



Alternative Provision Curriculum Overview 2025 - 2026



Blueprint



Chiltern
**Skills &
Enterprise
Centre**



**The
Wycombe
Grange**

Aspire

Alternative Provision Curriculum Overview

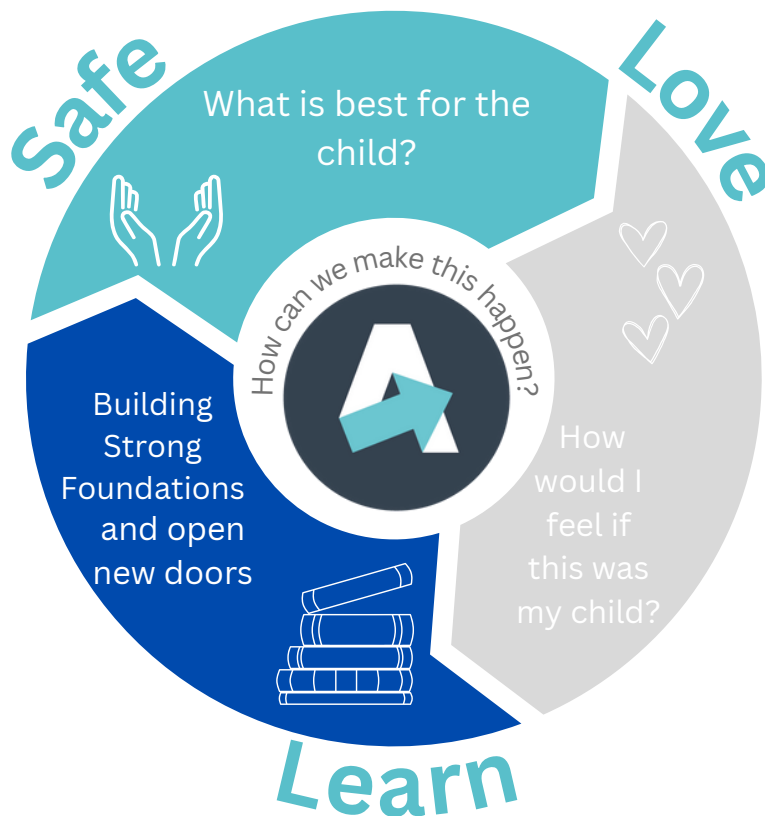
Our Vision

The curriculum taught at our Alternative Provision sites ensures that students are safe, loved, and learning and that they are working towards a transition into a positive destination.

Aspire's vision is to support young people, whatever their background and circumstances, to: **Build strong foundations, and open new doors.** We are led in everything we do by two 'red thread' questions: **"what is best for the child?"** and **"how can we make that happen?"**

We encourage staff to always reflect on these questions and to always ask themselves: **"how would I feel if this was my child?"**

OUR VISION



Curriculum entitlement

The curriculum at our Alternative Provision sites is designed to meet the needs of the different cohorts we cater for.

We have pupils who arrive with us, who are:

- On 12 week preventative placements. These pupils are normally in Key Stage 3 and the aim of the curriculum offered is to ensure a successful reintegration back into their mainstream school.
- Permanently excluded pupils who may require a longer curriculum offer. The aim at both Key Stages is always to prepare the students for an onward destination, be that to a different mainstream school or on to a post-16 pathway.



Alternative Provision Curriculum Design

The Beauty of the Curriculum

At our Alternative Provision sites, we believe that a curriculum should not only educate but also inspire. The beauty of our curriculum lies in its capacity to spark curiosity, foster joy and cultivate a deep appreciation for learning. We design learning experiences that are rich in wonder, creativity and purpose — rooted in real-life relevance and taken further with imagination and expression. Our curriculum celebrates:

- **Creativity and Expression** – through Art, Food tech and Outdoor Education.
- **Connection with Nature** – learning about the outside and being able to understand our place in the natural world, through bushcraft lessons.
- **Diversity of Experience** – through PSHE exploring different cultures, histories, perspectives, ideas and challenging the stereotype.
- **Moments of Awe and Wonder** – seeing Science in action, encountering great literature, or experiencing something for the first time

We believe beauty exists in relationships, in growth and in the journey each pupil takes. Our curriculum is not just about what is learned — it is about how it feels to learn and to belong.

