



Wallend Road
Preston
PR2 2HW

Curriculum Policy

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Review author: Shaun Redgrave

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PURPOSE OF THIS POLICY DOCUMENT

Policy: This Curriculum Policy statement has been prepared by Pioneer TEC as a statement of its intentions and commitment to ensuring that the highest standard and broad-based curriculum deliverable is delivered in its workplaces.

Purpose: Pioneer TEC through the effective use of this policy, supporting procedures, risk assessments and guidance will provide a broad-based curriculum, safe premises, safe systems of work, safe equipment and a healthy working environment.

General Aim: Our general policy aims are to:

- Develop and deliver a comprehensible curriculum that builds on young people’s experiences and help them to become successful learners, confident individuals and responsible citizens.
- Provide a combination of academic and vocational options, catering for individual pupil needs and desired pathways.
- Support students to achieve high standards and make good/excellent progress.
- Deliver a committed inclusive tailored curriculum consistent with any statement of SEN or Education Health Care Plan for any young person who needs specific areas of learning.

Applicability: This policy applies to all Pioneer TEC staff including contractors and consultants, internal and external secondees, students and interested parties. This policy aims to ensure that all have a clear understanding of the procedural requirements and responsibilities in relation to our school curriculum when employed by Pioneer TEC.

Chain of responsibility: The person with overall responsibility for health and safety within the Company is Mrs Lyndsey Sim (Proprietor).

All workers with specific responsibilities for the curriculum must ensure they are adequately delegated in their absence. All workers and other interested parties are required to co-operate in the delivery of the school curriculum and report concerns and opportunities for continual improvement to senior management.

Curriculum Statement: In securing the implications of this policy the senior management team will ensure that its operations and undertaking are executed in such a manner, so far as is reasonably practicable, as to ensure that workers, interested parties and all other persons are delivering

the highest standard curriculum which is flexible, adaptable and best prepare our students for life within it.

Declaration: This policy statement will be reviewed at least regularly and communicated to all workers and interested parties.

Resources:

- This policy supports and compliments other school polices and government standards listed in this policy document which are available for reference.
- All Pioneer TEC workers and other interested parties will be trained as part of induction process in curriculum requirements.

NOTE: *Students have access to a broad curriculum composed of vocational and class-based study.*

1: CURRICULUM STRUCTURE

Curriculum refers to the knowledge and skills students are expected to learn, which includes learning standards or learning objectives they are expected to meet through vocational and class-based study, with onsite work experience available as student's progress.

The curriculum at Pioneer TEC comprises all the planned activities which we organise in order to promote excellent learning and personal growth and development within our students. Our curriculum seeks to ensure that we as a school develop independence and responsibility in all of our students. We ensure that all students have a broad, balanced and relevant, practical, realistic education which provides continuity and progression and takes individual differences into account. We aim to teach our students how to grow into positive, responsible people, who can work and co-operate with others while developing the knowledge and skills which will enable them to achieve their full potential.

The words we use to describe our curriculum are practical or first-hand skills that prepare our students to master a trade or a job. Our curriculum tailors' students' programs to match what employers are looking for and preparing them for the wider world.

As an independent school, we are not required to follow the National Curriculum. We recognise, however, the excellence of the National Curriculum in many areas, and we will use appropriate resources when we believe them to be in line with our curriculum aims.

Values

Our curriculum is the means by which we achieve our objectives of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling and useful lives. Our school curriculum is underpinned by our school values – Safety, Care, Achievement, Resilience & Friendship. This means that we will expect the best of every student, will encourage them to be curious and inquisitive and will provide a learning environment in which they will be able to develop to the absolute summit of their potential.

It also means that we will respond warmly and constructively to less able students and to those with special educational needs. We believe that such students contribute immeasurably to the life of a school, and we will nurture them to the best of our ability. In every aspect of the curriculum, we will promote the value of equality.

