



New Direction School



Curriculum Policy

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Introduction

The curriculum at New Direction School is designed to promote whole-child development, meaning that learners' communication skills and emotional capacities are developed in tandem with their academic knowledge.

Due to the nature of our cohort and the continually changing range of needs, abilities, and desired outcomes it is necessary to have a dynamic curriculum offer in order to meet need and enhance employability.

Clarity of purpose means that these learners will not be forced to follow a mainstream curriculum but one which can be adapted and tailored to each learners' individual needs, with a focus on the core skills of literacy and numeracy, that encompass application of practical skills.

DFE research into APs ('Alternative Provision: Effective Practice and post-16 Transition', David Greatbatch, DFE Ref. DFE-RR605) tells us that it is 'a necessity for providers to be willing to be flexible and to tailor their offer according to the needs of the student,' whilst also 'understanding students' aspirations for post-16 to ensure that academic and/or vocational offer supports their progression.' Therefore, a more flexible curriculum offer that meets the needs of various learning preferences and progression routes is required. Learners should also have the flexibility to re-route from a pure-GCSE programme to a Functional Skills one; likewise, to 'graduate' from Functional Skills Level 2 to GCSE.

A robust induction process that increases understanding of learners' backgrounds and needs, supports decision-making about a learner's learning offer and facilitates the development of positive relationships.

Each learner's offer is bespoke, and they may access different elements of the curriculum to meet their learning goals and needs, informed by data and other relevant information.

Our curriculum acts as a guide for staff to facilitate effective learning opportunities for all learners. We expect our staff to plan engaging, accessible, relevant, and challenging lessons in line with the objectives of the curriculum and related Schemes of Learning.

We actively encourage all staff to adapt and differentiate lessons and objectives to meet the needs of learners and address gaps in learning.

Alongside our core curriculum which covers English, Maths, Science and PSHE for all learners, there are a range of other topics and activities on offer that learners may access to support their personal and social development, and to improve their transferable 'soft' skills: communication, leadership, teamwork, creativity, self-awareness, problem solving, work ethic and time management.

By paying attention to skills beyond academic learning, we aim to prepare learners for their lives beyond formal education and give them the tools to access and succeed at whichever opportunities they choose to pursue.

1.1 Intent

At New Direction we aim to create a curriculum and learning environment that gives all students the opportunity to build their knowledge and develop their skills in order to achieve and develop. At the heart of our Curriculum is Reading. We view reading as a key skill needed to access all subjects across our curriculum and therefore the implementation of reading activities in all subjects is vital.

In facilitating our whole school reading approach, we will:

- Utilise a phonics first approach to the teaching of reading
- Have a whole school reading strategy that is implemented in every classroom including:
- Strategies to develop language capability
- Use strategies to improve fluency to improve comprehension
- Study a diverse range of texts
- Plan dedicated time for whole class and individual reading
- Offer a wide range of interventions for those who require additional support
- Deliver a curriculum which is rich in vocabulary development

In addition to our core curriculum we have additional subjects aimed to improve students social, emotional and mental health as well as improving independence in students. This is achieved through a broad PSHE curriculum.

New Direction operates a stage not age approach to our curriculum. On arrival we will assess a student and place them in the appropriate group depending on the academic ability of the students as well as their social abilities. These groups are liable to change depending on the progress students make. We are aware students come to us with varying academic histories and therefore will have gaps in knowledge.

At KS3 the emphasis is on students gaining a broad academic experience, building on prior knowledge and developing key skills such as reading, writing and numeracy. As students move into KS4 the focus becomes heavier on gaining appropriate qualifications (Functional Skills, GCSE, ASDAN, BTEC) and building Independent living skills so that students have skills they will need to live independently when they progress from New Direction.

1.2 Implementation

At New Direction we keep our class sizes small (up to 5 students) which reduces student anxiety as well as allowing teachers to give greater level of support to students within the lesson. There is a consensus in the national and international literature that the most successful programmes provide a smaller environment than mainstream schools with a lower learner–teacher ratio (Smith and Thompson 2014). Smaller class sizes make the classroom more manageable for teachers (D'Angelo et al 2009) and allow teachers to provide learners with more individual attention (Lehr and Lange 2003; D'Angelo et al 2009; Centre for Social Justice 2011); match the learning style of the learners (Lehr and Lange 2003); tailor learning

programmes and projects to the learners' needs and interests (McGregor et al 2015; Lehr and Lange 2003).

Teachers personalise lessons and resources to meet individual needs based on their knowledge of the students within the lesson and the students EHCPs. Lesson activities will be practical where possible whilst still retaining elements of writing to ensure students develop this skill. Reading will be embedded into all subjects through the curriculum. The timetable is constructed with this principle (e.g., stage not age) so that there can be increased opportunities for direct personalised instruction and individual assistance.

A facilitative and supportive approach to teaching is used that is based on a positive, working relationship with learners. According to the literature, disengaged learners value a facilitative and supportive approach from staff in which trusting and caring relationships are established (Quinn et al 2006; Metzger 2007; Quinn and Poirier 2006; Michael and Frederickson 2013). Michael and Frederickson (2013) report that the most identified enabler of positive outcomes, both academic and social-emotional, is positive relationships between young people and their teachers.

There is flexible delivery of the curriculum to meet the needs of learners and catch-up using a range of approaches, for example virtual learning environments (Google Classroom), online tutorials, video, and printable online resources.

In KS4 English and Maths students will work through the Functional Skills Exams up to Level 2. The curriculum will be designed so that it covers the GCSE syllabus enabling those students who can achieve to continue to sit their GCSE exams.

1.3 Impact

The impact of the curriculum will be measured through various means. Progress against targets, specifically EHCP targets is key for our students. Attitude for learning is reported on in termly reports and attendance monitored to monitor student engagement. A mixture of Formative assessment and summative assessment will be used to specifically monitor the effectiveness of the curriculum as well as identifying gaps in knowledge.

