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Helping Youth & Community from Start to Finish

## Alternative Provision Curriculum Policy 2021-2022

<b>Approved By:</b>	<b>Adrian Woods</b>
<b>Date:</b>	<b>1/09/2021</b>
<b>Next Review Due By:</b>	<b>31/08/2022</b>

## Policy Statement

Alternative provision is an educational provision for students who are unable to access mainstream education for a number of different reasons, or who are unsuited to the mainstream provision on offer. OnTrak is an independent alternative education provider and recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. To facilitate this individual learning pathway, OnTrak works closely with different schools, local authorities and other organisations to assist them in helping students who have struggled to reach their potential in their school-based environment to succeed.

OnTrak recognises that there are different reasons that a student might be sent to us:

- The student's strengths are not being developed through the National Curriculum. Alternative provision recognises that students have different strengths and weaknesses and that mainstream education is not suitable for some. The emphasis on vocational education that some alternative provision offers may be more attractive and suitable to some students.
- The student has had one or more fixed-term exclusions and is considered to be at risk of permanent exclusion from school. Alternative provision is seen as a desirable alternative to permanent exclusion for students and to encourage their continued inclusion in education.
- The student has not been attending school regularly, and is therefore unlikely to achieve GCSEs. Alternative provision offers a different setting with a broader choice of subjects for students which may encourage attendance. Alternative provision may provide a greater opportunity for a student to progress to a suitable post-16 pathway.

## Curriculum Aims

OnTrak's core aim is to deliver an engaging and challenging curriculum through outstanding teaching and creative learning opportunities for all our students. We work with our students to help them become confident and responsible members of OnTrak and the wider community. We actively promote and incorporate the five main outcomes for "Every Child Matters" in all of our teaching.

OnTrak recognises the need for our students to get "real-world" experiences and skills to help them move forward in positive directions and our curriculum reflects this.

Our charity works primarily with students not suited to full-time mainstream school and our curriculum and flexible education package reflect this. We work from the student's current level not age-expected or school-expected; therefore, we offer a range of entry levels to GCSE level study. Each student has 1-2-1 sessions in English and Maths and works in small groups in the workshop. They are also heavily involved in the OnTrak Bike Shed and many other community projects learning many transferable and practical mechanical skills suitable for employment and further education.

Our English and Maths syllabus varies from Entry Level 1 Functional Skills to GCSE level if appropriate. We use the examination board and syllabus that the referral school favours for example AQA and EdExcel. We currently use NOCN for Functional Skills and the Motor Mechanics certificate. We adhere to their syllabus and curriculum requirements to achieve the level of work.

OnTrak is used as an external exam room for the students taking GCSE's reducing any anxiety and difficulties in getting the students to their referral school and it also means that we can monitor and keep them in their comfort zone to ensure the best outcomes for the students.

OnTrak likes to challenge its students in both the workshop and the classroom. We aim to give our students all the skills they need to successfully progress on to further education and / or employment. We believe in transferable skills, flexibility in approach and hard work to develop and support our student's potential, self-awareness and confidence.

We set our students up to succeed.

All our students have equal access to PSHE workshops and sessions delivered in-house and by approved external providers.

## **English Language**

Our English lessons develop students' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our students to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. We develop writing skills so that students have the stamina to express themselves in writing. To support students in moving towards independent writing we provide a wide range of activities including use of film and imagery, guided writing exercises, self-critiquing and discussion. We encourage students to express and exchange ideas and develop a more sophisticated vocabulary. Handwriting and spelling skills are developed during every lesson. A range of extra activities are used to promote literacy within the PSHE and mechanic modules.

OnTrak uses the assessment objectives (AO) as set by Ofqual and incorporates these objectives within the curriculum for each student to help them develop at their own speed and at their own level.

The classroom work and exam preparation will measure how students have achieved the following assessment objectives:

- AO1: Read, understand and respond to texts. Students should be able to:
  - maintain a critical style and develop an informed personal response
  - use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

For more information about the curriculum specification see the [English Language specification](#).