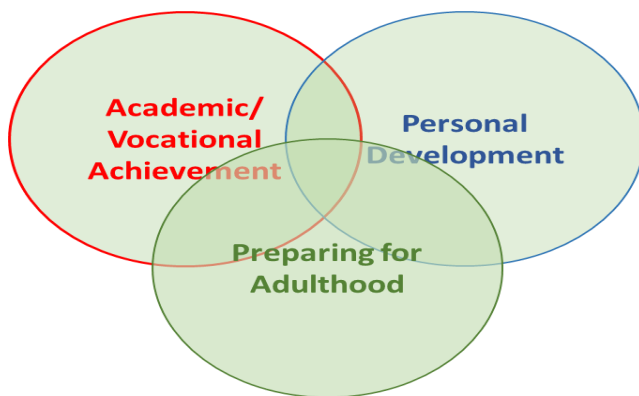
Aims

The aims of our school curriculum are:

- To enable all students to learn and develop their academic ability so that they achieve their potential at each stage of school life and are well-prepared for the next stage
- To enable students to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent thinkers and responsible, useful, confident and considerate members of the community.
- To promote a positive attitude towards learning, so that students enjoy coming to school and develop a love of learning.
- To create, maintain an exciting and stimulating learning environment where all students are encouraged to push themselves and take on challenges.
- To provide all students with a safe learning environment.
- To ensure that each child's education demonstrates continuity and progression.
- To enable students to contribute positively within a culturally diverse society.
- To enable all students to have respect for themselves and others and work cooperatively with others.
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.
- To help students develop respect for authority, for others, especially those who are different from themselves, and for the world around them.

Intent

The Curriculum at Pioneer TEC consists of three key focus areas which are consistent across all key stages. The delivery of these focus areas is reflective of age, stage, and carefully selected learning programmes based on individual needs. These three areas promote academic/ vocational achievement, personal development and preparing for adulthood.



Academic/ Vocational Achievement

This element focusses on the specific learning pathways that students will study across all key stages:

- Deliver a broad range of subjects that addresses the needs of all students
- Subjects and learning pathways that support future aspirations, interests and strengths
- Students achieve functional reading, writing, communication and numeracy skills

In KS4 and KS5 students have greater ownership of what they study in relation to their own personal aspirations, interests and strengths following an academic, vocational or mixed pathway.

Personal Development

This focus draws attention to the personalised work and potential interventions required to reduce barriers to learning and therefore enhancing the opportunity to learn and. This area draws upon the expertise of a wide range of professionals in addition to teaching staff such as clinical services, key working sessions, team and external agencies. The holistic care will:

- Support learning needs and reduce barriers to learning progress
- Enable students to manage their emotions effectively and achieve optimal well-being
- Enable students to acquire a sense of well-being along with positive social skills
- Ensure EHCP outcomes are achieved

Preparing for Adulthood

The process of moving from childhood to adulthood is a difficult time for most young people. The Preparation for Adult Life (PAL) programme will support our young people to make the transition as smoothly as possible.

“We make many transitions in our lives, but perhaps the one with the most far-reaching consequences is the transition into adulthood” (Heslop et al, 2002)

Alongside the many physical and emotional changes that are part and parcel of adolescence, growing up also involves changes in roles, relationships, expectations, and status - within family, amongst friends and within the wider community of home, education, training, or employment. For many young people, leaving home at this life-stage can mean huge changes in the environments where they live and spend their days. As if these challenges were not enough, for most young people who have resided in a care setting, the process of transition to adulthood has an extra dimension: managing the move from services for children, to services for adults. This is not simply a case of moving from one set of organisations targeted at children to a parallel entity concerned with adults. The reality is that the two sets of services tend to be organised in very different ways and to have very different cultures.

For the PAL programme to have the maximum impact upon our young adult, it is essential for all who are invested in the young adults “My Plan” use this assessment tool at regular intervals of the journey to ensure that we can tailor the package to suit the capabilities of the young adult.

This assessment tool is designed to measure the progress of the young adult throughout their journey into adulthood. The results of the assessment will ensure that the PAL programme is effective in supporting the young adult to achieve a successful transition.

