

Curriculum policy

Policy number	TL1
Policy name	Curriculum policy
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Review date (Due)	July 2018
Owner	Senior Leadership Team
Associated policies	TL2, TL3

This policy is monitored by The Senior Management Team and will be reviewed annually or before if necessary.

Southern Peninsula Services Service Model



From the foundation of **safety**, we aspire to support each and every child and young person within our service to develop positive **lifestyles** and **grow** as individuals.

Outcomes

- **Safety** means that all feel safe, behave in a safe way and are given the opportunity to learn and understand how to be safe.
- **Life** means that, from a foundation of Safety, we will support our children and young people to aspire to lead positive lives in the community in which they live.
- **Growth** means that all can become safer, develop more positive and enriching lifestyles and thrive in areas of their wellbeing and individuality.

Our mission

Quay View School strives to ensure that every child and young person can learn, develop and grow, building their resilience in a safe, nurturing environment, enabling and preparing them to make a successful transition into adult life.

Rationale

Our curriculum is designed to ensure the learning that takes place at Quay View School is relevant, engaging and motivating. It is shaped to provide a learning journey to best prepare pupils for the opportunities, experiences and responsibilities of adult life. We place a strong emphasis on addressing each individual's social and emotional needs.

We recognise that children at Quay View School have specific, diverse and individual needs and our curriculum aims to reflect and meet these. Our ultimate goal is that the children are enabled to become active learners who are moving towards independence, autonomy, control and choice and learning to effectively communicate their needs, wants and opinions.

Aims

We aim for our curriculum to enable students at Quay View School to:

- Be able to communicate their needs, wants, opinions and thoughts through the most effective means for them as individuals
- Be active learners
- Develop their social skills so that they can engage and interact with others to the best of their ability
- Develop skills for learning so that they can effectively access the curriculum
- To access learning opportunities that are relevant coherent, broad and balanced
- Be active and live a healthy lifestyle
- Access a clearly structured day with routine which they can recognise and understand
- Develop their skills to promote fuller participation in home, school and community life
- Develop motor control and physical independence including the enjoyment of participating in a range of physical activities

Whole School Curriculum Values

Quay View School's curricula have overarching values which develop the whole student thereby ensuring they achieve their full potential. The overarching values are:

1 - Personal Learning and Thinking Skills (PLTS)

This is a set of 6 skills which enable the student to learn more effectively:

- Independent enquiry skills
- Creative thinking skills
- Reflective learning skills
- Team working skills
- Self-managing skills
- Effective participating skills

2 - Personal Social Health and Citizenship Education programs (PSHCE)

PSHCE helps students acquire the attitudes and values which are necessary if they are to make sense of their experiences, value themselves and respect others, appreciate both difference and diversity and feel confident and informed about themselves as an individual.

3 - Reach, Exciting, Active, Creative and Holistic learning experiences (REACH)

We provide an exciting range of opportunities and experiences for students such as involvement in the school council, celebration assemblies, LAMDA (London Arts, Media & Dance Award). There is also a planned timetable for students to access Collytown Therapy Ponies and various local activity centres including The Climbing Barn at Milton Abbot, Adrenaline, Jump, Trethorne Leisure Park and the Life Centre in Plymouth for those who require an emphasis on being engaged with an active programme of study.

4 - Educational visits

Our educational visits provide the opportunity for our students to gain real and meaningful experiences in the wider world beyond that of the school environment. They allow the students to use and apply the skills and knowledge, acquired within school, within the wider community. Furthermore, educational visits can help our students develop self-confidence, self-esteem and resilience, together with increased motivation for related work either pre- or post- visit.