Section 1: Roles & Responsibilities

1.1 Deputy Headteacher

The Deputy Headteacher(s) are responsible for ensuring that this policy is reviewed, updated, and adhered to, and to ensure that:

- all staff understand the curriculum and are supported to deliver it to a high standard;
- the amount of time provided for teaching the required elements of the curriculum is adequate;
- the aspects of the curriculum that learner's access is appropriate and relevant for their needs
- assessment procedures meet statutory requirements; and,
- the curriculum encompasses appropriate provision for learners of all abilities and needs

1.2. Leader of Learning

Responsibility for areas of the curriculum is designated between staff members at the discretion of the Deputy Headteacher. It is the responsibility of the Leader of Learning to ensure that:

- an appropriate curriculum is in place for each Key Stage;
- the curriculum and schemes of learning in place are adequate for the intended outcomes;
- the curriculum is reviewed and updated as appropriate; and,
- staff follow the curriculum, and any deviations or adaptations are reasonably required for an educational purpose.

1.3. All Staff

It is the responsibility of all staff to familiarise themselves with this policy and to understand how the core curriculum and extended curriculum intersect. Staff should ensure that they have reference copies of the schemes of learning that they will be teaching, and they have an in-depth knowledge of the content. If there is any uncertainty, teaching staff should seek the advice and support of the Leader of Learning.

Section 2: Core Curriculum

2.1. Overview

Subject	Pathway Options	Curriculum Level	Learner Criteria	Brief Description
English	KS3	Beginner (Entry Level 1)	<ul style="list-style-type: none">Year 7/8 learnersReintegration GoalSignificant gaps in learning/working towards/at KS2 levelsSignificant weakness in Key skills (Reading and Writing) presenting barriers to learningSignificant gaps in knowledge from KS2	Teaching adapted from the Entry Level 1 Functional Skills English Specification mapped into a thematic programme of study. This allows students to spend time focusing on key knowledge and skills to build upon to access the higher levels. Students to sit Entry Level 1 exam by the end of the year
		Novice (Entry Level 2)	<ul style="list-style-type: none">Year 7/8/9 learnerReintegration GoalWorking towards/at KS3 learning objectives	Teaching adapted from the Entry Level 2 Functional Skills English Specification mapped into a thematic programme of study. Students to sit Entry Level 2 exam by the end of the year
		Expert (Entry Level 3)	<ul style="list-style-type: none">Year 8/9 learnerReintegration GoalWorking towards/at KS3 learning objectives	Teaching adapted from the Entry Level 3 Functional Skills English Specification mapped into a thematic programme of study. Students to sit Entry Level 3 exam by the end of the year
		Level 1	<ul style="list-style-type: none">Year 9/10 learnersQualification GoalPlacing by assessment	Teaching follows Pearson Functional Skills Level 1 Scheme of Learning to remediate gaps and misconceptions in understanding Students to sit Level 1 exam by the end of the year
	KS4 Functional Skills	Level 2	<ul style="list-style-type: none">Year 10/11 learnersQualification GoalPlacing by assessment	Teaching follows Pearson Functional Skills Level 2 Scheme of Learning to teach learners functional English/Literacy skills Students to sit Level 2 exam by the end of the year
		P2 GCSE	GCSE	<ul style="list-style-type: none">Year 9/10/11 learnersQualification GoalPreviously achieved Functional Skills Level 2 or working at a higher level
	Maths	KS3	Beginner (Entry Level 1)	<ul style="list-style-type: none">Year 7/8 learnersReintegration GoalSignificant gaps in learning/working towards/at KS2 levelsSignificant weakness in Key Numeracy skills presenting barriers to learningSignificant gaps in knowledge from KS2
Novice (Entry Level 2)			<ul style="list-style-type: none">Year 7/8 learnersReintegration GoalSignificant gaps in learning/working towards/at KS3 learning objectives	Teaching adapted from the Entry Level 2 Functional Skills Mathematics Specification mapped into a thematic programme of study. Students to sit Entry Level 2 exam by the end of the year
Expert (Entry Level 3)			<ul style="list-style-type: none">Year 7/8/9 learnersReintegration GoalWorking towards/at KS3 learning objectives	Teaching adapted from the Entry Level 3 Functional Skills Mathematics Specification mapped into a thematic programme of study. Students to sit Entry Level 3 exam by the end of the year
KS4 Functional Skills		Level 1	<ul style="list-style-type: none">Year 9/10 learnersQualification GoalPlacing by assessment	Teaching follows Pearson Functional Skills Level 1 Scheme of Learning to teach learners functional Maths/Numeracy skills to remediate gaps and misconceptions in understanding
		Level 2	<ul style="list-style-type: none">Year 10/11 learnersQualification GoalPlacing by assessment	Teaching follows Pearson Functional Skills level 2 Scheme of Learning to teach learners functional mathematical skills
P2 - GCSE		Foundation	<ul style="list-style-type: none">Year 9/10/11 learnersQualification Goal	Teaching follows AQA learning outcomes for foundation level Maths
		Higher		

