The Complete Works Policies

Curriculum Policy

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This policy is used in conjunction with other related policies including:

- SEN Policy
- E-safety Policy
- Blended Learning Policy
- PSHE Policy
- Spiritual, Moral, Social & Cultural Education Policy
- Diversity & Equality Policy

1.   Introduction

The curriculum is central to The Complete Works educational offer. We believe in building the right curriculum around our students and therefore offering them a bespoke educational experience that will both engage them and support them in their future aspirations.

As a school we have numerous ways for our students to learn and try to give everyone a chance to experience as many of these different delivery approaches and experiences as possible. Most students will have their core subjects delivered on a 1:1 basis either in their homes, a local library or another agreed appropriate setting. In addition to this, wherever possible, students will also have the opportunity to attend one of our hubs across London to use the creative facilities available and work in small groups. We also loan all our students their own chromebook computer allowing us to blend learning where needed or to develop a resilient learning approach.

2.   Individual Education Plans

Every student has their own Individual Education Plan (IEP) to meet their personal needs. In creating these plans we always aim to provide a broad and balanced curriculum drawing from a structured list of schemes of work. Unless a specific curriculum is requested by the referring body to supplement education elsewhere, then we prioritise Numeracy, Literacy, Creativity, PSHE and Science.

3.   Selecting a Curriculum

All courses are age appropriate, with schemes of work associated with specific year groups. This does not mean, however, that all students must follow the scheme associated with their age group. Assigned Curriculum & Pathways Officers work with the teachers to identify a curriculum that appropriately challenges and engages students. Pathways are informed by baseline assessments, education history and student aspirations. Specific education needs may be listed in a Education Health Care Plan (EHCP) or be established through referral or diagnostic testing conducted by our SENCo who will ensure that the school meets the required needs. The available support and interventions are discussed in our SEN Policy.

Several schemes of work, especially for primary students, are interwoven, project based schemes. This allows us to maximise engagement and diversify learning in a limited space of time.

Where a student comes to us for only a few months before an exam date then a curtailed curriculum may be agreed in order to attempt to gain the student some results that will help a transition to their next step.

4.   Group Education

Small group education is offered in our hubs across London. It gives our students the opportunity to learn among peers, developing their social skills, as well as giving them access to specialist teachers and facilities. Most group sessions focus on developing vocational skills and many offer a chance to work towards a qualification like a BTEC or other award. The benefits of these sessions, however, stretch far beyond that of a qualification. It is here students develop the personal and social skills needed to progress to mainstream schools, colleges and/or the workplace.

5. Blended Learning

All TCW students are provided with a personal chromebook computer for them to be able to work on remotely. Please see our E-safety Policy for how these are provided safely. These laptops provide access to Google Meet and Google Classroom alongside a plethora of other resources allowing our teachers to deliver education remotely where necessary or desired. In a modern world we believe the ability to work remotely is an important skill for our students to develop, however it also provides occasional solutions to the challenges of teaching across such a wide geographical area. It can also help students who may be anxious about learning in certain settings, by introducing them gradually to teachers, peers or groups. Please see our Blended Learning Policy for more details.

6. Speaking and Listening, Literacy and Numeracy

We seek to emphasise the acquisition of these skills through all our schemes of work. Opportunities for sharing and appreciating each other's point of view are encouraged in all subject areas.

7. Provision for Personal, Social, Health Education

Regular PSHE lessons are given but these issues are also brought up through discussions particularly in English, History and RS. Individual mentoring is also offered. Leaflets and other information are also made available. This is discussed in more depth in our PSHE Policy as well as our Spiritual, Moral, Social & Cultural Education Policy. Students are also encouraged to follow Employability and Diversity schemes of work.

At TCW, the PSHE curriculum emcompassess core British Values so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

8. Creativity

At TCW, we respond creatively to the specific needs of the young people who are referred to us. While our schemes of work are aligned to the targets of the National Curriculum, our teachers take a creative approach to deliver these targets.

Teachers undergo training to ensure lesson plans are creative and engaging in all subjects and great emphasis is placed on teachers developing a unique mode of delivery for each individual student.

Effort is made to ensure that all students at TCW have creativity embedded in their curriculum, whether through a specific creative subject, taking part in a whole school project or curating a piece of work for the annual Showcase.

9. Inclusivity

TCW is committed to diversifying the curriculum, so that no student is disadvantaged because of their background or characteristics. TCW recognises that in order for our young people to thrive in life, it must create an inclusive learning environment which provides equity of experience.

Working on a 1:1 basis allows for each student to receive a highly differentiated, bespoke curriculum that considers individual needs and interests.

To achieve quality inclusivity we ensure that:
- All students, regardless of their profile, have access to the same resources and facilities
- We have dedicated staff who ensure students feel safe and welcome and have equal chances of success
- Curriculum content reflects our diverse population and encourages social inclusion and mutual understanding of different perspectives
- Role models from diverse backgrounds are used in the syllabus to promote inclusivity and inspire all our students

10. Learning and Progress

Half-termly reports help to track progress and are used to review and set new targets. Students are also encouraged to discuss their learning targets and set new ones though their half-termly reports.

Onsite staff meet together each week and offsite staff regularly communicate with their Education Support Officers and Curriculum and Pathways Officers in order to discuss the individual students and their learning needs.

11. Responding to Students' needs

Staff are advised and encouraged to ensure there are no barriers to their student(s) achieving. Students with SEN, disabilities and EAL are all considered and lessons are planned with resources to enable these students to access our full curriculum. Please see our Diversity & Equality Policy for more details.