Curriculum breakdown

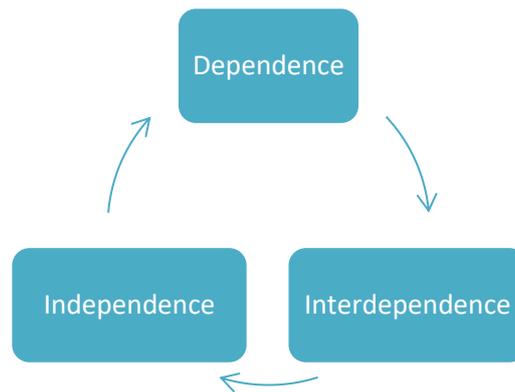
The curriculum is delivered with reference to three identified learning pathways and pedagogical teaching approaches:

- Nurture
- Functional
- Academic

Within these pathways students will access 25 hours per week of learning opportunities which are personalised in their approach and intended outcomes.

Nurture

Many students will arrive at Quay View School requiring high levels of support alongside a highly structured approach. They may also have significant or pervasive presentations of trauma, anxiety or autism which create a barrier to their learning and restricts positive engagement. The nurture based approach takes into account an individual's needs emotionally and socially as the starting point for targeting outcomes which are underpinned by establishing relationships and building resilience through the progression model:



Typically students on a nurture based pathway will require a therapeutically informed programme which will often focus on relationships as a defining area of difficulty and often with a lesser emphasis on addressing actual behaviour depending on diagnosis/diagnoses for individual students.

The aim is for those on a nurture based curriculum to become “Safe and ready to learn”. This is also with a view to, over time, reducing supports and ‘scaffolding’ which is necessary to begin from a foundation of safety.

Functional

The functional curriculum focuses upon independent living skills and vocational skills, emphasizing communication and social skills. The functional curriculum can be useful even for our students in the gifted range if they have missed some needed skills during their previous learning and can provide an entirely appropriate preparatory approach for an academic pathway.

Academic

A functional curriculum focuses on skills that build independence, but those skills include functional academics which underpin academic progression. Students who access an academic pathway will typically have undergone preparation via a functional based route which will allow them to progress and diversify into more traditional ‘academic’ areas of study which do not directly relate to independent living skills.

Subject areas:

Accreditation is used to recognise achievement where appropriate within the following subject areas across 25 taught hours per week:

- **Literacy / English & Numeracy / Maths [Compulsory]**
 - Learn, practice, use and apply skills & knowledge in life-related literacy and numeracy age-related contexts.
- **Science & Technology**
 - Developing an understanding of the world via in class experiments and real world experiences and through technology.
- **PE/Sport/Outdoor Education**
 - Daily & weekly individual exercise, games & swimming.
- **PSHCE (Personal, Sexual, Health & Citizenship Education)**
 - Age-related lessons based on individual or group personal needs.
- **Independent Living Skills**

- Weekly practice in housekeeping, appliance operation, clothing care and maintenance.
- **World of Wonder (Enrichment/Discovery Learning/Adventure Education)**
 - Thematic schemes of work designed for further topical enrichment of curriculum.
- **World of work**
 - Preparation for future working roles, involving participation in work-related experiences, community jobs, enterprise initiatives and offsite work experience.

Students can achieve accreditation according to their needs and the identified pathway through the school but this is defined via identified transitional needs in preparation for adulthood.

ASDAN is delivered as an accreditation framework to recognise individual achievement across the curriculum.

Curricular progression

Student progress is tracked on a half termly basis on subject based trackers which monitors progress against a starting point within the academic year.

Within the curriculum learning is delivered (in part) via thematic approaches and projects, English and Maths in particular will be embedded across the curriculum via a functional skills based approach.

There are specific subject areas which are additionally tracked and those students who are working towards accredited courses have their progress tracked similarly.

Students who arrive at Quay View School via a referral pathway undertake a 12 week assessment period before being offered a full time placement, often students arrive having had negative experiences of previous schools or having been out of school for varying periods of time and often without accurate or relevant 'levels'.

For these students their progress is not tracked in terms of whole school data until they have successfully completed the 12 week assessment period during which time teachers make observations and assessments to determine appropriate levels that the student should start working at for sustainable progress to be achieved.