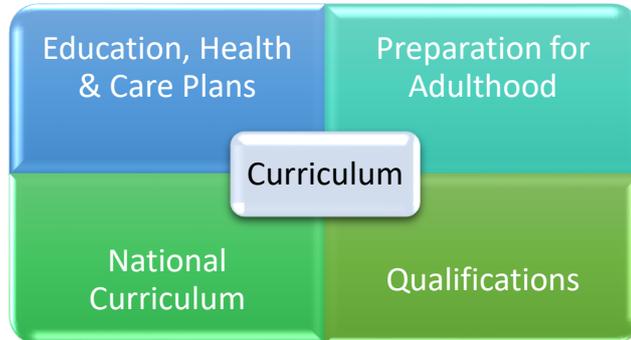




**ACE Tiverton: Curriculum Statement 2022-23**  
**“Learning For Lifelong Success”**



**Intent:**

- Create a robust curriculum that empowers staff to be consistently excellent practitioners and ensures exceptional student progress in all areas of their development.
- Meet the outcomes and provision outlined in all students’ Educational, Health and Care plans within the context of a group education setting.
- Empower students by establishing secure routines that enable them to develop superb personal, social, and emotional skills.
- Deliver excellent support that ensures all students access appropriately challenging academic learning to achieve mastery of subject knowledge and be proficient in a wide range of skills that can be applied across the curriculum
- Provide a structure that enables students to achieve appropriate qualifications that open doors to future earning and learning opportunities.

Overall Intention	Our Priority	Our Success
<b>Quality &amp; Excellence</b>	We will embed excellent teaching, learning and holistic student progress in all areas of our school community. We will secure a range of external qualifications and new experiences for every student in our school family.	We will know we are successful because students make concrete and measurable progress in their learning and development. We will know we are successful because students will be willing to participate in new experiences, take risks and be resilient to feedback.

Our Values	Implementation	Impact
<b>Inspire</b>	We will provide a wide range of formal and informal learning opportunities across our school family.	We will know we are successful because every person in our school family will talk confidently about their learning experiences.
<b>Respect</b>	We will integrate our all our students and staff successfully into our school family.	We will know we are successful because students can independently identify people, they have strong relationships with and the strategies they use to do this well.

<b>Personalise</b>	We will support our students to return to school routines, recognising the impact of the global pandemic and give our students space, time and strategies to process and understand the experiences they have had.	We will know we are successful because students will return to learning and report feeling safe, confident and secure in their routines and relationships.
<b>Achieve</b>	We will celebrate students' progress in all areas by accurately assessing and monitoring their progress over time	We will know we are successful because students' will show insight and understanding of their progress and how this contributes over time to their attainment in all areas.

At ACE Tiverton, we offer a broad and balanced curriculum which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum, within a three-year key stage three programme before moving to a two-year Key Stage Four curriculum that is framed by the requirements of external examination bodies. In all years and at all stages of learning, we provide a rich variety of other experiences which best meet the learning and developmental needs of the students in our school. The aim of our curriculum is for students to achieve mastery of the knowledge, skills and independence required for their next stage of learning as well as a strong foundation of lifelong learning, employment and success as a member of society.

Our philosophy is to provide a holistic, individualised approach designed to support students in fulfilling their potential. We have a shared vision to embed a nurturing and trauma informed approach throughout the school as we know that effective learning will take place when relationships are outstanding, staff are confident practitioners and students feel safe in their learning environment. The spiritual, moral, social, and cultural development of our students and their understanding of the core values of our society are woven through the curriculum.

We deliver our responsibilities in PSHE, RSE, Careers and Citizenship through cross curricular thematic learning called 'Preparation for Adulthood'. At the heart of this is teaching that enables students to become independent learners, prepared for adulthood and to explore their curiosity of the world. This does not happen immediately, we need to establish routines for learning that are consistent, this allows them to increase their confidence in their own ability as well as in the support you will provide. Our approach to teaching and learning enables us to focus on the needs of the students in each lesson alongside the skills and content their need to progress. Through personalised planning the resources used each lesson stretch, challenge and most crucially support students to make more rapid progress as learners.

The outdoor environment and the local community are an opportunity for active learning for all our students and the school grounds have been developed so they can enrich different curriculum areas. Students have opportunities to share their learning with each other, their parents and carers and other learners regularly through the year. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

**Impact:** We determine progression as the ability of students to:

Independence	Employ the skill or knowledge without reliance on an adult or peer.
Resilience	Use the skill or knowledge with confidence and show resilience when challenged.
Application	Relate the skill or knowledge in a range of contexts including other areas of the curriculum.
Consistency	Apply the skill or knowledge consistently across a wide range of subjects and tasks.
Synthesise	Organise ideas, making connections with other areas of learning and life.
Re-visit	Return to the skill or knowledge after a break and show that they can still use it without difficulty or to request support in remembering how or what to do.

