

# Cranbury College Curriculum Statement 2023/2024

## **Curriculum Vision**

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 4. Our curriculum is designed to meet the unique needs of students who may have been excluded from mainstream education or face significant challenges.

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

- Inclusion and support: A safe and inclusive environment where students can feel supported, respected, and valued.
- Personalised learning: A tailored curriculum that addresses the individual needs, abilities and interests of each student, allowing for a scaffolded approach and a successful pathway.
- Social and Emotional Development: Opportunities to develop social and emotional skills, including resilience, self-regulation, and conflict resolution.
- Core Skills: Essential academic skills in subjects such as English, math, and science to improve their prospects.
- Vocational and Life Skills: Preparation for future employment or further education by offering vocational course and practical life skills.
- Positive Behaviour and Well-being: Positive behaviour, self-esteem, and mental well-being through pastoral care and therapeutic support.
- Reintegration: Successful reintegration into mainstream education or transition to further education, training or employment.
- Community Engagement: Engagement with families, local communities, and relevant agencies to provide a holistic support network.
- Monitoring and Evaluation: Regular assessment and adaptation of the curriculum to ensure it meets students' changing needs and maximises their progress.
- Equal Opportunities: All students, regardless of their background, have equal access to educational opportunities and support.

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.

At **Cranbury College Primary**, our curriculum offer will include:

Reading, writing and maths taught in small groups or 1:1 in order to meet the needs of the children. These lessons are mainly taught in the classroom however, lessons can be taught in a variety of settings which best suits the learning style of each student.

Phonics is taught through Read, write inc. Due to the majority of schools following this scheme in Reading we hope to continue the consistency of teaching and learning when children come to us. Phonics is split up into smaller sections throughout the day to help with engagement.

We have a variety of levelled reading books to teach reading and help develop the love of reading. Children who have moved on from phonics will be assessed using NGRT. We will use books that are of interest to the individual to encourage reading. We use a variety of resources/ different reading materials to engage children in reading.

Maths is taught following the White Rose scheme which works alongside the National Curriculum. We will identify gaps in knowledge and use a variety of strategies to fill these. We ask schools for assessments however, often children have not engaged in their school and assessments are out of date.

We design a weekly timetable that is varied and use outside agencies to support. These consist of:

- Massage
- Music therapy
- Swimming

We use different alternative provisions and companies in order to offer a wider range of learning. These include:

- Reading Football Club
- Boxing
- Gardening at MERL
- Brickies (Lego construction)
- Autoskills (mechanics programme)
- Reading Play (team building and self-esteem raising)
- Readipop

A broad and balanced curriculum with a variety of core and foundation subjects:

- Cooking
- Art
- Science
- IT
- DT
- History
- Geography
- Music
- Personal development
- Sport
- A variety of off-site enrichment trips and visits

We are constantly looking for new and exciting opportunities to engage our students.

At **Cranbury College Secondary**, our curriculum offer will include:

Core Subjects:

- English Language and/or literature
- Mathematics
- Science
- Phonics programmes including Read, Write, Inc and Fresh Start
- Citizenship and PSHE (Personal, Social, Health, and Economic Education)

Vocational and Practical Courses:

- Vocational qualifications (e.g., BTECs)
- Practical skills training (e.g., cooking, life skills)

Personalised Learning:

- Individual learning pathways for each student
- Small class sizes to provide focused attention

Therapeutic and Support Services:

- Mentoring
- Mental health support
- Animal assisted therapy

Life Skills and Employability:

- Financial literacy
- Job readiness and employability skills
- Work experience

Physical Education and Well-being, including outdoor activities:

- Physical education
- Promoting healthy lifestyles and fitness
- Outdoor and adventure activities
- Environmental education

Personalised Assessment:

- Continuous assessment to track progress
- Alternative assessment methods, including project-based learning

Transition Support:

- Preparation for reintegration into mainstream education or transition to post-school opportunities
- Careers guidance and planning

Parent and Community Involvement:

- Family support and engagement
- Collaboration with local organisations, educational establishments and employers

Restorative Practices:

- Conflict resolution and restorative justice approaches
- Building a positive and supportive school culture

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

At **Cranbury College, Hospital Teaching Service**, our curriculum offer will include:

One-to-one teaching offered from the first day of their stay in hospital for all patients admitted who are of school age from EYFS through to Year 13.

Staff who are trained to teach a wide range of subjects, with the main focus of teaching being on English, Maths, Science, Reading and Art.

Staff who are also trained to work with children and young people of all abilities including those with complex special needs.

A team who works alongside parents, carers and the child's registered school to ensure the curriculum being provided is relevant, covers missed learning and is challenging.

Personalised curriculums and pathways created for long-stay patients in partnership with the Play Team and the child's home school, to ensure all areas of the curriculum are taught whilst ensuring they are receiving daily therapeutic input.

All patients being able to access a Music Specialist twice a week.

### **Curriculum Impact**

The impact of our curriculum is assessed through various measures to determine how well it meets the intended vision and benefits our students. Regular assessment and data analysis are essential to gauge the effectiveness of the curriculum in achieving its intended outcomes and making necessary adjustments to improve student outcomes. A holistic approach to the impact of the curriculum for our students is essential to ensure that all learners are achieving their full potential at all stages of their educational journey and beyond.

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