



CURRICULUM POLICY



Introduction:

At Aspire & Achieve, we are committed to providing a comprehensive and high-quality education to our students. As an independent school, we adhere to the Schedule of the Education (Independent School Standards) Regulations 2014. Our curriculum policy aims to outline the key principles, guidelines, and practices we follow to ensure a rich and diverse learning experience for all our students. In line with our commitment to individualised education, we follow the individual's homeschool curriculum, incorporate the Oak National Academy E-Learning programme, and provide tailored workshops to meet each student's specific needs.

In alignment with the Leeds SEND and Inclusion Strategy 2022 to 2027, Aspire & Achieve shares the vision and ambitions outlined in the Leeds Children and Young People's Plan 2018-23. We strive to create an inclusive and supportive learning environment where all our students can thrive. Our commitment to this strategy is evident in our approach to education, which encompasses the principles of attendance, attainment, and achievement.

Aspire & Achieve also acknowledges and aligns with the 'Office for Health Improvement & Disparities' 'working definition of trauma-informed practice,' published in November 2022. We acknowledge the significant impact that trauma can have on individuals' well-being and learning. Our commitment to promoting the health and well-being of our students includes creating a trauma-informed environment. We strive to foster a safe and supportive atmosphere where students feel understood, validated, and empowered. We prioritise the provision of quality services and resources that address the unique needs of students who have experienced trauma. By integrating trauma-informed practices into our approach, we aim to support the healing process, promote resilience, and facilitate positive educational outcomes for all our students.

Principles and Objectives:

1.1. Individualised Learning: We recognise the unique strengths, interests, and learning styles of each student. Our curriculum is designed to foster their individuality and promote a love of learning.

1.2. Holistic Development: We aim to nurture students' intellectual, emotional, social, and physical development through a well-rounded curriculum that includes academic, creative, physical, and personal development components.

1.3. Relevance: Our curriculum is designed to be relevant to the needs of our students, providing them with the knowledge, skills, and understanding necessary to succeed in a rapidly changing world.

1.4. Inclusivity and Diversity: We value and celebrate diversity in all its forms, fostering an inclusive environment where students feel safe, respected, and valued. Our curriculum reflects a broad range of perspectives, experiences, and cultures.

Homeschool Curriculum:

2.1. Individual Homeschool Curriculum: We acknowledge that students may have different educational backgrounds, including those transitioning from other schools or educational systems. To ensure continuity and meet individual needs, we follow the curriculum from their previous/current homeschool. This approach allows us to build upon their prior learning experiences and provide a seamless transition.

By following the homeschool curriculum, students can stay updated and connected with their peers who attend their homeschool. Aspire and Achieve maintain regular contact with homeschool teaching staff to discuss each child's academic plan. The homeschool program sets assignments and school work through online learning platforms, which students then complete at Aspire and Achieve with the assistance of staff members. This setup ensures that students remain connected to their class teachers and receive consistent feedback on their progress.

2.2. Curriculum Mapping: We conduct a comprehensive analysis of each student's home school curriculum to identify any gaps or overlaps with our curriculum. This mapping process enables us to tailor our teaching and learning strategies accordingly, ensuring a cohesive educational experience for each student. Maintaining regular meetings and contact with homeschool staff enables us to gain a thorough understanding of each student's health care and academic plan.

2.3. Differentiation: Our staff differentiate instruction to accommodate the diverse needs of students and this would include any students with an educational health care plan (ehcp) following various homeschool curriculum. We employ a variety of teaching methods, resources, and assessments to support individual progress and achievement. Our team supports differentiated work schemes to accommodate the needs of our young people. Schemes of work and tailored programmes are supported via homeschool.

Oak National Academy E-Learning Programme:

3.1. Integration of Oak National Academy: As part of our commitment to providing a comprehensive education, quality assurance and implementation we use Oak National Academy E-Learning programme and supplement with homeschool curriculum and resources. This online platform offers a wide range of high-quality resources, lessons, and assessments across various subjects and key stages.

3.2. Flexibility and Adaptability: The Oak National Academy E-Learning programme provides our students with the flexibility to access learning materials at their own pace and time. Our teachers utilise these resources to enhance classroom instruction, provide additional support, or extend learning opportunities. During the application process for a student, home schools will provide aspire and achieve with a topic list for the term along with any resources, we will then align these topics with oaks national academy this allows for an effective implementation of the home school curriculum and allows a consistent and confident delivery in terms of topics and sequencing.

3.3. Monitoring and Assessment: We closely monitor students' engagement with the Oak National Academy E-Learning programme and use assessment data to evaluate their progress. These assessments take place on a half termly basis. This information informs our teaching practices and allows us to address any learning gaps effectively and communicate this with their home school. Wellbeing assessments/SDQs are also completed half termly through one to one mentor sessions.

Tailored Workshops:

4.1. Individual Needs Assessment: We recognise that each student has unique strengths, weaknesses, and learning goals. Through ongoing assessment and dialogue, we identify specific areas where students may require additional support or enrichment.

4.2. Workshop Design: Our staff design tailored workshops to address individual student needs. These workshops may focus on areas such as careers, healthy relationships, safety, mental health, healthy lifestyles, confidence and self esteem, social media, equality and diversity, drama, arts and team building.

We align with the Leeds Health & Wellbeing Strategy, striving to create an environment where students can lead healthy, active and fulfilling lives. We prioritise their and emotional well-being, providing access to quality services and opportunities to actively engage in their health and care. We also emphasise the importance of living in healthy, safe, and sustainable communities, fostering a sense of belonging and social responsibility among our students.

4.3. Small Group Teaching: Tailored workshops often involve small group instruction to facilitate individualised attention and collaborative learning. This approach fosters peer support, discussion, and the sharing of ideas.

4.4. Progress Monitoring: We regularly review and monitor the progress made by students participating in tailored workshops. This helps us assess the effectiveness of the interventions and make any necessary adjustments to ensure continued growth and improvement.

Assessment and Evaluation:

5.1. Assessment Methods: We employ a range of formative and summative assessment methods to evaluate student progress and achievement. These include classwork, projects, quizzes, presentations and tests. We use baseline assessments to help determine the students' knowledge and skills in maths and English, allowing us to gauge their abilities. By understanding the students' existing knowledge, we can ensure that they receive suitable work from their home schools and support to meet their individual needs.

5.2. Feedback and Reporting: Our staff provide regular feedback to students on their academic and personal performance, through class dojo students are awarded points and comments highlighting areas of strength and areas for improvement. We also maintain open lines of communication with parents/guardians/ and home school teachers, providing them with comprehensive reports on the pupil's progress and achievements.

5.3. Monitoring Standards: We ensure that our assessment practices align with national standards and guidelines. Regular internal and external moderation processes are conducted to maintain consistency, fairness, and accuracy in our assessment and evaluation procedures.