

Curriculum Policy

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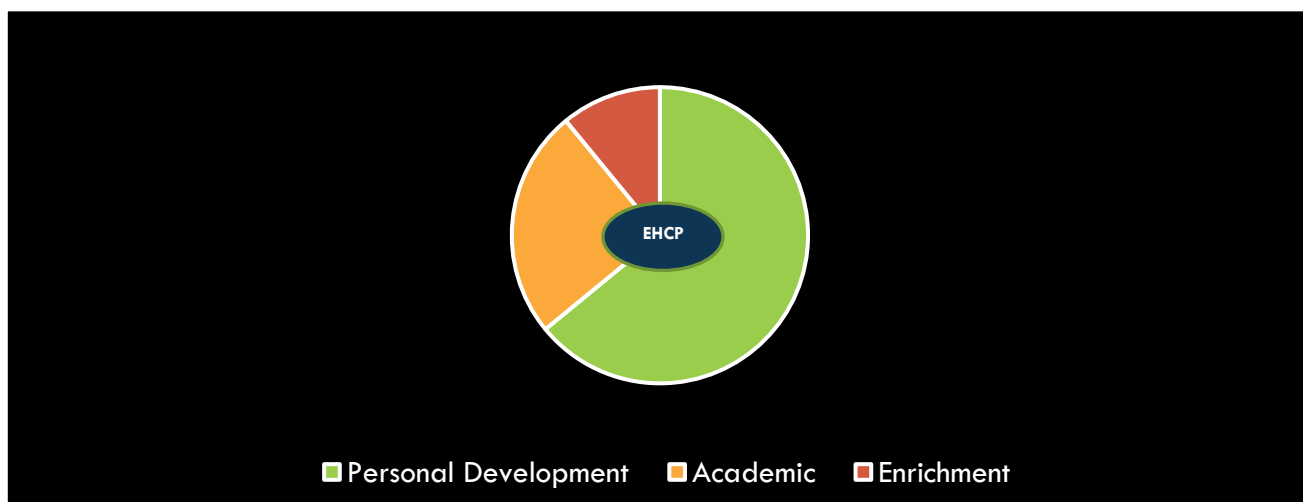
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1. Introduction

Every child should have the chance to shape their future through learning. Ashcroft offers the right balance of personalised learning and intensive support to help every student break through barriers and reach their potential.

Beyond a curriculum...

- Every learner joins us with unique hopes and dreams for the future. That's why we tailor our curriculum to fit them. Students can choose from a range of subjects to meet their interests and go after the qualifications to match their skills. All while receiving specialist support to meet their needs.
- Our broad and balanced curriculum ensures students leave us with improved literacy and numeracy, and the skills they need to pursue the path they're on.
- Our curriculum is made up of three elements, academic, enrichment and personal development. Each pupil has a bespoke selection of all three elements.



Intent

We are determined to ensure that our curriculum:	To do this we...
Places the current cohort is at the centre	<ul style="list-style-type: none"> • Use data from Pupil Progress reviews and other forms of quality assurance. • Identify and plan around the individuals' aspirations and Flight Path

Is practical and holistic going beyond a mainstream offer	<ul style="list-style-type: none"> • Include a wide range of qualifications and courses from a large variety of subjects. • Collaborate with a wide range of professional disciplines.
Is bespoke, adaptable, fluid and flexible when meeting the needs of the students and the EHCP	<ul style="list-style-type: none"> • Use Flight Paths for each student, allowing all stakeholders to contribute to the choices that make up the learning journey. • Utilise a range of partnerships to provide a variety of opportunities.
Challenges misconceptions and gaps in learning to allow for successful learning experiences	<ul style="list-style-type: none"> • Use a multi-agency approach. • Utilise spiral curriculums that revisit topics and build upon knowledge and skills, whilst using a tracker to identify specific outcomes.
Informs, equips and empowers students to make decisions and choices about their future, guided by strong aspirations	<ul style="list-style-type: none"> • Use a Careers and Transition Lead to support students. • Explicitly plan around Preparation for Adulthood and the Gatsby Benchmarks.
Prepares young people to be responsible members of society, leading sociable and happy lives and make a positive contribution to the world around them	<ul style="list-style-type: none"> • Deliver a comprehensive curriculum in Learning for Life, PSHE and other subject curriculums.
Develops confidence and resilience when faced with obstacles or changes of direction	<ul style="list-style-type: none"> • Explicitly plan and teach learning experiences that build these skills and inform students. • Support students to make good choices when regulated.
Adopts therapeutic and emotional support to help young people self-regulate	<ul style="list-style-type: none"> • Deploys a wide range of disciplines and services. • Adopt a therapeutic approach to our practice.

Implementation

Staff use a range of specific and whole school techniques and strategies to aid long term memory, regulation and cognitive load. Lessons are structured into 5 stages of learning. These are:

Engage	Share	Explore	Create	Reflect
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Teachers and LSA's use precision teaching, reduced language, increased visuals, repetition of learning, spiral curriculum models, Freyar Models, Bloom's Taxonomy and other updated and reviewed strategies and techniques, ensuring that the recent developments in teaching and learning are implemented, where possible.

More information can be explored through our Teaching and Learning Policy.

