



Great Howarth School

Curriculum Policy

Reviewer: Head Teacher
Reviewed: Jan 2020
Next review: July 2020

The curriculum meets the needs of pupils by:

- paying due regard to national expectations, as set about by the DfE.
- utilising a personalised learning approach to meet individual pupil needs

Such an approach is required because pupils referred to us have a wide variety of educational backgrounds and life experiences that often involve serious trauma. Due to these experiences their attainments may not match those expected of their peers. Our pupils may have EHCPs, be school phobic and more than likely will have significant gaps in their learning. The flexibility we build into our whole school approach enables pupils to experience a broad, balanced curriculum in which they acquire skills, knowledge and make progress commensurate with their ability. This also allows us, as a school, to meet our mission statement and vision:

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”

We recognise that pupils referred to our school may well have had traumatic life experiences that are beyond those experienced by the vast majority of society. The effect of their personal histories on our pupils means that they will have missed out on many valuable positive learning experiences. Be this within their family, prior educational settings, or other social interactions. The negative consequences of these experiences on their attitude to, and engagement with, learning transfers with them into our school and can manifest itself in unpredictable ways but most often as severely challenging behaviour.

Having recognised this commonly shared background of our pupils, our curriculum is focused on providing positive and personalised 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 to make learning real and relevant to our pupils, ensuring that they develop and progress in the core subject areas, English, Maths and Science alongside the wider curriculum. There is a strong emphasis within the school on the importance of PSHE and SMSC.

Where possible, we provide continuity to our pupils from their previous educational setting and ensure that the core subjects are studied to exam level using a range of appropriate specifications. ICT is embedded into all our teaching and is approached in a cross curricular manner.

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 our 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;
- ✓ 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 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

Pupils will have individual personalised timetables, bringing them together as small groups of no more than 5 in core subjects based on their current Key Stage, personal interactions and/or academic ability. The groups will as far as possible be based on Key Stage and ability.

The work the pupils will engage in is differentiated to meet each pupil's need and level of ability. Where, assessment identifies particular challenges, enhanced support can be provided to support engagement and accelerate progress, this will be written into the Pupil's learning Plan (PLP)

The curriculum is planned in terms of long and medium term (block of lessons) programmes: the short term programmes drive the learning that is current. The medium and long term programmes are adjusted on the basis of 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, a review of prior learning and achievement will take place, alongside baseline assessment using BKSb and WRAT 4 assessments alongside reading and spelling age assessments.

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. Equally, if a student is at risk of being transient, there is the best chance possible of that person achieving an accreditation.

Our Curriculum

[A] Rationale

We have high expectations of teaching and learning; teaching on a regular basis should be of a good or better standard. We monitor 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 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 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 where we can.

Pupils in Key Stages 3, 4 and 5 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 and 5 will also have access to independent career advice and to work experience opportunities, where appropriate.

[C] Practice

Learning happens within three different contexts at our school:

1) Lessons – planned experiences where pupils work through a programme or scheme of work. The needs of the pupils 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: breakfast, assemblies, break-times etc.

3) Events – these can include, but are not limited to, performances, sporting occasions, field/study trips, enrichment activities 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 our school 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 – 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 biweekly meetings. Teachers, Instructors and Teaching Assistants all work together to develop and produce learning materials.

[H] 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.

[I] 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. 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).

KS2 Curriculum

The KS2 curriculum is specifically designed to identify the learning needs of pupils and support this with a creative curriculum that re-engages. The pupils on entry are baseline assessed using: WRAT 4 Standardised testing - Reading, spelling, comprehension and maths. Boxall SEMH Assessment – to identify SEMH interventions and progress Spelling and Reading Age assessments – to identify need Phonics Assessment- to identify gaps in learning.

The curriculum is based around **Cornerstones Creative Curriculum** which is a coherent, skills and knowledge-based KS2 curriculum with a **creative** edge. It's rooted in a proven pedagogy based on how children learn best. At its heart is the principle that every child deserves a rich, fun, **engaging** and broad learning experience.

The four cornerstones of the curriculum are:

Engage

- Hook learners in with a memorable experience.
- Set the scene and provide the context for learning.
- Ask questions to find out children's interests.
- Spark children's curiosity using interesting starting points

Develop

- Teach facts and information for deeper understanding and knowledge.
- Demonstrate new skills and allow time for consolidation.
- Provide creative opportunities for making and doing.
- Deliver reading, writing and talking across the curriculum.

Innovate

- provide imaginative scenarios that encourage creative thinking.
- Enable children to apply previously learned skills.
- Encourage enterprise and independent thinking.
- Provide opportunities for collaborative working and problem solving.

Express

- Provide environments for reflective talk.
- Create opportunities for shared evaluation.
- Celebrate and share children's success.
- Identify next steps for learning.

