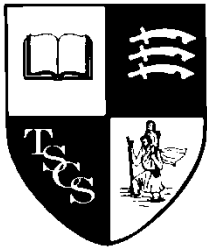


THE ST. CHRISTOPHER SCHOOL

SEN Trust Southend



Academy Trust - Special School

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THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST 16 – 19 ANNEXE CURRICULUM POLICY

First Written: November 2008

Revisions: October 2010

June 2013

September 2015

April 2018

November 2021

1. INTRODUCTION

The 16 – 19 Annexe offers an alternative for post 16 students needing more support to move on to traditional placements such as apprenticeships, internships, employment or courses at SEEC, SEEVIC, and mainstream 6th form departments. This policy document gives an overview of our curriculum and is written by the Annexe leader in consultation with other staff who have responsibility for delivering work for students within the Annexe.

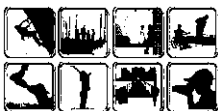
2. AIMS AND OBJECTIVES

The aim of the curriculum is to:

- be organic and flexible in order to meet the increasingly complex individual needs of all students.
- provide life, social and vocational knowledge and key skills, to prepare the students for their next step into further education or work; informed by the latest KS5 curriculum guidance and the Wolf Report .
- teach relevant functional Numeracy and Literacy skills to prepare students for living with increased independence.
- provide opportunities for more able students to improve or achieve grades in GCSE courses, where appropriate.
- develop self-assessment and personal, learning and thinking skills.
- encourage students to become independent learners and develop self confidence in applying their knowledge and skills in a variety of settings.
- increase their sense of ownership of their own learning.
- recognise, develop and apply their skills for employability.
- broaden the educational and social experiences of the students by participation in activities within the Annexe, the school, off- site and residential situations.
- Support good mental and physical health.

In order to fulfil the above aims it is necessary for us to ensure:

- The needs of the students guide the curriculum.
- Staff are knowledgeable about the students and form strong working relationships with them.



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- Staff knowledge on current issues surrounding mental health, the particular SEN of the students, and educational methods and strategies is regularly updated.
- That the guidance from all assessment bodies is adhered to.
- Students and their carers are kept informed about their progress and are aware of individual expectations, by means of learning agreements, IEP's and EHC reviews, and parents evenings.
- Staff take into account the changing world, including local community issues and opportunities when planning for lessons and activities.

3. TEACHING METHODS (TEACHING AND LEARNING)

The range of needs and abilities of students at the Annexe requires a flexible and adaptive approach to teaching. It can range from a class or small group based formal teaching method, to an individual based facilitator approach. The methods employed will be determined by the group or individual, their abilities and the task being attempted. Students will be clear about expectations at all times.

The Annexe leader and instructor will review plans to ensure a range of teaching styles are used to cater for all needs and promote the development of capability.

4. CURRICULUM CONTENT

- **GCSE and Entry Level courses in Maths, English and Art** may be accessed by some of our students. Our students learn alongside Y11 or individually in the Annexe, either on independent work set or supported by Annexe staff.
- **Maths and English** – taught by subject teachers, focussing on useable skills
- **Gateway and ASDAN courses** form the core of our curriculum. These courses are carefully chosen to suit the needs of each year's cohort and include coverage of core subjects and life skills.
- **Work and Vocational Skill** is an integral part of the curriculum and is personalised for every student, it includes weekly work experience placements; visits to local businesses and from local business people to share their experience and offer advice; specific lessons teaching necessary work skills, interview techniques and CV writing.
- **Offsite days** – one day a week is spent exploring a range of activities to promote independence, enjoyment and resilience.
- **Cookery and Home Skills** are designed as a social and learning experience. All students participate together to cook and eat and learn basic home skills including managing a shopping budget and basic house maintenance.
- **Fitness** – weekly sessions with a PE teacher, aimed at enjoyment, social skills development, and awareness of own physical fitness.
- **Residential Trips** – developing independence and building resilience away from family and familiar settings. Allowing opportunities to practise home skills.

5. STAFF

The Annexe is staffed by an Assistant Head Teacher; an instructor and two LSAs; together they deliver the majority of teaching in the Annexe. All staff work with individuals and small groups to ensure the breadth and depth of understanding and engagement is maximised, allowing students more opportunities to reach their full potential. Staff at the Annexe have all attended Mental Health First Aid training and are proactive in seeking advice from external agencies to support individual needs.

The 16 – 19 Annexe leader oversees the planning and delivery of the curriculum and is responsible for:

- Setting, achieving and raising standards in the Annexe.
- Facilitating the use of these subjects in collaboration with other subject coordinators and teachers where appropriate.
- Providing or organising training to keep Annexe staff skills and knowledge up to date.

- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of these subjects within the Annexe and reporting to the Headteacher on the current status of the Annexe.
- Identifying and implementing appropriate methods of assessment.

6. ASSESSMENT AND MONITORING

Within the 16-19 Annexe students are encouraged to:

- Take a full part in the assessment of their own learning
- Set clear and achievable goals
- Identify, express and reflect on their own progress
- Summarise achievements and create up to date CV's.

The online BKSb assessment system is used to record progress in Literacy and Numeracy. This system is also used in local colleges, our students have a more settled transition knowing this.

Formative assessment for Gateway and ASDAN awards take place when the correct number of challenges are completed with the appropriate supporting evidence. Students' work in GCSE subjects is assessed along with work from the secondary department (see separate policies).

During periods of work experience and offsite activities students are encouraged to keep a diary and are visited on placement by a designated member of staff.

Reading assessments are carried out twice yearly.

The Annexe leader will: monitor planning, teaching and learning across the subject areas on a termly basis alongside the Annexe's instructor through classroom observation, work scrutiny, and discussion with students.

Individual work placements are organised by the Annexe staff utilising our own contacts and links with parents and businesses known to the school via family and friends. All the relevant health and safety procedures are carried out and copies of public liability insurance are kept.

7. USE OF MEDIA AND IT

The use of I.T. is a key life skill and is therefore an integral part of the curriculum within the 16-19 Annexe. Students are encouraged to use different forms of I.T. within all aspects of their work; to present work, find specific information and become competent I.T. practitioners. Students have responsibility for their own laptop and are also able to use an I-Pad, digital cameras and video cameras.

The students' use of mobile phones is limited to break and lunch times and is self-monitored, however staff and parents oversee what is being accessed.

8. RESOURCES AND BUDGET

The Annexe budget is used for resources, vocational and life skills including travel training, work experience and work related learning, additional courses, off-site activities and professional visitors to the Annexe. This is reviewed and allocated each financial year.

9. REVIEW

Due to the fluidity and varied needs of each cohort, revision and updating of this policy may be completed yearly, but at least every two years, by the Annexe leader following discussion with the head teacher. Revisions will be presented to the governing body for discussion and approval.

Name: Tracy Coster
Date: November 2021