Impact

The Impact will be measured throughout the year against the intent. A range of surveying and consulting with stakeholders will contribute to how the impact of the curriculum is measured. Ultimately, achieving the subject end points and successful end of key stage four results are parts of a whole picture that reflects the impact of the curriculum. Other factors such as post-16 destination data and progress data will also contribute. Achievement of the individual EHCP outcomes will be a large element of how our impact is measured.

2. Planning the individual learning journey

Through differentiated planning and delivery, teachers support and encourage students to become independent learners, whilst utilising learning support to ensure that individual needs and learning styles are catered for.

Teachers create a **Curriculum Map** which provides a detailed and clear plan of how students' progress through the curriculum according to their own rates of progression. Teachers create subject curriculums that provide opportunities for students to develop and progress through the skills and knowledge at their own pace, whilst providing learning experiences that offer challenge at every step of their journey. **Each subject curriculum map must be sequenced according to the two spiral models and cycles A, B, C, D, E, utilised to improve progress and embed knowledge and skills:**

In **Key Stage Two**, teachers utilise a primary curriculum provided by Cornerstones software. Topics and schemes of work are carefully chosen to ensure that knowledge and skills are developed, following a spiral curriculum of three cycles. Progress must be tracked by teachers and the service lead and individualised planning must continuously seek to fill gaps in knowledge.

In **Key Stage Three**, teachers must take a selection of topics taught in Year 7, 8 and 9 and sequence them, ensuring that prerequisite skills have been taught but allowing broad and varied coverage for students starting all points of the key stage. This also supports students who have missed a larger amount of Key Stage 3.

In **Key Stage Four**, teachers utilise the traditional spiral model where the same topics are cycled each year, growing in skill level and academic demand. Students revisit the key elements of the curriculum allowing knowledge and skills to develop further into long term memory. This also supports students who have missed a larger amount of Key Stage 3 and 4.

In **Key Stage Five**, teachers deliver vocational qualifications where planning and assessment specifically meets the criteria of those qualifications. Teachers do not utilise a spiral curriculum

but carefully plan learning and assessment periods according to the assessment plan submitted to the exam board, Pearson.

Individual Learning Plans are created every half term that reflect the students point of progression according to the Curriculum Map. This individualised plan allows teachers and learning support assistants to collaborate in planning strategies, resources and outcomes around academic and non-academic assessment. The plan includes outcomes set by the Boxall Profile and this informs the planning and delivery of learning experiences.

At every opportunity the **Boxall Profile** targets and outcomes are used to inform planning and delivery of lesson planning and themes and topics of learning experiences are catered to the non-academic outcomes of the student. Collaboration between Subject Curriculum Leaders and the senior leader, leading on Personal Development informs the progression towards the outcomes covered in the Learning for Life curriculum.

Communication and information sharing between teachers is crucial to the individualised planning for each student and teachers must have good knowledge of the below documents to ensure that they have considered the most effective ways to support the individual at different points in their learning journey:

- Behaviour Management Plan
- Risk Assessment Management Plan
- Student Flight Path
- Pupil Progress process
- Boxall Profile
- Person-centred Passport
- Education Health Care Plan

Teachers must maintain high expectations for all students and there should an expectation for the curriculum planning to be followed at all times. Where deviations from the curriculum mapping are made, a notification and a discussion between the teacher/subject lead and the Curriculum Lead. Planning around deviations from the curriculum mapping should always place the students need central.

Teachers must use the provided assessment tools (L'Explore and Boxall Profile) to set ambitious targets and plan challenging work for all individuals. Lessons should be planned so that students' social, emotional, mental health and behaviour needs are met with collaborative efforts between leaders, teachers, pastoral and learning support.

Teachers should ensure that there is diversity in the delivery of learning outcomes and so that access to learning is inclusive of an individual's needs. Differentiation is maintained using personalised planning and person-centred language is used throughout. Wherever possible, teachers will refer to the National Standards, including the Pre-Key Stage standards ensuring that there are no barriers to every student achieving.

We recognise students' strengths, needs and interests and build on these to promote achievement and success. We identify our students' needs through the Annual Review process, in line with, if

required, individuals Personal Education Plans (PEP) and Education Health Care Plans (EHCP) we are then able to plan and adapt provision and learning opportunities to meet needs identified.

We are committed to providing the best learning opportunities, including access to community resources and learning programmes that link classroom learning to life skills.

All students learn best from first-hand experience. To develop a full understanding of a concept a student must have relevant, practical learning experiences in different situations. We strive to provide opportunities to practice and apply learning in many contexts.

Alongside the traditional curriculum the school has a range of therapeutic inputs that support young people struggling with to access learning. These include but are not limited to Occupational Therapy, Speech and Language Therapy, Animal Therapy and Play Therapy/Counselling.

3. The Student Experience

Regardless of which Ashcroft service students attend, they should experience the same mandatory components to the daily and weekly timetable.

