Curriculum Policy

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Mission statements, vision, and core principles:

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"

Trinity College mission statement:
'Trinity College is committed to developing students as individuals, enabling them to achieve their full potential that is identifiable with their individual goals. We believe that every child has a pathway for success and Trinity College helps them identify their talents to achieve success in their future by using a creative response to the curriculum'.

Trinity College core principles:

We are proud that Trinity College pupils break through their barriers to enable them to succeed through various intervention strategies. Staff are committed to supporting our young people to move forward towards a successful future, equipping them with the skills they need for their chosen Pathway. Trinity College works with a set of core principles that inform all we do. These principles mean that we:

- · To meet the needs of individual pupils by "personalising" the curriculum in response to those needs.
- · To provide an environment in which all its members feel safe, valued, and respected.
- · That education is designed to enable pupils, individually and collectively, to take control of their lives and their future.
- · Underpinning the above is the desire to prepare pupils for one, or more of the following
- · Further education and study
- · Employment or apprenticeships
- · Independent or supported living

The Curriculum at Trinity College is committed to achieving the above mission statements, vision, and core principles by paying due regard to the national curriculum and the various examination boards specification criteria.

The Curriculum:

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. Due to past experiences, pupils' 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.

There is an emphasis on how the Curriculum is presented. We provide enjoyable, creative, and personalised learning experiences. The engagement we seek to engender will lead to greater achievement, something that our pupils have not made in the settings they have experienced before they join us. The curriculum provides first-hand, practical, and creative opportunities and promotes independence and choice.

We endeavor, as far as possible, to nurture, 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 and SMSC teaching in both group and individual sessions that takes place in both formal and informal settings. Fundamental to our constantly evolving curriculum are creativity and expression to allow pupils to participate in creative activities across the curriculum and engage in therapeutic subjects such as Art

and Music. Pupils will achieve a variety of accreditation that promotes confidence and provides everything to transition to employment, post 16 courses by instilling the skills, cultural capital and knowledge needed for adult life.

Where it is possible, we work to provide continuity for our pupils from their previous educational setting and we ensure that subjects (Mathematics/English/Science/PSHE/IT/History/Geography/Art/Music/Food Technology) are studied to exam level using a range of appropriate specifications from unit awards 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 and to express themselves.
- 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 recognize 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.
- To enable pupils to meet their end destinations
- To support pupils in achieving EHCP outcomes

Organisation and Planning (Intent)

Pupils have individual timetables, bringing them together as small groups of no more than five in 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 and are adjusted based on an evaluation of the progress pupils are making. National programmes of study are used as a foundation for all subjects at all key stages.

In the case of core subjects and other courses that lead to accreditation, planning is informed by the requirements of the exam board specification along with paying due regard to the national curriculum programmes of study. 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 recognized qualifications at the earliest opportunity that meet their level and ability. Qualifications include unit awards, entry level certificates, levels 1 and 2 and GCSEs

The Trinity College Curriculum (Implementation)

[A] Rationale

At Trinity College, we have high expectations of teaching and learning; teaching on a regular basis is expected to 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.
- ✓ Promoting creativity and expression

[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 in 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.

4) **Offsite provision** – pupils are offered opportunities to develop academically, socially, and emotionally via offsite provision including:
- Vocational courses at various places delivering subjects such as painting, decorating and mechanics
- Work experience in the local community. Past pupils have undertaken work experience with local businesses, animal centres and charity shops
- Farm provision offers pupils the chance to work alongside staff, young people from other settings and animals to enhance social and emotional development
- Use of Trinity College allotment as part of the creative curriculum in the wider community covering Science and Food technology as well as aspects of PSHE.

[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 change 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:
- Retaining information
- Main
- Retaining information
- 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
Retainer questions – covering previously learned material to overcome barriers of retaining information

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, and Science, PSHE, Art, Computing, Physical Education, Art, Music, and other subjects. 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:

- **Unit awards in all subjects including ACE (ACE units can contribute to Level 1 qualifications)**
- **Entry level, functional skills levels 1 and 2 and GCSE Mathematics (foundation and higher)**
- **Entry level, functional skills levels 1 and 2 and GCSE English**
- **Level 1 and 2 Food Technology**
- **Entry level, Level 1 and 2 ICT based qualifications**
- **Entry level, level 1 and 2 PSHE**
- **Entry level and GCSE Science**
- **Entry level History**
- **Entry Level and GCSE Art**
- **Levels 1 and 2 Music**
- **Entry Level and Level 1 PE**
- **Level 1 Vocational pathway qualifications including Construction**