The Human Benefits of the Curriculum

Our curriculum is designed not just to educate minds, but to nurture whole people. At Aspire, we recognise that education must serve the human development of every learner — socially, emotionally, morally and relationally. The human benefits of our curriculum include:

- **A restored sense of self-worth** – helping pupils see themselves as capable, valued and important
- **Emotional literacy and resilience** – equipping learners to understand and manage their emotions
- **Strong, trusting relationships** – fostering connection with adults and peers through consistent, caring interactions
- **A sense of belonging** – cultivating safety, identity and community within the school environment
- **Voice and agency** – enabling pupils to make choices, express views and shape their learning journey
- **Hope and aspiration** – igniting belief in future possibilities, no matter the past

Through these outcomes, our curriculum becomes a vehicle not only for academic achievement, but for identity-building and personal transformation.



Powerful Knowledge

At Aspire, we believe in the transformative power of knowledge. Our curriculum ensures that all pupils, regardless of prior experience or need, have access to the **powerful knowledge** they need to make sense of the world and thrive within it. Powerful knowledge refers to concepts and understandings that go beyond everyday experience, enabling pupils to:

- Think critically and abstractly
- Access wider cultural and academic conversations
- Understand the world through different disciplines
- Build a strong foundation for future learning and life choices.

Our long-term curriculum plans explicitly identify the powerful knowledge in each subject area. This allows us to:

- Sequence content in a meaningful and developmentally appropriate way
- Build conceptual understanding over time
- Reinforce key ideas through retrieval and application
- Ensure coherence and ambition across subjects.

In doing so, we open up access to the best that has been thought, said, created and discovered — ensuring that all pupils are equipped not just for exams, but for a richer, more informed life.



Intent

At Aspire, our focus is on:

- the need to prioritise work around pupils' personal development and reading. We view reading as a gateway to accessing the whole curriculum.
- strategies for pupils to find their voice in positive ways, understand their past and rewrite their story for a positive future.
- the knowledge and skills that pupils on a particular pathway need to be successful.
- what pupils will take away with them. This may be very different for a pupil on a preventative 12-week placement compared to a student completing a 2-year GCSE course with us.
- clear sequencing of content where knowledge and skills build on what has been taught before, enabling students to know more and be able to do more.
- clarity around how the curriculum identifies and addresses gaps in knowledge and skills.
- high aspirations for all our pupils and fostering a culture of high challenge.



Implementation

The implementation of the curriculum at Aspire is reliant on:

- carefully constructed 5 year plan for all subjects (Year 7 to Year 11).
- baseline assessments for every student within 2 weeks of starting. We use Century Tech for core subjects and subject specific baselines for non-core subjects.
- high-quality teaching and learning alongside targeted interventions. Teachers present information clearly, check for understanding, ensure concepts are embedded in students' long-term memory and give high-quality feedback.
- staff creating the conditions for 'beautiful work' to occur which allows students to show the progress they are making with us.
- adaptive approaches that ensure all pupils thrive, both with us and when they leave us.

Please see our Feedback and Assessment Policy for further information around our expectations for showing and reporting pupil progress.

At Aspire, we have 4 interwoven pillars:

1. Literacy as Access

We prioritise literacy as the foundation for all learning, with:

- Targeted phonics and inference support where appropriate.
- Reading for pleasure, topic reading and reading to learn.
- Vocabulary-rich classrooms and explicit language instruction.
- Written expression across subjects.
- Use of assistive technology to support access and expression.

2. Personal Development as Core Curriculum

Personal development is woven through every aspect of the school day. We describe every teacher as a 'teacher of personal development'. We ensure:

- High-quality PSHE aligned with the PSHE Association and SMSC framework.
- Careers, aspirations and independence learning.
- Daily therapeutic and relational practice (e.g. ELSA, SALT and Emotion Coaching techniques).
- Explicit teaching of emotional literacy, resilience and communication.
- Opportunities for cultural enrichment and pupil voice.
- Structured wellbeing activities and check-ins.



3. A Strong Academic Core

We offer a broad and balanced curriculum across KS3 and KS4:

Key Stage 3

Key Stage 3 students, who are on 12 week preventative placements, follow our Finding My Voice (FMV) programme alongside access to core and non-core subjects. This is a full time transformational curriculum designed to change lives. This is a unique approach to supporting young people that will enable them to change their own narrative and the narrative others have of them. This transformational growth in young people will enable them to go back to mainstream with an understanding of self, and give them the tools to communicate what they need to flourish.

Key Stage 3 single registered students still have access to the FMV principles and benefits, but follow a slightly amended offer which includes more time in core and vocational subjects.