Each day includes:

- A **form** experience, first thing in the morning, where form tutors can support students to form relationships, form opinions and form a positive plan and frame of mind for the rest of the day. This allows form tutors and group Learning Support Assistants to share information with other teachers who may communicate and teach that individual.
- A scheduled opportunity to engage in **reading** materials that are chosen by the student. Students will be supported by a variety of teachers each week to engage in personal reading and can suggest materials and support students to make appropriate choices. This supports the whole school approach to improve literacy in school. Teachers must discuss reading with the student, asking questions about their enjoyment and how they have understood what they have read. Teachers must also ensure that the allocated time is utilised for reading and that the experience is positively encouraged. This may be group or individual reading. Teachers are encouraged to model reading where possible.
- At all appropriate opportunities, teachers support students to be reflective. This happens each lesson and if individualised intervention is needed. The timetable also provides an opportunity for students to **reflect** at the end of each day. Students receive support from a range of teachers and learning support assistants throughout the week to reflect on learning, relationships, feelings, emotions, incidents and making positive progress. This is a crucial time of the day that allows staff to practice **Positive Behaviour Support (PBS)** and support the students with group or individualised reflection.
- **Regulation Breaks** feature at regular intervals throughout the day. These are not unstructured breaks and staff encourage, motivate, and participate with students in the activities provided. Activities used are designed by Motor Schools United and staff should explicitly practice to the continued support and training from the therapeutic team. Regulation breaks are structured into the day currently, though the school has an aspiration to embed these techniques so that staff are able to support students more organically, as and when the student needs it. Students also need practice at utilising this time and so staff are positive and specific about the purpose, length and outcome of the breaks.

Each week includes:

- A collective experience to **celebrate progress and achievement**. Students are encouraged to attend, make positive contributions and engage in a reflection of effort, challenges and successes. Teachers must ensure that they nominate at least one student for work of the week and the accolade added on Epraise, before the assembly each week. This assembly allows staff to celebrate the rewards earned by students and in particular, the students who have earned the most points to receive the gold rewards for engagement, care and respect.
- An **assembly** to inform students of whole world events, issues, wonders and developments. The Curriculum Lead collaborates with the teaching team to provide an annual plan of weekly topics and content that remembers important developments and people, celebrates diversity and cultural festivals, informs of experiences and knowledge to improve the quality of life.
- An **Outdoor Education** experience that appropriately challenges students to overcome obstacles, learn about the great outdoors and acquire new skills through a range of activities. A wide variety of places are visited throughout the year and staff provide a wide range of experiences whilst teaching students about the body, nature, hobbies and interests.
- Through the **Enrichment** programme (see Enrichment section) and the **Foundation** options (see Foundation Subjects section), students have a large and varied range of choice in their curriculum. Though some elements of choice and options differ in between services, every opportunity must be taken to provide activities that are led by the student council, whilst utilising staff skillset. Students' choices should be led through the Flight Path design and review process.
- **Learning for Life** provides learning experiences that explicitly follows the Learning for Life curriculum and supports the non-academic development of students. Students are assessed against outcomes categorised as Communication, Initiative, Respect, Resilience, Well-being and Organisation. These outcomes are also influenced by the Department for Education and their 'Preparation for Adulthood' outcomes and the Gatsby Benchmarks.

4. Flight Paths

Leaders and key teachers have embarked upon meeting with students to design their Flight Path. Using a range of choices in each subject, student choose how their learning journey will develop over their time at Ashcroft School and beyond. The direction of the choices made are chosen with the students' aspirations and desired post-16 destination.

Flight Paths are used in EHCP reviews and other meetings to ensure that all stakeholders are aware of the desired path. These reviews allow agreed amendments:

- All amendments to Flight Paths must be agreed by the Curriculum Lead and the parents / carers.
- All amendments must be reflected in the EHCP paperwork.
- Details on the front page of the Flight Path must be updated to detail input from all stakeholders.

- Parents and carers should be consulted at every opportunity during the design and review of the Flight Path.

Flight Paths should be available for all staff to read and understand. The Flight Path also reminds staff and students of which options have been chosen and the long-term progression plan of those choices. Flight Paths are accessed and edited on Microsoft Teams and should not be downloaded to make amendments. Flight Paths should be clearly understood by form tutors and leaders and discussed during meetings and reviews.

Flight Paths allow stakeholders the opportunity to plan therapeutic intervention as well as the academic and developmental journey. Choices that are made regarding elements such as accessing our therapeutic intervention and offsite partnerships are applied for by or in liaison with the Curriculum Lead to ensure that a fair and solid process is followed. These elements to our curriculum requires additional fees and must require authorisation of payment before the placement or intervention is accessed.

5. Core subjects

Core subjects at Ashcroft School are Maths and English.

At **Key Stage Two and in our SHINE provision**, core subjects are planned and taught using Cornerstones (online curriculum planning software). White Rose Maths is utilised to in curriculum planning and delivery also.

At **Key Stage Three**, students follow White Rose Maths and a spiralled curriculum for English. Key Stage Three teachers must follow the curriculum mapping, ensuring that the sequencing and planning for progression are completed and reviewed in Pupil Progress Reviews.

At **Key Stage Four**, a range of qualifications can be achieved within these subject areas:

Maths	English
Entry Level Functional Skills	Entry Level Functional Skills
Level 1 Functional Skills	Level 1 Functional Skills
Level 2 Functional Skills	Level 2 Functional Skills
GCSE Mathematics foundation / higher	GCSE English Language (one or two year)
	GCSE English Literature (two year)

The qualifications worked towards must reflect the Flight Path of the student and any issues relating to the completion of the curriculum map / qualification must be communication to the Quality of Education team to ensure timely interventions can be made to get back on track.

