

## Contents

1. Statement of intent
2. About our policies
3. Curriculum aims
4. Roles and responsibilities
5. Effective teaching
6. Effective learning
7. Working in co-production with parents
8. Curriculum planning and overview
9. Teaching method
10. Accelerated learning
11. The school day
12. Alternative provision
13. Learning spaces
14. Remote access to education
15. Curriculum content
16. Ambition Pathways
17. Marking and feedback
18. Reporting and assessment
19. Students who have English as an Additional Language (“EAL”)

## Appendix 1 - FAQs

### 1. Statement of intent

Wider Ambition settings provide a positive and safe environment where students are inspired and encouraged to achieve their personal best. We provide opportunities for students to make individual choices and become lifelong learners. We involve families, students, staff and other visiting professionals to ensure every learner achieves their best.

The fundamental principles of our approach, as set out in this policy, are applicable to all Wider Ambition settings. The specific details of our provision for each key stage apply to the extent that students in that key stage are present in each setting. Where Wider Ambition settings offer ‘alternative provision’ in the form of part-time education, a more limited subject range is provided but the teaching continues to reflect our full-time provision as far as possible.

Across our full-time settings, we provide a broad and balanced curriculum, which is personalised and accessible to suit students’ needs. The curriculum equips students with skills to succeed in life after school and reflects our ambition for all students to fulfil their potential.

Our well-rounded and robust curriculum consists of activities designed to promote the intellectual, personal, social, physical, spiritual, moral and cultural development of students. It includes: academic learning (informed by the National Curriculum); enrichment activities, designed to enhance students' experiences of their lives; life skills and training designed to promote independence; and therapeutic input to help students develop skills and strategies which are relevant to their areas of need. Our curriculum celebrates the diverse nature of our society, enabling students to embrace the world around them and adhere to fundamental British Values.

Our small class sizes, high staff to pupil ratio and specialist interventions enable us to cover both the academic and extended curriculum effectively, removing or reducing barriers to our students' ability to achieve qualifications which provide them with optimal life choices.

Teaching and learning are a priority at our settings, as is the care and welfare of all our students. We provide inspiring and creative teaching sessions that build upon the prior ipsative assessment of the students. We have high expectations for behaviour and our staff use positive behaviour strategies.

Staff are expected to engage actively in in-house training and individual professional development. Including identifying training which is relevant to the cohort they are teaching and remaining up to date with current research on best practice. .

Wider Ambition aims to:

- Place students at the centre of all curriculum decisions
- Provide a curriculum that is fit for purpose, offering a high degree of personalisation
- Prepare all students for the next stage of their education and for life in the wider community
- Promote engagement and progression
- Reduce barriers to students achieving their personal potential
- Be committed to excellence and continuous improvement
- Provide courses which meet the needs, aspirations and interests of students
- Nurture the talents of all and celebrate success in an individually appropriate way
- Work with students' previous educational placements and onward settings, as applicable, to ease transition
- Involve stakeholders appropriately in curriculum development

## **2. About our policies**

- 2.1. Our policies have been developed to comply with all relevant legislation and associated guidance. Policies will be updated periodically as necessary.

- 2.2. Our policies are inter-related and are intended to be read, understood and used collectively.
- 2.3. All staff and governors are expected to be familiar with and abide by our policies.
- 2.4. The School Administrator is responsible for ensuring volunteers and visitors are familiar with any policies which are relevant to their involvement and for taking reasonable steps to ensure compliance.
- 2.5. By accepting and maintaining a placement at a Wider Ambition setting, parents agree to support the ethos and policies. Parents are able to access these documents via the website, or by emailing the School Administrator.
- 2.6. The Headteacher is responsible for ensuring policies are implemented fairly, effectively, and consistently in each setting.
- 2.7. The Headteacher is responsible for identifying any training needs in relation to our policies. The School Administrator is responsible for arranging the required training. All staff are expected to engage in continuous learning and ongoing training appropriate to their roles.
- 2.8. The effectiveness of our policies and their implementation is monitored by the Governing Body. Unless otherwise stated, the Governing Body reviews each policy annually.
- 2.9. The Governing Bodies for Wider Ambition settings are provided by Governing for Ambition, an independent community interest company. The Governing Body uses its expertise to monitor the performance of each setting and to advise the Proprietor of any recommended actions. Responsibilities assigned to the Governing Body are limited to these advisory and accountability functions.
- 2.10. Wider Ambition Ltd is a subsidiary of Wider Plan Ltd. References to the Proprietor mean a Director of Wider Ambition or a senior representative from Wider Plan with delegated authority.
- 2.11. The Senior Leadership Team (SLT) includes the Proprietor, Pastoral Lead, Headteacher(s), Deputy Head(s), Quality of Education and Professional Development Lead, Leadership Assistants and any member of staff to whom responsibility is temporarily delegated by the Proprietor or Head(s).
- 2.12. All references to parents within our policies should be interpreted to include parent carers. For older students, the extent to which parents are involved in the student's provision is decided in accordance with statutory requirements and the student's own preferences.

### 3. Curriculum aims and intent

- 3.1. The overall aims of the curriculum are to:

- 3.1.1. Enable all students to be successful learners and achieve high standards.
- 3.1.2. Enable students to understand the skills and attributes needed to be a successful learner.
- 3.1.3. Enable those who are not achieving age-related expectations or their personal potential to narrow the gap and catch up with their peers or achieve their realistic individual expectations.
- 3.1.4. Enable students who are working at above age-related expectations to study at increased depth and breadth, to develop the skills which will support their next stage of education and, where appropriate, to access learning in a higher age group or to commence formal qualifications earlier than the mainstream norm.
- 3.1.5. Enable students to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.
- 3.1.6. Support students to use their strengths and interests to help them engage and to support their enjoyment of, and provide a solid basis for, lifelong learning.
- 3.1.7. Enable students to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- 3.1.8. Ensure that students can discern right from wrong, are aware that actions have consequences, and appreciate the value and importance of forgiveness.
- 3.1.9. Enable students to be creative and to develop their own thinking.
- 3.1.10. Help students to develop an independent approach to their learning.
- 3.1.11. Teach students about their ever-changing world, including how the environment and society have changed over time.
- 3.1.12. Help students understand the fundamental British Values and enable them to be positive citizens in society who can make a difference.
- 3.1.13. Help students understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- 3.1.14. Enable students to respect themselves and others and live and work cooperatively with others.
- 3.1.15. Teach students to evaluate information when it is presented to them.

3.2. Through the aims outlined above, students will benefit by:

- 3.2.1. Learning how to lead safe, healthy, and fulfilling lives.
- 3.2.2. Developing an understanding of any barriers to their learning, experiencing positive impact from strategies which reduce those barriers, and becoming increasingly independent in problem-solving and self-advocacy.
- 3.2.3. Being supported with their next stages in education or training and feeling prepared for life after school.
- 3.2.4. Having a positive view of education and learning which supports their desire to engage in further and higher education.
- 3.2.5. Becoming responsible individuals who contribute to community living and the environment.
- 3.2.6. Achieving to the best of their ability.
- 3.2.7. Acquiring knowledge and experience.
- 3.2.8. Becoming critical thinkers.
- 3.2.9. Finding a sense of belonging to Wider Ambition and their community.
- 3.2.10. Learning how to cooperate with their peers and respect one another, in all settings.
- 3.2.11. Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.
- 3.2.12. Enjoying improved mental health, increased resilience, and a positive self-concept.