It is recommended that the assessment is carried out by the following prior to, or during admission.

- The young adult themselves.
- Carer/Mentor.
- Parent/Guardian.
- Social Worker.
- Education/Training or Employment representative
- Any others who play a significant role within the life of the young adult.

The focus builds on transition across all key stages and preparation into adulthood so that students are given the best chance to maintain success beyond their time at Pioneer TEC. This includes Careers Education, Information, Advice and Guidance (CEIAG) support and developing leadership skills via programmes such as the Duke of Edinburgh programme. Embedding preparation for adulthood allows our students to:

- Develop functional living skills
- Receive high-quality independent Careers, Information, Advice and Guidance, transition support.
- Develop employability skills

- Prepare themselves for their next steps in education, training or employment
- Take responsibility for the management of their own health
- Become a part of their school and local community

At Pioneer TEC School we aim to provide an aspirational curriculum that supports students to develop their knowledge and skills as appropriate to their age, ability and stage of development. The curriculum has been developed to prepare students for life beyond Pioneer TEC and to encourage them to develop a love of learning. We aim to prepare students with life skills that will allow them to become independent adults. We promote spiritual, moral, cultural, mental and physical development of students on a daily basis.

Our Curriculum is ambitious to ensure that students have the opportunity to achieve their full potential. We have high expectations of all students to ensure that they leave Pioneer TEC with a range of qualifications that will support them on the next stage of their educational journey. Our current offer is a mix of GCSE/ vocational/ functional skills qualifications offered on site and at our new purpose to be built Education and Training Centre.

Implementation

Each subject area uses a variety of approaches to ensure the curriculum is adapted to individual students, supporting students to remember what they learn. For example:

- Tasks aimed at incorporating special interests
- Modelling or speaking and listening activities
- Explaining and extending ambiguous language to aid understanding
- Templates and examples of expected outcomes
- Individualised worksheets
- Relating skills/information to functional situations
- Differentiation of tasks and outcomes
- Mind mapping to aid sequencing and planning
- Collaboration with different subject areas
- A mixture of visual, auditory and kinaesthetic learning, to support all students
- Scaffolding to break down skills into smaller steps, to ease learning

The school has three distinct phases relating to:

KS 3 & 4 - The main school operating an inclusive bespoke curriculum and format with a range of academic and vocational pathways.

KS5 – A traineeship/apprenticeship approach offered across Pioneer TEC so students access a range of courses, both academic and vocational that will help to prepare them for future education, training or employment.

Although RE isn't on the timetable as such it is addressed throughout by means of cross curricular discussions, SMSC – promoting British Values, motivational posters expressing a variety of views, Educational Visits to places of worship, visits to and links with Faith Schools and visitors from a variety of different faiths and beliefs.

Relationships and Sex Education is a mandatory part of the PSHE/ British Values and is addressed throughout.

Life skills and working with Junior Instructors will be part of the weekly timetable constructed around each individual student's needs and will be led by Pioneer TEC Manager linking with teachers and instructors and supported by Multi- Disciplinary Meetings and multi-agency cohesive working practice.

PSHE will address current specific dynamics of County Lines drugs/gang involvement and radicalisation.

Our curriculum aspires to give students in all Key Stages experience in the following areas:

- Linguistic education – this will be done through English and literacy, reading, speaking & listening.
- Mathematical Education - through Maths and numeracy.
- Scientific - this will focus on Horticulture, biology, substance misuse, and food technology
- Technological – Through the use of ICT and digital literacy, social media awareness, and use of the internet. Students will learn to build Drones and have access to CAD
- Human and social – A focus on health and social, problem solving, working as part of a team positive thinking, being part of the community.
- Physical and aesthetic – physical education, mindfulness, and personal wellbeing.
- Creative education – introducing learners to art, music.
- Vocational studies
- life skills
- Activity based education

Students benefit from studying topics linked to their social environment along with National Curriculum and Exam Syllabus which is reviewed on an individual student basis. All students will be entered for examinations if applicable. Functional Skills qualifications, GCSE and examination retakes could be available. Students will

work toward AQA Unit Awards, ASDAN qualifications alongside NCFE Functional Skills, Duke of Edinburgh Award and The Prince's Trust.

