



2020/21 - Pierview Academy's Curriculum Framework

Our Vision - where do we want to be?

At Pierview Academy, our vision over the next three years is to work towards establishing an 'Outstanding' educational setting where **all our learners have the support and personal tools they require to achieve their full academic potential and personal, social development**. As a school we are highly ambitious and aim to move our learners to the highest level of qualification they are able to achieve. Our curriculum aims to prepare our learners for and appreciate their life in modern Britain

Our Mission - how will we get there?

At Pierview Academy, our mission is to **provide outstanding, rich, holistic, flexible, individualised programmes of learning support** for young people who, for a variety of reasons, are unable to access mainstream education. We want to ensure our learners experience the feeling of success and develop self-confidence in what they 'can do'.

Context of Pierview Learners

Pierview Academy provides educational opportunities for young people aged 11-25 years who have experienced difficulties in other educational settings. Some of our young people come from families of social deprivation; others are in the care sector or have even spent periods of time in secure training centres or adult prisons. As a result of their previous experiences they have often become completely disengaged from the education system. This combined with their special educational needs often results in displays of extremely challenging behaviour, developmental and/or emotional trauma. Suffice to say our learners can be some of the most exigent young people in Kent, Medway, Bromley, Thurrock and Greenwich.

However, far and wide young people travel to our alternative provision because of our uniqueness and determination to provide a different approach to learning. We focus on **Foundation Learning** - which is flexible and designed around the young person's individual needs and starting points. The learning programme has been developed to help raise participation and attainment among young people with learning difficulties, disabilities and/or special educational needs. Our curriculum is intended to provide greater opportunities for progression through the development and delivery of personalised learning programmes that help our learners work towards intended destinations. Wherever possible our qualifications are accredited and short or long-term plans are established so that our learners follow a personalised programme towards a specific intended destination eg. Further Education, employment with training or apprenticeships. Our Foundation Learning programme is very successful and for the majority of our pre-16 and post-16 learners and we aim to help them to achieve their Functional Skills and a broad range of vocational skills units in line with their interests and units for their personal, social development.

'Wrap-around' support, information and guidance is important for our learners, particularly when they join the school. We recognise the need for this additional support for learners; we need to be able to 'reach' them before they are ready to engage in the curriculum through personalised teaching. ALP Schools follow a progressive step by step approach as summarised by the mnemonic **ARRRTT** (Attendance, Routine, Relationships, Respect, Trust, Teaching);



Foundation Learning is predominantly for learners working at Entry Level and Level 1 with high level special educational needs. This type of learning provides greater opportunities for progression and personalised plans towards an intended 'destination' (see details about flags and way-points below).

Qualifications that support Foundation Learning offer greater flexibility and opportunities for our learners to accredit their learning in 'bite-sized' units. This helps to motivate our vulnerable learners through experiencing successes and is aimed at encouraging them to stay engaged with education to improve their well-being and economic outcomes. The school wants to play its part in reducing the number of young people not in education, employment or training (NEET).

Over time, we hope that many of our learners will be supported progress on to Level 2 vocational qualifications, apprenticeships, iGCSEs, independent living or supported employment.

With the right level of support, flexible content and duration, all our learners will be given the opportunity to progress towards positive outcomes.