## **4. Roles and responsibilities**

- 4.1. The Senior Leadership Team, in collaboration with Subject Leads and Year Group or Key Stage Leads, is responsible for:
  - 4.1.1. Devising long-term curriculum plans and monitoring medium-term plans.
  - 4.1.2. Monitoring the progress of pupils against age-related expectations and holistic goals.

- 4.1.3. Ensuring curriculum plans and schemes of work have regard for the age, aptitude and needs of all students.
  - 4.1.4. Promoting British Values both within the academic curriculum and in the wider practices of Wider Ambition.
  - 4.1.5. Ensuring the curriculum is inclusive, accessible to all and prepares students for the future qualifications they need to achieve their potential.
  - 4.1.6. Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
  - 4.1.7. Ensuring the curriculum is implemented consistently and effectively throughout settings and addressing any concerns promptly.
  - 4.1.8. Ensuring a wide range of good quality, relevant and interesting resources are available.
  - 4.1.9. Making any necessary adjustments to the curriculum where required.
  - 4.1.10. Keeping up-to-date with any relevant statutory updates and taking action where required.
- 4.2. Teachers are responsible for:
- 4.2.1. The overall delivery of the curriculum at the school.
  - 4.2.2. Meeting the requirements of Wider Ambition's Professional Standards.
  - 4.2.3. Developing a curriculum that provides students with a range of opportunities and the skills they need to prepare for later life.
  - 4.2.4. Developing and implementing medium-term and short-term curriculum plans.
  - 4.2.5. Supporting and offering advice to colleagues on issues relating to their subject or curriculum area.
  - 4.2.6. Monitoring student progress and reporting on this to the Subject Lead and Year Group or Key Stage Leads.
  - 4.2.7. Ensuring they have the resources they need and taking appropriate care of them.

- 4.2.8. Ensuring the curriculum is inclusive and accessible to all, making specialist resources available where appropriate, delivering the curriculum in creative ways that appeal to their intended audience, and keeping students engaged in content.
- 4.2.9. Working closely with colleagues to ensure students' individual needs are met effectively and consistently.
- 4.2.10. Ensuring that all lessons are differentiated to suit the attainment of all students, including those who are more academically able and require more challenging work to sustain their progress and engagement.
- 4.2.11. Celebrating all students' academic achievements in ways that meet their individual needs and preferences.
- 4.2.12. Ensuring that teaching materials and curriculum delivery do not discriminate against anyone, in line with the Equality Act.
- 4.2.13. Ensuring teaching materials and curriculum delivery do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- 4.2.14. Using their best endeavours to plan and implement lessons in a way which will enable and encourage good behaviour and promote students' readiness for learning.

## **5. Effective teaching**

- 5.1. When teaching, staff are encouraged to provide an adult-enabled inquisitorial approach to learning, which appropriately reflects students' strengths, interests and curiosity, within the framework of skills and content required to achieve qualifications.
- 5.2. Staff use a range of resources to provide a broad, balanced, and differentiated curriculum.
- 5.3. Staff base teaching on their knowledge of a student's level of attainment, with a focus on further developing students' knowledge and skills.
- 5.4. When planning work, staff give due regard to information and outcomes contained in the student's Education, Health and Care Plan (EHCP).
- 5.5. Staff establish positive working relationships with the students that they are teaching. These trusting relationships are supporting by staff implementing appropriate and consistent boundaries, treating students fairly and with respect, and giving students equal opportunities to participate.

- 5.6. All staff reflect on their strengths and weaknesses and plan their professional development accordingly.
- 5.7. Wider Ambition supports staff to develop their knowledge and skills and continually improve their practice.
- 5.8. The Senior Leadership Team observe sessions delivered by all teachers on an ongoing basis.
- 5.9. Support staff work within lessons strategically, in ways that best meet the needs of the students, providing support and guidance, and promoting independence.
- 5.10. Clear and consistent routines are used throughout the settings and understood by all students and staff.
- 5.11. Expertly differentiated, personalised teaching is delivered in all lessons.
- 5.12. Opportunities to improve literacy and numeracy are provided within sessions, wherever appropriate.
- 5.13. All staff present themselves as positive role models for students.
- 5.14. Wider Ambition maintains a high ratio of staff to students.
- 5.15. We have no more than six students in any teaching group and the appropriate number of staff to support those students, with a typical staffing ratio of 1:3.
- 5.16. All support staff are appropriately trained and skilled.
- 5.17. Staff actively monitor students' attendance and engagement.
- 5.18. Any arising needs, including a sustained reduction in, or lack of, engagement in any subject, is highlighted to the Senior Leadership Team promptly and considered in co-production with the family and therapists.

## **6. Effective learning**

- 6.1. Wider Ambition acknowledges that students learn in many different ways. We aim to adapt curriculum delivery and teach students strategies to support effective learning, while remaining mindful of the skills and knowledge which students need to be able to demonstrate during assessments for formal qualifications.



- 6.2. Wider Ambition encourages students to take responsibility for their own learning and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.
- 6.3. Students at Wider Ambition may show talent in some subjects while having gaps in knowledge in other subjects. They may have had significant gaps in their education journey, for example due to difficulties in finding a school placement which meets their needs. A key part of planning at Wider Ambition is to identify and address any gaps in knowledge, to avoid, where possible, unnecessary re-teaching of areas which a student has covered in depth elsewhere, and to adapt curriculum delivery to reflect the interests of students, while also broadening their experiences. This approach contributes to ensuring all students are able to learn and make progress.
- 6.4. Students are permitted to engage in self-directed learning during any timetabled session. We provide the option for students to self-direct for the following purposes:
  - 6.4.1. Our students having a high propensity to mask and often have difficulty in communicating their own needs. Self-directing helps to avoid students feeling 'trapped' in a teaching session, supporting students' feelings of safety and supporting their ongoing attendance. It also provides a means for students to communicate that they are experiencing difficulties in a particular subject or learning group.
  - 6.4.2. Our students are encouraged to develop an understanding of their own needs and of strategies which support their needs. Self-directing enables students to practise strategies for pro-actively managing their energy and their response to demands.
  - 6.4.3. Our students often learn most effectively when they are following their interests or allowed increased control over their learning. Self-directing allows students to cover curriculum content at a time of their choice.
- 6.5. Wider Ambition's admissions process includes an assessment of students' intrinsic motivation to learn. Our students typically engage reliably with learning and use opportunities to self-direct responsibly.
- 6.6. Self-directed learning may include, for example:
  - 6.6.1. Accessing curriculum resources independently for the subject which is timetabled for that session;
  - 6.6.2. Accessing curriculum resources independently for a different subject, including reading material of the student's choice;
  - 6.6.3. Engaging in independent activities which support the student's wellbeing.
- 6.7. Staff will routinely ensure that students who choose to self-direct away from the planned session have access to appropriate and relevant resources.

6.8. Students who are self-directing will typically remain in the room which has been timetabled for that session, unless:

6.8.1. The student is unable to engage in effective self-directed learning in the presence of the other students or staff;

6.8.2. The self-direction is likely to have a detrimental impact on the other students;

6.8.3. The student needs to access a sensory room or outdoor space.

6.9. Staff will assist students who are self-directing to find an activity which they are able to continue independently and to find an appropriate location.

