



## THLCIC - Curriculum Policy

### Accredited Courses

Where students are academically and emotionally capable, they are encouraged to pursue accreditation in as many subjects as is practicable. Most students are highly motivated to take examinations, wanting to feel that they have equivalent qualifications to other young people their age; in some circumstances, for example when a young person is recovering from major trauma, a therapeutic approach to learning is more appropriate. In this case, a subject teacher will adapt the accredited framework to offer the opportunity to study towards accreditation at an appropriate pace. Treasure House is an AQA Exam Centre.

		Functional Skills Level 1	Functional Skills Level 2	GCSE Higher / Foundation PSE QCF	Entry Level Certificate	Key Stage 4 Curriculum	Individual Education Plan for students with SEN	Activity Weeks
Linguistic	English	✓	✓	✓	✓	✓ INTEGRATED	✓ INTEGRATED	✓ Focus on certain areas
	Literacy							
	MFL (Spanish)							
	EAL							
Mathematical	Maths	✓	✓	✓	✓	✓ INTEGRATED	✓ INTEGRATED	✓ Focus on certain areas
Scientific	Biology			✓				
	Science B			✓*				
Technological	ICT	✓	✓			✓ INTEGRATED	✓ INTEGRATED	✓ Focus on certain areas
	Use of technology / construction projects							
Human & Social	Humanities					✓ INTEGRATED	✓ INTEGRATED	✓ Focus on certain areas
	Business Studies			✓‡				
	PSHEE				✓§			
	Life Skills							
Physical	Physical Education (practical)					✓ INTEGRATED	✓ INTEGRATED	✓ Focus on certain areas
	Skills / Co-ordination							
Aesthetic & Creative	Art**			✓		✓ INTEGRATED	✓ INTEGRATED	✓ Focus on certain areas
	Drawing, Painting, 3D Media and Textiles			✓				

† Possible where students have begun the course or are able to complete in a year

‡ Possible where students show exceptional commitment

\*\* Examining for the final time in 2016/17

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## IEPs and Whole-school Assessment

### Baseline Assessment and Monitoring Progress

Each young person is assessed on entry to assess levels of attainment across a range of subjects. ForSkills, an online assessment platform, is used to assess Maths, English and ICT, each term each young person will sit a distance-travelled assessment to monitor their progress. This system is being trialled in the 2016/17 academic year. Subject teachers conduct assessments, usually using mock exams for GCSE/Functional Skills qualifications.

### Whole-school Needs Assessment

In the Autumn Term school staff meet to assess each young person's needs. All existing recommendations from professionals such as Educational Psychologists, Occupational Therapists and Speech and Language Therapists are drawn together and assessed in response to staff experience. The staff team collectively assess **what is working well** and **what isn't working well** and record actions arising to support each individual's learning needs. This informs the 'do' action part of the SEN Policy cycle which is subsequently assessed and reviewed at a) future whole-school needs assessments, b) parents evening and c) reported on each term to parents and referrers. This whole-school needs assessment can inform future applications for Education, Health and Care Plans (EHCPs) where appropriate.

## Approach to Subject Delivery

### KS4

Students at KS4 are expected to study for GCSE/Functional Skills/Entry Level qualifications in Maths, English, Science, ICT and Art. Business Studies, Design Technology, RE and other additional qualifications may be available by arrangement. It may also be possible to continue courses in other GCSEs to be sat at Treasure House if significant coursework has been covered and the likelihood of attaining a grade at GCSE is good. Classes for most subjects are held four hours per week. ICT, Citizenship, Humanities, Careers are covered as an integral part of the core subjects, as well as during lunchtime activities, special study days and our Activity Weeks. We offer careers sessions on a regular basis and PSHEE (Personal, Social, Health and Economic Education) weekly.

### KS5

Resits and tailor made courses can be offered at KS5 as part of our Sixth form.

Emphasis is placed on vocational development and progression throughout the curriculum in the belief that our students will be ready to make the transition to college, apprenticeships or work, when they are ready. This is supported by external agencies such as Careers Advisers and Skills London.

### Students with SEN or students capable of working at a level above their peer group

Many of the students at Treasure House encounter barriers to learning, such as:

- Mild to severe Dyslexia
- Anxiety
- Autistic Spectrum Conditions (encompassing Aspergers Syndrome Diagnoses)
- Developmental Co-ordination Disorder (DCD)
- Receptive or Expressive Language Disorder

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- Processing delay
- Emotional difficulties resulting from experience of trauma

For those students with *Statements of SEN* or *Education, Health and Care Plans*, the *SEND Code of Practice 2014* will be followed. Students with SEN, or those that might be deemed to have SEN, will be assessed and supported in accordance with our SEN Policy. Each student will be provided with an Individual Education Plan (IEP) taking into account the objects of the statement/targets set out in the EHCP and student's current level of attainment. This will be reviewed annually with the parent and more frequently if deemed necessary.