6. Enrichment

Most students receive approx. 20% of their timetable as Enrichment experiences. However, this can be increased depending on the needs outlined in the EHCP. These experiences rely on the skillset of our staff and the variety of our partners that nourish our growing list of enrichment choices. A range of choices are offered that cover a wide range of areas of interest. The Student Council are encouraged to suggest ideas that could be planned around. Should new staff arrive at Ashcroft School, they are encouraged to participate or offer a learning experience based on their skillset.

Students can participate in the activities for enjoyment or to achieve a range of ASDAN Short courses that contribute credits towards the ASDAN Personal Development qualification.

Students make 2 choices each term from the Enrichment options below:

Adventure and Residential

These learning experiences are based on the activities in the ASDAN short course of the same title. They prepare students for the rigour of the Duke of Edinburgh Award whilst providing opportunities to plan offsite adventures and trips. Students can progress onto the Duke of Edinburgh Award Bronze.

Duke of Edinburgh Award

The Duke of Edinburgh Award is currently taught at the Bronze Award level. Students complete activities and experiences that result in a residential expedition. Students can then progress onto the DoE Silver Award.

Hair and Beauty

These learning experiences are based on the activities in the ASDAN short course of the same title. Students embark upon a range of activities that allow them to build skills in both hair and make-up. Students can progress onto the Ashcroft College BTEC Hair and Beauty course.

Foodwise

These learning experiences are based on the activities in the ASDAN short course of the same title. Students develop skills in preparing a range of different foods for different events and purposes. A focus on well-being and nutrition is key information during the learning experiences. Students can progress their skills in certain topics taught in the Learning for Life Curriculum. Although not Learning for Life lessons include kitchen related activities.

Football

These learning experiences are based on the activities in the ASDAN short course of the same title. Students participate in training drills and improve technique whilst being mentored by coaches from Stockport County Football Club. This partnership has developed effectively and relationships between coaches and students are established. The ASDAN short course co-ordinator for Football should direct the coaches on what activities are needing to be completed to fulfil the criteria from the course. Information sharing with the coaches is key. Although they should not assess or complete administrative tasks related to the ASDAN short course. They can plan activities in line with the co-ordinators planning. This can only happen with timely information sharing and effective communication.

Making Music

Making Music is an opportunity for all students to access music making activities, regardless of whether they have chosen it as a foundation option or not. These students should be given extra support as they have not received the same instructions or practiced using the equipment and room safely. It is crucial that instruments and sound equipment is powered, switched on, used and switched off safely, ensuring a 'second pair of eyes' check has been completed also. Planning of these activities should focus on which individuals are taking part as certain individualised needs

must be catered for. For example, noise levels. Staff and students should also consider noise reduction techniques, such as ear plugs, where necessary. It is important that students are given instruction on how to use equipment safely and that students are supervised at all times to safeguard the child and preserve trust equipment.

Art & Design

Students embark on aspects of art and design that might not appear regularly in the curriculum. This might be photography or using specific graphic design software. Students may prefer to use this opportunity for Art therapy, as so many of our students have done in the past. This learning experience is a perfect opportunity for whole school projects to be worked on and for collaborative and cross curricular planning with the Film Club and other Enrichment activities to enhance the curriculum further. It is important that students are given instruction on how to use equipment safely and that students are supervised at all times to safeguard the child and preserve trust equipment.

Film Studies

Film Studies is split into two sessions that fall between Enrichment Option A and B. Both sessions differ in experience but can relate and connect, should students want to choose it for option A and B.

Option A takes place in the ICT room, where software is used, as well as cameras and other technology to film, produce, edit and format footage to collate as a film. Students will take influence from the styles of filming and directing shown in films played in Option B, thus allowing students to put their learning and influences into practice.

Option B works towards a whole school project to create a film. Students who choose this option work with staff to plan and make a film, utilising skills from staff and students.

Board Games

Traditionally, this has involved fantasy games such as Dungeons and Dragons. However, a range of board games can be explored. A particular focus is placed on engagement and focusing on strategy and teamwork, where possible. This club provides a perfect opportunity to progress the skills taught in the Learning for Life curriculum, focusing on Respect, Communication, Initiative, Resilience. Emotional regulation and turn taking can be objectives to work towards. Games such as Chess should be explored, as well as a range of classic and traditional games that do not involve technology.

Dancing

Students and staff co-ordinate dance routines and share moves and technique. Where possible, this should be student led and all students participating should be encouraged to have an equal involvement in the learning experiences and be included. Students should try to focus on a specific style and hone skills to express the main aspects of the style through rehearsal and possibly performance.

7. Foundation subjects

Foundation lessons are positioned across the week and allow students to embark on learning towards preferred options of study. Students choose two options. Students must choose option from A and another from B. These options should not change unless directed by the Flight Path process and reflected in the EHCP paperwork. Parents and carers must be informed and consulted in the process and it should be led by the senior leadership team. Changes to options can have a large impact on the successful completion of a qualification or short course. Any changes must include the relevant subject teachers to ensure that all parties are included in the decision-making process to make such as vital change. Changes might occur due to lack of engagement or interest. Changes should not occur if further relationships need to be built between students and staff. The senior leadership team should ensure that relationships between staff and students support the consistent progress towards the Flight Path.