			<ul style="list-style-type: none"> Placed by past paper assessment 	
Science	KS2	Beginner	<ul style="list-style-type: none"> Year 7/8 learners Reintegration Goal Significant gaps in learning/ working towards/at KS2 levels 	Teaching in line with national curriculum KS2 objectives
		Novice	<ul style="list-style-type: none"> Year 7/8/9 learner Reintegration Goal Working towards/at KS3 learning objectives 	Teaching in line with national curriculum KS2 objectives and introducing some KS3 concepts
	KS3	Expert	<ul style="list-style-type: none"> Year 8/9 learner Reintegration Goal Working towards/at KS3 learning objectives 	Teaching in line with national curriculum KS3 objectives Level 1- ELC begins
	KS4	Entry Level Certificate	<ul style="list-style-type: none"> Year 9/10/11 	Teaching follows ELC Pearson Science Specification
ICT	KS3	Beginner (Entry Level 1)	<ul style="list-style-type: none"> Year 7/8 learners Reintegration Goal Significant gaps in learning/ working towards/at KS2 levels Significant weakness in Key Numeracy skills presenting barriers to learning Significant gaps in knowledge from KS2 	Teaching adapted from the Entry Level 1 Functional Skills ICT Specification mapped into a thematic programme of study. This allows students to spend time focusing on key knowledge and skills to build upon to access the higher levels. Students to sit Entry Level 1 exam by the end of the year
		Novice (Entry Level 2)	<ul style="list-style-type: none"> Year 7/8 learners Reintegration Goal Working towards/at KS3 learning objectives 	Teaching adapted from the Entry Level 2 Functional Skills ICT Specification mapped into a thematic programme of study. Students to sit Entry Level 2 exam by the end of the year
		Expert (Entry Level 3)	<ul style="list-style-type: none"> Year 7/8/9 learners Reintegration Goal Working towards/at KS3 learning objectives 	Teaching adapted from the Entry Level 3 Functional Skills ICT Specification mapped into a thematic programme of study. Students to sit Entry Level 3 exam by the end of the year
	KS4	Level 1	<ul style="list-style-type: none"> Year 9/10 learners Qualification Goal Placing by assessment 	Teaching follows Pearson Functional Skills Level 1 Scheme of Learning Students to sit Level 1 exam by the end of the year
		Level 2	<ul style="list-style-type: none"> Year 10/11 learners Qualification Goal Placing by assessment 	Teaching follows Pearson Functional Skills Level 2 Scheme of Learning Students to sit Level 2 exam by the end of the year
Life Skills	PSHE	Beginner, Novice and Expert Year 10 and 11	<ul style="list-style-type: none"> Year 7/8/9/10/11 	Teaching follows PSHE association KS3/4 Thematic scheme of learning
	Forestry	Beginner, Novice and Expert Year 10 and 11	<ul style="list-style-type: none"> Year 7/8/9/10/11 	Small group activities based in the 2 woodland areas. Focus on developing social and teamworking skills and developing outdoor skills
	Creative Arts	Beginner, Novice and Expert Year 10 and 11	<ul style="list-style-type: none"> Year 7/8/9/10/11 Working on the therapeutic side of arts and music Also working towards school productions 	Follows our own curriculum designed to enable students to learn different artistic skills in a therapeutic environment.
	Food Technology	Beginner, Novice and Expert Year 10 and 11	<ul style="list-style-type: none"> Year 7/8/9/10/11 Developing independence skills in cooking 	Follows our own curriculum building up cooking skills and creating a recipe book.
	ASDAN Personal & Social Development	Awards: Entry 1 ; Entry 2 ; Entry 3 ; Level 1 ; Level 2 Certificates: Entry 1 ; Entry 2 ; Entry 3 ; Level 1 ; Level 2	<ul style="list-style-type: none"> Year 9/10/11 	Teaching follows ASDAN Personal & Social Development specification
	ASDAN Employability	Awards: Entry 2 ; Entry 3 ; Level 1 ; Level 2 Certificates: Entry 2 ; Entry 3 ; Level 1 ; Level 2	<ul style="list-style-type: none"> Year 9/10/11 	Teaching follows ASDAN Employability specification
Equine Curriculum	Horsecare	Beginner, Novice and Expert Year 10 and 11	<ul style="list-style-type: none"> Year 7/8/9/10/11 	A therapeutic and Work experienced based subject, based around a working

				yard working on daily tasks as part of a team.
	Ponyclub	Beginner, Novice and Expert Year 10 and 11	<ul style="list-style-type: none"> Year 7/8/9/10/11 	Following the Pony Clubs schemes for the Badges and progressive tests.

2.2. English

Curriculum Intent

The English curriculum at New Direction School follows a stage-not-age approach to learning to ensure that learners are fully secure in the fundamental aspects of English knowledge and skills before going on to develop more sophisticated applications of their understanding. The curriculum helps learners to be confident and fully literate, have the ability to read a variety of texts with understanding, write fluently, with a good understanding of purpose and audience, and verbally communicate effectively either in presentation or as part of a group - in line with the demands of the national curriculum.

Learners are encouraged to develop literacy skills that will be useful for life as well as further study. We foster a positive attitude towards English and its importance in practical situations through the study of Functional Skills.

Functional skills give learners the confidence they need to achieve – either at GCSE or post-16 - and demonstrates practical applications of English in the real world. Our aim is for learners to obtain qualifications in English that will secure them a successful post-16 application, and, for many learners, this will mean a GCSE in English Language either in addition to, or instead of, Functional skills.

There is a clear journey-planner through the English curriculum that enables learners' flexibility, in line with DFE research (David Greatbatch, DFE Ref. DFE-RR605), either at their KS4 starting point or at any other point along their journey. This involves functional skills level 1 then level 2 with multiple retake opportunities providing progression to reroute post 16 to GCSE.

2.2.1. Core Skills - Speaking and Listening:



Level 1 Functional Skills

Communicate information, ideas and opinions clearly and accurately on a range of topics

Express opinions and arguments and support them with evidence

Follow and understand discussions and make contributions relevant to the situation and the subject

Use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium

Respect the turn-taking rights of others during



Level 2 Functional Skills

Identify relevant information from extended explanations or presentations

Communicate information, ideas and opinions clearly and effectively, providing further detail and development if required

Express opinions and arguments and support them with relevant and persuasive evidence

Use language that is effective, accurate and appropriate to context and situation

Make relevant and constructive contributions to move discussion forward

2.2.2. Core Skills - Reading:



Level 1 Functional Skills

Identify and understand the main points, ideas and details in texts

Read and understand a range of specialist words in context



Level 2 Functional Skills

Identify the different situations when the main points are sufficient and when it is important to have specific details

Compare information, ideas and opinions in different texts, including how they are conveyed

Identify implicit and inferred meaning in texts

Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes

2.2.3. Core Skills – Writing



Level 1 Functional Skills

Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)

Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)

Spell words used most often in work, study and daily life, including specialist words

Communicate information, ideas and opinions clearly, coherently and accurately

Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience



Level 2 Functional Skills

Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)

Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)

Spell words used in work, study and daily life, including a range of specialist words

Communicate information, ideas and opinions clearly, coherently and effectively

Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)

Convey clear meaning and establish cohesion using organisational markers effectively

Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose

Construct complex sentences consistently and accurately, using paragraphs where appropriate