6.10. Students who are self-directing are not permitted to engage in shared activities with other students unless there are extenuating circumstances agreed by a member of staff. This mitigates the risk of social motivation inappropriately leading to students self-directing.

6.11. Students who have self-directed from a session will be advised of the end of that session and invited to join the next session.

6.12. Students are encouraged to attend the first few moments of each session, in the timetabled room, before electing to self-direct. Where students have difficulty with transitions, this approach helps to avoid self-direction being used as an unhelpful strategy for avoiding the transition to the next session.

6.13. If a student develops a pattern of consistently self-directing from a particular subject, the Senior Leadership Team will consider barriers to learning in co-production and seek to address these.

6.14. If persistent self-direction from a particular subject continues, the student will, nevertheless, ordinarily continue to be timetabled for that subject in order to provide ample opportunity for breadth of curriculum. Where the subject is non-core, it may be agreed that the subject will be removed from the student's timetable if this is consistent with student needs and operational considerations.

## **7. Working in co-production with parents**

7.1. We aim to develop and encourage open and honest relationships with parents. We value parents' comments and advice and we ensure parental views are given appropriate weight in decision-making.

7.2. We encourage parents to share any points of celebration (e.g. a student's achievements or interests) or any concerns with Wider Ambition staff.

- 7.3. Parents may request a meeting with a member of the Senior Leadership Team. We aim to arrange meetings promptly and at mutually convenient times, with the member(s) of Senior Leadership Team who we consider best-placed to liaise with the parents.
- 7.4. Parents are invited to attend annual reviews, collaborative meetings, and meetings with other professionals as appropriate. Appointments are set in advance to allow mutually convenient arrangements to be made. Meetings can be on-site or online.
- 7.5. If a parent cannot make themselves available for any of the above but would still like to visit a Wider Ambition setting, they can do so by contacting the School Administrator to make an appointment for an out of hours visit.

## **8. Curriculum planning and overview**

- 8.1. Placements are routinely provided on a full-time basis, except where students are accessing a Wider Ambition setting as Alternative Provision.
- 8.2. Through co-production with staff as appropriate, the Senior Leadership Team co-ordinates long-term plans that set out the major areas and strands of the curriculum to be covered across all key stages, ensuring the best use of time across the full academic year
- 8.3. Through co-production with colleagues as appropriate, teachers co-ordinate medium-term plans that set out the activities within each half-term's units of work, along with specific risk assessments.
- 8.4. Teachers additionally develop short-term plans that include identifying and mitigating any barriers to learning, addressing curriculum differentiation and ensuring access for individual students, remaining mindful of the need for appropriate risk assessment.
- 8.5. Where possible, teachers look for links between areas of learning, allowing students to reinforce their skills from one subject within another.
- 8.6. In Key Stages 3-5, students can study for external accreditations; this includes a range of GCSEs, A levels, BTEC and vocational qualifications, and the Duke of Edinburgh's awards.
- 8.7. For Key Stage 4-5 students, work experience opportunities are facilitated in accordance with a student's readiness and desire, with a focus on ensuring opportunities are relevant to a UCAS application or their career aspirations.
- 8.8. Staff ensure that every key stage adequately prepares students to transition to the next key stage or onward educational placement.

- 8.9. Transitions from one year group to the next occur, as far as possible, in the second half of each summer term, so that students are familiar with their new year group and timetable prior to the summer holidays.

## 9. Teaching method

- 9.1. Students in years 6 and 7 are taught by a Key Stage Class Teacher or, as appropriate, by subject specialists.
- 9.2. In years 8 and 9 students are usually taught by subject specialists. When sessions are delivered by a non-specialist, they will, where appropriate and practicable, be supported by planning and resources prepared by, or in collaboration with, a subject specialist.
- 9.3. For students in Key Stages 4 and 5, teaching for the desk-based subjects is provided mainly via our partnership with the online learning provider King's Interhigh, and other approved providers. This approach enables our students to choose from a wider range of GCSE and A level subjects and is consistent with facilitating a personalised study path. King's Interhigh facilitates social and educational interaction with mainstream peers and provides opportunities for students to develop friendships around the world, as well as embedding IT skills through daily use. Further information about King's Interhigh is provided in the Appendix. Students in Key Stages 4 and 5 also benefit from teaching by our in-house subject specialists, to consolidate and support their online learning.
- 9.4. Our in-house subject specialist teachers also provide face-to-face tuition for practical subjects such as Art, Drama, Cookery and Science practicals, including BTECs and other vocational qualifications.
- 9.5. Students in Key Stages 2 and 3 are ordinarily taught face-to-face. In the academic year prior to students commencing GCSEs, they are provided with opportunities to engage in online education through King's Interhigh or other approved providers, as appropriate, to enable them to become familiar with this method of learning. The timing and extent of the opportunity to experience online teaching depends on the readiness of each student and their areas of interest and ability.
- 9.6. Wider Ambition placements are only offered to students who are considered likely to be able to access online academic content via King's Interhigh, or similar, by the time they are ready to commence GCSE or A Level courses. If a student is provided with a placement but subsequently is not, in practice, able to access this method of learning effectively, we consider the feasibility of providing an alternative form of teaching for a limited range of subjects, while continuing to develop skills to enable future access of King's Interhigh. Any provision which falls outside our standard offer may need to be requested via an EHCP Annual Review and may depend on additional Local Authority funding being available.

- 9.7. Offers of an onwards placement at a Wider Ambition post-16 provision will take into account the extent to which the student has been able to access our standard offer and the feasibility of continuing any bespoke arrangements within the post-16 setting.
- 9.8. Where a student has a preferred GCSE, A level or vocational subject which is not available via King's Interhigh, the subject may be taught through face-to-face tuition and/or alternative online education by individual arrangement where feasible. We aim to enable all students to study their subject preference; however, it may not always be possible to accommodate this, for example depending on timetabling and the relative obscurity of the subject. In some cases, additional funding may be required where a student wishes to pursue unconventional subject options.
- 9.9. Wider Ambition staff liaise closely with King's Interhigh and retain responsibility for monitoring students' progress. The staff member with primary responsibility for Key Stage 4 and 5 has access to each student's learning platform at King's Interhigh, including full access to curriculum content, assignments, grades, feedback from teachers and session attendance. If any students are identified as making insufficient progress, our process for considering arising needs in co-production with staff, families, therapists and the student themselves will be followed, with input from King's Interhigh staff if appropriate.
- 9.10. Any use of external organisations, such as King's Interhigh, is subject to a due diligence process which includes assurance in relation to the quality of teaching and curriculum content, compliance with safeguarding, operational stability and assurance in relation to taking a suitably collaborative approach to ensuring the best outcomes for students.
- 9.11. For face-to-face teaching, our default average staff:student ratio is 1:3. Additional staffing may be provided where required by a student's EHCP and agreed in co-production (taking into account the nature of the setting and the context of the advice which led to the requirement in the EHCP), or during the initial six-week transition period for new students, as necessary. Where we are satisfied that a group of 4 students can learn together effectively with one member of staff, a 1:4 ratio may be implemented.
- 9.12. Students may be provided with 1:1 or 1:2 teaching in cases where there are no other students who are studying a particular subject at a similar level and where Wider Ambition has agreed to offer that subject. Unless otherwise stated in a student's EHCP, additional students may join the group at any time. In these cases, we will help students to understand that any 1:1 or 1:2 teaching arrangements may be subject to change.
- 9.13. Students are often taught in groups of 2 to 4 for core subjects. Where students are taught in groups of 5 or 6, the minimum staffing ratio will be 1:3.
- 9.14. Students may be grouped by age (chronological year group), ability (including allowing for gaps in learning), personality (including allowing for energy levels and level of independence), or learning profile (for example, a preference for structured or unstructured learning, or a need for dyslexia support). The method of grouping may vary between subjects and between year groups.

