

## Cranbury College Curriculum Statement 2020/2021

### **Curriculum Intent**

Cranbury College is an AP (Alternative Provision) Academy, part of the Maiden Erlegh Trust, for young people in the Reading area, spanning Key Stages 1 to 5. Our curriculum intent is underpinned by the Therapeutic Thinking in Schools (TTS) approach and a trauma-informed perspective.

Our learners follow bespoke study programmes founded on core learning, and their individual aspirations. These programmes promote:

- Development of independent thinking, with the ability to question and argue rationally.
- Positive application to tasks and physical skills.
- Acquisition of relevant understanding, knowledge and the intellectual, moral, and social skills to allow them to thrive in a fast-changing world.
- Preparation for the opportunities, responsibilities and experiences of life in modern Britain, and an understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- Preparation for: a secure return to mainstream schooling; or further education; or employment via Apprenticeship, continuing to value education as a lifelong process.

It is our wholehearted belief that a great education is an intrinsic right for all young people - not a privilege.

### **Curriculum Implementation**

As an AP Academy, the Cranbury College curriculum does not have to precisely follow the National Curriculum, (see [DFE-00300-2013 Alternative Provision Statutory guidance for local authorities - January 2013](#)), as our learners arrive with a varied educational history, including:

- Recovering from the trauma of Permanent Exclusion;
- Have unintentionally excluded themselves from education;
- Cannot access mainstream school for medical reasons;
- Having complex social backgrounds and/or are LAC (Looked After Children); and
- Having a defined SEND or EHCP.

It should also be noted that learners can join the roll at Cranbury College, or be dual-rolled, at any time in an Academic Year, and can also temporarily move whilst remaining on roll (e.g. to “Guest” at a mainstream school), or permanently, at any time. This “Roll-on/Roll-off” requires flexibility.

Our curriculum implementation is based on the DfE requirements, for Key Stages 1 to 4, that:

- A) All pupils must receive full-time provision in total, whether in one setting or more, unless a pupil's medical condition makes full-time provision inappropriate – see the guidance document '[Ensuring a good education for children who cannot attend school because of health needs](#)' for further information.
- B) "Good alternative provision is that which appropriately meets the needs of pupils who require its use, and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances, or the settings in which they find themselves. Provision will differ from pupil to pupil, but there are some common elements that alternative provision **should** aim to achieve, including:
- good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications;
  - that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment;
  - improved pupil motivation and self-confidence, attendance and engagement with education; and
  - clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment. "

For Post-16 programmes, we follow the advisory guidance in [16 to 19 study programmes: guidance \(2019 to 2020 academic year\)](#) .

Teaching is facilitated in a variety of ways, to provide a Blended Curriculum. For example:

- Small class teaching at the Cranbury College site
- Virtual on-line learning using Microsoft Teams (to a group or as 1:1)
- 1:1 peripatetic teaching at home or suitable alternative venue
- Hospital teaching at the Royal Berkshire Hospital Children's Ward(s)
- Alternative Provision to meet specific requirements/opportunities

### **Curriculum Impact**

The anticipated impact of our curriculum is evidenced through academic progress and progress in soft skills that our learners are tracked against. We measure impact through core subject progress, plugging gaps in learning through learner participation (personalised learning checklists) and reintegration data. Our curriculum impact should identify that learners are more prepared for the next stage in their education whether this is reintegration to mainstream, change of placement to a special education school or an appropriate Key Stage destination.

**Contact:** Jane Lias (email: [J.Lias@maidenerleghtrust.org](mailto:J.Lias@maidenerleghtrust.org))