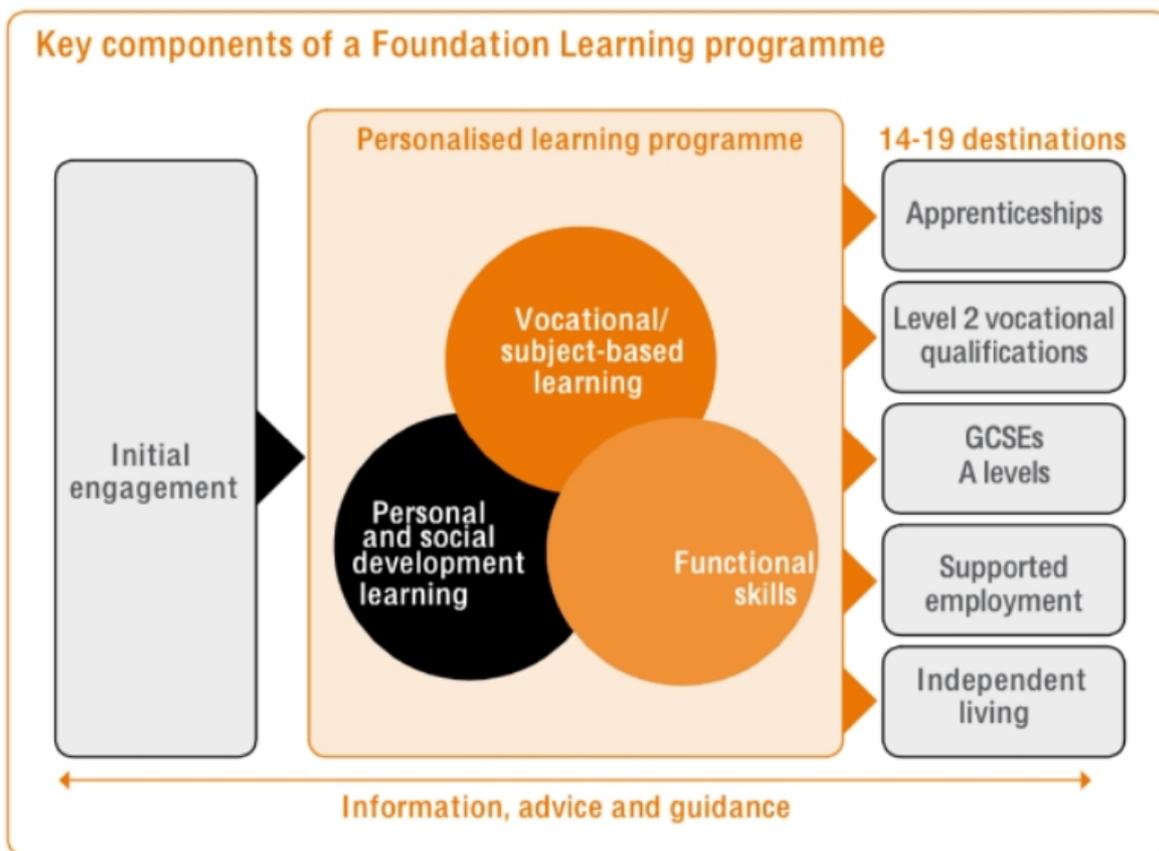
The Curriculum

Where possible, the curriculum should enable learners to experience education in the following areas;

- Linguistic
- Mathematical
- Scientific
- Technological
- History
- Geography
- Human and Social
- Physical
- Aesthetic and Creative
- Religious Education
- Sex and Relationships Education
- Spiritual, Moral, Social and Cultural Development
- Careers Education
- Work-Related Learning

Pierview learners will cover many aspects of these curriculum areas throughout their educational journey in the school and they will choose some of the subjects because of their own personal interests.

The school's Foundation Learning approach is explained to our learners so that they have a good understanding of our Curriculum Offer and what they are able to access at Pierview Academy.



Through Foundation Learning, Pierview's local curriculum has been designed to complement the statutory requirements. Our learners are offered a wide range of vocational courses to meet their personal interests and support their longer term prospects. We identify the unique challenges faced by our learners in our school community and [constantly look at personalised ways to engage them with their educational and personal development](#). This approach reflects the individual nature of our school and its community.

The overarching aims of our Foundation Learning programme

- [Support improved engagement](#), participation and progression through Entry Level and Level 1 towards Level 2; or, where appropriate, towards other destinations, employment and independent living.
- Ensure that our learners [gain a minimum level and range of skills](#) providing a [strong foundation for further learning and employment](#).
- To support the delivery of quality teaching and learning programmes which help to encourage [raised aspirations and a culture of lifelong learning](#).