- 9.15. The grouping of students will have due regard for students' needs and vulnerabilities, including being sensitive to students whose gaps in learning result in them accessing a similar curriculum to younger students.
- 9.16. All students are provided with opportunities to interact with peers of a similar age through enrichment activities and, where appropriate, through shared learning sessions.

## **10. Accelerated learning**

- 10.1. Where students have a particular strength in one or more subjects, it may be appropriate to offer accelerated learning. This may include enabling the student to commence a GCSE or A Level course earlier than mainstream peers.
- 10.2. Students may be provided with opportunities for accelerated learning by being:
  - 10.2.1. Provided with more challenging material within the existing teaching group (this will be the default approach), or
  - 10.2.2. Grouped with older students for face-to-face teaching, or
  - 10.2.3. Provided with access to King's Interhigh or similar.
- 10.3. Any decision to move a student from group learning to individual (including online) learning, or to or to group sessions with older students, will take into account:
  - 10.3.1. The student's EHCP;
  - 10.3.2. The student's social and emotional maturity;
  - 10.3.3. The profile of the students in the group they may join;
  - 10.3.4. Logistical considerations, including timetabling, staffing and costs;
  - 10.3.5. Advice from staff and therapists;
  - 10.3.6. Student and parental preferences;
  - 10.3.7. Foreseeable risks, including:

- 10.3.7.1. The risk that a student who accesses GCSE content or online learning too early may form a rigid dislike of the subject or method of learning, which may affect their ability to engage in future years;
  - 10.3.7.2. The risk that the student finds the course material or method of learning more difficult than expected and experiences a sense of failure;
  - 10.3.7.3. Risks associated with the student engaging in online chat with older students, or being exposed to curriculum content which assumes a level of emotional maturity which the student does not yet possess;
  - 10.3.7.4. The student having insufficient opportunity to develop social links with other students through face-to-face lessons and/or insufficient opportunity to practise social skills;
  - 10.3.7.5. Any expected detrimental impact on other students which cannot be reasonably mitigated.
- 10.4. Any decision to move a student from group learning to individual (including online) accelerated learning falls outside our standard offer and may require additional funding, depending on prevailing circumstances.
  - 10.5. Moving a student from group learning to individual (including online) accelerated learning will ordinarily only be considered if the student:
    - 10.5.1. Is able to record their work in writing or otherwise in a format which would be acceptable for the proposed qualification;
    - 10.5.2. Is able to demonstrate an appropriate level of ability in the subject by engaging in a baseline assessment;
    - 10.5.3. Has achieved an appropriate level of curriculum coverage in the subject, such that gaps in learning are not expected to impede progress and such that the student has appropriate breadth of experience;
    - 10.5.4. Is expected to be able (in the case of online learning) to access remote teaching and complete assignments without requiring staffing at a higher level than 1:3;
    - 10.5.5. Will continue to be provided with a sufficiently broad and balanced curriculum, including sufficient opportunities for group activities;

- 10.5.6. Has completed the initial six-week transition period and is engaging in full-time education, such that staff feel able to provide an informed decision regarding their ability, their propensity for group or individual learning, and any obstacles to learning.

## **11. The school day, for students on full-time placements**

- 11.1. For years 6 to 9, each day is split into 8 sessions, with planned sensory and movement breaks between each session.
- 11.2. For Key Stages 4 and 5, students follow individual timetables, reflecting the number and range of subjects they have chosen to study at GCSE, A Level or vocational levels. Timetables ordinarily also include scheduled time to: complete “Apply” (self-study) tasks which are set by King’s Interhigh in each subject; engage in therapeutic activities; develop independent study skills; and access the wider curriculum such as learning in the outdoors, cookery, music tuition and preparation for adulthood.
- 11.3. Where possible, King’s Interhigh sessions are timetabled to occur within our normal hours. Where sessions are timetabled for outside the school day, students have the option of accessing the lessons in real-time from home or accessing the lesson recordings and/or resources during the school day.
- 11.4. All students are provided with a morning, afternoon, and lunchtime break, which is supervised and guided by our teaching and support staff to enable integrated therapy and learning to continue during relaxation times.
- 11.5. Timetables are planned carefully and changes are minimised as far as possible.
- 11.6. Student preferences are taken into account when timetables are planned, as part of the wider considerations which inform our complex timetabling process.
- 11.7. Timetables may need to be amended mid-year in response to changes in the students’ needs, changes in staffing, or to accommodate changes in student numbers.
- 11.8. Where changes are necessary, we aim where possible to introduce these in the second or third week of a half-term, avoiding changes immediately before or after a school holiday and providing students with at least a week’s notice.
- 11.9. Interim timetabling requests arising in relation to individual students will ordinarily only be implemented if the change does not affect other students’ timetables and if the benefits of doing so are expected to be significant and sustainable.
- 11.10. Students may periodically feel unable to learn alongside a particular peer or unable to engage with a particular member of staff. In these circumstances, our default approach will be to provide



the student with access to curriculum resources for self-directed learning, while implementing strategies to assist with relationship repair, as a priority and in co-production. It will not ordinarily be feasible to provide the student with access to a different subject specialist teacher or teaching group.

## **12. Alternative Provision at Wider Ambition**

- 12.1. Students who are accessing an Alternative Provision placement at a Wider Ambition setting will not usually be permitted to attend for more than half the time of a full-time placement.
- 12.2. Students will typically be timetabled either for morning sessions or afternoon sessions, depending on their age and the nature of any qualifications which they are working towards.
- 12.3. Students who are accessing Alternative Provision may experience a higher degree of change in their learning groups and timetables. All reasonable efforts are made to notify students and parents in advance of any change and to avoid unnecessary changes.
- 12.4. Where students have worked towards a formal qualification while accessing Alternative Provision at Wider Ambition, all reasonable efforts will be made to provide an opportunity for the student to sit the relevant formal examination at a Wider Ambition site, if they remain on roll.

## **13. Learning spaces**

- 13.1. Learning spaces will be organised so that students have appropriate access to resources and equipment.
- 13.2. All learning spaces are clean and clutter free.
- 13.3. Wider Ambition settings offer students a choice of seating in their learning area, to meet individual needs.
- 13.4. A varied selection of notebooks, exercise books, paper, folders, pens, and pencils are available for students to use for recording their work, so that they can avoid using materials which they may associate with previous negative experiences. Students are also welcome to use any appropriate stationery which they have brought in from home.

## **14. Remote access to education**

- 14.1. Wider Ambition recognises that there may be times when a student is unable to access education on-site.

