Therapist assessments.

7.12.2 Implementation – The lesson explores a variety of sensory stimuli and develop skills, which assist them in their lessons and at home.

7.12.3 Impact – Students are observed during the sensory lessons and this information is recorded and feeds into all aspects of their education.

7.13 SMSC (Therapeutic, Ethical, Social and Political)

7.13.1 Intent - GLADE School supports all students in developing and progressing in Spiritual, Moral, Social and Cultural areas. Spiritual development explores beliefs and experiences; to respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Moral development recognises right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. Moral development recognises right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. Moral development recognises right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

7.13.2 Implementation - SMSC is covered across the whole curriculum, particularly in life skills, humanities, cross curricular activities and full 'student' meetings.

7.13.3 Impact – Students will have the opportunity to leave school with a wider understanding of the world around them. SMSC contributes to every student on life changes and raise's aspirations. AQA Unit Awards will support and underpin topics covered.

7.14 Sport (Physical)

7.14.1 Intent – Sport within GLADE School Ways aims to improve student's confidence and develop their skills in practical and theoretical sport skills. The sport curriculum will develop character, physically and mentally by focusing upon the essential fundamental physical skills of agility, balance and coordination. The curriculum is based around Gateway/ BTEC Level 1/2 Modular assessment criteria, with a specific focus on curriculum areas of Sport and Active Leisure; and the AQA ELC 3 to L1/2 Award Scheme.

7.14.2 Implementation - Students are exposed to a wide variety of practical and theoretical sports and leisure techniques; which allows them to select tasks that appeal to their personal interests and needs. A selection of Leisure facilities, equipment and modular resource tools are made available to student, which allows broad, hands on experience and theoretical knowledge development of sporting techniques and processes.

7.14.3 Impact - All students will make progress and attain Sport and Active Leisure awards to help build a useful set of qualifications. All students are registered for AQA Unit Awards (UAS) and this may begin as early as Year 8.

8 Qualifications

- 8.1 If it is considered appropriate and the student is a suitable candidate for external examinations, or if he / she has been undertaking a course of study leading to GCSE's prior to starting at GLAED School, then those courses would be continued and the student entered for the examinations in the usual way. Often it may be more convenient to use local examination centres and it may be felt that it is appropriate that the student attends there for examination. However, GLADE School is registered as an exam centre for AQA, OCR, EDEXCEL and WJEC which is able to transfer candidates for all exam boards under the appropriate procedures carried out by the Exams Officer.
- 8.2 GCSE's – The General Certificate of Secondary Education is an academically rigorous, internationally recognised qualification awarded in subject specific areas. This qualification is generally taken by student in secondary school over a 2 or 3 year period during KS4. The GCSE qualifications combine coursework and examinations.
- 8.3 Functional Skills – These qualifications are available in English, Maths and ICT and support student to develop vital skills in order to succeed in all aspects of life, work and other learning. Functional Skills support the development of the practical skills, with a strong emphasis on explanation and problem solving.
- 8.4 BTEC – BTEC's are specialist work-related qualifications. They combine practical learning with subject and theory content. They are available from entry level through to professional qualifications at level 7 (equivalent to postgraduate study).
- 8.5 Entry Level Certificate – These are qualifications for those students that find it difficult to access GCSE qualifications and can be used as stepping stones for Functional Skills
- 8.6 AQA Unit Awards – These are a flexible qualification that can be used across all subjects offered, as well as to support all activities offered across the school's curriculum. These awards help student with progression to further study and can be used to motivate, encourage, engage, support and raise self-esteem. These awards enable the school's to reward achievement that otherwise might go unrecognised.
- 8.7 ASDAN (Award Scheme Development and Accreditation Network) – This offers a number of programmes for all abilities. These programmes blend activity-based curriculum enrichment with a framework for the development, assessment and

accreditation of independent, life and key skills. The emphasis of ASDAN is on negotiation, co-operation and rewarding achievement. The ASDAN Award Scheme offers a worthwhile and achievable PSHE and Citizenship curriculum that is sufficiently broad for all of our student and offers nationally recognised accreditation. We use the scheme as the main thrust of our daily teaching and learning within the ASC provision. Staff have access to a number of short courses which are flexible, portfolio based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas.

- 8.8 Gateway Qualifications – offer flexible units and assessments in a large range of qualifications. They combine practical learning with subject and theory content. These qualifications are used primarily at our Fort Wallington Site.

9 Work Experience, College and Careers Advice

- 9.1 As part of the ASDAN Award or Life Skills Scheme and as a normal course of events, the student are expected to undertake some work experience or college experience. Current liaisons include Education Business Partnerships and local colleges.
- 9.2 Student are encouraged to take part in weekly activities that interest them, which can be used to generate references and experiences to support their applications to colleges.
- 9.3 It is our aim that all year 10 and 11 student attend college for at least one session a week to gain skills and experience in an area of interest.
- 9.4 For post year 11 student for whom we are providing education, we look for placements that both meet their needs and stimulate their interests. Each school has an external Careers Advisor who visits the school's half termly supporting the student with careers interviews and advice.

10 Responsibilities of the Teacher

- 10.1 GLADE School ethos encourages the learning environment to be a partnership between the students and the teacher. Whilst the teacher provides expert knowledge, we believe a crucial part of their role is to support and guide the student to reach their own potential through individual thought and synthesis. An environment that provides a structured framework, where critical encouragement is present supports achievement of valuable learning. GLADE School empowers its student to be involved in their own learning as much as possible.

11 Responsibilities of each School

- 11.1 GLADE School seeks to meet the needs of its student and provides a positive, caring environment in which student are made to feel good about themselves and confident to learn. We believe that establishing a good rapport with student, building confidence, encouraging the expression of individual ideas and examining established values leads to a greater understanding of the students and is just as important as the curriculum.
- 11.2 GLADE School is responsible for the physical safety and wellbeing of the student as well as the psychological safety and wellbeing of its student. We encourage student self-confidence and self-esteem because we believe this is vital for learning.
- 11.3 GLADE School supports all its students by praising their achievements and behaviours, displaying their work and helping them take part in school life, plays and sports.
- 11.4 GLADE School understands that some students will find the formal curriculum difficult and we seek to support and encourage these students in accessing alternative opportunities for their personal development. We believe it is vital that learning is seen as enjoyable so we will try to adapt learning to engage all students.
- 11.5 GLADE School recognises the need for clear guidelines regarding core subjects such as English, and Mathematics. The content of the remainder of the curriculum, as stated for the Foundation subjects, is important not just in its own right, but it too may be a vehicle for establishing learning skills.

12 Teaching Time

- 12.1 Teaching time at each school is: Monday - Thursday 09.15 – 15.15, Friday 09.15 – 12.45. This is for **39** weeks of the year.

Evaluation will take place on an annual basis.