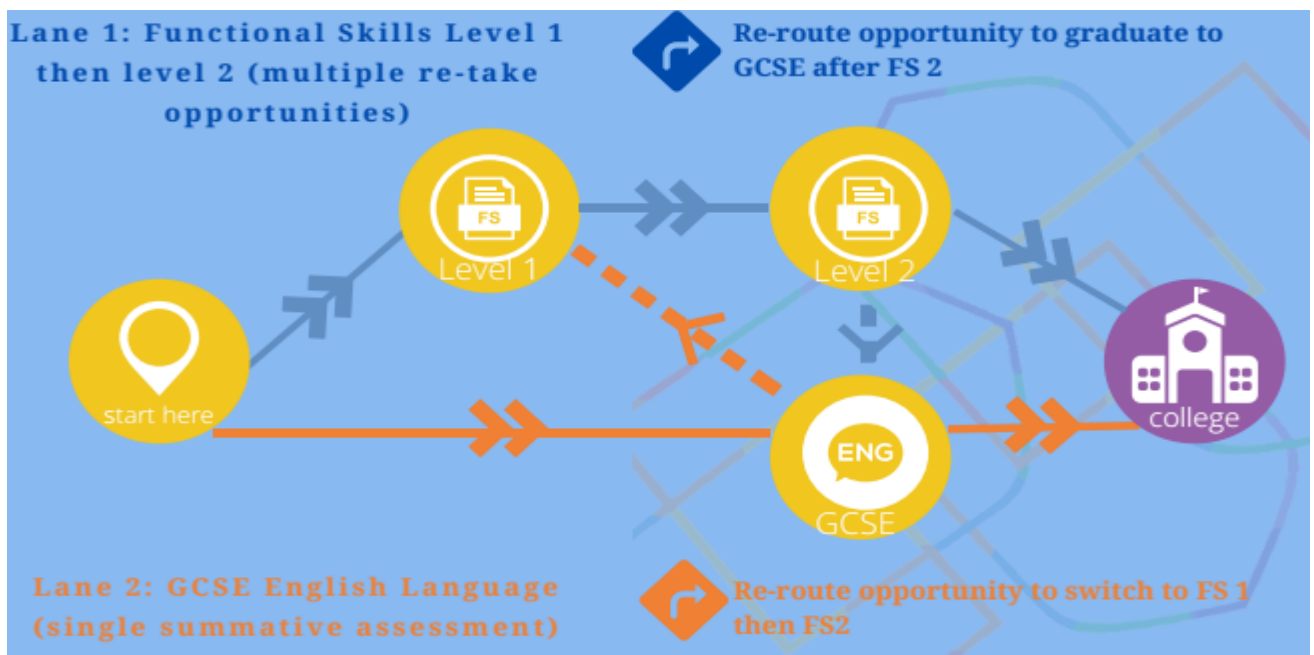
2.2.4. Pedagogy

Current DFE research into alternative provision best practice recommends that teachers 'adapt programmes and tasks to the individual needs and learning styles of learners' and also focus on 'improving attainment and engagement by the end of Key Stage 4 facilitating progression to P-16 education and employment' (Greatbatch, 2017). These values underpin our classroom pedagogy in English. We provide a stage-not-age curriculum design for all of our learners to ensure that the lessons meet individual learning needs.

Lessons involve small group instruction and a high level of individual attention from an English teacher who may be supported by a support assistant where needed. Different learning needs are met first and foremost through the relationships teachers foster with learners and from teachers *knowing* their learners (data-rich systems and procedures like use of New Group Reading Tests (NGRT) and Progress in English along with EHCPs and the softer data found in a learner's common transfer file help considerably with this). From this, additional needs may be met through specialised resources, tailored subject matter to engage special interests and metacognitive teaching practices to promote learners' ability to retain and recall key concepts and information.

2.2.5. Assessment Structure

Assessment includes understanding learners' aspirations for post-16 to ensure that the offer supports their progression as follows:



2.2.6. English Pathway 1

Many learners who arrive at New Direction School, are disengaged with literacy and English due to their additional needs or have both low reading ages and, frequently, low self-esteem in this subject. Therefore, studying for, and sitting exams for, Functional Skills provides early success in an externally set and nationally recognised qualification that boosts subject confidence. Learners can sit and re-sit Reading and Writing exams multiple times at any point

during the academic year and can bank a pass in either paper. Likewise, Speaking and Listening offers as many resit opportunities as learners need.

Once Functional Skills Level 1 is passed in all three components, learners are then working towards their Level 2 qualification. Many apprenticeships will accept applications from those who are 'working towards' a Level 2 qualification. However, our aim is to give learners the best chances of success and of choice post-16 and so our minimum aim is for learners to leave with a Level 2 qualification in English Functional Skills. As with Level 1, there are multiple opportunities for sitting and re-sitting the exams, component-by-component. A Level 2 qualification enables learners to progress to Level 3 courses in some local colleges.

2.2.7. English Pathway 2

Some learners arrive at New Direction School already on an English Language GCSE academic route. Our flexible curriculum journey planner enables these learners to continue their journey towards a summative summer exam, leading to a GCSE English qualification. However, should life-circumstances affect a learner's chances of completing the course with success, there is an option to re-route to Pathway 1. Similarly, once a learner has completed Functional Skills Level 2, they can graduate to Pathway 2 and work towards an additional qualification in GCSE English Language.

2.3. Maths

Curriculum Intent

Our mathematics curriculum approach is designed to ensure a connected understanding of Mathematics and its practical applications. The curriculum aims to ensure learners are fluent, have the ability to reason mathematically and solve problems in line with the demands of the national curriculum.

Learners are encouraged to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society by highlighting the practical applications of Mathematics within everyday life. Integration of numeracy with other practical applications and cross-curricular links are used to secure learners' knowledge of the relevance of Mathematics and foster high levels of engagement.

There is a clear transition path through the mathematics curriculum that enables learners a greater choice of Post16 provision upon the end of Key Stage 4. Learners will build a strong mathematical foundation for future studies at post-16.

2.3.1. Core Skills



Level 1 Functional Skills

Using numbers and the number system – whole numbers, fractions, decimals and Percentages

Using common measures, shapes and space

Handling information and data



Level 2 Functional Skills

Further use of numbers and the number system – whole numbers, fractions, decimals and Percentages

Using common measures, shapes and space

Handling information and data

2.3.2. Solving mathematical problems and decision making

Learners at Level 1 and Level 2 are expected to be able to use the knowledge and skills listed above to recognise and obtain a solution or solutions to a straightforward problem. A straightforward problem is one that requires learners to either work through one step or process or to work through more than one connected step or process. Individual problems are based on the knowledge and/or skills in the mathematical content areas (number and the number system; common measures, shape, and space; information and data).