Annual Reviews will be held with a representative of the local authority, and other supporting professionals, and the Statement/EHCP updated as necessity demands. Where stated, access to the full National Curriculum will be arranged.

For those on SEN Support, such as students dealing with emotional difficulties, the curriculum is differentiated to ensure each student is able to achieve their potential.

In the case of students capable of working at higher levels, work will be differentiated according to ability. Extra work will be set for the student, if appropriate, to complete on site after school hours, or at home. In some cases it may be appropriate for a student to sit for qualifications in Year 10, and progress to higher GCSEs in Year 11, our low student to teacher ratios allow for this.

**Please see Appendix A for detailed tables on subject provision**

## Placing a young person at Treasure House

Each young person taking up a placement at Treasure House will agree to a programme of learning outlining the subjects to be studied initially. This will be based on the student's interests and ability, and the requirements of the referring body as well as where a requirement to offer access to all areas of the National Curriculum exists.

### On, and prior to, take-up of a placement, steps are taken to:

- Gather information from the referring body and any school recently attended on past progress and levels of attainment.
  - Where no recent information exists, for example in the case of long absences from education, a process of assessment will take place at Treasure House through a combination of informal testing, and performance monitoring by subject teachers.
  - Where a student has a statement of SEN or ECHP, checks are made to ensure that an Annual Review is not due, and any appropriate further testing is carried out to identify specific areas of concern.

### Subsequently, the information gathered is used to:

- Plan an individualised programme of study in conjunction with the student, their parent/carer and the referrer, with emphasis on the subjects that will initially foster engagement at THLCIC. Individual short/medium and long-term targets are set for each subject and for Personal Development.

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## Internal assessment

- Students are assessed using mock papers or textbook assessments and ForSkills assessments in Maths, English and ICT at the beginning of the year.
- Full IEPs are agreed with parents at parents evening by early Spring detailing exams to be entered for, level to be studied at, estimated grades and short and long term targets.

## On an ongoing basis:

- A termly review of the student's progress will take place, in consultation with subject teachers (formal and informal assessment), to evaluate the quality of work and levels attained and the effects from levels of attendance.
- ForSkills Distance Travelled Assessments in English, Maths and Science take place each term.
- Revisions will be made forming a plan for the next term. Decisions about exam entrance will be made on the basis of these reviews.
- Lesson reviews take place which flag up, where they exist, concerns about each student and seek to provide an opportunity for reflection where the teacher may modify their approach to best support the student's progress.

## Recording progress

Our progress is measured in a number of ways.

As an Alternative Provision working with young people who are often self-excluding, THLCIC places a special emphasis on improving attendance. This is reviewed on an ongoing basis and steps are taken in line with the Attendance Policy if attendance fails to meet expectations.

Each student takes assessments in each subject on, at least, a half termly basis. All students are required to sit ForSkills (an online assessment and training tool) assessments on a termly basis. This is compared against baseline data.

Whole-school progress in the area of accreditation is monitored against previous year's performance and similar centre data available from AQA (our preferred exam board).

THLCIC aims to support academic and personal progress by focussing on development in the following areas:

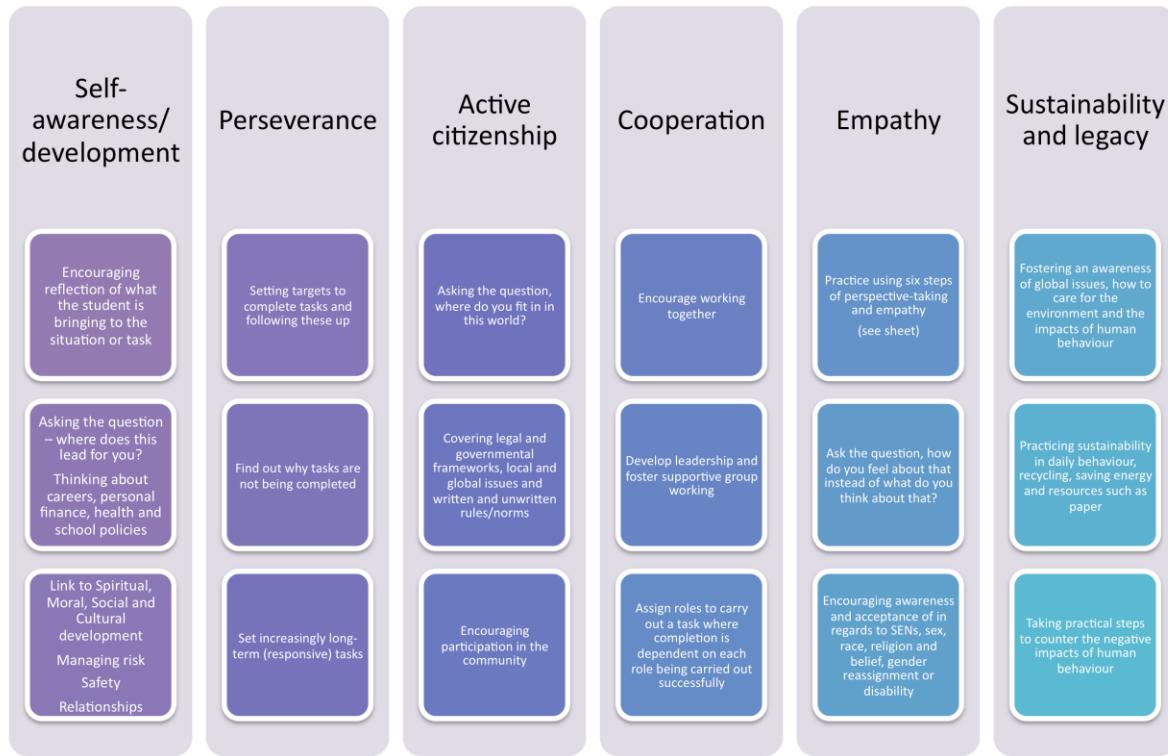
- **Self-development/awareness**
- **Perseverance**
- **Active Citizenship**
- **Co-operation**
- **Empathy**
- **Sustainability and Legacy**

These form the basis of the 6 Pillar system (**SPACES**, see fig. 2). SPACES guides the planning of the curriculum and each teacher is asked to incorporate elements within each lesson. SPACES was designed to ensure that each young person placed at Treasure House is able to identify their role in a local, regional and global context and feels entitled to take up the responsibilities and rewards of becoming an effective young citizen.

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Treasure House aims to develop Curiosity, Creativity and Comprehension by asking teachers to approach lesson planning in an imaginative way, to ask open---ended questions, and to ask students to reflect upon what they have learned.

## SPACES 6 Pillars



SPACES is also used to drive Spiritual, Moral, Social and Cultural development through sessions, either taking place as lessons, assemblies or integrated into the curriculum and cover Personal, Health, Social and Economic Education and Citizenship in the following areas:

- Risk Management
- Personal Relationships
- Health
- Behaviour towards, and respect for others
- Bullying and Cyber Bullying (see Anti-bullying Policy)
- Democracy and Citizenship
- Careers and the world of work
- Personal Finance
- Awareness of school policies

Frequently, the experiences of our students trigger particular emphasis on sessions, for example, where students have reported feeling unsafe on social media, safety around being online and the consequences of sharing data and images might be discussed and a lesson planned to reinforce this. Thus the curriculum is responsive and more effective in practice.

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Students are encouraged to vocalise their thoughts and feelings on issues important to them in sessions run by the two elected school representatives. Staff are not usually present at these sessions. Information gathered during the process is displayed on the student notice board and discussed at a meeting of the Student Representatives and the Directors in order to inform management decisions about important issues for the school.

Student Representative Elections will be held annually. The Student Representatives are required to call a vote on all decisions in order to be truly representative.

## Achievement, Monitoring and Evaluation

The methods used to measure attainment are all designed to offer our students the opportunity to reflect on what they have learnt, outlining progression from the young person's starting point, thus capturing a clear picture of their learning journey. Please see the Assessment Policy and SEND Policy for further information.

The key indicators of progress and achievement are:

- **Improved Attendance rates** – monitored, along with punctuality, on the Southwark Guarantee website and via our own recording methods, measured and compared with attendance rates before taking up the placement, compared and offered as a statistic in reports for parents, referrers, students and, where appropriate, for external organisations involved in onward progression. The local authority requires referral to Early Help Services for students falling below the 95% threshold. See our attendance policy for details.
- **Results of Assessment** – evidence of progress recorded by ForSkills and subject teachers, shared internally, and collated in reports for parents, referrers, students and, where appropriate, for onward progression. Work completed is marked on an ongoing basis, giving feedback to students to enhance levels of comprehension. This is monitored termly by the Directors.

