

Curriculum Statement

Introduction

The Path4 Alternative Provision curriculum is designed with a deep understanding of our students' unique needs. A "broad and balanced" curriculum encompasses more than just the scheduled subjects; it includes the overall holistic experience of each student. This extends to the "hidden curriculum," such as extracurricular activities, trips, career workshops, behavioural expectations, tolerance for others, and promoting good mental health. The curriculum offers a diverse range of cultural opportunities to enhance students' cultural capital, broadening their horizons. We recognise the importance of a wide vocabulary and strong reading skills for our students to access all areas of the curriculum. Our curriculum aligns with our vision and values, ensuring that every student, regardless of their background, has access to an engaging and inspiring education that prepares them for society and success in life and work. This curriculum has been reviewed with input from senior leaders, middle leaders and teachers.

Intent

Path4 Alternative Provision offers an outstanding holistic approach to education for all students. Our vision, "Educate. Empower. Inspire," is rooted in a commitment to helping students achieve the highest levels of personal development, creativity, and academic success. The provision provides a warm and caring environment that nurtures our values of respect, aspiration, and positivity, building students' self-esteem. This foundation enables students to engage deeply with the curriculum, fostering a genuine love of learning. As 21st-century citizens, students are encouraged to collaborate and take control of their own education, developing the independence essential for lifelong learning. Path4 is an inclusive provision that meets the needs of every student, supporting them in fulfilling their ambitions and reaching their potential, regardless of their background, special needs, or disabilities.

Our curriculum emphasizes core subjects like English, Maths, Functional Skills, Science and PSHE with a strong emphasis on British Values. Additionally, we are sports-led, offering qualifications like FA Level 1 and various other sports-related certifications with opportunity to progress onto local Taekwondo, boxing and football clubs. We also provide vocational training in motor mechanics and servicing Level 1, hairdressing, and construction, along with work experience in local businesses. To accommodate individual needs, we offer tailored programs ranging from 6-week courses to full-year programs, ensuring every student receives the support and education they require.

Implementation

The curriculum journey at Path4 spans from Year 7 to Year 11. We aim to develop a broad, rich, and rigorous curriculum that challenges all students across school. Our teachers receive regular training to enhance their pedagogy and expertise, with the goal of "Educate. Empower. Inspire" embedded in their annual performance management appraisals. Core subjects are taught in ability sets, while other subjects are taught in mixed-ability groups, with differentiation to ensure all students are challenged appropriately. High-quality teaching is our top priority, and senior leaders' quality-assure the schemes of work to ensure depth of knowledge at Key Stage 3, which builds a strong foundation for progression into Key Stage 4.

Our rigorous quality assurance system includes monitoring the "planned curriculum" through book checks and lesson observations, ensuring students remember what they've been taught. We continuously assess student progress, using data to address learning misconceptions and target interventions. Our aim is for students to leave Path4 as well-rounded individuals with excellent examination results, particularly in GCSE English and Maths, enabling them to succeed in their future endeavours. Ultimately, we strive to support students in reintegrating back into mainstream school whenever possible, ensuring they are equipped with the skills and confidence to thrive in that environment.

Year-by-Year Curriculum Breakdown

Years 7 and 8

- Subjects: Maths, English, Functional Skills, Science, PSHE with emphasis on British Values, Sport, History, Geography, Art, Photography, Music
- Project-Based Learning: Incorporates business, languages, and life skills

Year 9

- Subjects: Maths, English, Functional Skills, Science, PSHE with emphasis on British Values, Music, Media, Sport, Food, History, Geography, Business, Art, Enrichment Activities

Years 10 and 11

- Core Subjects: GCSE English Language and Literature, GCSE Mathematics, Functional Skills, Science, PSHE with emphasis on British Values
 - Vocational Options: Motor Mechanics and Servicing Level 1, Hairdressing, Construction
 - Sports Qualifications: FA Level 1 and various other sports-related certifications
- Students also have the opportunity to attend college courses one day a week, earning additional qualifications such as:
- City & Guilds Level 1 Award in an Introduction to the Hair and Beauty Sector (QCF)
 - Multi-Skills (City & Guilds Level 1 Award in Construction Skills (QCF))
 - ABC Level 1 Award in Motor Vehicle Studies

Enrichment Activities

Every Friday afternoon, students choose from various enrichment activities including, but not limited to, football, gym, music, food, and ice skating.

Impact

Path4 evaluates the impact of our education by focusing on what students have learned. Our goal is for students to leave the academy with the confidence and intelligence to thrive. By knowing our students individually, we provide tailored curriculum and career guidance throughout their time with us. We expect all students to achieve the grades necessary to progress to their desired destinations and to possess the character needed to excel once they get there. By teaching our curriculum effectively and delivering education with character, we bring out the best in everyone. Summative assessments, based on national standards, take place each half term, allowing students to demonstrate their growing understanding and teachers to assess the impact of their instruction. Formative assessments are used regularly to ensure all students, including disadvantaged students and those with SEND, acquire the knowledge they need to succeed in life.

Signed:

Moinul Islam

Position: Head of center

Date: 20/07/2024

Signed:

ALAUH RAHMAN

Position: Head of Operations

Date: 20/07/2024

To be reviewed annually.