The hidden Curriculum

We understand that our learners learn not solely in lessons, but within the school environment, and carefully consider the [informal messages](#) they receive throughout the day. There are [high expectations](#) for [positive behaviours](#) and the [values and role modelling of all the adults](#) working in the school. It is this whole school experience of being in school - the 'hidden curriculum' - that we think is so important for our community of learners. We have a '[Student Voice](#)' and encourage our learners to complete '[Student Surveys](#)' to promote their involvement in the development of the school and improve their ability to communicate effectively and become familiar with the diversity of opinions and beliefs of others.

This academic year we will do some work focusing on 'a day in the life of' a KS3/KS4/Outreach and Post-16 Learner, to ensure we review the [quality of their education, well-being and personal development](#).

It is important to note that our curriculum takes place throughout the school day, in its widest sense eg. in lessons, in between lessons, in assemblies, during whole school events, in the arts and in sports. It will be an important part of our school's development to [develop some extracurricular activities](#) to increase the opportunities and experiences we offer our learners.

Our School Culture - our relationships and beliefs

At Pierview Academy we aim to have an excellent pastoral care system for all our learners to ensure they feel happy, cared for and are well known by all staff.

Teachers and staff have a passion for learning and are able to convey their knowledge and enthusiasm to all manner of individual learner, adapting to their personal needs.

We aim to be solution-based problem-solvers, that demonstrate a positive, proactive approach to challenges - a 'can do' culture.

Our School Ethos and Core Values - the values that define our school

We are a school that believes our learners will excel in a more warm, friendly environment, where we can focus on a holistic, foundational education that encourages personal success and developing and understanding of our country's British Values. There is a strong emphasis on self-discipline, mutual respect, tolerance and celebration of diversity.

Our School Development Plan (SDP)

The 2020/21 SDP is linked to the school's Vision/Mission and outlines this year's objectives and the strategies needed to achieve our goals.

In the SDP graded judgement area 'Quality of Education', there will be a focus on 'teaching, learning and assessment' and the 'outcomes for our learners'.

The inspectors will judge the school curriculum at each stage of learning under three headings; 'intent', 'implementation' and 'impact'.



The leadership team will focus on the curriculum on the three 'I's in the SDP.

Curriculum Intent

This is about the curriculum design; the emphasis being on how effectively the school provides a well-rounded, broad and balanced curriculum for learners, opening rather closing doors to future success so that they can succeed in life and work. In summary; [the aim of the programme of education, including the skills and knowledge to be gained at each stage.](#)

Curriculum Implementation

We want our learners to acquire knowledge and skills and give them opportunities to revisit and practice the content of their studies so they know more, remember more and can do more.

The implementation is concerned with the delivery of the curriculum delivery; in other words teaching, assessment and feedback, and crucially that it leads to long-term learning. We value the importance of protecting teacher workload and aim to set up our methodologies to avoid burdensome assessment and feedback practices. In summary; [how the framework is translated and structured over time within our school.](#)

Curriculum Impact

The curriculum is constantly monitored and evaluated to ensure it is fit for purpose and allows our learners to have a rich, broad curriculum, with core subjects at the centre of all learning.

Curriculum impact is about the achievement for our learners as assessed by external tests and/or exams results. Learner achievement will also be assessed using progression and destination data, recognizing that good outcomes are not just measured in qualification but in how successfully our learners are developed as well-rounded citizens.

The question we should ask ourselves is 'What knowledge and skills do our learners gain at each stage over time, and how does this compare to expectations.' If we can

answer these questions we will develop a clear understanding of [what skills and knowledge our learners have acquired by the time they leave Pierview Academy](#).

Initial assessment and ongoing review

BKSB

Cycle of Learner Progress Reviews

Identifying end-points

The leadership team will look to see whether or not each subject's curriculum builds towards [clear end points](#) ie. evidence of what pupils will be expected to know and do by each of these end points (end of topic, end of year, end of course, end of key stage etc.) This foundational knowledge on what our curriculum is built may be derived from [assessment](#) objectives or learning outcomes for that subject as derived by the awarding bodies or the key concepts teachers of that subject deem most important.