2.3.3. Pedagogy

Lessons involve small group instruction and a high level of individual attention from a qualified Maths teacher. There is a consensus in the national and international literature that the most

successful programmes provide a smaller environment than mainstream schools with a lower learner–teacher ratio (Smith and Thompson 2014). Smaller class sizes make the classroom more manageable for teachers (D’Angelo et al 2009) and allow teachers to provide learners with more individual attention (Lehr and Lange 2003; D’Angelo et al 2009; Centre for Social Justice 2011); match the learning style of the learners (Lehr and Lange 2003); tailor learning programmes and projects to the learners’ needs and interests (McGregor et al 2015; Lehr and Lange 2003).

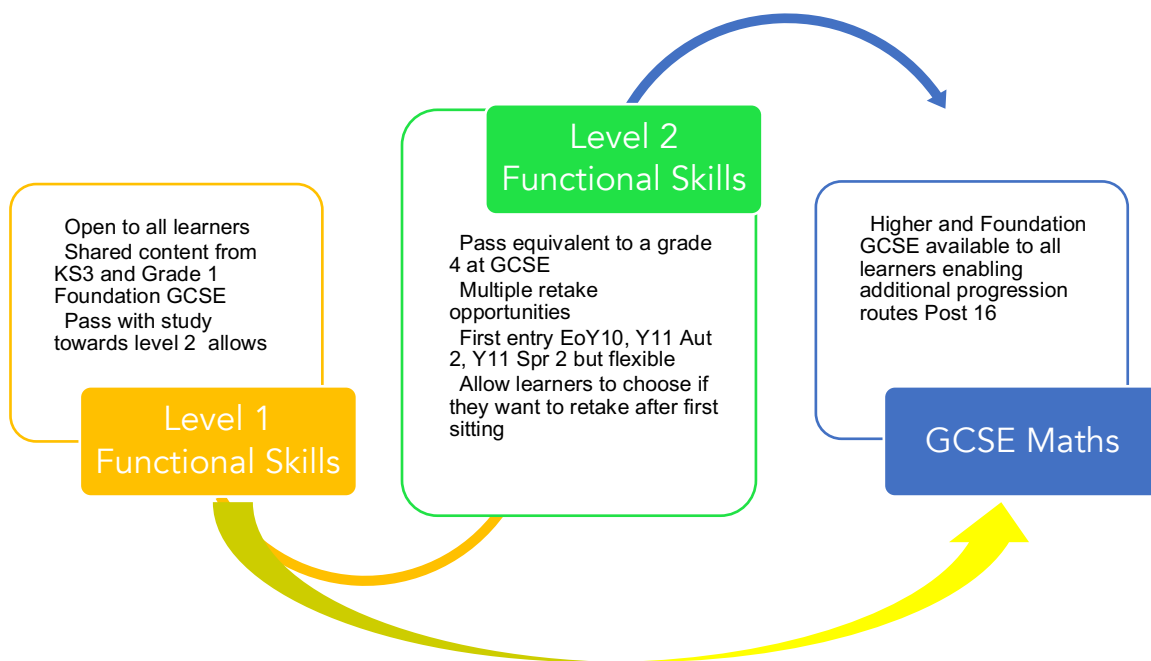
Lessons are personalised to meet individual needs of learners and the timetable is constructed with this principle (e.g., stage not age) so that there can be an increased opportunities for direct personalised instruction and individual assistance.

A facilitative and supportive approach to teaching is used that is based on a positive, working relationship with learners. According to the literature, disengaged learners value a facilitative and supportive approach from staff in which trusting and caring relationships are established (Quinn et al 2006; Metzger 2007; Quinn and Poirier 2006; Michael and Frederickson 2013). Michael and Frederickson (2013) report that the most commonly identified enabler of positive outcomes, both academic and social-emotional, is positive relationships between young people and their teachers.

There is flexible delivery of the curriculum to meet the needs of learners and catch-up through the use of a range of approaches, for example virtual learning environments (Google Classroom), online tutorials, video, and printable online resources.

2.3.4. Assessment Structure

Assessment includes understanding learners’ aspirations for post-16 to ensure that the offer supports their progression as follows: *(For further information please see our assessment Policy)*



Learners will have a degree of autonomy and choice in their learning with multiple resit opportunities available for Level 1 and Level 2 Functional Skills qualification as this has been shown to improve engagement and success within alternative provision settings. Martin and White (2012), in a review of Alternative Provision for learners with SEN, argue that young people's views should be of prime consideration, with staff and parents/carers supporting aspirations while being realistic and honest. Evans et al (2009) found that it was possible in small-scale settings to allow learners a degree of autonomy that would be impossible in large classrooms.

2.3.5. Maths: KS3

Due to the nature of our students many have gaps in knowledge and low confidence in learning. KS3 is the journey to progress to KS4 and to achieving qualifications in their subjects. KS3 teaching for Maths is adapted from the [White Rose Schemes of Learning](#) where we have considered carefully the topics and the time spent on them to enable students to fill gaps in learning and master the skills they need. This enables reintegration without a large disruption in learning of Mathematics by these students. Students are split into classes on a stage not age approach. This is determined by academic ability and social ability.

By the end of KS3 we expect students to have built confidence in key numeracy skills and to have achieved their Entry Level 3 Functional skills. This will enable them to have a good platform to move into KS4

2.3.6. Maths: KS4

In KS4 students will already be in the process of achieving a desired minimum of a Level 2 Functional skills. Again students will progress based on their ability and prior learning. The Pearson Scheme of work for Functional skills will be used along with resources from White Rose Maths or designed by our own qualified Maths teacher. In Year 10 it is expected students will achieve Functional Skills level 1 and in Year 11 Functional Skills Level 2. Once a student has achieved their Functional Skills Level 2 they can then progress onto GCSE Maths.

This curriculum enables students multiple attempts to achieve qualifications in Maths as well as reducing the anxiety with multiple assessment opportunities by introducing assessments and achievement early in their curriculum.

