



# The Attic Curriculum Policy

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<b>Date presented to Management Committee</b>	July 2017
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<b>Date for review</b>	July 2018

## **Context and Rationale**

Many young people coming to Attic have a long history of disengagement with education and educational institutions characterised by poor attendance, disruption and exclusion leading to a fractured educational past. For this reason many of the learners are performing at levels below national average. Ongoing issues in their personal lives often continue to effect their ability to engage with the educational process. Many of the young people are unable to move back in to mainstream schools or onto other provisions.

The purpose of Attic is to provide a means through which young people can re-engage with academic learning, develop strategies to overcome difficulties and to develop the personal and social skills which will enable them to maintain their place at Attic, gain access to other provisions as appropriate, accessing training, college, employment and lifestyle of choice post 16.

In response to this the curriculum at the Attic Pupil Referral Unit endeavours to provide a highly flexible and personalised programme of both formal and informal study which is delivered to all young people in a variety of ways to offer challenging yet enjoyable learning experiences. We therefore aim to deliver a curriculum that:

- Offers opportunities for external accreditation
- Is accessible to all learners
- Addresses learner's social, emotional and behavioural barriers to learning
- Is personalised and recognises individual progress
- Is suitably challenging with high expectations
- Contributes to learners self-development by providing opportunities for them to 'make good choices'
- Provides a culture of success
- Fully supports the achievement of positive outcomes
- Fully supports and encourages progression into further education, employment or training
- Contributes to the Attic's duty to Safeguard children
- Provides impetus for young people to re-shape opportunities
- Informed by the National Curriculum

## **Informal Curriculum**

The informal curriculum plays a most important role in the overall provision delivered. Staff are with pupils throughout the day at breakfast, break and lunch time to interact with learners on a variety of levels to mediate, provide early intervention and negotiation and to model acceptable behaviours. The informal curriculum can also provide a means of consolidating work done through the formal curriculum especially in PSHE/Work Related Learning and in highlighting areas that need to be addressed or revisited through the formal curriculum.

## **Formal Curriculum**

Though assessment is obviously important Attic is always aware that this only shows what is potentially possible, but not what is always actually possible for a learner on a given day and so the curriculum is managed and delivered to be flexible and responsive on a daily basis.

Entry Level certification and ASDAN forms the basis of external accreditation available – this is particularly good for personalised learning as its portfolio based assessment overcomes difficulties of periods when sustained learning is not possible. Young people are able to enjoy early success, it can be extended as appropriate and overcomes the problem of young people not turning up for an exam.

The curriculum also needs to recognise a young person's entitlement to access accreditation in line with their ability and potential achievements and what would be a 'mainstream opportunity'; to that end Attic is committed to ensuring that GCSE could be pursued where appropriate.

In some cases it is more appropriate for GCSEs to be pursued though the young person's school (if still on roll) depending on circumstances. Possibilities of delivering other subjects at GCSE are to be pursued once registered as an exam centre.

PSHE is given a high priority in the curriculum as social and emotional factors impact on a learner's ability to progress and achieve.

Attic also endeavours to continue with whatever a young person has been successful with in the past if appropriate. E.G Attic has collaborated with a High school, where the young person was on roll, to deliver Sports Leadership Award.

### **Timetabling of Curriculum**

Young people are placed into year based working groups and timetabled in a flexible, responsive way to achieve the best outcomes.

We are always working towards young people working in a large as possible grouped situation, but to achieve this

- Sometimes young people need to have additional 1:1 staff support within a group.
- Sometimes young people need 1:1 working away from other young people for varying amounts of time/for particular subjects.
- Working Group makeup needs to be revised to ensure effective dynamic.
- Sometimes particular subjects need to be avoided (excluding Literacy and Numeracy) for a period of time.
- Some subjects need to be delivered by a different member of staff (though always working towards the young person working at least some of the time with subject leader).

### **Evaluation and Monitoring of Curriculum**

This is done through termly curriculum planning, ILPs and at least twice weekly staff meeting, with other briefings as necessary.

**Curriculum available**

Maths, English, Literacy and Numeracy, Science, Geography, ICT, ASDAN, History, Art and Design, PSHE, Work Related Learning, Drama, Dance, New Media, Sport and Cooking Skills.

**Links to other Policies**

- **Single Equality**
- **SEN**
- **Anti-Bullying**
- **Attendance**
- **Behaviour**