- 14.2. All reasonable endeavours are used to provide access to high quality educational experiences for students when they are unable to attend Wider Ambition settings.
- 14.3. Teachers will, as standard practice, consider provision for off-site students when creating session plans. Copies of any presentations, video clips etc which are intended for use in the session will routinely be made available in a way which can be accessed remotely at short notice, alongside pre-planned self-directed learning resources.
- 14.4. Students have regular on-site use of the technology (hardware and software) through which they would access learning remotely if they become unable to attend. Teachers plan regular activities to ensure students are familiar with the technology and to facilitate independent use.
- 14.5. Session plans (including risk assessments) and curriculum resources are held centrally on Wider Ambition's systems. Plans are expected to be sufficiently detailed to ensure another suitably skilled member of staff can deliver the planned activities effectively and with minimal disruption for students in the event of a member of staff being absent.
- 14.6. If a student requires guidance when accessing curriculum content remotely, questions can be emailed to the school administrator and a response from relevant teaching staff will be provided without undue delay.
- 14.7. Work which is completed remotely and returned will be acknowledged promptly and feedback will be provided in a manner which is equivalent to the way in which feedback is provided to on-site learners.
- 14.8. If a student is unable to access a Wider Ambition setting for an extended period, we carefully consider how their education and wellbeing can be supported effectively. This may include offering any existing 1:1 sessions as live online Teams meetings, where this is felt to be supportive of the student's current situation without reducing the likelihood of them reintegrating into on-site provision and group learning. Online sessions with our staff will ordinarily prioritise building and maintaining relationships with the student to support their ability to return to on-site provision.
- 14.9. We recognise that some students who are accessing learning remotely may require additional support from parents. We will work closely with families to agree a manageable way of enabling students to participate in sessions as fully as possible, while also being understanding of any conflicting priorities faced by parents.
- 14.10. Therapeutic support for students who are learning remotely may be provided through individual online sessions with therapists, with the student's Key Person or another familiar member of staff.
- 14.11. Our therapy team will liaise with families as appropriate, for example to discuss how to meet a student's sensory and communication needs in relation to remote learning.

- 14.12. Where external learning providers are commissioned to support a student who is learning off-site, our therapy team will liaise with the external learning provider where feasible.
- 14.13. Long-term remote learning, or a hybrid of on-site and remote learning, may be offered to students at Wider Ambition's discretion. Any offer of long-term remote learning arrangements will have due regard for: feasibility and sustainability; student and parental preferences; the student's learning profile and their ability to access remote learning effectively; the advice of therapists; and any impact on other students. An offer of long-term remote learning will not be made in circumstances where a student is able to attend and learn effectively on-site, unless this is considered by Wider Ambition to be a necessary and appropriate measure to prevent the termination of a placement and is accompanied by appropriate funding.

## 15. Curriculum content

- 15.1. Students in Key Stages 2 and 3 will have access to Maths, English, Science, History, Geography, Ethics (including Religious Education), Languages, Music, Art, Cookery, Design and Technology, Physical Activities, (Personal, Social, Health and Citizenship Education (PSHCE), Relationships and Sex Education (RSE), Drama (including Media, Animation and Theatre Skills), Computing, Careers, Outdoor Learning and other enrichment activities. Non-core subjects may be offered on rotation, depending on the needs and strengths of the prevailing cohort.
- 15.2. We recognise that students may struggle to engage with particular subjects, including as a result of:
- 15.2.1. Previous negative experiences, including at previous schools;
  - 15.2.2. A lack of personal interest in the subject;
  - 15.2.3. A lack of understanding of the purpose of studying the subject;
  - 15.2.4. A relational difficulty with the teacher or peer group;
  - 15.2.5. Feeling that the subject provides insufficient academic challenge;
  - 15.2.6. Finding the subject difficult, including due to gaps in prior learning or specific challenges such as dyslexia, dyspraxia or challenges in working alongside peers.
- 15.3. Where a student persistently struggles to engage with a timetabled subject, or where a dislike of a subject is communicated in advance, we will:
- 15.3.1. Attempt to identify aspects of the curriculum for that subject which would interest the student and attempt to inspire their engagement using these topics;

- 15.3.2. Attempt to identify and address any specific barriers to learning;
- 15.3.3. Continue our practice of consistently supporting any decision to engage in self-directed learning.
- 15.4. If the presence of a subject on a student's timetable is considered likely to affect their ability to attend on that day, their timetable can be amended to show self-directed learning for the relevant session. Where a learning group demonstrates a more widespread inability to engage with a subject, and where this can be explained by their additional needs and the subject is non-core, we may decide to provide access to that subject via cross-curricular links rather than as a discrete session, or alternatively to offer that subject for a limited number of weeks in each academic year.
- 15.5. If a student has a particular interest in a subject which is not present in their timetable (for example, due to non-core subjects being offered on rotation) or which is not present to the extent that the student would like, we will provide resources to enable them to access additional content during self-directed learning and, where feasible, we will reflect their interest via cross-curricular links.
- 15.6. We will not ordinarily respond to a student's particular interest by enrolling them in King's Interhigh (or similar) prior to Key Stage 4, except:
  - 15.6.1. Where the student meets the criteria for accessing accelerated learning; or
  - 15.6.2. Where the student's EHCP requires this approach and Wider Ambition has confirmed that it can meet this need; or
  - 15.6.3. To support familiarisation with online learning in the latter part of Year 9, in preparation for Key Stage 4; or
  - 15.6.4. Where the student is expected to commence a GCSE course in this subject in the following academic year, and the prevailing allocation of group learning in this subject is insufficient to prepare the student for the GCSE course, and the deficit cannot realistically be met by supporting the student to access additional curriculum material through an additional timetabled session or via self-directed learning.
- 15.7. Students in Key Stages 4 and 5 students have access to a range of GCSEs, iGCSEs, BTECs, OCR Technicals and A-Levels, including the English Baccalaureate.
- 15.8. Our curriculum content is planned to ensure that students in all age groups acquire speaking, listening, literacy and numeracy skills. Students who use online learning are supported to communicate both through online chat and via their camera, microphone and headset, where appropriate, as well as collaborating directly with any peers who are studying the same subject on-site.

- 15.9. Students in all age groups are encouraged to read for pleasure, as well as to read material which relates to the curriculum. We maintain a well-stocked library across our learning and relaxation areas, and we provide other means of accessing reading material to reflect the interests of students. We are mindful of the vulnerabilities of our students and will avoid exposing students to literary material which may exacerbate their vulnerabilities, while still ensuring a wide range of materials expressing a variety of world views is available. The vulnerability of our students, including previous traumatic experiences or delayed emotional maturity, may result in it being appropriate to delay English GCSEs. Any such decision will be made in co-production with the relevant students and parents.
- 15.10. In years 6 to 9, students are typically taught individual subjects discretely, with cross-curricular links where appropriate. A personalised or topic-based approach will be adopted where appropriate, typically within an overall framework of group-based timetabling. Our curriculum plans ensure that each subject area is informed by the National Curriculum.
- 15.11. Practical subjects and subject components, including science experiments, cooking, and the arts, involve the use of appropriate equipment and are led by staff who have been appropriately trained in using the equipment.
- 15.12. Wider Ambition supports student-led learning, with curriculum delivery generally reflecting students' preferred mode of engagement and areas of interest. This personalised approach enables students to build confidence and self-motivation. It is also intended to encourage students to try new approaches and subject areas they may not have been able to access in previous settings.
- 15.13. Curriculum topics include highlighting areas of interest in our local surroundings and encourage students to become more aware of, and involved in, their community. Students are also encouraged to take on age-appropriate responsibilities, for example in relation to care of school animals or organising resources, and to develop an understanding of how they can continue to make a contribution to society.
- 15.14. Conversations and debate relating to curriculum subjects and everyday life are encouraged and facilitated through integrated speech and language therapy, which is applied throughout the day including during transition and relaxation times. Students are encouraged to develop skills of cooperation and self-advocacy, to understand and engage in democracy, to form independent views through exposure to balanced and impartial information, and to appreciate the way in which rights can be protected through the independence of the judiciary and the accountability of Parliament.
- 15.15. Physical activities are carefully planned to reflect students' interests and encourage new skills, with a wide range of opportunities being offered. Physical opportunities at Wider Ambition will not discriminate by gender. In the event that participation in a third-party competition, for example, is gender-specific, a comparable activity will be made available for students of the other gender.