2.4. Science

2.4.1 Curriculum Intent

At New Direction School we want to ensure all of our learners experience a broad science curriculum exposing them to different areas of science, promoting curiosity and scientific thinking. We want our students to experience science relevant to them and their environment, especially being based on a farm enables lots of practical activities to develop scientific enquiry. We want students to be able to understand their body and to be able to make decisions on their health, to understand media reports and to be able to use knowledge to assess these, to understand their environments and to understand how to protect it.

At KS4 we move to the ELC in Science from Pearson and use Pearson Science Schemes of Learning which is matched against the National curriculum to make sure that learners leave with the necessary skills and knowledge to advance to whatever the next stage of their life brings.

2.4.2 Pedagogy

With science being a practical subject teaching will focus on making activities practical. This will allow students to focus on developing a curious and critical mind and developing the key skill of scientific thinking. Students will be encouraged to question and use experimentation to assess predictions. Students will also be encouraged to be critical of information looking to experimentation and evidence to inform their thinking.

2.4.3 Assessment

A mixture of formative and summative assessment will be used to assess progress against the curriculum throughout KS2, KS3 and KS4.

The ELC has various exams for each topic which need to be passed to achieve the qualification.

2.5. Wider Curriculum Subjects

2.5.1 History

At New Direction we believe its important to expose students to a broad range of knowledge and develop an interest in past events and themes through history. At KS3 we use ASDAN short course in History to teach students History and develop an interest in History.

At KS4 we believe a focus on vocational qualifications offer students a more useful pathway to independence and therefore as standard we will progress from History to a BTEC. However we do believe in an individual approach and if a student shows a particular interest and wants to study GCSE we will look to put in an individual programme of study based on Pearson GCSE scheme of work to meet this.

2.5.2 Geography

At New Direction we believe its important to expose students to a broad range of knowledge and develop an interest in their environment and the world. At KS3 we use ASDAN short course in Geography to teach students Geography and develop an interest in Geography.

At KS4 we believe a focus on vocational qualifications offer students a more useful pathway to independence and therefore as standard we will progress from History to a BTEC. However we do believe in an individual approach and if a student shows a particular interest and wants to study GCSE we will look to put in an individual programme of study based on Pearson GCSE scheme of work to meet this.

2.6 Life Skills Curriculum

Intent

Beyond the core curriculum, learners will receive lessons which cover a range of topics as part of our Life Skills Curriculum. This allows learners to be exposed to different types of learning and a broader variety of themes and is delivered through timetabled lessons and themed weeks and assemblies

The Life skills Curriculum is a crucial component of the school, supporting the young people with their social and personal skills. These sessions provide a lot of the input into supporting each student's individual EHCP targets.

Within the curriculum we are constantly aware of how the learning prepares the students for when they leave us, and our independent living and cooking curriculum in particular are designed to equip students with the knowledge and skills needed to live independently.

2.6.1 PSHE

The PSHE programme at New Direction School complies with statutory guidance and is taught as part of the timetabled day and themes reinforced via drop down activity days.

At Key Stage 3, learners build on the knowledge and understanding, skills, attributes, and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Learners learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At Key Stage 4, learners deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others. As such we cover topics around independent living and considerations of post 16 life and living.

Where specific needs or concerns are identified, for example if a learner references drug abuse or knife crime, additional intervention sessions may be organised for individuals or groups of learners. Year 11 learners will be provided with additional sessions to access the future planning elements of the Year 11 programme

PSHE is delivered following the PSHE association KS3/4 Thematic Curriculum and covers all the statutory RSE topics. This is mapped out within the New Direction RSE policy. PSHE is an important subject across all age ranges and by using the PSHE association resources and scheme of work we can make sure we are covering all topics with high quality resources.

2.6.2 Food Technology

Cooking at New Direction is designed around independent living skills. We want students to practise practical cooking skills that would be needed to survive living on their own. They will also indulge in relatable topics during theory lessons to ensure understanding of healthy lifestyle and cooking on a budget. This will be executed through practical, excitable tasks combining creativity using art/videos and ICT skills. Alongside this, by KS4 we want them to develop a recipe book they can use to help them cook at home and learn how to plan and budget for meals over a period of time. This will be developed through use of complex ICT skills using Canva to ensure a professional outcome. Cooking helps students develop teamwork, independent learning and a strong understanding of the importance of safety and hygiene.

2.6.3 Forestry

Forestry takes place weekley and through the seasons to allow the students to explore and discover how the seasons impact on themselves and the wildlife around them. The program has a student lead approach to learning, which is responsive to the needs and interests of the individuals and allows them to investigate through play and choice: tool use, woodland management, conservation, teamwork, independent learning, self regulation and promote a relationship with nature that will hopefully develop their long term attitude to environmentally sustainable practices. They create a diary of their sessions which allows them to understand their achievements, develop emotional intelligence and plan for their future learning.

2.6.4 ASDAN

All our ASDAN qualifications are delivered following the specification from, and using the resources of, ASDAN. We have 2 qualifications which we can deliver, the Personal and social effectiveness and Employability. These qualifications are portfolio based meaning the assessment is based on the work each student does during assessment tasks. Both qualifications can be done at either level 1 or 2. Assessment and judgement of a students working level will be made to decide which level they are working at.

2.6.4.1 Personal and Social Effectiveness

Redeveloped in 2021, ASDAN Personal Development Programme (PDP: Bronze, Silver, and Gold) offer imaginative ways of developing, recording, and certificating a wide range of young people's personal qualities, abilities, and achievements, as well as introducing them to new activities and challenges. All the programmes link to nationally recognised qualifications.

The Personal and Social Development (PSD) qualifications offer ways of supporting young people in:

- becoming confident individuals who are physically, emotionally, and socially healthy
- being responsible citizens who make a positive contribution to society and embrace change
- managing risk together with their own wellbeing as well as introducing them to new activities and personal challenges.

The PSE Award and Qualification can be done at either Level 1 or 2. They can be taught together as the difference comes within the assessment criteria. Careful consideration needs to be made as to the students' level. The qualification is delivered through 4 topics

Developing myself and my performance

Working with others

Problem solving

Delivering a project.

Within each topic a unit has been chosen to cover. Within the unit students will do A and B challenges which have all be chosen and planned for. These are practice challenges to enable students to build up confidence in the unit and receive feedback on their work. When they are ready they will be entered to do a C challenge which is an assessed challenge. For the award Units 1, 2 and 3 need to be completed and passed. These could be done within 1 year of study. For the qualification a project must also be completed.

