



Ummid Independent School/Himmat Projects

Curriculum Policy

Background/Purpose

The curriculum at HIMMAT/UMMID reflects the role it plays in providing long and short term placements for learners with complex emotional, social and behavioral support needs. Many learners entering the centre have experienced difficulties making educational progress in their mainstream school. It is evident that for some learners, their individual learning needs have not been met, they have low self-esteem in relation to being a successful learner and their behaviour has presented challenges to the support systems in school.

Policy Objectives

- To provide a personalised learning experience which effectively responds to the profile of needs of each learner specifically in areas of literacy and numeracy which is embedded across the whole curriculum.
- For learners to develop and apply the knowledge, skills, values and understanding that will enable them to become successful learners, confident individuals and responsible citizens.

Procedures and Practices

The curriculum available at HIMMAT/UMMID is all that we intend to provide, either directly or indirectly, as a learning experience for all learners. It incorporates both the formal subject-related academic programmes of study and the social and emotional aspects of learning which permeates throughout the school day.

The curriculum will provide high standards, stimulate the mind and set aspirational learning outcomes. It will build upon skills identified in base-line assessments, while formative assessment will aid the personalisation of learning in response to individual needs.

The curriculum will support the special educational needs of learners and specifically address the attitudes, behaviours and learning difficulties which resulted in their subsequent placement at the centre.

The curriculum will provide learners with progression towards gaining formal qualifications. Should a learner's response to the curriculum indicate that their learning needs may be beyond the scope of education in Ummid's various centres, then further appropriate special educational needs

assessment procedures including Outreach programmes must be actioned to provide the adequate support.

Considering the high level of support and specialist resources available to the centre, it is anticipated that the majority of learners will make accelerated progress, narrowing the gap in key subjects during their short and long term placements.

The structure of the curriculum will mirror that of mainstream schools, providing the core areas of English, Maths, and Information Technology. Other entitled foundation subjects will be covered through various topic-based schemes of work including those linking with British values and community cohesion including the RRR programme and Btec.

Learner's work is formally planned for and organised by the teaching and support staff. The content of the curriculum available to every learner ensures that the ECM targets are also included. Learners attend on a full-time basis.

Aims of the Curriculum

The curriculum at Himmat/Ummid supports the aims, ethos and values held by the school which:

- promotes the intellectual, moral, physical and social development of all students
- provides opportunities for promoting independence to make a contribution to the education of young people
- ensures that equality of opportunity in access to the curriculum is an entitlement
- provides students with every opportunity to be happy and successful learners

The National Curriculum

In addition to supporting the aims, ethos and values of our school, our curriculum meets the statutory requirements of the Secondary Curriculum (2007) and the three key aims for all young people; namely that all young people should be:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Organisation of the Curriculum at Himmat/Ummid

Our taught curriculum is delivered through a weekly timetable with each day divided into 6 periods which vary in length between 35 - 60 minutes (see timetable). Each day starts with a group discussion usually centred around current affairs the in local, national and international media which gives any late comers chance to join the group in a more informal manner than interrupting a more conventional lesson. This means that there is active learning for hours per week

Time Event

9.00-9.15am Registration and breakfast

9.15-9.40am Media Discussion

9.40-10.15am Lesson 1

10.15-10.45am Lesson 2

10.45-11.00am Break

11.00-11.40am Lesson 3

11.40-12.15pm Lesson 4

12.15-1.00pm Lunch

1.00-1.40pm Lesson 5

1.40-2.00pm Break

2.00-3.00pm Lesson 6

(Key Stage 3)

All students follow a broad and balanced curriculum which builds on work done in Key Stage 3 (Years 7 and 8). There can often be a necessity to revisit large areas of Key Stage 3 work, indeed many students need to have bespoke accelerated learning programmes put in place in order to help narrow the gap when they join Ummid/Himmat. Liaison and planning meetings are arranged between centres when students move from one centre to another as we endeavour to make transition and progression as smooth as possible. We aim to prepare students for study at Key Stage 4 through an emphasis on the skills and knowledge required in Years 10 and 11.

In addition to the formal taught timetable, students have the opportunity to take part in specific learning activities organised throughout the school year which take the place of normal lessons. This involves field and residential trips, guidance sessions, citizenship, and extra-curricular activities. It is important to note that as well as IT being taught as a core subject it is embedded throughout the curriculum along side literacy and numeracy.

Years 10 and 11 (Key Stage 4)

The curriculum in Years 10 and 11 gives students similarly ensures students enjoy a broad and balanced education. All students follow a common core of subjects and towards the end of the year Enrichment sessions focus more on planning for life after their full-time education may come to an end. A structured guidance programme ensures that choices made meet the needs of the individual student.

Throughout the year the subjects and vocational options offered .

- Work skills (BTEC available)
- Functional Maths
- Functional ICT
- SMSC
- RRR rights, Respect, Responsibilities.
- Food Technology
- Media Studies
- Physical Education
- BTEC Sport and Leisure

Curriculum Planning and Monitoring

It is the responsibility of the teaching staff to plan and manage the curriculum and assessment for their centre. They report back regularly to the Head of Teaching and Learning. Senior Workers play an important role in managing the vocational options guidance process each year. An annual, structured curriculum review takes place each summer, led by the Head of Teaching and Learning, who meets with teaching and other key staff to plan the curriculum for the following year.

Himmat/Ummid offer learners to gain the following formal qualifications.

Himmat/Ummid projects has an aim to provide a high quality, responsive and accessible accreditations service that recognises the achievements of young people, particularly those who have benefited least from prior educational experiences in the past. We are an accredited centre that delivers the following courses accredited by C & G and Edexcel

Functional English Entry	1,2,3 & Levels 1&2
Functional Maths Entry	1,2,3 & Levels 1&2
Functional ICT Entry	1,2,3 & Levels 1&2

BTec Sports & Leisure
BTec Art & Design

Level 1 Certificate/ Diploma
Level 1 Certificate

In addition to the formal qualifications learners are given the opportunity through enrichment to experience cooking, motor mechanic skills, catering, boxing, drugs awareness

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