

Fair Ways School Curriculum Policy

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Fair Ways Vision, Mission and Values

Our vision

To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission

To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values

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 Fair Ways to *play their part*:

P ROFESSIONAL	A CCEPTING	R EFLECTIVE	T RANSSPARENT
- 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.	- 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.	- 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.	- 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 Fair Ways Education

- 1.1 The reason for this policy is to set out the rationale for our approach to the curriculum within Fair Ways Education. This will also encompass the therapeutic aspects of the education we offer our students.
- 1.2 The overall commitment of the company is the therapeutic care of the students 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 Fair Ways School.. This also allows established students 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.

Areas of the Curriculum

- 2.1 Each school provides access to a breadth of curriculum areas. 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, student 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 at Fair Ways School. It is essential the Fair Ways curriculum differentiates to ensure each student can make the best personal progress possible.
- 3.2 The Fair Ways Curriculum is devised in a way in which it is clear for students to understand 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. Core subjects are taught by full time staff identifying consistency as the key to ensuring relational success and therein securing better outcomes. (Implementation). Finally, we aim to ensure the outcomes of each student are appropriate and individualised to the education they have received. Fair Ways school does not offer job share in core subjects due to the specific needs of the students and the potential negative impact on successful outcomes. (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 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, student and parents / carers.

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 Head teacher
- 4.2 Schemes of Work (SOW) used in each subject area satisfy tests of breadth, balance, coherence, relevance, adaptation 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.
- 4.5 The SOW incorporates elements which contribute to assessment and progress over time thereby providing:
- Clear end points the curriculum is building towards, and what students 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 students' 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 students where appropriate to help their education development.
 - Overall evidence of the achievements of a student and what they know, understand and can do. Use of learning ladders to assess development of knowledge and skills over time and address gaps in knowledge or skills.
 - 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.

5 Fair Ways School Assessment

- 5.1 Assessment within Fair Ways 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 students' learning within the classroom. By teaching our students on a one-to-one basis, staff can constantly assess the student's social and emotional wellbeing and their progress in learning. Fair Ways School does its best to provide opportunities for our students to learn how to manage reintegration into small and larger groups.

- 5.2 The objectives of assessment for Fair Ways are:
- To enable students to demonstrate what they know, understand and can do in their work
 - To help students 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 student
 - 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
 - Students 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 students 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 questioning. Other methods involve drawing diagrams of recently covered topics, asking students 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 student.
- 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 as a team.
- 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 Progression.

- 6.1 Within Fair Ways 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 students.
- 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 students 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 A variety of 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 half term progress is tracked and recorded on the individual tracking documents and again, if necessary, targets can be adjusted.
- 6.5 In summary, all aspects of the assessment of the students at Fair Ways Education provides an in-depth and robust information system. This enables the development and effective education of all students, 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 students 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 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.

¹ Progression 2010-11, DfE, p17.

- 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 students in KS4.

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

- 7.3.1 Intent - The schools focuses on teaching Catering as part of the curriculum. It teaches students 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 Entry level Certificate in Food Studies. A full GCSE is also available for students in KS4. Students 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 both an ASDAN Employability Course (Certificate and Award which levels between Entry 2 to Level 2) as well as AQA Unit Awards. 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 students 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 – Students 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 students 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 students 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 student 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 students 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. / Computer Science (Scientific)

- 7.6.1 Intent – The ICT/Computer Science curriculum aims to prepare students 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 / Computer Science curriculum aims to enable all students, 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 students 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 GCSE Computer Science to Functional Skills level 1 and 2. Computer Science promotes independence, problem solving and computational think, ICT prepares students 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 students 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 student'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 students 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 school’s ethos in preparing students for their next steps and ensuring that they are not only good studentss but good citizens who can positively contribute to society. Students 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 students are confident to apply knowledge accurately. Fundamentally students 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 students are entered for the Entry Level Certificate. At key stage 4, all students 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 Fair Ways with appropriate qualifications which will enable them to thrive in life beyond school.

7.8 MUSIC (Therapeutic, Aesthetic and Creative)

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

7.8.2 Implementation - Music can be included in the timetable of all students on a weekly basis, and links have been made with a local DJ who can support in delivering a wide and varied curriculum. 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.

7.8.3 Impact - Music is used as a tool to encourage students 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.

7.9 **OUTDOOR EDUCATION** (*Physical*)

7.9.1 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.

7.9.2 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 students wanting to explore lots of different options before settling on one they want to do. Challenging the student 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.

