

POST 16 CURRICULUM POLICY



Policy version control sheet

Date of Policy	October 2020
Next review date	September 2022 or earlier if required
Name of originator	
Approved by	
Date of approval	
Target Audience	Staff Referring authorities Parents and carers Regulatory bodies
Links to other policies	See all Education Policies

Changes to previous version

Reviewed Oct 2020: Minor change to point 3.4 Core Subjects policy replaces individual Maths and English policy references.

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1 Introduction

- 1.1 At 3 Dimensions we offer a Post 16 provision where pupils continue to follow a highly personalised curriculum. Core curriculum subjects are the same as in the Key Stage 3 and 4 and also include work related learning:
- PSICHE
 - English
 - Maths
 - ICT
- 1.2 An increasing emphasis is learning and applying skills in the community; daily living and home skills.
- 1.3 At 3 Dimensions School every child matters. We provide challenging, motivating and stimulating learning opportunities which enhance success and personalise the students learning. We focus on positive emotional health and well-being to ensure success for each pupil.
- 1.4 Our Post 16 students are encouraged to develop educationally; emotionally and socially through a personalised curriculum that aims to prepare students for life after school.

Aims

- 1.5 The aims of our Post 16 curriculum are:
- To motivate our students to engage with the learning process
 - To encourage students to explore and embrace new experiences
 - To deliver a core curriculum of functional skills enabling students to use and apply the knowledge they acquire
 - To enable our pupils to learn and develop their skills to the best of their ability
 - To promote a positive attitude towards learning, so that our pupils enjoy coming to school and acquire a solid basis for lifelong learning
- 1.6 To enable pupils to be creative and develop their own thinking
- To enable pupils to develop the requisite life and social skills in order to attain independence
 - To enable our pupils to develop the skills and knowledge required to be positive world citizens in our society

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- To enable our students to develop respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To ensure learning occurs throughout the day, life skills and community participation skills are fundamental parts of our curriculum
- To encourage pupils to accept responsibility for their behaviour
- To enable our pupils to acquire a respect for their own and other cultures

2 Organisation and Planning

2.1 The curriculum is individualised for each student ensuring that each student receives an education that is meaningful; accessible and motivating.

2.2 Teaching and learning takes place within a school-wide ethos of a personalised curriculum, therapeutic intervention using the methodology of positive behaviour support. The contexts for teaching and learning are flexible; the use of a range of learning environments being carefully planned in order to give each pupil the best learning potential. Contexts may include: school; an additional educational placement; care home; Reach, outdoor education; RAFT (Refugee Aid from Taunton, OPEN DOOR (Homeless Shelter); Forest school and the local community. Learning is planned to support all learners to:

- See the relevance of the curriculum to their own experiences and aspirations
- Have sufficient opportunity to succeed in their learning to the highest standard
- Develop self-esteem and enable students to have confidence in their abilities
- To develop independence skills
- To prepare students for the transition into the next stage of their lives

2.3 3 Dimensions offer ASDAN Towards Independence modules; A Diploma in Life Skills or other relevant short courses. OCR Functional Skills Qualifications in Maths, English and ICT. These enable our students to develop a range of essential skills that underpin success in employment, lifelong learning and personal development. We encourage our students to demonstrate and apply new skills in ways that are appropriate to their individual abilities.

2.4 Pupils are supported to access local college placements. 3 Dimensions School works in partnership with these colleges to ensure the placement is successful for the

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students and ensure a consistent and cohesive approach that enables students to attain.

- 2.5 3 Dimensions works in partnership with Careers Southwest to ensure all students receive good, impartial careers advice and information. We offer a curriculum that allows the students to learn through a range of work related activities; promotes a positive work ethos and attitude to further education; that widens students' knowledge of different jobs and workplaces and develops key work skills.
- 2.6 All pupils are given the opportunity to engage in work experience.

3 Assessment and Reporting

- 3.1 Assessment is an essential part of the teaching process. Regular assessments are made of pupils work to establish levels of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils and the Education Manager uses it to monitor how effective the teaching and curriculum is.
- 3.2 We regularly assess and evaluate the success/outcomes of the approach stated in the policy in order to maintain its effectiveness and currency.
- 3.3 Record-keeping and assessment procedures are defined in the Assessment Policy.
- 3.4 Also see:

3 Dimensions School Mission Statement

PSCHE Policy

Curriculum Policy

Community Cohesion policy