Students that might be based at our school for a limited time will still be offered programmes of study that are achievable within the timeframe.

Students will study a range of vocational options with a main focus on obtaining work experience and training and career opportunities.

Pioneer TEC link in with local colleges, charities and projects where applicable and Vocational Post 16 courses, training, work experience placements are available through links with local colleges and providers at Phoenix Leisure.

2: Legislation & Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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3: CURRICULUM TIME

Pioneer TEC school day roughly comprises 4 x 50-minute academic lessons and 2 X 60 minutes vocational activities although this may be adapted to individual pupil's needs.

Students have a strong daily input in a menu of educational activities. Teaching time per subject reflects the need to maintain a broad and balanced curriculum.

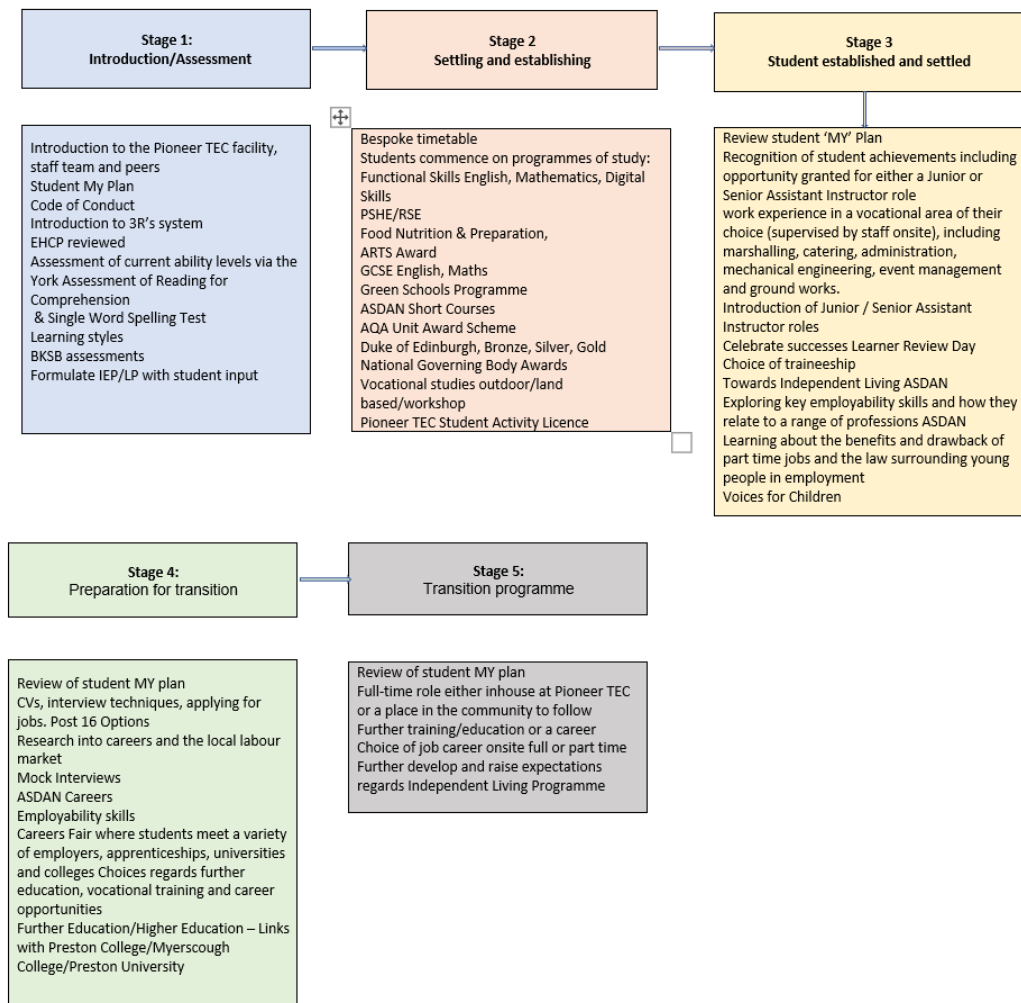
Time allocation is made with generous working time within the vocational workshops and class-based environments with particular concentration on English and Maths, these subjects are embedded throughout the vocational and PSHE curriculum.