7.10 **RSHE** (*Ethical, Social and Political*)

7.10.1 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.

7.10.2 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.

7.10.3 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.

7.11 **RELIGIOUS EDUCATION** (*Ethical*)

7.11.1 Intent – Religious education contributes dynamically to the students’ education by provoking challenging questions about; the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

7.11.2 Implementation – Religious Education is delivered as part of our Humanities curriculum and students can choose as to whether they want to explore certain areas and topics dependent on interest and need. It will explore various topics whilst teaching tolerance and understanding of world religions. Other religious education work will be completed through Cross-Curricular days during each term, as well as part of the SMSC programme within Fair Ways.

7.11.3 Impact – Students will have the opportunity to have rich and fulfilling debate with teachers and peers whilst gaining qualifications through the AQA Unit Award programme or ASDAN short courses. Students should gain and deploy the skills needed to; understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, while respecting the right of others to differ.

7.12 **SCIENCE** (Scientific)

7.12.1 Intent - Our Science Overview, Mid-Term Plan and Schemes of Work provide a structure to allow students to improve their understanding of Science topics in each of the three subjects, Biology, Chemistry and Physics. As well as preparing students for accredited exams, initially ELC (Entry Level Certificate) and GCSE we aim to provide students with an understanding of phenomena in the real world.

7.12.2 Implementation – Students will be given the opportunity to explore all areas of the science curriculum including the human body, environment, evolution and inheritance, elements, mixtures and compounds, energy, forces and the structure of matter. Students combine theory and practical work which allows them to perform experiments to improve their knowledge and understanding where we can, making sure that it is safe to do so.

7.12.3 Impact - All students who access Science and apply themselves to the subject work towards ELC with the aim that those who have the ability and aptitude progress to GCSE. Initially a Single award then a Double award ELC are offered. Our aim is for students who work hard and make good progress to complete GCSE Combined Science. Students will leave our school with a far greater understating of Science in our World that enables them to access further education courses or use this knowledge in the workplace.

7.13 SENSORY

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

7.13.2 Implementation – The lesson explores a variety of sensory stimuli and develop skills, which assist them in their lessons and at home. Information gained from the activity is recorded on feedback forms and the student's Sensory Exploration table

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

7.14 SMSC (Therapeutic, Ethical, Social and Political)

7.14.1 Intent - Fair Ways Education 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.

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

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

7.15 Sport (Physical)

7.15.1 Intent – Sport within Fair Ways aims to improve students' 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.

7.15.2 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 students, which allows broad, hands on experience and theoretical knowledge development of sporting techniques and processes.

7.15.3 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, they are also given the opportunity to complete Gateway/ BTEC L1/2 Modular Certification in Sport and Active Leisure. Students are prepared for the Gateway/ BTEC certificate by completing modular projects that are assessed using the Pearson's assessment scheme throughout KS3 and KS4.

8 Qualifications

Qualifications offered at a variety of levels include:

- Asdans
- Gateway certificates and awards
- BTEC Level 1 and 2
- Functional skills Level 1 and “
- ELC at levels 1,2 and 3
- GCSE

9 Work Experience, College and Careers Advice

- 9.1 Students in year 9 and above are expected to undertake some work experience with an approved Hampshire futures placement.
- 9.2 Students 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.
- 9.4 For post year 11 students for whom we are providing education to 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 students with careers interviews and advice.

10 Responsibilities of the Teacher

- 10.1 Fair Ways Education ethos encourages the learning environment to be a partnership between the student 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. Fair Ways Education empowers its students to be involved in their own learning as much as possible.

11 Responsibilities of each School

- 11.1 Fair Ways Education seeks to meet the needs of its students and provides a positive, caring environment in which students are made to feel good about themselves and confident to learn. We believe that establishing a good rapport with students, building confidence, encouraging the expression of individual ideas and examining established values leads to a greater understanding of the student and is just as important as the curriculum.
- 11.2 Fair Ways Education is responsible for the physical safety and wellbeing of the students as well as the psychological safety and wellbeing of its students. We encourage students' self-confidence and self-esteem because we believe this is vital for learning.
- 11.3 Fair Ways Education 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 Fair Ways Education 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 Fair Ways Education recognises the need for clear guidelines regarding core subjects such as English, Mathematics and Science. The content of the remainder of the curriculum, as stated for the Foundation subjects (Modern Languages excepted), 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 includes 30 minutes lunch break and 2 x 15-minute breaks. This is for **39** weeks of the year.