### Recorded against:

- Grades descriptors at GCSE and Functional Skills
- Internal frameworks
- **Exam Results** - monitored by the Directors via the exam board eAQA, with the facility to compare results of qualifications on a national basis, with similar centres or year-on-year. Exam results are shared with parents, students, referring bodies, and where appropriate, for onward progression. Students attending for more than a year, or progressing to KS5/6 have the opportunity to compare results for Levels 2, 3 and 4 qualifications as results are released.
- **SPACES, 6 Pillar system** – part of lesson planning, feedback on elements covered must be indicated, these are monitored over time by the Curriculum Co-ordinator and the Directors.
- **IEP Targets** –Short and long term targets set by students and teachers. Agreed termly with parents and students and reviewed on an on-going basis, including at Parents Evening with the directors and subject teachers. See Assessment Policy for further details.

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## Helping our students through difficult experiences

Treasure House strives to achieve the best possible academic outcomes for our students by providing a curriculum relevant to their academic needs. However, due to the vulnerable nature of our intake, their pastoral care is paramount. The basic needs of our students to be nurtured and supported emotionally as well as being encouraged to participate in the ethos of Treasure House must take precedence until they feel able to begin to participate in the educational process which is being offered to them. This may take days or months depending on the extent of the trauma which some of our young people have experienced.

### Expressive Arts Studio

We hold a weekly group session during school hours and sometimes one-to-ones with an Art Therapist to provide our students with an outlet for expression of emotions, either through art or talking. The students can choose to share as much or little as they want and they tend to find the sessions stimulating and useful.

### Counselling

We also have a counsellor who is available on request on a Tuesday afternoon. Some of our young people have benefited from speaking with her and she has run sessions with groups on particular topics.

### Statement on Values

Inclusion is the backbone of Treasure House's ethos. There is an expectation that all members of staff, visitors and volunteers, as well as students, demonstrate empathy for and acceptance of one another.

Key to this is respect for and tolerance of each other's:

- Race
- Religion
- Faith
- Emotional and mental state
- Physical capabilities
- Learning capabilities
- Gender
- Gender orientation
- Sexual orientation
- Economic circumstance

Students will be expected to fully participate in sessions covering challenging issues such as:

- Lifestyle choices eg. gay marriage, single parenthood
- World poverty
- Sustainability
- Religious freedom

The Treasure House curriculum precludes the promotion of partisan political views in the teaching of any subject in the school. When facilitating a session or discussion, especially in regards to politics, a balanced presentation is opposing views is always offered and students and staff members are encouraged to explore a range of perspectives and challenge pre-conceptions that they may have in each area of discussion.

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This balanced presentation of ideas will be given at all times, including when students are at school, taking part in extra-curricular activities provided by or on behalf of Treasure House, or in the promotion at the school (including through the distribution of promotional material) of extra-curricular activities taking place at the school or elsewhere.

Mutual respect and trust are fostered at all times so that every participant feels safe to explore what are often sensitive issues. The Designated Safeguarding Lead (DSL) is Helen Webb and the Deputy is Naomi Long Srikotriam. Students and staff are frequently made aware of this and are encouraged to discuss any matters that are not appropriate for group discussion with the Safeguarding Leads.

Students, staff and visitors are encouraged to discuss their own cultures, backgrounds and experiences as a starting point for developing empathy and tolerance, with the intention that this can be extended outside of the school setting, but this may not extend to the sharing of personal information or difficulties. Students should never feel that they have to shoulder responsibility for staff members' problems.

With guidance, every student will develop, at their own pace, the ability to navigate the outside world and begin to take responsibility for their own future success and happiness, and the shared success and happiness of those around them. We recognise that this may present more of a challenge to some students than others, but will continue to strive to promote these values in all of our students.

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## Any Questions?

This policy is part of a family of policies explaining Treasure House's aims, ethos, values and methods of governance. If you have any questions regarding this or any of our other policies, please contact one of the directors using the details below. We are committed to working closely with the parents of our students and promoting quality communication between Treasure House, and those accessing services with us.

**This policy was last reviewed in February 2017 and will be reviewed every three years, or as our curriculum changes, or as changes relating to legislation dictate.**

**Signed .....**

Helen Webb  
Director

**Signed .....**

Naomi Long-Srikotriam  
Director

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