Lunch and Break Time

Students increase social awareness skills, rules and respect teaching during breaks and dinner periods, counting to a possible five hours on the curriculum per week. These lessons are always coordinated with a bridging objective to vocational and class-based learning.

4: Student Journey at Pioneer TEC

Journey to develop students social, employability and independent living skills alongside academic outcomes and vocational training and qualifications in accordance with their abilities and interests.



All students at Pioneer TEC follow an individual or bespoke pathway that is designed to meet their individual needs. We consider the pathway of the students frequently and involve parents/carers and other professionals in the discussion

through our student review cycle. This allows us to keep in mind the ‘journey of the student through Pioneer TEC’ and the need to reflect on the progress they are making and to consider whether they are ready to move on from a 28-day placement or stay with us a little longer. The diagram shows how the review cycle is linked to the student’s time at Pioneer Tec.

The Pathways students follow are carefully considered and we have developed a model at Pioneer TEC based on 5 stages.

Students will work towards GCSE or functional skills qualifications in both Maths and English, ASDAN short courses, AQA Unit Awards, National Governing Body Awards and where appropriate vocational qualifications through their individualised curriculum. The full programme is designed to prepare our students for independent living and the world of work. Work experience opportunities are available, and we are developing links with Myerscough College, Preston College/University and exploring key employability skills in the locality.

At Pioneer TEC, we have a fantastic Vocational Educational programme, which students have access to. We have a large Horticulture area in the grounds and have whole building dedicated to maintenance workshops and building/construction. The aim is to provide personalised and flexible packages of support appropriate to individual student’s needs and aspirations that are informed by the opportunities available in the local labour market. This will include vocational and employability skills training as well as bespoke pre-employment or pre-apprenticeship training packages designed in response to employers’ recruitment needs. The aim is to support our young people to progress into employment, apprenticeships or further training.

The cookery and life skills department delivers “Licence to cook” awards and teaches independent living skills.

The flexibility of the Pioneer TEC curriculum will allow experiences and outcomes to be achieved in a range of contexts which are meaningful and relevant to young people. This offers a degree of personalisation and choice which gives young people a sense of ownership of their learning.

5: CURRICULUM OUTCOMES

Pioneer TEC curriculum will, so far as reasonably practicable:

- fulfil all statutory, framework and the new National Curriculum requirements
- lead to qualifications that are useful for both employers and higher education
- enable students to fulfil their potential

- meet the needs of students of all abilities
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines
- consistently pay due regard to teaching our students around protected characteristics. These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- prepare students to make informed and appropriate choices at points of transition
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence
- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career
- foster teaching styles which offer and encourage a variety of relevant learning opportunities
- help students to use language and number effectively
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help students understand the world in which they live
- meet the social, emotional and behavioural needs of our students
- incorporate a specific curriculum where required for students to focus more on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students
- incorporate a key stage 4 curriculum which meets the needs of students, parents and wider society
- offer a post-16 curriculum which is not constricted by the curriculum of the school alone but incorporates other schools/colleges which may be in partnership with the school

6: SCHEMES OF WORK

Pioneer TEC have a scheme of work for each subject within the vocational and class-based study areas.

Pioneer TEC teachers and instructors develop their own schemes of work, often refining and improving them over years to structure their lessons and courses. Schemes of work encompass our school's requirements for achievement, the

courses students have to take and pass which are tailored and planned out in the student Individual Education Plan.