Explain	Explain their skill or knowledge to another person and participate in conversation about it, ideally providing an assessment or opinion of the other person's knowledge or performance.
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Students are assessed using a range of qualification frameworks in each year group. We recognise that our students have varying experiences of education prior to arriving at ACE Tiverton and we meet each student at the level that provides them with support and challenge to fulfil their potential. Specialist teachers and teaching assistants deliver in all subject areas. All classroom staff are given training and opportunity to further develop their own subject knowledge, specialist skills and understanding so they can support curriculum development and their colleagues throughout the school. Whole school activities, thematic delivery, and opportunities within and outside school all enrich and develop students learning. Additional whole school programmes and approaches support quality first teaching and learning, and the school is well resourced in terms of learning materials, books, and technology.

**Specialist Curriculum:** Our school life and community is predicated on our core values: Respect, inspire and Achieve. This means that every interaction between students and staff is an opportunity to bring these to life and to model the social, communication, personal and interaction skills and knowledge that are central to securing 'learning for lifelong success'. Our specialist curriculum is the foundation on which we layer our academic curriculum; without secure knowledge and skills relating to self, it is much more challenging to be a successful learner. Our specialist curriculum is the entirety of our students' school experience – from prioritising relational practice and securing trust that needs will be met consistently and reliably in the classroom, to the therapeutic activities offered outside of the classroom, each element of a student's learning is driven, through the provision outlined in the EHCP, to secure the very best Key Stage four achievements and post 16 provision possible. Further information can be found within our Student Support overview.

**'Preparation For Adulthood' Curriculum:** At ACE Tiverton we are developing our own unique strand to the curriculum called '**Preparation For Adulthood**', aimed at broadening our students' global outlook and building their cultural capital. It is made up of the following areas:

- Healthy Living (PSHE and Physical Wellbeing)
- Healthy Relationships (Relationships and Sex Education)
- Healthy Futures (Careers and Enterprise; Citizenship; British Values and Morals)
- Life Skills (Independent Living; Preparation for Adulthood; Cultural and Spiritual Capital)
- Mental Wellbeing - an ongoing theme that runs through all four of the above strands.

Programmes of study across all subjects will also outline how each unit connects with these areas, in addition to considering how to provide support and strategies in the four areas of need from the SEND Code of Practice:

- Cognition and Learning
- Sensory and Physical
- Social, Emotional and Mental Health
- Communication and Interaction

### Curriculum Outcomes

Our specialist teaching staff design each programme of study to ensure full coverage of the national curriculum and preparation for GCSE and other appropriate formal accreditation in all subjects offered in our curriculum. Our subject offer and time allocation is as follows:

Subject Group		Subjects Included	Average Weekly Teaching Time	
			KS3	KS4
Core Subjects		English Mathematics Science	3 hours per week per subject. (9 hrs in total)	The curriculum in KS4 follows a similar time allocation as KS3 however as preparation for KS5 study, this may be supplemented by college or other vocational provision.
Foundation Subjects	Preparation for Adulthood Art Humanities Business Studies Design Technology Food Technology Health and Fitness	3 hours per week (KS3)/ 2 hours 15 minutes per week (KS4)  1.5 hours per week per subject (7hrs 30mins in total)		
	Learning Outside the Classroom	Overlay curriculum to meet needs of specific students and groups.		
Specialist Support	Intervention and Mentoring Therapeutic Support	30 minutes a day (2hrs 30mins in total)		

**ADPR Cycle:** Our curriculum is based upon the ADPR framework, this enables us to align student’s needs as determined in their Education, Health and Care Plan to their future aspirations and goals. Overall, preparing our students to be productive, strong, and independent adults is the primary goal of our curriculum. By achieving this, we will equip students to be successful, productive, and valued members of their future personal, social, learning and employment communities.



### Whole School Curriculum

HT	Core Theme	Thematic Vocabulary
1	Being Me in My World	Identity, consent, radicalisation, peer pressure, equality, social media, culture.
2	Celebrating Difference	Individuality, bullying, social injustice, discrimination, social injustice, LGBTQIA+, hate crimes, sexism, stereotyping
3	Dream and Goals	Aspiration, ambition, challenging, overcoming, qualifications, careers, finance, long-term goals.
4	Healthy Me	Mental health, health lifestyle, managing risk, first aid, stress, anxiety, wellbeing.
5	Relationships	Relationship with self, understanding and managing relationships, consent, gender identity,
6	Changing Me	Coping, positivity, puberty, self-image, risk, resilience,

<b>Curriculum &amp; Subject Planning Questions</b>	
How does each topic in your subject areas deliver?	
What do our students need to know: curriculum content, life skills and general knowledge.	
What knowledge, skills, techniques and strategies do our students need to know, understand and apply independently to be prepared for adulthood?	
What knowledge, skills, experiences and opportunities should every child have to thrive, enjoy and flourish?	
<b>Preparation for Adulthood Curriculum</b>	
How does each topic in your subject area connect with these areas?	
	Careers
Mental Wellbeing	Enterprise
Physical Wellbeing	British Values
Cultural & Spiritual Capital	Sex & Relationships Education
<b>Four Areas of Need</b>	
How does each topic in your subject area provide support and strategies to develop in these areas?	
Cognition & Learning	Sensory & Physical
Social, Emotional and Mental Health	Communication & Interaction