- 15.16. RE, PSHCE and RSE are taught through a combination of discrete sessions, break-time activities, therapeutic input and group discussions which are informed by our therapy team. The PSHCE and RSE curriculum has particular regard to the protected characteristics set out in the Equality Act and to the needs and vulnerabilities of our students.
- 15.17. Wider Ambition settings have a Christian ethos which informs our underlying values. In the event of any times of collective reflection, prayer and worship being provided on-site or through off-site visits, these will reflect Christian beliefs. We ensure that RE shows respect for people of all faiths and those with no personal belief. We aim to equip students to consider key life issues, including being able to form and develop their own views in relation to spirituality.
- 15.18. Where students are accessing online learning via King's Interhigh or another approved provider, we liaise closely with the provider to ensure that the curriculum delivery is effective, including regularly providing King's Interhigh with specific information about our students' needs and providing feedback.
- 15.19. All students who are accessing aspects of the curriculum via an online provider receive high quality support from our staff to adapt curriculum materials for their particular needs, to embed understanding and to facilitate developing independence.
- 15.20. Students are encouraged to maintain appropriate breadth in their choice of GCSEs, while also being permitted to tailor their GCSE options towards their areas of strength and personal interest.
- 15.21. The number of GCSEs taken by our students will depend on their individual needs and preferences. Our starting point is that students at Wider Ambition settings should be able to achieve the same level of GCSE success as their mainstream peers. It may be necessary for students to study GCSE courses over an extended period, for example due to: their need for additional processing time; assignments being completed on-site rather than being set as homework; the need for the time to be allocated for therapeutic activities; and to allow time for students' holistic development. Students may need to take their qualifications across more than one exam series (or sitting) to avoid the number of exams being overwhelming for them.
- 15.22. Wider Ambition's post-16 provision does not require students to have completed their GCSEs prior to enrolment. Students will be supported to complete their GCSEs (or equivalent) and may, where appropriate, commence A Levels (or equivalent) alongside completing their GCSEs.
- 15.23. All students will be provided with information about the importance of gaining GCSEs in Maths and English. Students are encouraged to study Maths and English at GCSE wherever appropriate. However, where studying Maths or English GCSEs would present a significant barrier to attendance, wellbeing or achievement, or where the student has identified post-16 provision which does not require Maths and English GCSE passes in its entry criteria and which will facilitate later GCSE entry for these subjects, we will enable students to develop their Maths and English skills in other ways rather than insisting on GCSE entry.

- 15.24. Where considered appropriate, students may be provided with access to a Functional Skills curriculum for Maths and English. This may be offered as a pre-cursor to GCSEs, to enable students to experience a sense of achievement from gaining a qualification. This approach may be taken in Key Stage 3 or, where students are not ready to access GCSE Maths and English, it may be provided as a means of developing their skills during Key Stage 4. We are committed to providing access to GCSEs for all students at an appropriate time, regardless of whether they have achieved any Functional Skills qualifications
- 15.25. Students are provided with careers information in advance of choosing their GCSEs and are assisted to select GCSE courses which are consistent with any existing career plans while also allowing breadth of opportunity.
- 15.26. Careers guidance is presented in an impartial, depersonalised manner and is intended to broaden students' perspectives, enable them to make informed choices about further education and encourage them to reach their full potential. Careers guidance is supported by a specialist who has put together a curriculum framework that is delivered in key person time.
- 15.27. In the event that a student's choice of GCSEs does not provide experience in a particular aspect of education (linguistic, mathematical, scientific, technological, human, social, physical, aesthetic or creative), we will provide the student with access to sufficient breadth of opportunity through other sessions as appropriate and in accordance with their needs and preferences.

## 16. Ambition Pathways

- 16.1. An Ambition Pathway is developed for each student to help plan, monitor, and evaluate their progress across all areas of their development.
- 16.2. Ambition Pathways outline individual areas of focus for students which are different from or additional to those set for all students.
- 16.3. The outcomes from each student's individual EHC Plan inform their Ambition Pathway to aid the development of short-term areas of focus and implementation of appropriate support.
- 16.4. Measurements of progress in areas of focus will be SMART (specific, measurable, agreed upon, realistic and time-related) where possible.
- 16.5. Holistic progress is monitored on an ongoing basis and recorded in the Ambition Pathway.

## 17. Marking and Feedback

- 17.1. The type of feedback provided to students may differ depending on students' ages, individual needs, and current circumstances.



- 17.2. Wider Ambition staff use their professional judgement and knowledge of student provision to inform the type of feedback that is appropriate at any given point.
- 17.3. Where appropriate, verbal feedback is used during each taught session to recognise student's strengths and to guide next steps for a student's learning journey.
- 17.4. Wider Ambition settings use written marking for summative pieces of work or assessments depending on the key stage, or where the student and or parent has specifically requested feedback in writing.
- 17.5. Summative marking recognises student's strengths, successes and efforts. Depending on the key stage, subject or qualification level, the feedback will also inform, explain and demonstrate next steps to aid student progress.
- 17.6. Where a summative grade or level is attributed to a piece of work for students in Key Stages 2 and 3, it will be shared with students only where this has been agreed as being appropriate during a co-production meeting with parents a member of the Senior Leadership Team.
- 17.7. Spellings and punctuation are corrected in summative pieces, where appropriate. For example, marking against an external descriptor for spelling, punctuation and grammar. Spelling and punctuation errors should not be highlighted where this is considered likely to be detrimental to a student's self-esteem.
- 17.8. Where marking on a student's work may cause distress to a student or prevent them from using it for revision, staff will work with the student to either find a different method of marking and feedback (eg by only marking in the margin, using post-it notes, or by marking a photocopy or electronic version) or facilitate the student re-recording the work with the appropriate corrections.
- 17.9. Where students are accessing King's Interhigh, feedback is provided within their online learning platform. Our staff support students to access and interpret the feedback, helping students to build skills of self-reflection and acceptance of constructive criticism, along with developing strategies for students who struggle with self-belief or perfectionism.

## 18. Reporting and assessment

- 18.1. The following definitions apply for the purposes of this policy:
  - 18.1.1. Assessment: Activities undertaken by students that assess their skills, knowledge and understanding, which provide information to use as feedback, enabling modification of teaching and learning activities to improve achievement, and leading to formative or summative feedback regarding a student's academic progress.



