Draycott Moor College Curriculum:

Curriculum Policy

2018

Date reviewed Sept 2018

Date of next review Sept 2019

The curriculum at Draycott meets the needs of pupils referred to the school by:

- Promoting the skills, competencies, knowledge and understanding within the National Curriculum programmes of study at each key stage;
- Using a personalised learning approach to meet individual pupil needs in literacy, numeracy and vocational coursework and accreditation
- Implementing PACE and therapy informed approaches to developing and supporting behaviour for learning to improve our students skills of resilience and self-regulation, which have often been significantly damaged and delayed because of the sorts of traumatic experiences that lead to attachment disorders. Without this, access to the curriculum and learning would be severely diminished. Prior to placement at Draycott, many of our pupils have been school refusers, non-attenders. Or have had very poor attendance

For our pupils, prior attainments may not match those expected of peers of a similar year group within a key stage; they will have statements of educational need or EHC plans. Some may be school phobic, while many will have significant gaps in learning.

Social development may be severely compromised and our curriculum is designed to build social and emotional skills and resilience as well as to improve outcomes for our pupils by closing the attainment gap. From attainment base-lined at point of entry, we have aspirational expectations for all our pupils that they will be meeting or exceeding national expectations for rates of progress. Close and frequent monitoring of target setting and attainment identify where this may not be happening and this is robustly addressed.

 The flexibility we build in enables pupils to experience a broad, balanced curriculum in which they acquire skills, knowledge and make best possible progress commensurate with their ability. In so doing, we as a school meet our mission statement and vision:

When in class, our yp may be working at completely different levels from each other , and personalisation of targets is key. Because of this, the 'traditional' three part structure of lessons with introductory activities/starters, main theme and plenaries is delivered in a more personalised rather than whole group approach.

Introductory activities relate to individual targets, main themes are personalised and plenaries focus on achievement of the individual objectives, self and teacher assessment and feedback to enable YP to understand what they need to do to make good progress.

Marking:

YP's work is marked according to the feedback and marking policy, with staff writing in green and YP writing their own comments in purple.

Where work is of an essentially practical nature (Art, some music lessons, some food tech lessons)

Each YP has an exercise book where the lesson objective is written for the lesson, and feedback and marking given as a comment on how the YP has achieved the objective, again with opportunities for the YP to self- assess and record their own comments. In computing science, YP submit their work for marking through google classroom, this is then marked electronically and fed back to the YP via google classroom

Work Scrutiny

The effectiveness of feedback and marking on pupil progress is monitored as part of each teachers development plan

We recognise that pupils referred will have had many traumatic life experiences that are outside those experienced by the vast majority of society. The effect on our pupils of their personal histories is that they will have missed out on many valuable positive learning experiences within any setting, be it their family, prior education, or other social interactions. The negative consequence of this on their attitude to and engagement with learning transfers with them into our school and can manifest itself in an unpredictable way as extremely severe challenging behaviour. With this in mind there is an emphasis in how the Curriculum is presented on providing enjoyable and personalised learning experiences that over time lead to greater engagement. The engagement we seek to engender will lead to greater achievement, something that often our pupils have not made in the setting they have experienced before they join us.

We utilise Community Based Education to make the learning real and relevant to our pupils, while ensuring that they do develop in the core subject areas which are imperative to them being fully prepared for a working life.

Mission Statement for Horizon Care and Education
  "We aim to inspire lasting change in our children and young people to enable them to achieve beyond their goals and to have the best possible start to adult life"

Vision for Horizon Schools
  "enabling achievement and fulfilling individual potential through an inclusive, safe and inspirational learning environment"

Having recognised this commonly shared background of our pupils, Draycott's curriculum is focussed on providing positive learning experiences that, over time, lead to greater engagement. The engagement we seek to engender, in turn, leads to improved achievement, something that our pupils have often not made in the educational setting(s) they experienced before joining our school.

We endeavour, as far as possible, to make learning real and relevant to our pupils, while also ensuring that they develop and progress in the core subject areas (English, Maths Science, PSHCE). There is a strong emphasis within the school on the importance of PSCHE and SMSC teaching in both group and individual sessions that takes place in both formal and informal settings, including the nurture base

Where it is possible, (from information we receive from commissioners and previous placements) we work to provide continuity to our pupils from their previous educational setting and we ensure that the core subjects are studied to exam level using a range of appropriate specifications. ICT is embedded into all our teaching where possible and appropriate and we have a separate Computing Science curriculum.

