



Approval and review: Curriculum Policy

This policy is the responsibility of Julian Alsop

This policy was approved by Julian Alsop on 4th June 2024

This policy is due for review by June 2025



Policy Statement

Alternative provision is an educational provision for students who are unable to access mainstream education for several different reasons, or who are unsuited to the mainstream provision on offer. MIAG is an independent alternative education provider and recognises that there is a need to ensure that our curriculum is inclusive and accessible, and is rolling to provide opportunities all academic year, affording opportunities for all students to succeed. To facilitate this individual learning pathway, MIAG works closely with different schools, local authorities and other organisations to assist them in helping students who have struggled to reach their potential in their school-based environment to succeed.

MIAG recognises that there are different reasons that a student might be sent to us:

- The student's strengths are not being developed through the National Curriculum. Alternative provision recognises that students have different strengths and weaknesses, and that mainstream education is not suitable for some. The emphasis on vocational education that some alternative provision offers may be more attractive and suitable to some students.
- The student has had one or more fixed-term exclusions and is considered to be at risk of permanent exclusion from school. Alternative provision is seen as a desirable alternative to permanent exclusion for students and to encourage their continued inclusion in education.
- The student has not been attending school regularly and is therefore unlikely to achieve qualifications. Alternative provision offers a different setting with a broader choice of subjects for students which may encourage attendance. Alternative provision may provide a greater opportunity for a student to progress to a suitable post-16 pathway.

MIAG



Curriculum Aims

MIAG core aim is to deliver an engaging and challenging curriculum through outstanding teaching and creative learning opportunities for all our students. We work with our students to help them become confident and responsible members of MIAG and the wider community. We actively promote and incorporate the five main outcomes for “Every Child Matters” in all our teaching.

MIAG recognises the need for our students to get “real-world” experiences and skills to help them move forward in positive directions and our curriculum reflects this.

MIAG works primarily with students not suited to full-time mainstream school and our curriculum and flexible education package reflect this.

We work from the student’s current level not age-expected or school-expected; therefore, we offer a range of entry levels to Functional Skills Level 2 level study.

Students can attend MIAG for 1 day or up to 3 days if capacity allows work in small groups. We have a Construction School, Football Academy and Music workshops. They are also heavily involved in the MIAG Farm and many other community projects learning many transferable and practical mechanical/ Horticulture skills suitable for employment and further education.

Our English and Maths syllabus varies from Entry Level 1 Functional Skills Level 2 . We use the examination board and syllabus that the referral. We currently use NOCN for Functional Skills and Award in Skills for Employment, Training and Personal Development. We adhere to their syllabus and curriculum requirements to achieve the level of work. We do not use set year or age-related schemes of work (schemes of learning) because that has not worked for these students in mainstream; our approach is very student-centred. Therefore, working from the student’s current level with the aim of passing functional skills exams is the main aim and the appropriate syllabus and exam content will be consulted.

MIAG can be used as an external exam room for the students taking Exams reducing any anxiety and difficulties in getting the students to their referral school and it also means that we can monitor and keep them in their comfort zone to ensure the best outcomes for the students.

MIAG likes to challenge its students in both the workshop and the classroom. We aim to give our students all the skills they need to successfully progress on to further education and / or employment. We believe in transferable skills, flexibility in approach and hard work to develop and support our student’s potential, self-awareness and confidence.



We set our students up to succeed. All our students have equal access to PSHE workshops and sessions delivered in-house and by approved external providers.

Our learning day starts at 9.30am, although we encourage to allow time to change into provided PPE. We finish at 2.30pm.

Students will travel to and from MIAG in a variety of ways which will be indicated in the Student Registration Pack. It is vital that these arrangements are adhered to and any pickups / drop offs by taxis or personal transport must be on time. This will avoid any charges incurred by staff having to stay over their employed hours. Taxis must pick the students up at the back of the building by the bungalow so that staff can monitor students' comings and goings. This is also the designated entrance for all students. Any visitors must be signed in at the Bungalow.

English Language

Our English lessons develop students' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our students to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. We develop writing skills so that students have the stamina to express themselves in writing.

To support students in moving towards independent writing we provide a wide range of activities including use of film and imagery, guided writing exercises, self-critiquing and discussion. We encourage students to express and exchange ideas and develop a more sophisticated vocabulary. Handwriting and spelling skills are developed during every lesson. A range of extra activities are used to promote literacy within the PSHE and NOCN modules.

MIAG uses the assessment objectives (AO) as set by Ofqual and incorporates these objectives within the curriculum for each student to help them develop at their own speed and at their own level.

Functional Skills English Language Entry level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2 follows the NOCN syllabus using the Ofqual assessment criteria.

[11-10-07-functional-skills-criteria-for-english.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611111/11-10-07-functional-skills-criteria-for-english.pdf)

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Maths

Our students understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving across the curriculum. We build on skills and understanding in a step-by-step way to work towards Functional Skill assessment criteria.

MIAG uses the following assessment objectives for the maths curriculum:

- AO1 Use and apply standard techniques Students should be able to: accurately recall facts, terminology and definitions, use and interpret notation correctly, accurately carry out routine procedures or set tasks requiring multi-step solutions
- AO2 Reason, interpret and communicate mathematically Students should be able to: make deductions, inferences and draw conclusions from mathematical information, construct chains of reasoning to achieve a given result, interpret and communicate information accurately, present arguments and proofs, assess the validity of an argument and critically evaluate a given way of presenting information
- AO3 Solve problems within mathematics and in other contexts Students should be able to: translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes, make and use connections between different parts of mathematics, interpret results in the context of the given problem, evaluate methods used and results obtained, evaluate solutions to identify how they may have been affected by assumptions made.

[11-10-07-functional-skills-criteria-for-mathematics.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611111/11-10-07-functional-skills-criteria-for-mathematics.pdf)

Sciences

MIAG recognises the need that for students to have a full and engaging curriculum, science subjects will be explored. The mechanics and written mechanical modules support the science curriculum for students while other areas such as personal development plans, personal health and applied science can be incorporated into their work through PSHE and specific topic work.

PSHE and Enrichment

MIAG



PSHE workshops take place regularly and include all students. Some of these workshops lead to independent certification for their files. This includes but is not exclusive to:

- Drugs Awareness Workshop
- Sexual Health and Relationship Matters Workshops
- Money Matters Workshops
- Hate Crime
- Interview and Presentation Skills
- First Aid (3 years)
- Fire Extinguisher Use
- Gun and Knife Crime
- Law and Order (NOCN)
- Career Presentations

Every student, whatever days they attend MIAG has equal access to these workshops and where possible, reasonable adjustments are made. Y11's has access to Level 2 online work-related certificates such as Food Hygiene CSCS to assist with part time jobs and further steps.

The NOCN Entry Level Award in Skills for Employment, Training and Personal Development (Entry 3) is designed to provide an introduction to working in the following sectors: Animal Care, Business and Administration, Catering, Construction, Creative Skills, Hair and Beauty, Horticulture, Motor Vehicle and Cycle Maintenance and Sport and Leisure as well as more generic employability skills designed to build confidence for the workplace. The qualifications also contain units to address learners' needs in Personal Development, Vocational Support and Literacy and Numeracy