Option A	Entry Level	Level 1	Level 2
GCSE History	GCSE 1-9		
GCSE Computer Science	GCSE 1-9		
BTEC First Award in Music	No	BTEC First Award in Music Level 1	BTEC First Award in Music Pass, Merit, Distinction
Science ASDAN short course	Yes		No
GCSE Biology	GCSE 1-9		
Option B	Entry Level	Level 1	Level 2
History ASDAN short course	Yes		No
Computing ASDAN short course	Yes		No
ASDAN (Sports and Fitness, Peer tutoring and Activities, Enterprise)	Yes		No
GCSE Art and Design	GCSE 1-9		
GCSE Physics	GCSE 1-9		
GCSE Chemistry	GCSE 1-9		

8. Personal Development

Learning for Life is the main aspect of our personal development offer and allows students to develop a range of skills that are categorised across the six half terms of the academic year as Home Living Skills, Personal Development, Well-being, Social responsibilities, Cultural Awareness and Cultural Appreciation.

Other subjects included in Personal Development at Ashcroft School are Outdoor Education, Personal, Social, Health Economic (PSHE) and Relationships and Sex Education (RSE).

Outdoor Education includes a range of practical skills and techniques, whilst introducing students to fun activities that could form as hobbies and interests. It is also an opportunity for us to prepare students to safeguard themselves in public and nature. The Duke of Edinburgh Award is taught during these weekly learning experiences and students can develop a range of skills to prepare them for a residential trip in the Summer Term.

PSHE and RSE are mandatory requirements of the curriculum, and we are required to teach a range of topics that prepare students to maintain a variety of healthy relationships. Please see the

PSHE and RSE Policy for further information regarding what knowledge and experiences are taught and how parents can be consulted further.

Personal Development is the most key part of our delivery and teaching the content of these curriculums should not be left exclusively to the PSHE, Outdoor Education and Life Skills teacher. All staff should be aware of the PSHE and Life Skills curriculum map and whole school initiatives to support the teaching and learning throughout school.

Where possible, staff should quote or reference learning outcomes from the Learning for Life curriculum map and reward students, should they show progress towards the outcomes, which are categorised under the six Learning for Life areas:

- **Resilience**
- **Respect**
- **Initiative**
- **Wellbeing**
- **Communication**
- **Organisation**

Where and when possible, these areas should be the focus of display boards and promotions around school, making personal development a whole school focus.

9. How the curriculum works in each service

Ashcroft School (Cheadle) – Secondary Model & Primary Model

Ashcroft School follows a secondary model, where students transition through a daily timetable of five lessons throughout each day.

In Key Stage Four, at Ashcroft School, students work towards qualifications in English and Maths and choose two foundation **options**. These two areas of study allow students to acquire additional qualifications. A Duke of Edinburgh Award can also be acquired from engagement in Outdoor Education and the Enrichment element of the curriculum. Students can choose a range of ASDAN short course taught through each element of the curriculum.

Key Stage 3 – Main School

Key Stage 3 students follow a primary model of learning. Art, Music, ICT and Outdoor Education are taught by subject specialists, other than these subjects, students learn with the same teacher each day and have a fixed learning environment to nurture their learning journey. This also allows the most effective method of covering the Key Stage Three National Curriculum for students who have missed learning and struggle with transitions around school.

KS3 Learning allocation		
Core	Maths	3
	English	3
Foundation	ICT	1

	Art	1
	Music	1
Enrichment	Enrichment (various)	4
	Science	2
	Humanities	3
Personal Development	Outdoor Ed	3
	Learning for Life	2
	PSHE	2
		25

Key Stage Four – Main School

Key Stage Four students are taught by a range of subject specialists and follow the below allocation of learning. Students transition between lessons in different classrooms, supported by their Learning Support Assistant. Teachers must support the engagement of students in all subject areas and encourage attendance to learning experiences, where possible.

KS4 Learning allocation			
Core	Core	Maths	4
		English	4
Foundation	Option	A	3
	Option	B	3
Enrichment	Enrichment	Enrichment	4
Personal Development	Learning for Life	Outdoor Ed	3
		Learning For Life	2
		PSHE	2
			25

Ashcroft SHINE (Cheadle) – Primary model

Intent

Supportive. Hybrid. Innovative. Nurturing. Education.

SHINE is committed to ensuring that each of our learners social, emotional and personal development is at the forefront, with care and compassion at the heart of all that we do. As such, our curriculum has been developed in a way that reflects them and their needs.

By developing a learning environment where learners feel respected, they are safe in the knowledge that each and every day is a new day. Expectations are explicit and our agenda is clear, linked to each of their own areas of need and growth. Senior Leaders, Teachers and Learning Support Assistants demonstrate high expectations, encouraging learners to share in this, closely linking curriculum success to the individual and group reward system. The reward system running throughout our curriculum builds on every learner's opportunity to show and be shown CARE, RESPECT and ENGAGEMENT.

A creative, dynamic curriculum where exploration and play are encouraged is key to this. Learners are motivated and strategically guided to step outside of their comfort zones in order to grow as individuals, working with support to breach the boundaries they have set for themselves and to try new and exciting experiences.

The learning curriculum is intended to aid learners in developing and enhancing their knowledge of the world around them through opportunities of exploration and investigation, creating practical, tactile learning for all. Our learning curriculum has been designed to enhance pupil cognitive ability, utilising the Curriculum Maestro, Cornerstones teachers are able to select topics, lessons and resources which break learning down into manageable, chunked learning with individualised, adapted teaching - lessons build knowledge upon knowledge increasing in complexity as pupils move through the cycles.

