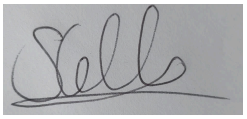
AEP

Curriculum Statement

Policy Owner: **Sandeep Athwal**

Full Name	Position	Signature	Date	Review Cycle
Sandeep Athwal	Director		16.11.2023	Annual

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Mission Statement

School of Coding AEP Limited is a safe, well ordered and caring environment for learning. It delivers high-quality education to all its AEP students and supports them to develop their individual potential for growth, self-worth, and self-control.

High-quality outstanding teaching and clear and consistent guidance and support facilitate AEP students in succeeding in education. Our broad and balanced academic and vocational curriculum will provide AEP students with access to a broad range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs. Our purpose is to support every AEP student to develop their true potential, make positive contributions to their families, and find fulfilment in employment.

Values

1. Alternative Provision allows educators to make reasonable adjustments for individual students' needs.
2. Learning is about a journey and there is more than one way to get to the destination
3. Qualifications, manners, respect and opportunity should be the foundations for all students.

High Expectations– AEP students are pushed to achieve beyond their potential, and staff work to ensure everything that we do is better than people expect.

Daring to Dream – at School of Coding AEP Limited we challenge students to reach their potential and go on to further education and employment.

Traditional Values – some things often get forgotten in education, at School of Coding AEP Limited we pride ourselves on mutual respect, good manners, making a positive contribution, supporting one another and an orderly, litter free environment

Success – can come in many virtues, at School of Coding AEP Limited we celebrate the small steps every day and tell students when they are doing well. We ensure that AEP students can have a successful future.

Personalised Support - all students at School of Coding AEP Limited have a tutor who guides them, sets them bespoke targets and supports them in making social and academic progress.

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Principles of the Curriculum

At School of Coding AEP Limited we believe that the curriculum should match the needs of the learners it serves. A traditional mainstream model has not been able to meet the needs of the prospective AEP students of School of Coding AEP Limited, as they have become disengaged with education and are at the risk of exclusion.

School of Coding AEP Limited prides itself on ensuring AEP students have access to a broad and balanced curriculum that fulfils the needs of the students and the demands of society to ensure that the AEP students can prosper in the future.

The curriculum is flexible and progressive and has been created to motivate and provide challenges for all young people .

Intent

At School of Coding AEP Limited, we aim to provide the following;

- A curriculum that understands the challenges that students have had in their previous settings
- A curriculum that considers individual starting points of students
- To know our young people - their strengths, interests and needs - and use this information to create the best possible personalised learning environment.
- A curriculum that is challenging, just because a student has faced a barrier in their previous setting does not mean that they shouldn't have equality of opportunity.
- A curriculum that instils values of positive behaviour, improving attendance and having a greater understanding of how they can themselves be safe in their community.
- A curriculum that provides aspiration and access to real life qualifications that students need

We design our curriculum to support:

- The skills of literacy and numeracy
- Engagement - our curriculum offers opportunities to support pupils post 16 and promote an interest in learning once they leave school
- Living in the wider world, relationships and sex education

Implementation

Our curriculum is implemented through a combination of strategies, methods, and resources:

Curriculum Planning: Our curriculum is carefully planned, mapping out the progression of knowledge and skills across all subject areas. We use national standards as a foundation, but we also adapt and enrich the curriculum to meet the specific needs and interests of our students.

Engaging Teaching and Learning: Our teaching methods are interactive, student-centred, and responsive to individual needs. We encourage inquiry-based learning, project-based learning, and the integration of technology to enhance the learning experience.

Specialist Staff: We employ highly trained and dedicated teaching staff who continually develop their skills to deliver a high-quality education. Staff work collaboratively to ensure a seamless and consistent curriculum delivery.

Assessment: Assessment is ongoing and multifaceted, combining formative and summative approaches. We utilise a range of assessment methods, including traditional exams, coursework, project evaluations, and implementation personal development assessments.

Extra-Curricular Activities: We offer a range of extracurricular activities to enrich the learning experience, including clubs, sports, and community engagement initiatives.

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Program of Study
Courses have been chosen to spark an area of interest in young people and offer them specialist opportunities that they might not get in a mainstream setting. Equally courses have been designed to complement what AEP students may have succeeded in during their time in school to help them build on their success.

GCSE
On-line tutors offer GCSE Maths and English

Maths
Functional Skills Entry Level 1- 3
Functional Skills Level 1 & 2

English
Functional Skills Entry Level 1- 3
Functional Skills Level 1 & 2

PSHEl -NOCN Personal Well Being Level 1
A flexible program to meet the statutory requirements for the students and also to cover life skills that are relevant to the AEP students.

BTEC WORKSKILLS
Level 1

BTEC Sport
Level 1

Duke of Edinburgh
Bronze Award

In-house Bespoke Curriculum
Coding: Scratch, Python;Robotics: Entrepreneurship

Extended Learning and Home Learning
All AEP students have access to the learning platform to extend the school's learning experience.

Impact

Our curriculum aims to achieve several key impacts:

Academic Achievement: Whilst pupils at School of Coding AEP Limited are not considered less academically able, it is recognised that their learning, prior to the point of them being referred, is likely to have been significantly disrupted. Therefore, the school will focus on delivering a curriculum that will support a pupil accessing the correct and appropriate pathway once they have finished. We offer a Program of Study that enables them to do this.

Holistic Development: We anticipate the impact of our curriculum on students' personal growth, including their emotional resilience, self-confidence, and well-being.

Citizenship and Values: Our students should show an understanding of and commitment to values such as inclusivity, respect, and social responsibility.

Lifelong Learning Skills: We aspire to graduate students who are enthusiastic and self-directed learners, capable of adapting to new challenges and seizing opportunities throughout their lives.

Community Engagement: We hope to see students actively involved in the local and wider community, demonstrating a sense of social responsibility and a commitment to making positive contributions.

Our ongoing commitment to self-evaluation and improvement ensures that the impact of our curriculum remains at the forefront of our mission, and we welcome scrutiny from Ofsted as an opportunity to enhance our educational provision.

Legislation and Guidance

This policy reflects the requirements for schools to provide a broad and balanced curriculum as per the Academies Act 2010 and the Functional Skills curriculum which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum related expectations of governing boards set out in the Department for Education's Governance Handbook.

Further Information

Copies of Long Term Plans for each subject in school are available on request; these contain overviews of the topics studied in each subject. These documents give an overview of sequencing in each subject at each key stage.

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