Our approach to teaching and learning helps to support our pupils in becoming positive, responsible individuals who can work and co-operate with others in whatever environment they may find themselves once they have left school.

The aims of the Draycott's curriculum are:
- ✓ To enable all pupils to learn and develop skills, knowledge and understanding to the best of their ability so that they are equipped to lead happy, purposeful lives in society;
- ✓ To develop in our pupils a positive attitude towards learning, so that they become lifelong learners who are able to deal with an uncertain future;
- ✓ To develop in our pupils competencies in literacy, numeracy, and information and communication technology (ICT);
- ✓ To enable pupils to be creative in developing their own thinking;
- ✓ To provide opportunities for our pupils to successfully return to a mainstream environment where appropriate.
- ✓ To enable pupils to develop respect for themselves, for others, and for their environment;
- ✓ To enable pupils to be positive citizens that contribute to society; (through our Duke of Edinburgh's Award scheme, and 'helping hands' community support projects, for example)
- ✓ To enable pupils to have an experience of the world of work as part of a preparation for their future working lives;
- ✓ To support pupils in developing a personal awareness of their own spiritual self and an understanding of right from wrong;
- ✓ To help pupils understand the importance of truth and fairness, so that they are able to recognise discrimination and stereotyping, and to challenge it;
- ✓ To enable pupils to develop an understanding of the rights and responsibilities that we all have to maintain and promote a democratic society which adheres to British Values;
- ✓ To help pupils respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs;
- ✓ To ensure that pupils know about the world, how the environment has changed over time and how they can contribute to future progress locally, nationally and globally;
- ✓ To develop in our pupils the desire to pursue healthy lifestyle choices.
- ✓ This curriculum precludes the promotion of partisan political views in the teaching of any subject in the school

Organisation and Planning
We operate a ten day timetable (green week and white week) to provide a broad and balanced curriculum that best meets the needs of our learners while providing breadth of curricular entitlement. Places at school are commissioned by local authorities, and we have a current maximum capacity of 28 pupils. Unlike many other schools, it is not possible to forward plan pupil groupings year om year with a high degree of accuracy, since we do not know which year groups commissioned pupils will belong to prior to the start of the academic year. Moreover, commissioning will tend to occur during the academic year as placement at the prior school breaks down.

We address this to best meet the needs of learners by:
- Setting personalized targets for students within a class group
- Teaching within key stage classes, and, wherever possible, with closest year groups together
- Never having classes that have more than six young people, and only having this number in a class when not to do so would mean it was not in the best interests of the young people involved

 Work is differentiated to meet each pupil's need and level of ability.

The planning process
Planning is as personalised as possible for teaching, learning and outcomes for our young people. At Key stage 4 our YP can choose bespoke courses for qualification, but even in whole class subject teaching we are looking to start with the individual needs of each young person, and build planning from there. PACE, our therapeutic approach to teaching and learning is integral to all our planning. Consequently, we have staged planning, moving from the individual needs, to the group teaching strategy, to the half termly module planner. This is how the process works:

1. completion of the individual pupil pen portrait. Each form tutor does this for the young people in their tutor group, then puts this in their pupil information folder on the staff drive. Young people can be part of this process. Staff read the individuals Learning Journey booklet to complete this process as it contains information needed, including strengths and needs, SEN diagnoses.
    Each child has their own electronic folder

2. Teachers who are teaching groups use the individual pupil pen portraits for the classes taught, and the individual behaviour support plans, and use these to work out the best group teaching strategy for each class in each subject taught. This includes deployment of support staff, teaching and learning approaches used, seating arrangements and how individual needs are addressed within the group. The completed group teaching strategy is put into the electronic planning folder.

3. With the above information, and the pupil progress data which informs where a child is in terms of attainment in each area, the half-termly module planner is completed:

- The long term curriculum grids for the subject are used to select the correct module unit outline and aims and key vocabulary/concepts
- The starting point (current attainment) for each YP is identified
- Targets are set in relation to the starting point to get the best possible progress for each TP (mindful of the ZPD for each YP)
- The group teaching strategy is used to identify how pupils will work, and highlighted
- Evidence for work scrutiny is identified and highlighted.
- The accredited course (where applicable) the module links to is identified
- The differentiation and teaching and learning strategies to be used are identified
- British Values Outcomes that will be addressed during the module are identified and highlighted
- The learning journey and IBSP are used to identify core areas addressed, and highlighted.