2.6.4.2 Employability.

In the same manner as the PSE the qualification is Portfolio based. Each unit has assessment criteria which have specific information on what students need to do in order to meet the assessment criteria. Therefore tasks are given throughout each unit for the students to allow them to collect and produce evidence needed to pass each assessment criteria (eg a practice interview, or talking to staff about Health and safety in the workplace etc). Employability is different from PSE however as it follows a sequenced structure of units covering both level 1 and level 2. Therefore the following scheme works all the way through to achieving a level 2 qualification. However there are different points where a student could achieve a level 1 or 2 award. Therefore students only progress to the next unit when they have suitably completed the unit they are on. This allows students who may need more time on certain units to work slower through the units but still achieve an Award qualification.

2.6.5 PE

Students at New Direction participate in a stimulating and wide ranging programme of physical exercise and healthy lifestyles activities. Given the size of the school, the 'normal' school sports are not practical, but this is seen as an opportunity as opposed to a barrier and different sports are introduced to the students. We use external venues for the majority of our PE, specifically Clowne Leisure Centre.

Over the year, students will focus on a range of different physical activities, with the aim being to develop their skills in the area and explore the opportunities to enjoy the activity as part of a successful independent life. The activities have been selected to provide a wide range of accessible and interesting sports.

Students will follow a programme of outdoor small group sports; Badminton, cricket skills, football skills, etc., designed to ensure they have a good knowledge of these sports for later in life.

Those specialist activities will have instructors who will educate, guide and observe students. Its expected these courses will give students background knowledge and skills needed to participate.

2.6.6 Creative Arts

At New Direction Creative arts consists of Art, Drama and Music. These are designed to widen students' experiences and allow them to explore wider creative subjects.

2.6.6.1 Music

All students will learn about the elements of music (DRSMITH) and how to produce music using BandLab. They will indulge in research tasks/listening skills/ discussion based learning but also develop understanding of the music industry, music history and culture. They will learn to develop understanding of mood in music (major and minor key) to help develop understanding of feelings and emotions (linked to zones of regulation). They will develop basic and complex ICT skills through using creation apps such as BandLab, Canva and Clipchamp art apps such as; Clipchamp. A singing intervention will be offered with the opportunity to perform in the wider community to help develop confidence and self-esteem. Individual music lessons can be offered to students who wish to develop their musical skills on a more 1-1 basis. Music allows students to be creative, free to express themselves, developing independent learning skills.

2.6.6.2 Drama

All students will have the opportunity to take part in a Christmas play. This will run across the Autumn term leading to a production with parents invited on the last day of term. Students will follow a script allowing them to work on reading skills, as well as being taught how to act out their roles by a drama teacher. There will be multiple roles including costume making, poster making, set and prop design so those who struggle to perform can have active roles within the production.

2.6.6.3 Art

All students will have the opportunity to create, design and express their imagination. This will be developed through colouring, design and creation using ICT skills using 3D Paint and any other art apps. All students will combine their skills when leading towards the Christmas production in creating the set, props, costumes and advertisement design to ensure everyone is included. Art will also be combined in other subject areas as a form of 'therapy' as a calming activity for students struggling to engage. Also used as a form of intervention to express thoughts and emotions (linked to zones of regulation).

2.6.7 Princes Trust

The Princes trust achieve programme is aimed at 11-19 year olds based around different units of learning to help students develop skills, confidence and to give teamworking opportunities.

The main topic areas in the achieve programme are:

- Personal, Social development
- Active Citizenship
- Enterprise Projects
- Skills for School
- Preparation for work
- Lifeskills

Within these topics are different units, Some of which count towards qualification and others are for enrichment. Each unit has one or more activities to complete to achieve the unit.

Each unit has a certain level (Entry Level 3, Level 1, Level 2). The qualifications come in four different sizes dependent on the number of units completed:

Award: 2 units

Certificate: 6 units

Extended certificate: 9 units

Diploma: 13 units

2.6.8 Duke of Edinburgh

The Duke of Edinburgh Award is integrated into the holistic approach at New Direction and some elements are delivered via other aspects. However, the core process of preparation, monitoring and evaluation are essentially separate. There are 4 sections to the Duke of Edinburgh Award, each requires specific delivery sessions as follows:

Physical

The aim of the Physical section is to inspire young people to achieve greater physical fitness and a healthy lifestyle through participation and improvement in physical activity.

Participants must choose an activity and with your help, set an appropriate challenge. They must do their physical activity regularly, for at least an hour a week, for 6 months (Bronze) or 12 months for Silver.

The students will be supported in this through the other activities, and with staff supporting and encouraging them. However, a single session, in Autumn 1, will be delivered to support the students' understanding of the aims of the section, to research what sort of activities they could participate in and how to get started.

Skills

The aim of the Skills section is to inspire young people to develop practical and social skills and personal interests.

Participants must choose an activity and with your help set an appropriate challenge. They can choose to improve an existing skill or develop a new one. The key is to show progression and sustained interest over time; 6 months (Bronze) or 12 months for Silver.

The students will be supported in this through the other activities, and with staff supporting and encouraging them. However, a single session, in Autumn 1, will be delivered to support the students understanding of the aims of the section, to research what sort of activities they could participate in and how to get started.

Volunteering

Volunteering is simple. It's about choosing to give time to do something useful, without getting paid. It can be helping people, the community, the environment or animals.

As part of their DofE programme, a young person must regularly commit to a volunteering activity over a set period.

The aim of this section is to inspire young people to make a difference within their communities or to an individual's life and develop compassion by giving service to others.

As this is, effectively, supported through the Community element of the Holistic curriculum, the main delivery is through this. However, there are three sessions required, which explicitly support students in understanding why volunteering is important; Session 1 looks at & explores the wider benefits of volunteering - for the individual, the organisation and the wider community, session 2 then goes through explaining all the different types of volunteering and the final session then supports the students in preparation for their volunteering element.

Expedition

This is the biggest section of the Duke of Edinburgh award, but also has cross-over with the Pony Club Scheme, so there will be some cross-curricular delivery here. However, the actual expedition element of the DofE scheme is unique and a set of 8 sessions are required to ensure students understand how it all fits together.

