

Curriculum and Homework Policy

Values Academy provides a holistic approach to education and aims to help students gain the knowledge and develop the skills needed to move on to further learning and later become independent adults. All teaching and learning are underpinned by respect, courage, honesty, compassion and integrity – our key values. As an independent school we deliver a curriculum which gives students 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:

- Students should be in full-time, supervised education
- Students should gain speaking, listening, literacy and numeracy skills
- Students 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
- Students should receive impartial, up to date career guidance which helps them make informed choices about career options
- Students should have the opportunity to learn and make progress
- Students should be prepared for life in British society
- Post 16 students should receive adequate preparation for the opportunities, responsibilities and experiences of adult life

Our Students

Students are referred to the school when the local authority determines that their needs will be better met in alternative provision. Almost all of our students have special educational needs and have an Education Health and Care (EHC) plan; some students have Social, Emotional & Emotional Health, (SEMH) difficulties; most are working at low levels in Maths and English; some students 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

Physical Activities (Not specifically P.E)

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 students 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 students 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 students' 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/carers 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 topic we would modify their sessions in order to cater for their SMSC needs.

Support for Students Needs including disability and SEND

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

Supporting Students with Social, Emotional & Mental Health (SEMH) difficulties

Staff receive relevant training in order to be able to support pupils with SEMH difficulties 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 students 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 Students' 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 students' needs.

Homework

Homework is given on an individual basis to the students attending Values Academy. This may be:-

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

Review Date: September 2021