The curriculum is taught through a combination of stand alone subject lessons in core subjects and project based work through the Cornerstones curriculum covering all areas of the KS2 curriculum. Assessment is individualised and tracked through the curriculum to identify need and show progress.

All pupils have PLP's to summarise learning, attainment and interventions needed.

KS3 and KS4 Curriculum

The Key Stage 3 curriculum is made up of the following elements:

KS3 National Curriculum themes and programmes but differentiated to meet individual pupil needs. Subjects taught discretely for all are English, maths and science, with opportunities for PSHE, beliefs and values, food technology, humanities and health. For those pupils who struggle to engage with a subject specific curriculum outside the core areas a less formal project based creative curriculum is offered. This is achieved by extending the Cornerstones model but adjusting the skills and knowledge levels to meet the needs of KS3 learners. A skills base is being developed in classroom 6 to meet this need.

A focus on preparation for Key Stage 4 - developing career aspirations to ensure pupils can make informed choices by the end of year 9 including exploring the vocational options. The introduction of a careers education module within PSHE, alongside access to an independent careers advisor for pupils from year 9 onwards. Humanities to be combined in order to ensure sufficient coverage of History, Geography, and RE to support KS4 choices and develop understanding of the wider world.

Pupils at Key Stage 3 are encouraged to develop and consolidate their key skills in core subjects and are also offered opportunities to prepare for examination courses. In addition accreditation at Entry Level is offered in core subjects.

Our pupils have often failed to engage with the standard curriculum delivered by mainstream schools. Our broad and balanced curriculum is designed to meet their complex needs by engaging them in academic learning and developing their life skills. We are an inclusive school and all our teaching focuses on providing intensive support for pupils as individuals who have individual strengths and weaknesses. We offer a range of qualifications that gives every one of them the opportunity to attain. One-to-one support is provided when appropriate and we are always flexible. We also try to have fun.

We teach over five areas:

- My Passport
- My Self
- My World
- My Future
- My Body (incorporating My Home)
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Each area has a coordinator/teacher and teaching assistant support where needed. Lessons vary in their approach – some are relatively formal with pupils sitting at computers, others involve working off site. We work with pupils as individuals and set appropriate goals for each. This means that pupils may complete different activities as they work towards different levels of attainment. We constantly review our practices and trial and implement new ideas to engage our pupils, develop their self-esteem and ensure that they fulfil their potential to develop the functional and imaginative skills that will help them to lead independent, fulfilling and successful adult lives.

My Passport

This curriculum provides pupils with the skills they need to move on to further learning and employment - literacy, numeracy and computer literacy. The teaching of literacy and numeracy is further supported by being embedded in all teaching across the curriculum.

In **English** we teach pupils to communicate clearly and effectively in speech and writing, and we build up their confidence so that they can share their thoughts, ideas and experiences with others.

At **Key Stage 3**, pupils build their skills in reading and writing (following the National Curriculum), via themed units that encourage them to explore and experiment with language in written and verbal communication. The development of speaking and listening skills is embedded in all sessions. While we explore themes (such as Survival, Heroes or Horror stories) across a whole class, we work with pupils as individuals and set appropriate goals for each.

At **Key Stage 4**, pupils have the opportunity to achieve one of three qualifications, depending on their ability and current level of attainment (GCSE, Functional Skills or Entry Level Certification). They learn to demonstrate, to varying degrees: an ability to respond to literary texts; a degree of understanding and appreciation of English literary heritage; an ability to write creative and personal narrative; positive discussion, presentation and role-play skills and the capacity to create and respond to situations they might encounter in their daily lives.

Our **Mathematics** curriculum is designed to enable our pupils to develop the numeracy skills necessary for a confident transition to the adult working world. We also strive to open up the world of mathematics as the exploration of pattern and relationship with the development of methodological approaches to problem-solving at its core.

The curriculum meets the needs of individuals, recognising that each student has a unique blend of strengths and weaknesses. It follows National Curriculum guidelines, with opportunities for numeracy support and extension offered to those who need to fill in gaps or reach a bit further. We regard 'Assessment for learning' as an essential tool for supporting progress and each student is encouraged to self-assess and reflect on their learning as part of an on-going process of development. All our pupils work towards an individual target in maths and are encouraged to view learning as a personal journey.

Numeracy is fundamental to financial independence. Pupils study 'functional' and 'key skills' sessions as well as other areas including: Number & Algebra, Geometry & Measure and Statistics.

The study of maths is often seen as an abstract set of topics and rules that have little to do with daily life. We dispel this myth by offering learning activities beyond the classroom. Pupils learning about money, finance and the origin of the monetary system visited the Bank of England where they received a presentation on how the mathematics of currency influences the lives of everyone in the country. They found out their maximum speed on the running track and learned about the relationship between speed, distance and time. As part of this unit of learning, they learned how to use formulae and, on a visit to Thorpe Park, met engineers who told them how they use mathematical calculations when designing roller coaster rides.