- 18.1.2. Ipsative assessment: Ipsative refers to comparing an individual's performance on a measure against their past performances. Progress is measured primarily against individual students' achievements, not age-related expectations. .
- 18.1.3. Formative assessment: Any activity which assesses progress through ongoing observations enables teachers to modify their teaching to help their students achieve.
- 18.1.4. Summative assessment: Activities and examinations which formally assess achievement.
- 18.2. Through reporting and assessment Wider Ambition:
  - 18.2.1. Complies with each relevant Awarding Body's statutory assessment requirements.
  - 18.2.2. Monitors progress and supports learning, ensuring that every student is acquiring new knowledge and developing their skills and understanding.
  - 18.2.3. Recognises the achievements of students and identifies areas for development.
  - 18.2.4. Informs students and parents of progress and provides students with advice on how to improve.
  - 18.2.5. Informs future planning, teaching, additional support, curriculum development and the creation of resources.
  - 18.2.6. Provides for continuity when a student changes year group or leaves the school.
- 18.3. The school's assessment processes are used to inform differentiated curriculum delivery, to ensure all students can access each lesson, and to inform individual teaching programmes.
- 18.4. All teaching staff have a good knowledge of the assessment system.
- 18.5. Formative assessments are recorded through daily logs, allowing staff to form a clear view of a student's baseline level and allowing individual progress to be assessed through an ipsative assessment model.
- 18.6. "Ambition Focus" software is used to record formal and informal assessments. Assessments will be tailored to students' needs. in order to ensure that undue anxiety is not caused by their delivery and completion. A gentle build up to assessment must always take place in advance, to ensure that students are aware of all expectations including timings, marks awarded, format and any other areas deemed appropriate during the co-production phase.

- 18.7. Achievements are recorded as observations on Ambition Focus.
- 18.8. Progress identified in assessments is recorded at least every 6 sessions within each subject area, for each individual student.
- 18.9. Any misconceptions identified by staff are corrected at the appropriate time, and corrections are reinforced as necessary through supplementary teaching.
- 18.10. Wider Ambition accesses standardised testing and external examinations as appropriate for the students. Students are given ample opportunity to prepare for summative assessments and external examinations, including completing exam-style questions. Specimen questions and papers are regularly used within learning sessions for students who are preparing for formal examinations, with the intention of familiarity helping to minimise stress surrounding exams.
- 18.11. As far as practicable, the learning environment is not changed for summative assessments and external examinations, in order to minimise stress and allow students to achieve their full potential.
- 18.12. Teachers actively use assessment data to inform their lesson planning, differentiation and any necessary modification of curriculum plans.
- 18.13. The progress of students who are accessing online curriculum delivery is actively monitored by on-site staff and their progress informs their ongoing learning path as part of a continuous process, including direct liaison between staff at Wider Ambition settings and the King's Interhigh teachers.
- 18.14. We take a holistic approach to students' progress, recognising both academic progress and progress in other areas relating to their SEND. Progress towards EHCP outcomes and related goals is tracked through each student's Ambition Pathway, which is maintained in co-production with students, parents, staff and therapists.
- 18.15. Parents are welcome to discuss student progress with staff throughout the year, including by requesting a meeting.
- 18.16. A written annual report is provided to parents in the summer term, including the attainment and progress of individual students. Discussions with parents will appropriately consider age-related expectations and standardised grades, along with ipsative assessment and the context of the student's Ambition Pathway.
- 18.17. Assessment of students with EAL will take into account the students' age, length of time in the UK, previous education and ability in other languages.

## **19. Students who have English as an Additional Language ("EAL")**

- 19.1. Students at Wider Ambition settings will ordinarily have an Education, Health and Care Plans. Therefore, we anticipate that our students will have been in the UK education system for a significant period prior to joining Wider Ambition. Our approach to helping students who have English as an Additional Language has been developed against this background.
- 19.2. ICT is used routinely at Wider Ambition Settings and our software includes live translation of both verbal and written language. Staff are trained to make optimal use of this in order to support students' understanding, to facilitate their communication and to liaise with families.
- 19.3. Students may take their school laptops home each day and this will enable parents to access emails, for example, using the built-in translate function. Where appropriate, staff will also go through parental information with the student in advance, to help the student pass any important messages to their parents.
- 19.4. We liaise closely with parents on a day-to-day basis and through regular EHCP reviews. Parents are welcome to be accompanied by an appropriate interpreter in any meetings at Wider Ambition.
- 19.5. Our approach to integrated speech and language therapy includes staff having a focus on pre-teaching and reinforcing topic vocabulary for all students. Students with EAL will benefit from this approach and will receive additional support to understand and pronounce new vocabulary as needed.
- 19.6. Every student's progress is closely monitored, with the aim of identifying and removing any barriers to learning and enabling students to reach their full potential. Where students have EAL, progress monitoring will include actively considering whether language is impeding progress and whether any additional support and resources are needed. Advice will be sought from other professionals, including our on-site therapists, as appropriate.
- 19.7. As part of our approach to identifying each student's skills and providing opportunities for relevant qualifications, we will facilitate students with EAL taking a GCSE or similar in their home language where possible, to recognise the value of being multi-lingual.

# Appendix 1 - FAQs

## 1. Why is King's Interhigh used at Wider Ambition settings?

- 1.1. King's Interhigh has an established track record of providing live online education to thousands of students each year.
- 1.2. King's Interhigh has passed Wider Ambition's due diligence procedures, both in terms of its procedures and in terms of the quality of teaching.
- 1.3. Lessons are taught by subject specialists who have had SEN training.
- 1.4. Lessons are taught in real-time, allowing live online chat and verbal interaction between the students and the teacher.
- 1.5. Lesson resources are available online in advance, allowing for effective pre-teaching.
- 1.6. Lesson resources remain available online after the lesson, allowing for effective revision.
- 1.7. Additional resources are available online for each topic, providing further depth for students who have a particular interest in a subject.
- 1.8. Lessons are recorded, so students who are unable to attend or who need to revisit a topic can re-watch the lessons.
- 1.9. Students are not obliged to appear on camera and teachers will only manually activate student microphones if a student asks to speak, so lessons are not disrupted by poor behaviour of other students.
- 1.10. Students can contact the teacher through online chat in the lesson (with a privacy option available) or through email.
- 1.11. Curriculum delivery includes a variety of approaches, through 'learn', 'discovery' and 'explore' sessions, depending on the subject and age group.
- 1.12. The 'learn' lessons are lecture-style, with little student interaction and larger class sizes. This enables students to experience learning alongside a larger number of peers and prepares them for a key aspect of further and higher education.
- 1.13. The 'discover' sessions guide students to independently access chunked resources, enabling them to develop skills of independent learning, to work at their own pace and to cater for their own attention span.

## Appendix 1 - FAQs

- 1.14. The 'explore' lessons are interactive, with small class sizes and opportunities for students to work in very small groups in online break-out rooms. This enables students to form friendships, to develop confidence in interacting with both neuro-typical and neuro-diverse peers, and to develop leadership and team-working skills.
- 1.15. Students who do not feel ready to interact can access the lessons without being pressured to do so, enabling them to gradually build their confidence.
- 1.16. Students can mix and match subjects across year groups, providing flexibility in addressing any gaps in their education and in studying at a higher level in areas of strength.
- 1.17. King's Interhigh enables Wider Ambition settings to support a wide range of GCSEs and A-Levels, allowing students to follow their strengths and interests.
- 1.18. King's Interhigh provides students with access to breadth of opportunity, such as art, writing and sporting competitions, involving peers from around the world.

