

Curriculum

A thematic approach is a method of teaching and learning, whereby many areas of the curriculum are connected together and integrated within a theme. By selecting topics of high interest to learners, the opportunities for active involvement in the process of learning are increased. Organising the curriculum around a personalised theme allows for curriculum content and learning processes to be addressed within a meaningful context.

Through Key Stages 3 and 4 vocational opportunities and Passport to Learning, learners will get the opportunity to gain Entry Level accreditation in a range of areas based on learner interest and skill, whilst also meeting the requirements of the National Curriculum. All subject areas are embedded in a thematic framework that supports learning in a diverse and creative way that encourages learning outside of a conventional setting.

Functional Skills

All students are assessed using functional skills level checkers in maths, English and ICT when they start at the school. Working at and working towards levels are calculated from these assessments. Teachers do attempt to get any previous attainment information from previous school placements and previous PEP reports. Functional skill subjects range from Entry Level 1, 2 and 3 as well as Level 1 and Level 2.

Functional skills examinations can be completed on site, either online using a computer and quiet space or paper hard copies could also be provided. Functional skills examinations can be ordered on demand throughout the whole year.

Students who are working at the entry level English for functional skills will also be assessed on their spelling and reading age using IDL programme.

GCSE

Students working at the appropriate levels will be able to follow the GCSE curriculum for various subjects that include Maths, English, ICT, Child Development, Food Technology and History. Students that have not been students for the full KS4 period but working at the appropriate level will have the opportunity to start this curriculum where the units they have covered will be recognised through AQA unit award scheme as evidence of what has been completed. Students who do not complete the full curriculum for these subjects or are placed on roll at ALC after February will not be entered for GCSE examinations.

GCSE examinations are currently arranged externally for students so they undertake these at a local mainstream school. The examinations are held on the same day other GCSE's examinations take place across the country but arrangements can be made for a smaller private room in the school.

In some cases e-learning packages or external tutors can be arranged for additional subjects not on offer at ALC.

E Learning

E Learning is an educational platform that has been developed for children and young people who are unable to access traditional schooling. The learners and teachers network in a virtual classroom via live streamed classes on the internet. They can interact online with the aid of a virtual whiteboard on screen facilitating participation in the lesson. The resources for the lesson are displayed on the whiteboard and software and access to educational internet sites can be shared across this learning platform. As well as qualified 'virtual' teachers, the learner is supported at all times in the learning environment by our skilled Anderida Education staff team.

In KS3 young people will access discrete lessons in foundation and higher English, foundation and higher Maths, foundation and higher Science, History, Geography, Citizenship and PHSE all delivered by qualified teachers. In KS4 young people also benefit from foundation and higher Humanities.

The E Learning setup has proven successful in engaging young people who have anxieties in a more traditional classroom setting.

Curriculum

Core Subjects

English

Maths

ICT

Science

History

Religious Education

French

Citizenship

Physical Education

Vocational

Dependant on individual need, ability and age, learners will be offered a range of vocational opportunities within their personalised timetable. Vocational qualifications enable learners to engage in kinaesthetic learning that is evidenced through a range of experiential opportunities.

Vocational qualifications are flexible and creative, facilitating and celebrating modular achievements for the learner. Learners may work at an appropriate pace in gaining experience and evidence necessary in the successful completion of their qualification.

Ongoing continual demonstration of skills is the foundation for assessment within vocation qualifications. Learners are not required to demonstrate their learning through examination and are therefore able to complete their pathways through ongoing assessment; an approach found to offer less pressure and more creativity than conventional examination based qualifications.

We will ensure where political issues are brought to the attention of pupils we take reasonable steps to offer a balanced presentation of opposing views.