TRINITY COLLEGE CURRICULUM POLICY 2019-2020

Date of issue: **August 2018**

Date reviewed: **September 2019**

Frequency of review: **Annually**

Date of next review: **September 2020**

The curriculum at Trinity College meets the needs of pupils referred to the school by paying due regard to the National Curriculum and using a personalised learning approach to meet individual pupil needs.

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

The Horizon Care Vision is "For Horizon Schools to enable Achievement and fulfil individual potential through an inclusive, safe and inspirational learning environment"

We recognise that pupils referred to Trinity College may have had many traumatic life experiences that are outside those experienced by most of the 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 through extremely challenging behaviour. There is an emphasis on how the Curriculum is presented. We provide enjoyable and personalised learning experiences. The engagement we seek to engender will lead to greater achievement, something that our pupils have not made in the setting they have experienced before they join us.

We endeavor, 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, Mathematics, PSHE, IT and Science). There is a strong emphasis within the school on the importance of PSHE teaching in both group and individual sessions that takes place in both formal and informal settings.

Where it is possible, we work to provide continuity for our pupils from their previous educational setting and we ensure that the core subjects (Mathematics/English/Science/PSHE/IT) are studied to exam level using a range of appropriate specifications from Entry Level to GCSE.

Our approach to teaching and learning helps to support 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 Trinity College 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 pupils a positive attitude towards learning, so that they become lifelong learners who can deal with an uncertain future;
- To develop pupil's 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;
- 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 can recognise discrimination and stereotyping, and challenge it;
- To enable pupils to develop an understanding of the rights and responsibilities that all of us have in society;
- 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.

Organisation and Planning (Intent)

Pupils will have individual timetables, bringing them together as small groups of no more than five in core subjects based on their current Key Stage. The groups will as far as possible, be based on the stage their learning is at so pupils in the same group may be of different ages.

The work the pupils engage in is differentiated to meet individual need and level of ability. Where additional teaching skills and knowledge are required, we use peripatetic teachers; this could be for specific elements of core and secondary subjects.

The curriculum is planned in terms of long and medium term (block of lessons) programmes: the long-term schemes of work map out the learning for the whole academic year. The mid-term plans drive the learning that is current. The medium term programmes are adjusted based on an evaluation of the progress pupils are making.

In the case of core subjects and other courses that lead to accreditation, planning is informed by the requirements of the exam board specification. 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 pupil 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, Trinity College aims to ensure that pupils gain nationally recognised qualifications at the earliest opportunity that meet their level and ability.

The Trinity College Curriculum (Implementation)

[A] Rationale

At Trinity College, 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 at the Trinity College 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 pupils
- ✓ The encouragement of innovation through ICT to transform teaching and learning
- ✓ Developing the skills necessary for autonomous learning, enabling pupils to become life-long independent learners
- ✓ The setting of targets for both learning and teaching standards.

[B] Teaching and Learning

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

Pupils in Key Stages 2, 3 and 4 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 everyone. Pupils will also have access to independent career (Key stage 3 and 4) advice and to work experience opportunities (key stage 4).

[C] Practice

Learning happens within three different contexts at the Trinity College:

1) Lessons – planned experiences where pupils work through a programme or scheme of work. The needs of the pupils at the Trinity College requires 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, performances, sporting occasions, field/study trips and themed days which all create opportunities for pupils to access curriculum content and/or develop personal qualities and characteristics.

[D] Essential components

Lessons, routines and events at Trinity College 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
- Sensory modes of learning are employed (multiple intelligences, Visual, Auditory and kinesthetic 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 – This changes from classroom to classroom within which specific programmes are delivered. Every learning environment is carefully planned to provide the best learning potential. Pupils learn best when:

- 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

[E] 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

[F] Teaching and learning behaviours
In the classroom the behaviour of staff and pupils should reflect high standards of engagement, challenge and expectations.

[G] Resources
These are developed and shared in the staff room and through weekly meetings. Teachers, Instructors and Teaching Assistants all work together to develop and produce learning materials.

[H] Managing diversity
We make every attempt to consider 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.

[I] Monitoring, Evaluation and Review (Implementation and impact)
The elements of self-evaluation – monitoring, evaluation and review – are applied within a wider programme of whole school review. Within teaching and learning key areas for self-evaluation include quality of learning, meeting pupils needs, assessment, quality of provision and pupils progress. These key areas are monitored through cyclical visits to lessons looking for the extent to which there is evidence of elements of good and outstanding practice and regular reviews of the quality of outcomes and the response of our pupils to what they are given (quality assurance)
The cycle of review informs intervention programmes for staff. The Quality Assurance Programme uses both shorter observations in the form of visits and scrutiny, and longer observations carried out by line managers.
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 the Trinity College in the first instance and support from other schools in the Horizon Care family if required.

[J] Pupil accreditation and staff qualifications
Pupils at key stages 2 and 3 follow the National Curriculum programmes of study in subjects on offer including Mathematics, English, Science, PSHE, Art, Computing, Physical Education and others. Some key stage 3 pupils follow accreditation specifications matched to their individual levels.
Pupils at key stage 4 (and some in key stage 3) follow a variety of accredited pathways based on ability. Some of the accreditation includes:
Entry level, functional skills levels 1 and 2 and GCSE Mathematics and English
Level 1 and 2 Food Technology
Level 1 and 2 ICT based qualifications
Level 1 and 2 PSHE

Entry level Science, History and Geography

Staff qualifications

Name	GCSE's	A Levels	Degree	QTS	Any other
AM			Modern foreign languages	Yes	
RS			Applied Social Sciences	Yes	NPQSL
TJ			Education		SENCO Qualification
AW			Sport and leisure management		NPQML
PH			Yes	Yes	
DB	Yes - Maths/English				
RG		ICT, P.E, Business	Sports Education		
CM			Arts with Education		
SO	Yes - Various				
LW					HLTA Qualification

Additional monitoring, evaluation and review includes:
OFSTED inspections
External benchmarking against key criteria