### **2. What is the difference between accessing King's Interhigh at home or using it through Wider Ambition?**

- 2.1. We recognise that some students have had previous experiences of online learning, for example during a Covid lockdown, and may have struggled to engage with this. Using King's Interhigh in the supported environment of the Wider Ambition setting is very different from students attempting to access online learning from home.
- 2.2. Students who use King's Interhigh at Wider Ambition settings are supported by our in-house subject specialist Teachers and experienced Teaching Assistants. This support includes, for example:
  - 2.2.1. Helping students to become familiar with the software and with this method of teaching and learning.
  - 2.2.2. Liaising with King's Interhigh teachers with or on behalf of students, ensuring teachers remain aware of our students' needs.
  - 2.2.3. Reviewing curriculum material in advance and providing additional pre-teaching where appropriate.
  - 2.2.4. Scaffolding executive function, for example helping students to recognise when they need to login to a lesson or when assignments are due, and helping with downloading, printing, scanning and submitting work.

## Appendix 1 - FAQs

- 2.2.5. Being available to directly assist with questions or issues arising during lessons, or to facilitate the student asking questions in class or by email.
- 2.2.6. Supporting peer interactions during break-out group working.
- 2.2.7. Assisting with completion of assignments, including facilitating group working where more than one student at a Wider Ambition Setting follow the same King's Interhigh course.
- 2.2.8. Reviewing assignment feedback with the students.
- 2.2.9. Facilitating effective self-regulation, including use of sensory resources and sensory breaks.
- 2.2.10. Supporting transitions between use of King's Interhigh and other lessons and activities which are delivered in-house.
- 2.2.11. Supporting students to catch up on missed lessons using lesson recordings or the online lesson resources.
- 2.2.12. Providing additional exam practice and familiarisation with exam conditions.
- 2.3. Students have the benefit on our on-site facilities and support from our subject specialists, for example being provided with science practicals in our on-site science lab to reinforce King's Interhigh learning.
- 2.4. In addition to students' progress and attainment being monitored by the subject specialist teachers at King's Interhigh, an on-site teacher also reviews their progress and attainment. This enables any issues to be addressed promptly and provides a complete overview of progress across both King's Interhigh and in-house subjects.
- 2.5. Students who access King's Interhigh as part of home education are likely to have substantial gaps in their timetable in between lessons, which it can be difficult for them to use optimally. At Wider Ambition, students follow individual timetables, with gaps between online lessons being used to provide a broader curriculum, in-house teaching, therapeutic input and supported self-study, alongside breaks and supported social interactions.
- 2.6. Students who access King's Interhigh as part of home education will sit their GCSEs in an exam centre which will often be unfamiliar to them. At Wider Ambition Settings, students take their GCSEs in a familiar environment, having benefited from additional exam preparation.

## Appendix 1 - FAQs

### **3. Is there an option for students to access in-house GCSE and A Level teaching instead of using King's Interhigh?**

- 3.1. Our default approach is that students use King's Interhigh to study the more desk-based subjects at GCSE and A Level. Our staff assist, support and monitor students' use of King's Interhigh, including through Learning Support sessions which involve pre-teaching and consolidation. Where a subject is available via King's Interhigh, it would be exceptional for a student to be taught that subject entirely by in-house staff instead.
- 3.2. We offer in-house teaching by subject specialists in areas which are less conducive to online learning, for example Art and Design, Drama, Music, Animal Care and Cookery. The range of options available will vary depending on the student cohort and the extent to which their preferences overlap. Students are likely to be able to take up to two in-house options, should they wish to do so, with additional choices being supported where resourcing and timetabling permits. Where students wish to study a subject which cannot be facilitated through King's Interhigh or in-house, we may engage an alternative online provider or arrange on-site tuition, depending on limitations such as timetabling and funding. We aim to facilitate students' preferred GCSE choices wherever feasible.
- 3.3. We recognise that use of King's Interhigh will be unfamiliar to many students. We are committed to providing students with a high level of support, including providing them with opportunities to become familiar with King's Interhigh prior to Key Stage 4 where possible.

### **4. Does Wider Ambition only use subject specialist teachers at GCSE and A Level?**

- 4.1. King's Interhigh lessons are taught by subject specialists.
- 4.2. Wider Ambition employs a wide range of subject specialist teachers, who have experience of teaching at GCSE and A Level.
- 4.3. Where, in exceptional circumstances, we agree to a student receiving in-house tuition instead of accessing a subject through King's Interhigh, our default is to provide tuition from an in-house subject specialist whenever possible.
- 4.4. We use King's Interhigh partly in order to offer students an increased range of GCSEs and A Level subjects. Therefore, we will not always have an in-house subject specialist available for the full range of subjects offered by King's Interhigh. However, where an in-house subject specialist teacher is available, their expertise will be used to provide the student with additional support, either via direct timetabling or by providing guidance to members of support staff.
- 4.5. King's Interhigh lessons are supplemented by Learning Support sessions provided by in-house staff, who have a high level of SEN expertise and are familiar with how to meet the student's needs.

## Appendix 1 - FAQs

- 4.6. Where in-house support staff or teachers who are working outside their specialism are assigned to provide Learning Support sessions for subjects which are taught by King's Interhigh, the purpose of the sessions includes:
- 4.6.1. Reviewing the online sessions accessed by the student and checking understanding;
  - 4.6.2. Helping the student to access the King's Interhigh resources for any lessons which have been missed, including the lesson Powerpoints or lesson recordings;
  - 4.6.3. Helping the student to identify any outstanding assignments and assisting them to find the King's Interhigh resources which will support them to complete the assignments;
  - 4.6.4. Supporting the student to complete assignments using the knowledge they have gained from the King's Interhigh lessons and the associated resources;
  - 4.6.5. Helping the student to look ahead to the next lesson, where King's Interhigh resources have been made available in advance, with a particular focus on understanding any new key words;
  - 4.6.6. Helping the student to communicate with the King's Interhigh subject specialist by email, to seek additional help for any areas of difficulty.
- 4.7. We consider a subject specialist teacher to be a teacher who specialised in the subject as part of their teaching qualification, or who has a degree in a relevant subject and has relevant teaching experience.
- 4.8. We consider a teacher to be competent to teach a GCSE outside their specialism if they have taught the full course in the past eight years and can demonstrate that a high proportion of students achieved the equivalent of grade 7+, or if they have achieved a B or above at A Level in the subject in the past eight years, or they have achieved at least a B at A Level more than eight years ago and have demonstrated their ability to achieve grade 9 themselves in a recent GCSE past paper at a Wider Ambition setting.

### 5. How is student time split between online and in-person teaching?

- 5.1. The amount of time which students spend using King's Interhigh compared to in-house teaching will depend on their choice of subjects and their profile.
- 5.2. Students who study predominantly desk-based subjects will spend more time using King's Interhigh; those who choose one or two of the more creative or physical subjects will spend comparably less time using King's Interhigh.



## Appendix 1 - FAQs

- 5.3. The distinction between in-house teaching and use of King's Interhigh is not clear-cut, as all students benefit from support from in-house teachers and teaching assistants while using King's Interhigh.
- 5.4. There is ample time between King's Interhigh lessons to ensure all students receive a broad experience of offline learning experiences and interactions.