While curriculum encompasses a wide variety of potential educational and instructional practices, teachers and instructors discuss and analysing curriculum to develop the schemes of work.

The SOW structures, organizes, and underpins the delivery of lessons in ways that facilitate or accelerate student learning. Some schemes of work resources may seem simple or straightforward (such as a list of required reading, for example), but they reflect a deep and sophisticated understanding of a learning discipline and they hold the most effective strategies for student learning acquisition and behaviour management.

Plan teaching and learning within and across subjects, as well as documenting the curricular activities planned for groups of students and coverage of the curriculum programmes of study and GCSE/FS syllabuses. Schemes of work also provide a basis for monitoring and evaluating the curriculum.

The standard school format for schemes of work will be used, addressing common headings including:

- planned teaching and learning activities;
- cross-curricular aspects and links to ICT and other subjects;
- differentiation including meeting needs as specified in EHC plans;
- assessment;
- homework (if applicable);
- resources.
- Intent, Implementation, Impact

Schemes of work aim to be made to measure to the changing cohorts of students.

We aim to have a bank of specific schemes of work that are highly individualised and reflect our teaching and learning practice.

An effective scheme of work is a programme of study that will be adapted to each individual learner's needs in order to make it an effective tool.

This can be done by taking guidance from a possible EHC plan or particular learning style through the VAK assessment done with each student within the first 4 weeks or arrival at Pioneer TEC.

7: HIDDEN CURRICULUM

Hidden curriculum refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school.

While the “formal” curriculum consists of the courses, lessons, and learning activities students participate in, as well as the knowledge and skills intentionally teach to students, the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to students while they are in school.

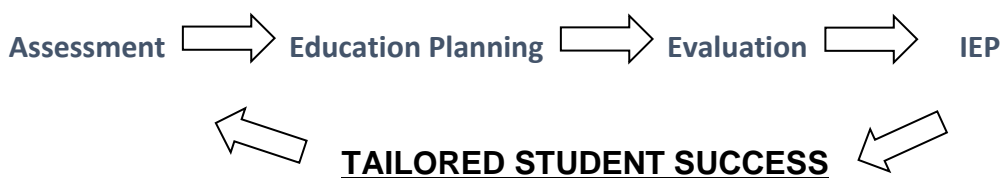
8: DIFFERENTIATION

Pioneer TEC students need to work at a level and pace appropriate to their potential.

Students are taught in classes / sessions either 1:1 or small grouped by broad ability and prior attainment or of mixed ability.

Whatever the form of grouping a differentiated approach is required to ensure that the range of abilities, individual needs and interests of students is taken into account, so enabling them to experience success. (Please see individual subject policies and schemes of work.)

All curricular activity should follow the following flow chart: tailored to individual student need



9: TEACHING AND LEARNING

Students learn through their experiences and by being taught. They learn most effectively when they feel valued, when they are encouraged to take responsibility for their own learning and when they are actively involved in the learning process.

A range of teaching and learning strategies needs to be employed with students of all ages in order to increase and maintain their motivation and to create a challenging, stimulating and rewarding learning environment in which they can succeed.

9.1 Literacy

For many of the students and young people these aspects of learning represent the most significant barriers to learning. Some have learning difficulties; some have lost ground through having missed education; many react negatively to lessons in which reading and writing play a part.

For all of them, progress in literacy is essential, in that it plays a part in all aspects of the curriculum and is closely allied to thinking and learning skills. Because of this it is the highest of priorities within the curriculum we embed core subjects throughout our curriculum – in the vocational and class-based arenas.

Pioneer TEC aim to provide a supportive, stimulating, secure and supportive environment where students and young people are encouraged to express themselves and where their contributions are valued. We will provide for the language development of students and will develop their ability to use language to think, to explore and to recognise and communicate their ideas.

We will at the same time take into account how we support literacy difficulties when planning, so that we can provide access to learning experiences across the curriculum that are matched to ability and interest, whatever the level of the pupil.