OnTrak encourages literacy and reading for pleasure; and should the English Literature curriculum be suitable for a student at OnTrak then the classroom boasts a variety of set texts and anthologies to allow more personal choice in the students learning. See the [English Literature specification](#) for further information on the assessment objectives followed.

Functional Skills English Language Entry level 1, Entry Level 2, Entry Level 3, Level 1 and Level 2 follows the NOCN syllabus using the Ofqual assessment criteria. Click here for the full [Functional Skills English specification](#).

## Maths

Our students understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving across the curriculum. We build on skills and understanding in a step-by-step way to work towards the GCSE and Functional Skill assessment criteria.

OnTrak uses the following assessment objectives for the maths curriculum:

AO1 Use and apply standard techniques Students should be able to: accurately recall facts, terminology and definitions, use and interpret notation correctly, accurately carry out routine procedures or set tasks requiring multi-step solutions

AO2 Reason, interpret and communicate mathematically Students should be able to: make deductions, inferences and draw conclusions from mathematical information, construct chains of reasoning to achieve a given result, interpret and communicate information accurately, present arguments and proofs, assess the validity of an argument and critically evaluate a given way of presenting information

AO3 Solve problems within mathematics and in other contexts Students should be able to: translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes, make and use connections between different parts of mathematics, interpret results in the context of the given problem, evaluate methods used and results obtained, evaluate solutions to identify how they may have been affected by assumptions made.

For further information on the [maths assessment objectives, click here](#).

Click here for the full [Functional Skills Maths specification](#).

## Sciences

OnTrak recognises the need that for students to have a full and engaging curriculum, science subjects will be explored. The mechanics and written mechanical modules supports the science curriculum for students while other areas such as personal development plans, personal health and applied science can be incorporated into their work through PSHE and specific topic work. These topics and subject areas will be suitable for the student to undertake an Entry Level to Level 1 Applied Science certificate. For more information on the science specification that the OnTrak curriculum supports, [click here](#).

## PSHE

PSHE workshops take place fortnightly and include all students. Some of these workshops lead to independent certification for their files. This includes but is not exclusive to:

- Drugs Awareness Workshop
- Sexual Health and Relationships Workshops
- Money Matters Workshops
- Interview and Presentation Skills
- First Aid (3 years)
- Fire Extinguisher Use

- Gun and Knife Crime
- Law and Order (NOCN)
- Career Presentations

Every student, whatever days they attend OnTrak, has equal access to these workshops and where possible, reasonable adjustments are made.

### **NOCN Level 1 Motor Vehicle Maintenance and Repair**

This qualification introduces the student to mechanics where bikes, go karts and classic cars are fixed, restored and parts fabricated on-site. This is a mixture of written module work (20%) and practical hands-on experience in the workshop (80%). The students cover a variety of modules giving them employable skills, transferable skills and experience in real working environment. These skills are all part of the student’s journey towards preparation for work.

<b>UNIT 1</b> HEALTH & SAFETY IN THE WORKPLACE <b>(1)</b>  M/505/0461	<b>UNIT 2</b> WORK EXPERIENCE <b>(1)</b>  F/505/0464	<b>UNIT 3</b> YOUNG PEOPLE, LAW AND ORDER <b>(3)</b>  K/505/3679	<b>UNIT 4</b> INTRODUCTION TO MOTOR VEHICLE MAINTENANCE AND REPAIR <b>(3)</b>  K/505/0605	<b>UNIT 5</b> INTRODUCTION TO VEHICLE VALETING <b>(4)</b>  J/501/7028	<b>UNIT 6</b> CHECKING AND MAINTAINING TYRE PRESSURE AND TREAD <b>(1)</b>  D/505/0603	<b>UNIT 7</b> TOOLS, EQUIPMENT AND MATERIALS FOR VEHICLE MAINTENANCE <b>(4)</b>  H/506/8066	<b>UNIT 8</b> IDENTIFICATION OF BASIC INTERNAL AND EXTERNAL CAR PARTS <b>(3)</b>  H/505/0604	<b>UNIT 9</b> INTRODUCTION TO VEHICLE WHEELS AND TYRES <b>(2)</b>  H/501/7022	<b>UNIT 10</b> INTRODUCTION TO VEHICLE TECHNOLOGY AND WORKSHOP METHODS AND PROCESSES <b>(6)</b>  L/502/1646	<b>UNIT 11</b> VEHICLE BRAKING SYSTEMS, COMPONENTS AND MAINTENANCE <b>(4)</b>  K/506/8070	<b>UNIT 12</b> ROUTINE VEHICLE MAINTENANCE <b>(4)</b>  J/600/3303
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## EXAMPLE TIMETABLE