A DofE expedition is a challenging and adventurous journey that participants go on as part of a team. Each expedition team will have different abilities, needs and interests and they need to set themselves an aim that is specific and relevant to them.

- Session 1: Benefits of an expedition (as opposed to going for a walk or camping solely)
- Session 2: Types of expedition (allow this to extend to all sorts, so they can see the potential of continuing)
- Session 3: Training and planning for an expedition
- Session 4: Route planning (Naismith's rule, log cards, etc).
- Session 5: Walking a route (understanding about keeping to the plan)
- Session 6: Packing a rucksack for an expedition

Session 7: Campcraft - campsite & tent erection

Session 8: Campcraft - cooking in the field

(Although session 7 & 8 may well be cross-over with Pony Club)

2.7 Equine Curriculum

Although there is a lot of equine inclusion in other elements, the unique setting and nature of New Direction is such that we recognise the discrete elements of the equine curriculum. The staff who support and care for the horses are integral to the school and deliver significant elements of the curriculum as well as provide emotional and pastoral support to the students. The equine curriculum comprises of a number of different elements as follows;

- Horse care

All students participate in providing care for the horses – this is initially highly supervised, but as the student develops more confidence and skill, they take on more independent responsibility for the horse

- Equine Interventions

These are planned sessions where students are supported to interact with the horses as a conduit for additional therapeutic interventions; there is much research around the interaction between animals and humans and the power to calm and support each other.

- Pony Club

Nationally recognised qualifications based around working with horses but including some other outdoors activities such as camping etc. As well as working as qualifications opportunities through the pony club to attend external events hosted by the pony club and enter regional competitions.

- Horse 'mentoring' / therapy

The horses all come with their own background and history and have their own personalities. As part of the enrolment process, a student is 'matched' to a horse who shares common experiences / personalities. The purpose of this is to provide an additional avenue to discuss personal issues and overcome barriers, etc. Through talking about the horse, the student can start to process their own issues.

2.8 Therapy / Support Curriculum

Given the nature of all our students, therapeutic support is a significant element of the main curriculum offer. This can take a variety of forms, but at the heart of this is the equine therapy element that makes New Direction so unique. All students participate, as part of their curriculum time, in various activities with the horses, helping to care for them, and spending time with them alongside the specialist teaching equine staff. This is always in a planned and managed environment, where the proximity to the animals has a uniquely calming and therapeutic effect on the young people and provides a space where our trained staff can also work alongside the young people to support them.

Alongside the therapy / support curriculum, there are interventions. There are 3 elements of this, but all involve passive and active pastoral support for students who need emotional regulation support.

Planned intervention

- As part of the weekly behaviour monitoring meetings, a student may be allocated a planned series of interventions with the equine staff to help them regulate in relation to a need identified through the behaviour monitoring process

Unplanned intervention

- Where a student becomes dis-regulated, as part of the SLT intervention, it may be suitable for the student to work with the horses to help them re-regulate

Planned curriculum time

- There are timetabled sessions for the students to spend time carrying out community tasks, supporting the wider operation of the whole organisation – this is to support a wide number of ‘soft skills’, such as teamwork, collaboration, community engagement, etc.

There is also planned time, on individual need, with therapeutic staff to support progress against individual targets.

We also include in this element the less structured times; We aim to develop a sense of a close family-like environment and so at break times, students are supported to participate in collectively getting drink and snacks (fruit & healthy biscuits) to share with each other, and at lunchtime, we have a semi-formal approach, where the students help to set the collective table, prepare, and serve the food. We eat together, as a school community and encourage staff from the equine area to join us too. The experience of eating together is powerful and the students gain valuable social and emotional skills through this.

2.9 Enrichment

Learners are regularly offered opportunities for physical activity, both during timetabled sessions and at additional times when deemed appropriate by staff. Each week they are offered an enrichment morning or afternoon.

2.10. Careers Education

Intent

At New Direction we seek to ensure that through our Careers Education, Advice Information and Guidance (CEAIG) programme that we meet the bespoke needs of our students and secure opportunity for all.

Careers is more than a job. It is about the life our students would like to live. Our vision and intent are limitless and so is our approach to a 'transformative' careers programme which aims to create conditions for young people to reflect and rethink their existing views of themselves, of learning, of the world of work and of society and their place within it (Mezirow, 2009).

In shaping the future stories of our learners, we aim to provide them with the opportunity to:

- Experience a range of purposeful activities and interventions encouraging curiosity, a willingness to explore, discuss, question, and reflect.
- Work in partnership with employers and professional organisations to learn how to engage, interact, expand their knowledge, and build strong networks of support.
- Build a range of skills required throughout their lifelong career journey.
- The freedom to think about the world of work, their understanding of and experience gained of it and their future relationship with it.

We are committed to working with parents and guardians to update and equip them with careers information and advice recognising the influence they have in their child's future plans. We continue to work collaboratively with other agencies working with young vulnerable and disadvantaged students.

Section 3: Extended Curriculum

The **extended curriculum** – Encompasses the learning and experiences that take place outside of taught lesson time. This involves exposure to cultural and sporting activities, opportunities for personal enrichment, and engagement with the wider world and their own citizenship. This is the content that helps to add character and personality to our provision's framework.

3.1. Implicit Curriculum

At New Direction School, we believe that social and emotional development is just as important as academic achievement, and this philosophy runs throughout our curriculum and our teaching.

Structured social times facilitated by staff are regularly used to encourage learners to communicate and cooperate positively. An ethos of self-improvement and positive communication is encouraged for all learners. Praise, recognition, and our reward system help encourage our learners as they work towards targets and strive to make good choices. We recognise that learners can make mistakes and staff are encouraged to approach these as learning opportunities with learners, focusing on reflection, discussion, and restoration.

Furthermore, at New Direction School we recognise that skills in these areas are valuable tools for young people as they move onto independent living and employment. We encourage staff to plan activities as part of their core curriculum lessons that give opportunities for learners to develop transferrable skills such as: communication, leadership, teamwork, creativity, self-awareness, problem solving, work ethic and time management.

Section 4: Related Policies

New Direction Assessment Policy
New Direction Internal and External Verification Arrangements Policy
New Direction RSHE Policy
New Direction Literacy Strategy
New Direction Behaviour Policy