Literacy. Reading, the golden thread which runs throughout our SHINE curriculum, underpins the daily structure of each SHINE learner's day. Every learner engages in a twenty minute literacy session, supported by the Read Write Inc, Fresh Start reading/ phonics curriculum as well as twenty-minute reading for pleasure or group read session, each day. Our aim to improve reading ages of all SHINE learners while encouraging them to foster an independent love for reading.

With a future focus, our curriculum offers a breadth and depth of learning which meets both learner social and emotional and academic need while also providing opportunity for learners to explore their talents and interests outside of the classroom.

General principles

Our curriculum will give children the opportunity to:

- Access a blended approach of a curriculum built from Cornerstones resources and planning, as well as Key Stage Three Curriculum Planning and a range of ASDAN short courses for students aged 13 years and over
- learn within a coherent and progressive framework which is succinct, developing learning upon learning ensuring growth of knowledge gained and applied
- develop a rich and deep subject knowledge applied in an engaging, secure environment
- develop and demonstrate their creativity, developing new skills through a wide variety of interesting contexts

- experience the challenge and enjoyment of learning
- understand the purpose and value of their learning and see its relevance to their past, present and future
- explore the breadth and depth of the curriculum in a supportive and nurturing environment
- feel safe in exploring new learning while developing secure relationships with others

Aspen			Elder			Mapel			Hazel		
Core	Maths	4	Core	Maths	4	Core	Maths	4	Core	Maths	4
	Literacy	5		Literacy	5		Literacy	5		Literacy	5
	English	2		English	3		English	2		English	2
Foundation	ICT	1	Foundation	ICT	1	Foundation	ICT	1	Foundation	ICT	1
	Art	1		Art	0		Art	1		Art	1
	Music	1		Music	0		Music	1		Music	1
Enrichment	Enrichment	2	Enrichment	Enrichment	3	Enrichment	Enrichment	2	Enrichment	Enrichment	3
	Science	2		Science	2		Science	2		Science	2
	Humanities	2		Humanities	1		Humanities	2		Humanities	1
Personal Development	Outdoor Education	2	Personal Development	Outdoor Education	2	Personal Development	Outdoor Education	2	Personal Development	Outdoor Education	2
	Learning for Life	2		Learning for Life	2		Learning for Life	2		Learning for Life	2
	PSHE	1		PSHE	2		PSHE	1		PSHE	1

Ashcroft College (Ashton) – Key Stage Five College

Ashcroft College offers a vocational pathway for students in Key Stage 5. It consists of a range of BTEC vocational qualifications, including, Hair & Beauty, Health & Social Care, Sport, and Digital Media. Students work towards one specific subject and the achievement of a BTEC Level 1 or 2 technical qualification.

Learners will access a 12–16hrs timetable with the opportunity to study functional English and Maths Entry level 3 to Level 2 (GCSE grade 4 equivalent).

Specialist standardised assessments will provide quantifiable outcome measures, such as sensory profiles, language assessments and independent living assessments. Interventions sessions – 1:1 sessions and groups can be utilised for implementing evidence-based strategies to support access to learning, such as social stories, zones of regulation and motor skills united.

Regulation breaks form part of individual timetables on a needs basis to address an individual and specific need identified through the EHCP process.

Learners can access a fortnightly Boxing or Dance session to provide a physical outlet and promote a healthy lifestyle. These sessions are optional and may form part of an individual's timetable, thus, having a minimal impact on learners accessing the correct Guided Learning Hours (GLH) for vocational and core subjects.

Combined PSHE and Learning for Life will also be included within the curriculum to support learners with the development of life skills, social skills, and independence skills, to improve confidence, self-esteem, and support independence. One session per week is included within the timetable to ensure that GLH in other subjects are considered but all learners are developing skills to prepare them for transition and independent living in line with their EHCP recommendations and expected outcomes.

Learners will be supported to access work placements and opportunities for employment alongside the combined PSHE and learning for life curriculum.

- **Combined PSHE and Learning for Life sessions include the following topics:**
- **Interview skills/CV writing**
- **Cooking/independent living skills**
- **Managing money and budgeting**
- **Financial survival skills**
- **Understanding fraud**
- **Self-awareness and empathy**
- **Communication and interpersonal skills**
- **Decision making and problem solving**

Ashcroft College students are split into two groups and attend a part-time timetable of either 12 hours (Level 2 group) or 15 hours (Level 1 group).

The Level 2 group accesses:

KS5 Learning allocation			
Vocational	Vocational	Hair & Beauty	10
		Sport	
		Health & Social Care	
		Digital Media	
Core	Core	Functional Skills Maths & English	2
Personal Development	Combination of Learning for Life and PSHE		1

	Reading	3
		16

The Level 1 group accesses:

KS5 Learning allocation			
Vocational	Vocational	Hair & Beauty	9
		Sport	
		Health & Social Care	
		Digital Media	
Core	Core	Functional Skills Maths & English	3
Personal Development	Combination of Learning for Life and PSHE		1
	Reading		3
			16

Ashcroft Access (Droylsden) – One-to-one education

Students that are best supported through one-to-one education, in a smaller setting, with reduced interactions, with less peers, attend Ashcroft Access and follow a similar model at Key Stage 3 and 4, as Ashcroft School in Cheadle.