Key Stage 4

At Aspire, we offer GCSE and Functional Skills courses. We believe that 'currency' is of real value to our students. That is why we always talk about our **'Magic 5'**. We want all students to leave with at least 5 good qualifications.

In our Alternative Provision sites this looks like:

- English Language, Maths and Science
- Two further qualifications from a choice of English Lit, Art, PSHE (Gateway), Food Tech, Construction, Music, Mechanics, PE, Hair and Beauty and Statistics



A full list of the qualifications offered at Aspire is set out below:

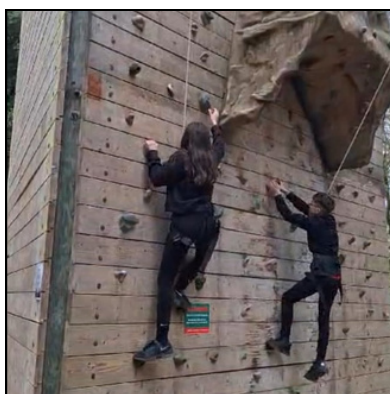
Board	Qualification Name	Qualification Type
Pearson	Entry Level English 1, 2 and 3	Entry Level
Pearson	Functional Skills English Levels 1 & 2	Functional Skills
AQA	English Language	GCSE
AQA	English Literature	GCSE
Pearson	Entry Level Maths 1, 2 and 3	Entry Level
Pearson	Functional Skills Maths Levels 1 & 2	Functional Skills
AQA	Maths	GCSE - Foundation or Higher
AQA	Statistics	GCSE - Foundation or Higher
Pearson	Entry Level Science 1, 2 and 3	Entry Level
AQA	Combined Science	GCSE - Foundation or Higher
WJEC/Eduqas	Art, Craft, and Design	GCSE
WJEC/Eduqas	Photography	GCSE



Board	Qualification Name	Qualification Type
WJEC/Eduqas	Short Course PE	GCSE
Pearson	Home Cooking Skills	BTEC Level 2 Award
Gateway	Applied Science and Technology	Level 2 Certificate
Gateway	Personal Wellbeing	Level 2 Certificate
NCFE	Music Technology	Level 1 Award
NOCN	Basic Construction Skills	Level 1 Award/Certificate
VTCT	Hair and Beauty Skills	Level 1 Award/Diploma
SEG	Motor Vehicle Studies	Level 1 Award

Enrichment through extra-curricular activities and educational visits

At our Alternative Provision sites, we recognise that education extends beyond the classroom. Our extra-curricular activities and curriculum-linked trips are integral to our curriculum offer and aim to broaden horizons, ignite curiosity and build social and cultural capital.



4. Trauma-Informed Pedagogy

Our trauma-informed classrooms provide:

- Safe, predictable routines and physical environments
- Emotional co-regulation and relational consistency
- Curriculum adaptations responsive to developmental needs
- Clear transitions and reduction of anxiety through planned change
- Staff training in trauma-informed and attachment-aware approaches

Curriculum Delivery Model

- Mixed-age, needs-led classes split into KS3, Year 10, and Year 11.
- Individual Education Plans (IEPs) and targets for every learner.
- Flexible grouping and curriculum adaptation to meet individual need.
- The curriculum offer naturally fits into an academic, therapeutic and vocational design.
- Therapeutically focused/Personal Development subjects are at the core of pupils' learning.
- Clearly defined impact measures (see below).
- The week starts with a soft launch and ends with a soft landing and relationship focussed education. This means that the first lessons of the week are in form groups, and the last lessons of the week are enrichment.
- Enrichment lessons facilitate time to build relationships, play and enjoy time with peers.
This investment in relationships is central to our ethos.



Impact

At Aspire, we adopt a wide range of measures to help us evaluate the impact of our curriculum. These include:

- Attendance and progress from baseline attendance
- Progress in SEMH (Boxall)
- Progress in reading ages (NGRT)
- Academic progress (from subject baselines in Century Tech)
- Outcomes for leavers (e.g. year 11 outcomes)
- Reintegration rates (either back to mainstream or onto a suitable destination)

Outcomes for pupils:

We are aiming to see:

- Improved literacy and communication skills
- Increased emotional regulation and social understanding
- Greater resilience, confidence and sense of self
- Repaired relationship with learning
- Meaningful qualifications and skills for adulthood
- A deeper sense of belonging and care for their environment
- Readiness for independent living, further education or employment
- Improved mental health and wellbeing

Our curriculum ensures that pupils not only succeed in the classroom but also grow as confident, capable individuals prepared to take their place in the world.





Aspire