- Literacy is a right for all students and a central part of preparation for adult life.
- There is a responsibility upon all teachers and support staff to develop literacy, and to approach its development consistently.
- We will prioritise the development of literacy across all areas of the curriculum
- We will consider the literacy demands of all lessons, tasks, and resources; ensure that they are matched to students' attainment.
- We will make literacy support a key feature of differentiation in all subjects.
- We will conduct baseline testing for all students on admission to the school and subsequently to ensure accurate assessment of need to drive and plan the student IEP
- We will take specialist advice from speech and language therapists where barriers in this area are identified by statement.

- We will ensure that all staff have accurate information about the literacy levels of students they teach, about how best to support them, and about their targets for development.
- We will provide and conduct Progression Tests every term to identify progress, areas of challenge and support
- We recognise that language is central to students' sense of identity, belonging and growth; and in turn to raising students' own expectations of achievement, improving students' confidence and self-expression
- We embed literacy throughout the students learning within the vocational and class-based areas

9.2 Numeracy

Numeracy is an essential life skill and learners need to be able to apply this skill across the curriculum in different subject areas, and in real life contexts. It is also about identifying and applying numerical reasoning skills in order to solve a problem and carrying out the numerical procedure which enables people to work out and show their solutions.

Pioneer TEC aspire to enable our students to be able to:

- recall mathematical facts confidently.
- calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies;
- use proportional reasoning to simplify and solve problems;
- use calculators and other IT resources appropriately and effectively to solve mathematical problems, and select from the display the number of figures appropriate to the context of a calculation;
- use simple formulae and substitute numbers in them;
- measure and estimate measurements, choosing suitable units, and reading numbers correctly from a range of meters, dials and scales;
- calculate simple perimeters, areas and volumes, recognizing the degree of accuracy that can be achieved;
- understand and use measures of time and speed, and rates such as £ per hour or miles per litre;
- understand the difference between the mean, median and mode and the purpose for which each is used;
- collect data, discrete and continuous, and draw, interpret and predict, from graphs, diagrams, charts and tables;
- have some understanding of the measurement of probability and risk;
- explain methods and justify reasoning and conclusions, using correct mathematical terms
- use maths within their vocational learning as part of every learning session with the use of ratio, size and measure , capacity, problem solving
- connect the use of mathematics with life skills

9.3 PSHE

The planned provision through which we promote both the present and future personal and economic wellbeing of our students. The PSHE programme is embedded within other efforts to ensure students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The school provides opportunities for students to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

Political Education and British Values

Political issues are introduced in a number of courses and are presented in a balanced manner. promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values are officially taught through the Personal Social and Health Education curriculum, the extended opportunities in topic days and are part of all teaching and learning through the school's ethos and promotion of spiritual, moral, social and cultural (SMSC) understanding.

Equal Opportunities:

We promote the needs and interest of all students irrespective of gender, culture, ability or aptitude.

Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

10: HOMEWORK – HOME TUITION

10.1 Homework

Appropriate homework will be set if a student cannot attend school and set according to the published schedule. It will be an integral part of students' curricular entitlement if a student cannot attend his/her normal timetable.

Homework would enable a student to extend work covered they may have missed in lessons. This will be supported by the home and marked by the teacher/instructor allocating the homework set.

10.2 Home Tuition

Home tuition can be organised in the following circumstance:

- A student is in crisis and a risk assessment and re integration plan advise home tuition in order for the student to have time away from school and facilitate a smooth re integration when the student is back to base line and out of crisis.
- A student is too unwell and for health and safety reasons cannot attend school and engage with the regular timetable.

Home tuition will cover the same subjects as regular school tuition. There will be a morning session (3x 50 minutes) and an afternoon session (1 x 50 minutes) during which individualised education will be delivered.