At **Key Stage 3** coursework follows National Curriculum guidelines and incorporates the learning of Number and Algebra, Geometry and Measure and Statistics. Some pupils require support on arrival to the school and aspects of their learning are supported through appropriate elements of the KS2/1 curriculum.

At **Key Stage 4** we aim for every student to gain a maths qualification suited to their ability. While we aspire for pupils to achieve at GCSE standard, we recognise that educational progress can be problematic for our pupils and offer Entry Level, Functional Skills (L1 and 2) and GCSE. The OCR - Entry Level 1 – 3 qualification covers Data Handling, Number, Shape, Space & Measure. The Functional Skills L1 & 2 introduces skills required for success at GCSE including, representing, analysing and interpreting situations using mathematics. It introduces some algebra and higher level number and data processing strategies. The AQA GCSE course covers: Statistics, Number & Algebra, Shape, Space & Measure.

My Passport opportunities for qualifications at Key Stage 4:

- AQA GCSE in English
- NCFE Entry Level Certificate in English
- NCFE Level 1 and 2 Functional skills in English.
- AQA GCSE in Mathematics (Foundation or Higher)
- Gateway English/Maths
- AQA Functional skills in Numeracy Level 1 and 2 Certificate

My Self

At Great Howarth we believe that being able to think coherently and creatively, and adapt to a constantly changing world, is a vital part of our pupils' education. By working through creative activity – art, beliefs and values, PSHE, and forest school - the curriculum fosters expansive thinking, experimentation and a safe form of personal expression. We teach pupils to work in an evaluative and reflective way, enabling them to develop their abilities and responses, and the creative impetus gives them a greater sense of freedom than is possible in other areas of the curriculum.

We regard this as a fundamental part of academic and personal development for young people who have led chaotic and dysfunctional lives. Once they begin to process their thoughts and feelings, they gain confidence and can engage with meaningful work across the curriculum. We also visit galleries and museums, and do work based on experienced artists and designers. This combination gives pupils first-hand exposure to historical and contemporary sources.

At **Key Stage 3** pupils are introduced to the fundamental elements of art: line, shape, form, pattern, texture and tone. They develop their skills by experimenting with a broad range of materials and processes. At **Key Stage 4** they research established artists and learn to identify how they have used the six fundamental elements and develop the skills to apply this knowledge effectively in their own work.

My Self opportunities for qualifications at Key Stage 4:

- Gateway Entry Level Award/Cert Art
- Gateway Level 1 Award/Cert Art
- Gateway Level 2 Award /Cert Art
- Beliefs and Values short course ASDAN

- Gateway Entry Level Award/Cert Personal Wellbeing
- Gateway Level 1 Award/Cert Art Personal Development
- Gateway Level 2 Award /Cert Art Personal Development
- Progress Award (forest School)

My World

This curriculum gives pupils the skills and knowledge they need to explore the world around them, and enables them to appreciate innovations, past triumphs and cultural differences. We encourage pupils to consider the lives of people from different times and places, sometimes using Skype as a virtual classroom, and understand how the physical world works. By supporting pupils to make links between their own experiences and the world they live in, we aim to develop their empathy and expand their understanding of what may be possible for themselves and their communities in the future.

At **Key Stage 3** there are two study programmes.

Science is taught mostly through hands-on lessons. The emphasis is on a personal journey of exploration through relatable topics. The curriculum is loosely based Gateway Entry level units in science and Exploring Science curriculum. There is an even spread of topics from Physics, Chemistry and Biology, and a focus on the skills and knowledge required for success at KS 4 level 1 and 2 science.

Humanities involves History, Geography and beliefs and values, with themes relating to Citizenship interlaced throughout. It is taught through topical lessons designed to cover the essence of the three subject areas, whilst also developing core skills such as critical thinking, debating and empathy. The History, geography and beliefs and values curriculum are based on the ASDAN short courses at KS 3 and KS 4 leading to GCSE where appropriate.

At **Key Stage 4**, the **Science** curriculum develops the ability to think scientifically and critically; this helps pupils to make informed decisions as adults. Our vocational approach supports this; pupils explore the skills and personal qualities required for working in industries associated with scientific activity. These include the ability to follow health and safety procedures and raise awareness of workplace hazards before pupils embark on work experience or their first job. They become familiar with the key characteristics of some commonly used equipment, and the correct use of some technical and scientific terminology, and they learn to make qualitative and quantitative observations and measurements in practical situations. All this provides a foundation for progression and employment in industries in the science sector.

In **Humanities**, pupils study beliefs and values. This subject is explored through a philosophical method, with the aim of understanding the beliefs of different religions, cultures and individuals, what influences these beliefs and what we can learn from them, and how the beliefs have an impact on the wider world.

