



ETHOS AND AIMS

LAST REVIEWED	AUGUST 2023
NEXT REVIEW	AUGUST 2024
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1. Principle:

‘To promote social inclusion for the public benefit, by working with people in Nottingham who are socially excluded, to relieve the needs of such people and assist them to integrate into society, in particular by the provision of education; training and support.’

2. Aims:

Take 1 aims to:

- Provide a broad and balanced curriculum.
- Build up children’s confidence and motivation to learn through the use of a range of learning and teaching styles.
- Embed key skills in order to prepare children for real-life and everyday situations.
- Provide opportunities to apply knowledge and learning in practical ways.
- Provide a multi-sensory approach to alternative curriculum that will incorporate and embed key aspects of the National Curriculum especially Literacy and Numeracy.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Develop Excellence and Enjoyment.
- Shape our curriculum to meet the needs of our children
- Stimulate our children’s natural curiosity and to give them the confidence to be curious
- Allow our children to take risks wherever possible
- Teach skills through what interests our children – Essential Learning
- Closely monitor and assess progression in attainment and application of skills
- Help our children to transfer skills between different areas of the curriculum in order to encourage flexibility and resourcefulness and to enable them to use their strengths in one area to overcome challenges in another.
- Ensure our children are active, motivated and enthusiastic learners
- Allow time to engage, reflect and review – including peer and self-evaluation;
- Use a wealth of relevant resources – in classrooms, outdoors, in the local community and the wider area, including visits and visitors
- Allow our children to demonstrate their learning in different ways – through photographs, posters, products, presentations, performances
- Creative and subtle approach to learning which avoids triggers to emotional dysregulation associated with previous negative learning experience or

responses to authority figures.