In case home tuition then Home Pioneer TEC Residential Instructors will be involved in the education process acting in a learning support role. This will involve where possible enabling group work and discussion and opportunities for shared learning and speaking and listening as well as delivery of vocational parts of the curriculum such as Food Technology and ASDAN. The Pioneer TEC Manager and Residential Manager will be responsible for an effective use of during Home Tuition and are also the designated persons to establish and maintain strong and robust links with the Residential Instructors to enable the delivery of a 24- hour curriculum (including Hidden Curriculum) all in full cooperation with the Home's Manager and Pioneer TEC Manager/Head Teacher.

11: TRANSITION

11.1 New Arrivals to Pioneer TEC

Pioneer TEC Teaching programmes are carefully planned to take into account students' previous work and achievements from their previous school or establishment.

This work will be supported by the use of agreed transfer documentation including curriculum information, Transition plans, EHC plans and other formal and informal contacts between Pioneer TEC Manager and Senior Head of Care and Education.

11.2 14 – 19 Curriculum

Students build upon their knowledge and understanding of a variety of trades and industries.

Our extensive range of vocational courses are offered as part of Motor Vehicle Maintenance. Work experience placements are offered to suitable students.

The courses and work experience placements link into their career plans and college pathways. They are all underpinned by the values of independent learning and skills for life.

Student preferences for alternative courses are the key to success; they are offered as choices and delivered via alternative education providers when necessary. Students build independent skills and confidence to adapt to new environments.

Students who might be applicable to transition to main stream school will receive a bespoke transition plan whereby they will be integrated into a mains stream peer group setting. This principle is the same for any KS 4- 5 transition.

Pioneer TEC Head of Homes and Education closely linked with placing authorities will support a smooth transition plan and produce full reports which will inform stake holders of advice on each student's transition plan, including EHCP transference if student moves county.

11.3 Post 16 / Career Guidance

Pioneer TEC Post-16 provision is specifically designed to blend academic improvement with further consolidation of skills for life.

Students with more responsibilities (Pioneer TEC Junior Instructors) develop their independence both socially and academically through work experience opportunities with Phoenix Leisure and will have visited one or more colleges at least once.

They will produce a CV writing, practice interview techniques and application letters through PSHE.

Each timetable is tailored for the specific needs of the young person and builds on their existing strengths and is closely focused on building self-confidence and life skills alongside skills to learn, progress and achieve, educationally and socially in training, further education and employment.

12: MANAGEMENT, MONITORING AND EVALUATION

- Lead Teacher to work with the Pioneer TEC Manager/Headteacher and Pioneer TEC CEO in ensuring a broad curriculum and all assessment procedures are carried out
- to agree a sex education policy for the school;
- to ensure Emotional education is provided;
- to ensure the special educational needs policy is being carried out in identifying and helping students with special need
- to hear any complaints from parents, students and teacher concerning the curriculum and follow the complaint policy if needed
- to safe guard all students
- To discuss educational progress and issues on a weekly basis in the MDT meetings.

An annual review of the effectiveness of the curriculum regarding the progress of the students will be held under the guidance of the Pioneer TEC Manager/Headteacher.

Pioneer TEC Manager/Headteacher is responsible for the day-to-day decisions and delivery /management of the curriculum and of the school and reports to the Pioneer TEC Manager and Pioneer TEC CEO.

Pioneer TEC Manager/Headteacher will also ensure, so far as reasonable practicable, that the curriculum is free of partisan or politically prejudiced views, be this whilst education takes place on site or off site under school direction. It is also their responsibility to ensure the curriculum presents a balanced view of opposing views in lessons, lesson materials, and promotion materials as well as in extracurricular materials/ activities.

Appendix 1 – Supporting Guidance Documents

This policy sets out how Pioneer TEC will meet its duty to workers and all other interested parties working, studying or visiting Pioneer TEC.

If anyone wishes to seek further information or guidance, they can refer to the above documents / organisations and refer Resources and References web addresses highlighted below:

Reference and Resource:

Pioneer TEC policy links:

Complaints Policy

Assessment Policy

Behaviour Policy

RSE Policy

PSHE Policy

<https://www.gov.uk/government/collections/statutory-guidance-schools>