DAYS	9 – 10.30am	10.30-11am	11am – 12.30pm	12.30-1pm	1 – 2.15pm	2.15-2.30pm	2.30-3pm
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### STUDENT ATTENDING ONE DAY

M, T, W, Th	Workshop	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop
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### STUDENT ATTENDING TWO DAYS

M, T, W, Th	Workshop	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop
M, T, W, Th	Workshop	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop

### STUDENT ATTENDING THREE DAYS

M, T, W, Th, Fr	Workshop	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop
M, T, W,	English / Maths	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop
M, T, W,	Maths / English	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop

### STUDENT ATTENDING FOUR DAYS

M, T, W, Th	English / Maths	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop
M, T, W, Th	Maths / English	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop
M, T, W, Th	Workshop	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop
M, T, W, Th, Fr	Workshop	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop

### STUDENT ATTENDING FIVE DAYS

M, T, W, Th	English / Maths	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop
M, T, W, Th	Workshop	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop
M, T, W, Th	English / Maths	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop
M, T, W, Th	Maths / English	BREAK	Module Work	LUNCH	Workshop	BREAK	Workshop
FRIDAY	TRACK	TRACK	TRACK	TRACK	TRACK	TRACK	TRACK

## Community Work

OnTrak is a unique independent alternative provision and children's charity. Our charitable aims target improving economic lifestyles through tackling poverty, encouraging health and wellbeing through our bike project and working with our young people and communities throughout the UK. OnTrak is an extremely busy and active charity where our students are at the forefront of our charitable works. This in turn gives them real transferable skills, helps them develop soft skills like organisation, communication skills and managing tasks- all helping them to be prepared for work.

For more information about this side of OnTrak, go onto the website or contact us to discuss.

## Admissions Policy

OnTrak recognises that students attend alternative provision for different reasons. We also recognise that each situation must be assessed on its own circumstances; each student's individual reactions and needs must be taken fully into account. We cannot have 'standard procedures' for all students that attend OnTrak. Where we have concerns about the behaviour of a student, we will communicate these concerns to the SLT / SEND / Pastoral / staff / other to discuss the best course of action and to record behaviours and concerns. We will consider requesting an emergency annual review or interim/emergency review.

OnTrak receives its students ONLY through referral from a school, LA, virtual school and care home charged with finding an education placement. OnTrak currently deals with boys but have taken girls on an individual basis through assessment and the needs of the student. We currently have up to 12 students per day at any one time to allow staff to give each student the time and support as it is needed. We accept students with EHCP's but as stated, OnTrak's busy workshop environment must be suitable for the student to ensure that everyone feels safe and secure in this learning environment.

For our expected behaviours, student code of conduct and exclusion policy, see our [Behaviour Policy](#).

Everyone is welcome to attend OnTrak (see our [Equality, Diversity, Inclusion and Cohesion Policy](#)) and each student is given the tour with their supporting adults and they can decide if they want a placement at OnTrak – the decision is entirely made by the student. If there is no space, that student will be put on our waiting list and the referee will be contacted with regards to a start date when a space becomes available.

Student registration packs and Service Level Agreements (SLAs) must be completed and signed BEFORE a student can start their placement.

OnTrak is an independent alternative provision and the Head of Centre is at liberty to refuse a student a placement should that student present certain behaviours outlined within the Behaviour Policy.