The completed planner with the first planned lesson is saved into the electronic planning folder, and a copy put in the teacher's planning folder to share with the staff team.

Assessment informs planning, so it really can't be the case that all the lesson objectives for the whole module are completed at this point. Subsequent objectives are based on evaluation of the previous lesson outcomes.

Lesson by lesson, the electronic planner is updated on the staff drive, and then evaluated at the end of the module , identifying whether a pupil has met, exceeded, or not yet reached the intended outcome. This will translate into a numerical value, which will then become the new starting level for the next module in this subject area.

There is a long term curriculum grid for each subject linked to NC Programmes of Study, but this is also broken down in the core literacy and numeracy programmes so that all YP (including those working significantly below age related expectations) have individually set targets to help address existing gaps in fundamental prior learning required as building blocks to the next stage.

In the case of core subjects and other courses that lead to accreditation, planning is alsoinformed by the requirements of exam board specifications. Our pupils may join us at any time in the year, and in enabling these pupils to reconnect with learning, it may well be that initially they revisit work they have already covered in previous settings. Where a pupil feels "I've already done this…" there will be flexibility in the planning for that individual to make the adjustments that meet their perceived needs.

We will meet the challenge of finding age appropriate learning experiences for pupils whose level of ability falls well below that of their chronological age

Where pupils are assessed as gifted and talented, the curriculum is flexible enough to allow early entry into examination subjects so that if the young person is at risk of being transient, there is the best chance possible of that person achieving an accreditation.

Given that pupil placement can be determined by a multitude of factors, Draycott aims to ensure that pupils gain nationally recognised qualifications at the earliest opportunity that meet their level and ability.

The Curriculum
Rationale
At Draycott, we have high expectations of teaching and learning; teaching on a regular basis should be of a good or better standard. We intend to improve the quality of teaching and learning by recognising that we are all learners within a community of learning and that, as learners, we continue to develop our expertise and professionalism. The curriculum Draycott therefore promotes the following strategic challenges for developing the school vision:
- ✓ The promotion of high standards without inequalities in attainment
- ✓ Education tailored to the talents, aspirations, and potential of individual students
- ✓ The encouragement of innovation through ICT to transform teaching and learning
- ✓ Developing the skills necessary for autonomous learning, enabling students to become life-long independent learners
- ✓ The setting of targets for both learning and teaching standards.

Teaching and Learning
Teaching and Learning in the classroom is informed by the needs of the individual to reach a level of attainment that enables each and every pupil to develop. The content of our curriculum is informed by the suite of accreditations that can unlock the doorway to a happy, purposeful life as a member of a local, national and global community. We adopt the requirements of the National Curriculum.

Pupils will experience a curriculum that promotes both personal and academic development through a range of qualification pathways that will enable them to pursue their life ambitions. This will be supported by appropriate advice, information and guidance to suit each individual. Pupils in Key Stages 4 will also have access to independent career advice and to work experience opportunities.

Practice
Learning happens within three different contexts at Draycott:
1) Lessons – planned experiences where pupils work through a programme or scheme of work. The needs of the pupils at Draycottrequires curriculum planning that is flexible and relevant as both the context in which we live continually changes, as do the needs of our pupils at different stages of their lives. Our curriculum will facilitate the acquisition of knowledge as well as skills and promote enjoyment of learning.

2) Routines – regular occurrences where pupils are influenced as they go through the school day: registration, assemblies, break-times etc.

3) Events – these can include, but are not limited to Community inclusion events (coffee mornings, summer fare), Community Based Education, Duke of Edinburgh's Award. 'Helping Hands' community support projects, sporting events and themed days which all create opportunities for pupils to access curriculum content and/or develop personal qualities and characteristics.