Essentially, identifying end points is about planting a flag at some point in the distance and then [planning a route](#) towards it. This is done for individual learners, so they have a [clear educational journey](#). Similarly, planting flags in our SDP will help to ensure the ongoing development of our school. It is important to remember that these flags can be short-term goals or may be far in the future (a long-term goal) that takes individuals (or the school) to discerned end-points. For long-term goals, we have to question what we want our learners to remember in say 10 years time that will be useful to them.

Once the end points (flags) are discerned, [way points](#) need to be identified too. Way-points will pinpoint the specific knowledge and skills our learners will require to progress to the next level of study in any subject ie. what the learners need to know about the current topic in order to understand and proceed to the next topic.

Planning and sequencing

Pierview works hard to ensure there is evidence that each subject's curriculum is well planned and sequenced. It is important that we know [knowledge and skills](#) build on what has been taught to our learners before and directs them towards those defined way-points and end-points. This will establish a [joined-up, progressive subject curriculum](#) which builds on what has come before and will prepare our learners for what comes next.

In particular, it is important for our Year 7s to [consolidate and extend](#) what was taught in primary school and that we become familiar with the Key Stage 2 curriculum, so there is consistency in what is taught and the language of/for learning.

Delivery of learning programmes

Pierview Academy is an approved NCFE and Asdan centre which allows us to ensure that our learners work towards accreditation qualifications in their subject areas.

Teaching & learning is monitored, moderated and best practice is shared to ensure our learners receive the best quality of education, whilst supporting their special educational needs.

The strength of our school is that we persevere with young people and do not give up at the first hurdle. We take time to get to the root of a problem, adapt a programme and put different interventions in place, as we believe this will make a real difference.

We also encourage learners to persevere and face their challenges.

This academic year we will be educating our learners about the process of learning and that it needs to be an active process. Three ten minute sprints will be incorporated into each lesson; this is when active learning should take place and learners are encouraged to be fully engaged with the independent learning process.

Recognition of achievement and progress

Raffle Tickets - weekly prize draws.

Enrichment activities planned for Friday afternoons and learners have the opportunity to choose.

At the end of each term (six terms per year) a more whole school event is planned for enrichment eg. ice-skating, tenpin bowling, whole school sporting event, in-school event etc.

Functional Skills

At Pierview Academy, we recognise that Functional Skills strengthen and bring consistency to learning routes.

These are the essential skills for English, Maths and ICT which are vital for young people and adults to participate in life, learning and work. Our learners are able to achieve stand alone NCFE qualifications Entry Level 1 - Level 2 in these subject areas, to ensure they have a firm grounding in basic education and life skills.

Courses/qualifications/exam boards (please list all that are available) :

- NCFE Entry Level 1, 2, 3
- NCFE Functional Skills Level 1 & 2
- OCR iGCSE

INTENT - Purpose of the study

The Maths curriculum in Pierview Academy supports the school's core functional skills element of the Foundation Learning model. Giving the learners the opportunity to explore the world of maths that goes beyond just doing 'sums' in both academic and practical activities. This will give the learners the confidence and competence to support general life skills with the use of number, data and shape. This can also under-pin the skills needed to gain entry into college or the world of work.

The curriculum is offered in a range of depths and levels. Learners can start their journey in maths with NCFE Entry Level Certificates. After this can progress into NCFE Functional Skill Qualifications, which will give them the qualifications they need to access courses in college or for seeking employment. Lastly learners can take part in the iGCSE qualification that can be attempted at a core (foundation) level which comes in at an old style 'U to C' grading or advanced (higher) with the grading of 'C to A*'.

At Pierview there will be termly topics lists where across the school what elements of the curriculum are being taught with the intention of being able to include aspects of the other subjects within each other to form a cross-curricular base. This enables learners to deepen their understanding by using skills and knowledge in different contexts and subjects. This is enhanced by an end of term 'Skills Week' where learners get to demonstrate what they have learnt to their peers and staff with a series of exhibition lessons.

To ensure learners are successful there will be regular checks made during the learning process to look for any areas of difficulties that the learners may be facing, so that a dedicated Intervention team can step in to help support shoring up any gaps in understanding and progress. As well there will be a range of approaches taken during the teaching of maths to support the VARK model of learning, so that however a learner best understands they will be supported.

