

Policy and Guidance:	Date approved	May 2018
	Date for review	May 2020
	Curriculum Policy – Inspired Directions School	

1. Inspired Directions School (IDS)

1.1. Forming part of Inspire! The Education Business Partnership, IDS provides full time education for up to a maximum of ~~2540~~ students from year 9 to year 11. Our school engages learners through a curriculum that focuses on functional skills, personal and social development, creativity, social and emotional aspects of learning, citizenship, vocational, and project-based learning. Central to our ethos is a personalised approach to learning. We offer a bespoke curriculum to meet the needs of students with higher educational and emotional support needs. Flexibility and breadth of curriculum is important and Inspire! works collaboratively with other providers and employers to develop an appropriate, personalised timetable for each learner.

2. Students

2.1. IDS intake is predominantly vulnerable learners with multi agency involvement, many of whom have Education, Health and Care Plans or are on school action plus. These include learners who have been excluded from mainstream school or other PRU provision or who are school refusers.

3. Provision statement

3.1. The Inspired Directions Programme offers a stable learning environment in which vulnerable young people can work towards academic progression and achieve a fulfilling place in society, whilst becoming more emotionally and socially independent.

4. Values

- 4.1. **Individuality** – all students learn and are motivated to learn in different ways, according to personality, background and needs
- 4.2. **Collectivism** – all students are part of a community and are included within and responsible for its collective development
- 4.3. **Progression** – all students will make positive progress according to their own interests, needs and motivations

5. Curriculum Policy

- 5.1. The curriculum supports the aim of facilitating appropriate progression by providing the opportunity for accelerated academic, social and personal development.
- 5.2. The aim of the curriculum is to provide a broad, balanced and relevant learning experience which, as far as possible, fulfils the requirements of the Foundation Learning Curriculum whilst being sufficiently flexible to address the diverse and complex needs of the pupils referred to the school.
- 5.3. The Inspired Directions School aims to provide:

5.3.1. Continuity of learning by ensuring:

- Accurate baseline assessments are made using referral information from schools and providers and a thorough induction process, including a Learning Styles Questionnaire
- That learning in core subjects will be framed within the Foundation Learning Curriculum and that students, parents and carers are made aware of the qualification equivalencies of their curriculum and likely progression routes
- All staff have up to date knowledge and understanding of links between the mainstream and post-16 curriculum, and appropriate progression routes.

5.3.2. Early identification of and support for individual needs by:

- Close liaison with all schools and involved professional agencies
- Close adherence to SEN procedures (*see ID SEN policy and procedures*)
- Whole programme support for cross-curricular improvement of basic skills, including ICT skills
- Referral to individual support sessions and other professionals according to need.
- Sharing information on a regular and formal basis as a staff team and with all relevant providers and outside agencies.

5.3.3. Supporting development of personal skills necessary to access the academic curriculum by:

- Encouraging participation in personal challenges
- Provision of individual mentoring
- Organising activities which help develop co-operation and social skills.
- Providing activities which allow for individual achievement.
- Actively including pupils in planning and self-assessment, wherever possible

- Using informal opportunities to consider spiritual, moral, cultural, ethical and social issues
- Closely monitoring personal progression, and changes to individual circumstances, and adapting strategies as necessary

5.3.4. **Encouraging inclusion and access by:**

- Being aware of the diverse social, cultural and ethnic backgrounds of all pupils and the local community, and reflecting this in curriculum planning, resources, work with other providers and displays.
- Ensuring those with gaps in their knowledge or lacking key basic skills receive well targeted and effective support to overcome barriers to learning.
- Providing access to aesthetic and practical experiences.
- Encouraging parents/carers to be active members of the Inspire! community.
- Ensuring ILPs address individual barriers to learning, and that strategies to support success are shared with both staff and students.

5.4. The curriculum is supported by a structured tutorial/key worker system which ensures the overall progress of individual students is carefully monitored and individual support is well targeted. Students have access to a Learning Mentor as well as regular opportunities to reflect on progress and their own personal development, in order to best inform their next steps as a learner and member of the community. The ID Programme aims to encourage all aspects of personal growth by creating an ethos which encourages the development of integrity and a sense of community. This aim is supported by regular opportunities for discussion, a Student Council and initiatives such as community projects.

6. **Monitoring**

- 6.1. The effectiveness of the informal and formal curriculum is continually monitored through:
- Regular reviews of individual pupil progress using baseline information to calculate progress. (*See Assessment, Recording and Monitoring Policy*)
 - Analysis of examination results
 - Careful monitoring of attendance, in conjunction with the Local Authority School Attendance Service and all relevant outside agencies
 - Assessment of changes in behaviour through the use of a Day Sheet to monitor student progress, and keep all staff informed of changes in behaviour/circumstance/share new successes and strategies
 - Regular in-class observations to monitor quality of teaching and learning – both peer observation and external observations by staff from New Regents College, Hackney KS4 PRU

- The content of the curriculum is reviewed annually in light of new initiatives and forms of accreditation (e.g. Foundation Learning and the development of Functional Skills), the requirements of colleges and identified pupil need

7. Accreditation

- 7.1. As a principle all programmes of study offered through Inspired Directions School offer some form of accreditation to recognise the progress and achievements of our students.
- 7.2. Currently the following accreditation routes are available:

Programme Area	Qualifications	Level/Standard
English	Functional Skills English (Edexcel)	EL1 to L2
English	IGCSE First Language English (Cambridge)	GCSE
Maths	Functional Skills Mathematics (Edexcel)	EL1 to L2
Maths	IGCSE Maths (Cambridge)	GCSE
ICT	Edexcel Functional Skills (Pearson)	EL1 to L2
Science	BTEC Applied Science	L1
Personal and Social Development	BTEC	L1, L2
Project Work – Art/Music/Drama/Media	Arts Award	Bronze to Silver
Construction	City and Guilds Multi-Skills	L1, L2
Gardening	AQA Unit Awards	L1 to L2
Citizenship	AQA Unit Awards	EL3 – L2
History, Geography, Religious Education, Modern Foreign Language	AQA Unit Awards	EL3 – L2

8. Non-examined Universal Offer

- P.E. – at least one session a week
- PSHE (including emotional literacy and readiness to learn) – through group sessions, working with other providers, tutorials, 1:1 sessions with Learning Mentor
- Art/Study skills (rotating half termly programmes) – one lesson per week
- 1:1 mentoring
- School trips

9. Additional Support

9.1. There is internal provision available for 1:1 sessions in English and Mathematics, or additional Mentoring from the Programme Learning Mentor, as well as access to other support services through Young Hackney.

10. Potential Developments

- Developing the offer of Science as a Curriculum area
- Improving the accreditation opportunities for ICT