Essential components
Lessons, routines and events will contain the following components:

1) Learning styles – We recognise that all learners have preferred ways of learning affected by prior experiences, beliefs and values. Pupils learn best when:
- A variety of learning styles are encouraged
- Particular sensory modes of learning are employed (multiple intelligences, Visual, Auditory and kinaesthetic Approaches)
- Levels of learning are planned within lessons and range from surface level acquisition to deep level processing

2) Teaching styles – The full range of teaching styles is used from whole class teaching through independent learning , to individual exploratory work and interactive (group) work where possible. The appropriate teaching style is deployed for each learning event so that learning objectives can be met and outcomes achieved. Pupils learn best when:

- Lessons are lively, stimulating and interesting
- The provision is challenging and appropriately matched to the needs of the individual pupil
- A variety of teaching and learning styles are employed within a course of study/individual lesson
- Pupil success is celebrated in a range of different ways.

3) Environment

- The organisation of what is taught matches the needs of both the individual pupil and the curriculum
- The room is arranged appropriately for the lesson
- There is access to relevant resources which are safely arranged and distributed
- There are stimulating displays which show pupils work and contribute towards the school ethos
- Displays should also take the form of teaching tools and be educational and inspirational – these should complement the curriculum being studied and be reviewed regularly.

4) Lesson structure – lessons or a series of lessons should contain the following elements:

- Starter
- Main
- Plenary
- Mini Plenaries
- AFL opportunities
- Personalisation/differentiation
- Sensory diets where appropriate

Effective teaching and learning within the classroom
Questioning strategies
Open-ended questions (What if? How might?)
High Order Questioning (Synthesis/Evaluation)
Prompting questions
Mind mapping
Making use of visual stimuli/resources

Intervention/interaction with pupils
Peer support
Formative marking
Praise/sharing good practice with whole group
Rewards
Positive reinforcement
Remove barriers to learning and progress

Differentiation
By Task
Open ended task
Support in core and extension
Choice of task or style of response

Choice of entry and exit points

Differentiation
By Support
Use of teaching assistant
Mentors
Resources
Teacher intervention
By pace/time
Pupils allowed more/less time
Waiting time in response to teacher questions
Time for review/evaluation
Number of tasks required

Differentiation by outcome

Amount of/level of independent work

Teaching and learning behaviours
In the classroom the behaviour of staff and pupils should reflect high standards of engagement, challenge and expectations.
(Refer to Behaviour policy and behavior rationale)

We understand at Draycott that the ESMH needs of our young people are very often demonstrated through behavior that impacts disruptively on learning. Were this not the case, our YP would not have been referred by their respective commissioning authorities. All of our YP have regularly reviewed individual positive behavior support plans (IBSP's) and self-regulation strategies. Our aim here is twofold:
- Minimise the impact of negative behavior on the learning of others and the individual YP themselves
- Improve over time the capacity of each YP to develop resilience and the ability to employ self-regulation strategies.

In addition to attainment in progression data, the engagement and task completion of each YP in each lesson each day is monitored and analysed , linking to reward systems to promote improvement in these areas.

Resources
These are developed to meet the needs of our YP at an individual level. Staff work together to develop and produce learning materials.

Managing diversity
We make every attempt to give consideration to the educational requirement of different groups of learners: pupils with SEND, pupils recognised as Gifted and Talented, pupils with behavioural/emotional difficulties, pupils from ethnic minorities, pupils with a disability and those who appear to be underachieving.
There are numerous opportunities to improve and extend teacher skills in differentiation and learning styles to meet individual needs. Different systems of internal and external accreditation have also been developed thus acknowledging a broader range of educational outcomes.

Monitoring, Evaluation and Review
The elements of self-evaluation – monitoring, evaluation and review – are applied within a wider programme of whole school review

Within teaching and learning there are key areas for self-evaluation: quality of learning, meeting pupils needs, assessment and quality assurance, through five key essentials:

- Learning and progress
- Assessment for learning, Differentiation and planning
- Challenge, pace, expectations and aspiration
- Behaviour for learning
- Quality of teaching

These are monitored through a cycle of review and monitoring, and this informs each individual teachers Action Plan for improvement

The cycle of review informs intervention programmes for staff. The Quality Assurance Programme monitors and evaluates the planning, target setting and assessment processes, work scrutiny and utilizes uses both shorter and fuller observations .

Where an individual is found to have elements of pedagogy that require improvement or are inadequate, a bespoke intervention will be implemented using expertise within Draycott in the first instance and support from other schools in the Horizon Care family if required.

Intervention programmes are available from the National College, and where necessary, these will be used:

Additional monitoring, evaluation and review includes:
SIP
Horizon Care and Education Governance
OFSTED inspections
External benchmarking against key criteria