Subject Co-ordinators/Leads collaborate with Access staff and Lead Teacher in Droylsden and communicate weekly to ensure that planning is personalised and appropriate to the students' progression through the subject curriculum. Subject Co-ordinators are responsible for ensuring that students make progress at Access. Despite students here are learning at a different site to the subject co-ordinator, the intent, implementation and impact is the responsibility of the Service Lead and the Subject Lead and frequent and effective communication, and planning is relied upon between these two roles.

Subject Co-ordinators support the Lead Teacher with the completion of Individual Learning Plans for each individual with the support of Access staff in Droylsden. The planning follows the Curriculum Map for that subject and students at Ashcroft Access (Droylsden) have their learning differentiated and individualised to the same quality as Ashcroft School (Cheadle) students. This is achieved through consistent and effective communication between Subject Co-ordinators and Access staff and regular transferring of learning evidence, marking and feedback.

The learning allocation is flexible and fluid, but amendments must be made in consultation with the Lead Teacher and must place the students' needs at the centre of decision-making. It should reflect the main school learning allocation and timetable, where possible, ensuring that opportunities and a broad coverage of the curriculum is provided at all times, with parity and equality key to this offer.

10. Year 12 Curriculum offer

Year 12 can be offered to students for many different reasons. It is common for our students to need more time to progress through the subject curriculum and achieve the qualifications they need for college and other post-16 options.

Students may transition to our Key Stage 5 college in Ashton to develop skills in vocational studies.

If the student stays on at Ashcroft Main School in Cheadle, then the student plans a bespoke curriculum with teachers and leaders in the first few weeks of the Autumn term and this is recorded on the students Flight Path. Parents and carers, teachers, leaders and other professionals support students to make important choices around what they want to achieve. SMART targets are planned through the EHCP process and share with teaching staff to ensure that a clear and shared understanding informs a consistent delivery, that achieves the targets at the end of the Summer term.

Some structure is needed to ensure that students access a consistent and structured curriculum and therefore access a co-ordinated timetable, where certain components can be changed to support the SMART targets that have been informed by the students achievement in Year 11.

Example

Student requires a GCSE4 in English Language and GCSE Mathematics and needs four other GCSE qualifications Grade 4 or above, for a veterinary course. They achieve a GCSE 5 in English Language in Year 11 and work towards a GCSE in English Literature in Year 12. They achieved a GCSE3 in Mathematics in Year 11 and so will spend Year 12 retaking GCSE Mathematics.

Students may engage in independent study, utilising time in a subject area that is not involved in their targets. Students may use the Learning Support Assistant to support them in learning activities and should be encouraged to always develop independent study.

Students in Year 12 are given opportunities to extend their progression through the Life Skills and Personal Development statements and this is considered when planning the SMART targets that forms the flight path for the individuals' Year 12 experience.

Students in Year 12 are given opportunities to engage in skill-based activities or games in the final session of each week or they can choose to engage in lessons in their timetable instead. Clubs such as Dungeons and Dragons and activities such as football training are offered.

Students are encouraged to take opportunities in work and volunteering. Partnerships between key staff at school and the placement are developed through consistent communication. The Form Tutor of the student and the student co-ordinates this with the support of the Curriculum Lead in the Senior Leadership Team.

11. Remote Learning

Ashcroft School provides an online learning programme of lessons each day. Through Microsoft Teams, students and teachers can interact and work together to ensure that the **Remote Learning Policy** is followed carefully and responsibly.

Students access this programme for many different reasons and should always act as an intervention as opposed to a long-term method. Learning experiences are delivered by trained staff and each subject curriculum must be followed, situation permitting, for example, a Science experiment. Where possible these experiences should be planned for when students return to learning in school, should that be the outcome.

Remote Learning allocation (online)		
Core	Maths	3
	English	3
Foundation	Humanities	2
	ICT	1
	Art	1
	Science	3
Personal Development	Outdoor Education	2
	Learning For Life	3
	PSHE	2
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12. Partnerships and Offsite Learning

Ashcroft Services are committed to creating and maintaining partnerships with other providers of education to ensure that a varied and specialist approach can be adopted to suit the needs and aspirations of our students.

Students may spend some of their week at one of our partnership provisions. Key adults may decide that offsite learning and practical activities, themed on specific skills and learning supports that needs of the student and this may feature as a short-term intervention or a long-term element that heavily influences the end of Key Stage Four achievement.

A student referral for one of our partnerships are agreed as part of the EHCP and PEP process and effective communication between all parties ensures that a clear and shared understanding is maintained and that targets set out in these processes are achieved. The Flight Path must reflect any changes and this information should be recorded in the EHCP paperwork also.

Our current Offsite Learning Partnerships include:

B4Box – Building and construction workshops for young people

Works4U - Building and construction workshops for young people

Rubber Souls – Music recording studio and martial arts gym

Cycloan – Bike maintenance workshops for young people

Making Momentum – Animal Care and Horse Riding

Carrington Riding School and Small Animal Care Centre - Animal Care and Horse Riding

13. Social, Moral, Spiritual, Cultural (SMSC) & Fundamental British Values (FBV)

Our curriculum will give children the opportunity to:

- Tolerance and respect - To respect and tolerate the opinions or behaviour of others
- Individual liberty - Be free to express views or ideas
- Rule of law - Learn that all people and institutions are subject to and accountable for their actions and behaviour
- Democracy - Be part of a system where everyone plays an equal part
- Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
- Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict
- Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views
- Spiritual - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences

Purpose

The Spiritual, Moral, Social and Cultural growth of our learners is vitally important to social development of our young people and forms the foundation of our curriculum. Both the SMSC and British Values outcomes are embedded through our PSHE (RSE) and RE curriculums as well as Learning for Life too. Learning for Life providing opportunity for learners to apply knowledge gained through PSHE (RSE) to practical, real-life scenarios.

