Curriculum Policy

2022-2023

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1. Objectives of the LAMP curriculum

The objective of LAMP's curriculum is to;

- re-engage our students into education through the arts,
- help our students reach their creative & academic potential,
- inspire our students to become lifelong learners.
- prepare our students for the world of work.
- provide our students with the skills for independent living.
- promote British Values
- provide a personalised learning experience matched to student needs

To achieve these objectives LAMP will;

- Deliver a student-centred curriculum
- Provide an individualised timetable built around a student's needs and interests
- Allow opportunities for students to become independent learners
- Help students understand personal health and safety
- Foster a growth mindset
- Allow creativity to flourish
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students with their spiritual, moral, social and cultural development
- Support students with their health and wellbeing
- Promote a positive attitude towards learning
- Ensure equal access to learning.
- Ensure appropriate levels of challenge and support.
- Provide subject choices that support students' progression and interests and enable them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for further/higher education, employment and independent living.
- Provide careers guidance

2. Legislation and guidance

This policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

It is also aligned, where possible, with the curriculum requirements set out in the Independent School Standards

3. Roles and responsibilities

3.1 The directors

The directors will;

- monitor the effectiveness of this policy

- ensuring the policy is adhered to

- ensure that a fully differentiated programme of learning is in place for every student

- provide all the required elements of the curriculum, and subjects which LAMP has chosen to offer.

- ensure the amount of time provided for teaching the required elements of the curriculum is adequate

- ensure that LAMP procedures for assessment meet all legal requirements.

- Proper provision is in place for students with different abilities and needs, including students with SEN

3.2 Other staff

Other staff will ensure that the LAMP curriculum is implemented in accordance with this policy, their subject policy and any other relevant policies referred to in section 7.

4. Organisation & Planning

LAMP specialises in working with young people with Autism and/or high anxiety that can't attend mainstream education. All of our students have EHCPs. Their needs form the basis of the programmes that are created for them. We offer students;

- an education based on their needs
- individualised timetables
- phased start to their programme progressing at their pace
- small class sizes (1-6 – depending on the subject and classroom)
- subjects that suit their interests
- a timetable that is flexible and allows for a phasing back into education and can begin with anything from 1 hour a week up to 5 days a week
- the opportunity to study accredited qualifications
- a relaxed approach and atmosphere to support those with high anxiety
- engagement sessions to enable reintegration back into education
- a low sensory environment
- areas to break out to for self-regulation

Subject specific policies can be found on the LAMP website. Schemes of work are refreshed regularly throughout the academic year and curriculum plans produced.

Lessons are not planned using formal lesson plans due to the need to be flexible to fit with the student's ever-changing needs and how they may present to LAMP on any particular day. This ensures also that teachers provide a differentiated curriculum. Instead, lesson outcomes, engagement level, next steps and progress for each student is recorded, after each lesson, on the student's learning log.

LAMP works with students in Year 9 and above. Subjects taught are appropriately matched to student's key stage and previous educational experiences. Students in Year 12 and above access Maths & English Functional Skills in order to achieve a Level 2, if they have not already achieved them before. On rare occasions GCSE English may be taught to students but it has been found that it is not an ASD friendly qualification. GCSE maths at Foundation or Higher level is available to students who are able to access it.

5. Timetable

The LAMP day is broken down as follows;

Registration	09:00 - 09:30am
AM1 Lesson	09:30 -10:30am
Break	10:30 - 10:45am
AM2 Lesson	10:45 – 11:45am
Lunch	11:45 – 12:45pm
PM1 Lesson	12:45 – 1:45pm
Break	1:45 – 2:00pm
PM2 Lesson	2:00-3:00pm

Subjects taught at LAMP are available on the following days.

English	Monday, Tuesday, Wednesday, Thursday
Maths	Every day of the week
Japanese	Tuesday, Wednesday, Thursday
Art	Every day of the week
Photography	Every day of the week – part time
ICT & Games	Every day of the week – part time
Theatrical Make up	Monday, Tuesday, Wednesday and Thursday
Music Performance	Every day of the week
Music Technology	Every day of the week
PSHE	Every day of the week

| Money Matters | Wednesday – times change throughout year |
| Speech & Language Group classes | Tuesday, Wednesday and Thursday |

Where LAMP need to offer subjects to students that aren't on this list, that allow for the provision of a broad and balanced curriculum, they will not be taught face to face and will instead be available through online provision via Tute.

6. Inclusion

One of the main features of the education provision at LAMP is to enable students to access education from which they have previously been excluded. A lot of time at the beginning of student programmes, and sometimes throughout their programmes, is spent working sensitively with students to build up trust. Many have negative experiences of education and have huge anxieties based around their abilities. Students who attend LAMP generally arrive with low prior attainment due to a lot of missed education.

Despite these factors, Teachers at LAMP set high expectations for all students. We recognise their strengths and talents and work with students to develop a timetable based around these. At the start of programmes; teachers measure a student's starting point using appropriate assessments. This enables teachers to plan differentiated work for all learners, provide stretch and challenge opportunities, additional scaffolding and lesson topics that match students' interests are some of the methods used. Teachers take into consideration any information in a student's EHCP that need to be put in place to ensure successful learning can take place.

As LAMP works with students from Year 9 and above, subjects are taught at KS3 and above in all subjects except maths and English. In these subjects, if necessary, staff can provide lessons for students working at Entry levels.

7. Progression

Student progression is checked through the following ways;
- Assessment of student class work
- Completion of tracking documents
- Checking against base levels
- Reviewing EHCP targets, where applicable.
- Accessing final submitted portfolio and e-portfolio work
- Q&A sessions
- Peer review
- Mock exams/practice papers
- Externally set assessments/ exams
- IQA and assessor process

- Target setting & review

8. Quality monitoring arrangements

LAMP will monitor teaching and learning by:
- conducting lesson observations
- reviewing tracking documents
- holding subject meetings
- evaluating resources
- checking teacher planning
- student questionnaires
- reviewing student work
- Internal Quality Assurance
- External Moderation
- External Quality Assurance
- WCC QA process
- Moderation of remote class recordings
- Staff appraisal

9. Links with other polices and documents

- Teaching and learning policy
- Assessment policy
- Exams policy
- SEN policy and information report
- Equality information and objectives
- Subject policies
- Curriculum Plans
- Fundamental British Values Statement