Pupils confront a wide range of personal and global issues including 'Meaning of Life', 'Relationships', 'Death and Afterlife', 'Equality' and 'Politics'. Our Humanities curriculum aims to give pupils greater confidence in their personal beliefs and actions, and a greater understanding of why people live differently to them. We focus on Christianity and Islam, but lessons are not limited to these religions and are always impartial. British Values are taught as a short qualification through Gateway to ensure all pupils understand the values that underpin tolerance and acceptance within our society.

My World opportunities for qualifications at Key Stage 4:

- Gateway Entry Level Award/Cert Science
- Gateway Level 1 Award/Cert Science
- Gateway Level 2 Award /Cert Science
- Gateway British Values short course
- History GCSE
- ASDAN short courses in Geography, history, beliefs and values

My Body

My Body is split between three areas:

My Body Physical Education provides pupils with the opportunity to participate in a variety of physical and sporting activities in competitive, creative and challenging situations. Pupils develop the competence and confidence to perform as individuals and in groups and develop leadership skills through coaching and officiating.

My Body Healthy Active Lifestyles focuses on personal health and fitness. This gives pupils the opportunity to take part in alternative activities, which enable them to discover what they like to do and how and where they can participate in these activities outside school hours. This involves walking and forest school activities.

My Body Catering develops pupils' knowledge of a healthy balanced diet. Working in our flat, pupils are taught basic food hygiene and safety, and develop essential cooking skills by using simple recipes. Our flat is equipped as an independent living space with cooking, washing and cleaning facilities. This facility enables our pupils to experience the possibilities offered by an organised and structured home life and helps to develop academic, social and personal skills that will enable them to progress to further education and employment.

My Body opportunities for qualifications at Key Stage 4:

- Gateway Entry Level Award/Cert Sport
- Gateway Level 1 Award/Cert Sport
- Gateway Level 2 Award /Cert Sport
- Gateway Entry Level Award/Cert Catering
- Gateway Level 1 Award/Cert Catering
- Gateway Level 2 Award /Cert Catering

My Future

This curriculum prepares pupils for working life outside school. It focuses on vocational courses and ensures that pupils develop the practical and personal skills they will need to gain employment, negotiate the working world and succeed within it. This includes supporting them to develop healthy and fulfilling relationships, becoming a safe, confident individual, learning to make appropriate choices and assess risk. We train pupils to regard employment as a positive choice and to engage in learning as a life-long activity.

At **Key Stage 3** Personal, Health and Social Education covers drugs education, sex and relationships, emotional wellbeing and healthy lifestyles. As well as working on personal development, the course teaches making career choices, applying for courses and jobs, relationship behaviour and practices in the workplace, personal safety, becoming a critical consumer, and diversity, prejudice and discrimination. We develop independent study skills and a sense of personal responsibility by teaching pupils to organise and archive their work.

At **Key Stage 4** health and social care is taught to level 2 and progress awards are available to those who undertake vocational qualifications through external providers.

For Year 11 pupils we offer supported work experience, where appropriate and a Careers Positive Steps worker provides 1-1 support as they write CVs, research college courses and write applications. Mentoring is offered by experienced professionals; this includes interview practice. We support pupils at interview and enrolment at college, and all the school's staff are available to offer advice and support to former pupils who seek it.

My Future opportunities for qualifications at Key Stage 4:

- Gateway Entry Level Award/Cert Health and social Care
- Gateway Level 1 Award/Cert Health and social Care
- Gateway Level 2 Award /Cert Health and social Care
- Gateway Progress Award/Cert

KS5 Curriculum

The KS5 curriculum allows the opportunity for those not ready to transition to college or work based learning to consolidate and improve their skills, knowledge and SEMH difficulties with the hope to access these areas in the future. The decision as to whether pupils remain with us is undertaken by IAG assessments from the local authority. The curriculum is based around learning within core subjects with the same outcome opportunities as KS4 listed above. To support those pupils not able to transition to FE or traineeship/apprenticeship the ASDAN Life Skills challenge programme is used to support learning and in some cases lead to CoPE or Progress qualifications.

The aim of our KS5 provision is to give extra time to those who need it to develop the skills and knowledge to move on to FE.

Enrichment Programmes

The school is always looking for enrichment activities to help develop pupils SEMH skills and this can involve:

- Trips out to social settings (shops, cinema, museums etc)
- Speakers coming into school – police/fire service etc
- Subject specific trips – theatre, religious buildings, science and industry museum
- Vocational experiences – college visits, fire station trip, work experience where appropriate

These experiences give meaning and direction to the curriculum and allow development of skills for life. Without these the curriculum in isolation and the pupils learning journey has little meaning or focus.