Learners are encouraged and supported to form attitudes and values and share these in a structured environment, applying research informed ideas, views and opinions with guidance. Young people learn to appreciate and respect the views and opinions of others, even when these are different to their own, taught ways to deal with these situations in a socially acceptable way.

Learners are supported to achieve these outcomes and grow their knowledge and ability to become a positive, contributing member of our school community as well as their own, through both discrete teaching of these values as well as directed, taught lessons.

14. Roles and Responsibilities

The **Curriculum Leader** is a member of the Senior Leadership Team that co-ordinates the curriculum and is responsible for the development of the Intent, Implementation and Impact of the whole-school curriculum. The Curriculum Leader plans and delivers CPD and curriculum development opportunities that are centred around collaboration and maintaining the school ethos and vision. It is the responsibility of the Curriculum Lead to consult teachers and leaders on the direction and logistics of the curriculum. Flight Paths are co-ordinated by the Curriculum Lead and all staff must ensure that systems and processes are followed to support the utilisation of curriculum mapping and Flight Paths.

The **Subject Co-ordinator** is responsible for planning, delivering and developing their subject curriculum. The Curriculum Map is reviewed and updated to include essential developments. The Subject Co-ordinator is responsible for the accessibility and differentiation of the curriculum for all students throughout Ashcroft Services, including Access. The students' progression through the curriculum is also the responsibility of the Subject Co-ordinator and must track progression at every opportunity. The Subject Co-ordinator is responsible for sharing the individualised learning plan each lesson to allow learning support assistants to support engagement and progress. The Subject Co-ordinator/Lead is responsible for ensuring that the sequencing follows the schools spiralled design. It is crucial that the curriculum is followed according to the curriculum map and the Subject Lead must notify senior leaders, should there be issues in following the sequencing of their curriculum. Most **teachers** at Ashcroft Services are Subject Leads, however, should teachers deliver a curriculum, but not lead the subject, then they must support the Subject Lead to carry out the responsibilities detailed above and ensure that effective and frequent communication leads to maintaining and consistent and effective implementation of the curriculum.

Learning Support Assistants support students to access learning experiences and collaborate with teachers to ensure that potential is maximised, and students' individual needs are supported in a consistent and person-centred approach. Learning Support Assistants use the Individual Learning Plan as direction in each learning experience and takes direction from the teacher to provide support according to the planning intention set out by the teacher. **It is important that LSA's understand the current and on-going Learning for Life topics and key outcomes so that this curriculum is taught in all parts of school life.**

The **SHINE Teacher** liaises and collaborates with the Service Lead and teaching team to build differentiated curriculum maps using Cornerstones. The SHINE Teacher must plan Individual Learning Plans for each student following the Curriculum Map for each subject area.

The **SENCO** informs the EHCP process and curriculum development on a whole school and individual basis. Assessment undertaken can inform therapeutic interventions as well as adjustments to the curriculum and overall experience of the student. The SENCO must play a key role in organising and upskilling staff to deliver activities during regulation breaks that meet the needs of the individual student.

15. Monitoring Arrangements

Governors monitor whether we are delivering a broad and balanced curriculum and that coverage and compliance with other statutory requirements is upheld through:

- School visits
- Meetings with the Head and appropriate sub-committee
- Regular, termly reports

The **Head teacher** monitors and contributes to the intent, implementation and impact of the Curriculums through:

- Informed discussions with the Curriculum Lead, Service Leads and Subject Leads
- Data analysis and curriculum reviews

Quality of Education Team monitor accurate policy implementation through:

- Planning scrutinies
- Learning walks
- Book scrutinies
- Lesson observations
- Pupil Progress meetings
- Curriculum reviews / deep dives / pupil questionnaires

The Quality of Education Team, under the direction of the Headteacher and Deputy Headteacher, are also responsible for the monitoring of curriculum team meetings and the outcomes of these.

The **Curriculum Lead** has the responsibility of maintaining close contact with their team members, regular review meetings and the monitoring of the way in which resources and planning are stored and updated.

16. Links with other policies

This policy links to the following policies and procedures:

- School timetables
- Ashcroft School Teacher Non-negotiables
- Subject Curriculum Mapping / Intent, Implementation, Impact Statements
- SHINE Curriculum Statement
- Exams policy
- Assessment policy
- Teaching and Learning Policy
- Remote Learning Policy
- Planning Policy
- Learning for Life and Personal Development Policy
- Positive Behaviour Support Policy
- Literacy Policy
- The Teachers' Standards 2021
- [Education Act 2011: Equalities impact assessment](#)
- [The SEND code of practice \(2015\)](#)

- SEN policy
- [Equality Act 2010](#)
- [The Engagement Model](#)
- Pre-Key Stage Standards
- [Education Act 1996](#)