

Curriculum and Homework Policy

Values Academy provides a holistic approach to education and aims to help pupils gain the knowledge and develop the skills needed to move on to further learning and later become independent adults. All teaching and learning is underpinned by respect, courage, honesty, compassion and integrity – our key values. As an independent school we deliver a curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum is designed to meet the requirements of the Independent School Standards (2014) which are that:

- Pupils should be in full-time, supervised education
- Pupil should gain speaking, listening, literacy and numeracy skills
- Pupils should receive personal, social, health and economic education which reflects the school's aims and encourages respect for those protected under the Equality Act 2010
- Pupils should receive impartial, up to date career guidance which helps them make informed choices about career options
- Pupils should have the opportunity to learn and make progress
- Pupils should be prepared for life in British society
- Post 16 pupils should receive adequate preparation for the opportunities, responsibilities and experiences of adult life

Our Pupils

Pupils are referred to the school when the local authority determines that their needs will be better met in alternative provision. Almost all of our pupils have special educational needs and have an Education Health and Care (EHC) plan; some pupils have behavioural, emotional and social difficulties (BESD); most are working at low levels in Maths and English; some pupils have been or are about to be excluded from mainstream school; others have been out of education for significant periods of time.

The curriculum is designed to meet these needs and as such its delivery involves extensive support for those specific needs and staff receive relevant training to equip them with the skills they need to provide this support. The curriculum provides a variety of qualifications for different capabilities including GCSEs, Functional Skills, Entry Level certificates and vocational opportunities.

Qualifications Available

| Subjects | Awarding Body | Type / Levels |
|--------------------|---------------|---------------|
| English Language | AQA | GCSE |
| English Literature | AQA | GCSE |
| Mathematics | AQA | GCSE |
| Art & Design | AQA | GCSE |
| Biology | AQA | GCSE |

| Subjects | Awarding Body | Type/Levels |
|-------------------------------|----------------------|-----------------------------------|
| Functional Skills English | AQA | Entry levels 1,2,3 & Levels 1 & 2 |
| Functional Skills Mathematics | AQA | Entry levels 1,2,3 & Levels 1 & 2 |
| Functional Skills ICT | AQA | Entry levels 1,2,3 & Levels 1 & 2 |
| Entry Level Science | AQA | Entry levels 1, 2 & 3 |
| ASDAN | | Bronze, Silver & Gold Awards |
| Preparation for Work Life | AQA | Level 1 |
| Vocational Courses | | Level 1 and Level 2 |

Non-Qualification Activity

| | |
|--------------------------------------------|---------------------------------------------------------------------------|
| Geography and History | Food Technology |
| Values Education | Individual Education Plan (work & review sessions) |
| Personal Development Sessions | PSHE |
| Educational Visits | School Committees (including Fairness, Disciplinary, Equal Opportunities) |
| Physical Activities (Not specifically P.E) | |

Planning

Schemes of work for accredited qualifications and programme packs for non- accredited activities are available to support delivery of the curriculum. These are used by teachers and mentors for planning and to ensure that pupils cover enough to gain the knowledge and develop the skills required in each area.

General Delivery of the Curriculum

Accredited qualifications are delivered to small groups of pupils by teachers with support from mentors. Teachers are responsible for planning, delivering and assessing work in their subject areas and recording pupils progress. Mentors deliver the non- accredited activities some on a 1 to 1 basis. Mentors also support teachers outside the classroom by delivering ongoing IEP work focusing on pupils' areas for improvement. Some activities are delivered by external partners such as community police.

Maths and English

Details about how Maths and English will be delivered are available on the Literacy and Mathematics policies.

We offer bespoke programmes if parents identify concerns or conflict regarding cultural or religious beliefs within our curriculum we would then amend accordingly. If a child identifies a concern regarding a topics we would modify their sessions in order to cater for their SMSC needs.

Support for Pupils Needs including disability and SEN

Details about how pupils with disabilities and special educational needs will be supported in order to access the curriculum are available of the school's SEN policy and Disability Access Policy.

Supporting Pupils with Behavioural, Emotional and Social Difficulties

Staff receive relevant training in order to be able to support pupils with BESD and the Behaviour Management policy outlines how positive behaviour will be encouraged, celebrated and rewarded. It also details how negative behaviour is sanctioned to ensure that it does not affect learning.

Promoting Fundamental British Values

The school promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through values education and by encouraging pupils to play an active role in the running of the school as part of the disciplinary/fairness/equal opportunities committees. Across the curriculum teachers and mentors use other opportunities to discuss issues around these values and ensuring that none of the activities undermine these values.

Developing Pupils Spiritual, Moral, Social and Cultural skills

Religious Education, Personal Development Sessions, IEP review sessions and the colour scheme are used to develop pupils SMSC skills such as knowing right from wrong, improving self-esteem, building confidence, gaining knowledge and appreciation of other people's cultures and beliefs. The curriculum is continuously updated to ensure that it meets pupils needs.

Homework

Homework is given on an individual basis to the pupils attending Values Academy. This may be;

1. Extra work given to embed understanding in a subject
2. Support work for pupils finding a subject difficult
3. Home and school work on consistent strategies for behaviour
4. Having a regular work book to complete at home.
5. Support from home to embed routines for pupils in order to help them in school

The homework will vary for each child and support their IEP targets and any targets set by subject staff. This may or may not be set everyday and will depend on the needs of the child so they can aim to be their best.

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