



Redbridge Alternative Provision

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2018-2019

Curriculum Intent & Implementation Statement

Our curriculum provides a broad range of experiences for our pupils:

RAP believes that our high quality, broad and balanced curriculum provides our young learners with motivation, aspiration and opportunity. Our pupils' backgrounds, their experiences of mainstream school and the inclusive ethos at RAP provide additional drivers that underpin all areas of our curriculum. These drivers are renewed annually to ensure that our curriculum provision is malleable and responsive to the changing context of the local, national and global community that we live in as well as taking into account the specific needs of our young people. Our planning drivers for 2018-2019 are explained below:

- **Engagement with Learning** - Our curriculum aims to re-engage learners who have become disconnected from their education
- **Resilience** – this helps children build perseverance, stamina and independence with which to deal with life's obstacles
- **Aspiration** – this helps our children to build aspirations and know what is possible for them beyond school

Our plan is to offer an engaging range of experiences that support our students in achieving their best in every area of the curriculum and equipping them for ongoing learning opportunities whether that be a return to mainstream education, further education, apprenticeship or employment.

Our curriculum provides appropriate balance:

At Redbridge Alternative Provision we believe in providing a safe and stimulating environment that enables every child to achieve their best by overcoming barriers to learning so that they can be confident and feel the lifelong benefit of their accomplishments. **This is our vision** and we believe that a positive partnership between teachers, parents and carers, children and a growing range of outside agencies will help us to achieve our vision.

Our curriculum therefore gives pupils an excellent mix of academic and personal development; it gives equal importance to core and foundation subjects; physical wellbeing and mental wellbeing are both valued, understood and prioritised by our careful consideration of curriculum design. The philosophy of our curriculum is underpinned through a balance between knowledge base provision coupled with developing the skills and mind-set to acquire that knowledge.

Spiritual, moral, social and cultural development, along with a well-planned and structured programme of personal development, underpins all of our work and is embedded within our curriculum. We carefully balance the requirement for pupils to reach national expectations in core subjects with our wider curriculum aims of providing a full spectrum of thoughtful and enriching experiences to develop the 'whole' child. As a result our pupils thrive.