At the end of a learners journey through their Maths education at Pierview Academy each learner should be able to:-

- To reason clearly and logically, and to set out a ration argument.
- To identify patterns encountered in diverse situations and to extrapolate from these.

- To approach problems systematically, choosing appropriate techniques for their solution.
- To follow logical instructions clearly expressed.
- To experience satisfaction in and enjoyment of their mathematical achievements.
- To obtain the best formal mathematical qualifications needed for their chosen career.
- To acquire and use mathematical skills needed in their chosen career or for entry to higher or further mathematical education.

IMPLEMENTATION - Curriculum delivery

Maths at Pierview Academy is predominantly delivered by a trainee teacher (in their second year) who has worked with the school over 13 years and who's sole focus for the past 8 years is the delivery of maths within the school, with a host of successful outcomes from Entry Level to iGCSE. There is a specialised room dedicated to the teaching of maths with subject and learner focused displays to promote maths concepts and achievements.

Pierview Academy also has links with the Kent and Medway Maths Hub, where we collaborate with a host of mainstream and alternative providers to look at the best practice in regards to mastery, questioning and problem solving. This is all in the aim of improving standards in maths by implementing new strategies and approaches, as well providing a source of ever adapting CPD.

The majority of learners will access 3hrs of maths a week, which will be undertaken via group sessions with learners of a similar ability or in a 1:1 capacity. Some learners may also access maths via vocational courses that have maths core concepts embedded within them, such as at the Multi-Intelligence Hub (MIH) or Squirrels Equestrian Stables. In these lessons maths concepts will be delivered in a scaffolded and cumulative fashion that allows learners to build on what they previously know to build their levels of understanding and transition into new concepts. They will be given different ways to demonstrate what they know to show a mastery of what they have learnt, from worked examples to hands-on activities.

Learners will start by completing an online initial and diagnostic assessment (BKSB) that will give the school a baseline to work with and how best to support their maths development can be ascertained. These BKSB assessments are revisited a few times throughout the year to gauge how much improvement has been made or identify areas in need of support.

Classroom lessons loosely follow the idea of Gagne's 9 steps which allow a teacher to develop a systemic approach to learning, which is a key element of teaching maths as most concepts are a process based experience. So an example of how this could look in a maths lesson is outlined below:-

- 1. Gain Attention** - This is normally via a starter activity such as Maths Games like Bingo, Number Crunches or a simple card game to get them warmed up and give time for stragglers to join the lesson.
- 2. Inform Lesson Objective** - Talk to the learners about what today's lesson objectives are and more importantly how they can be successful in the

lesson. Giving clear expectations for the lesson. This can be pre-written or noted down then and there.

- 3. Prior Learning** - This is where we touch on what has been previously learned, this can be a verbal recalling or a small activity (worksheets, discussions) to give them an opportunity to show understanding and apply it in a formative assessment style.
- 4. Present Content** - I will then present the core content of the lesson to the learners via the whiteboard or interactive board to show what concepts and methods are being learnt in this lesson. E.G. the method to calculate the ratio.
- 5. Provide Guidance** - This is the core of the lesson where the concept is explained visually, verbally and via manipulatives. I will work through an example on the board. The class can then be interrogated via open ended questions to ascertain understanding and give them a chance to ask for guidance. This can be one to one or via a class discussion. I often will use anecdotes and present it in a context they are comfortable and familiar with like gaming.
- 6. Practice** - This will typically take the form of an activity where the learner will get the opportunity to apply what they have learned to solve questions and prove they have understood. This can take the form of worksheets or a more hands-on activity like producing shapes or diagrams.
- 7. Feedback** - After the learners have had an opportunity to practice the concepts I have presented to them I can then give them feedback to let them know how well they have done. This can be done as a peer marking exercise and then comment not only on what they have gotten wrong and right, but how it is wrong and sometimes more importantly how it is right, which shows higher level thinking. Grounding the feedback in language they can understand and sometimes in small cognise steps to avoid overloading.
- 8. Assess Performance** - This is a final formative assessment piece that will provide an idea of how well the learners have grasped the concept and I like to present this in an exam style question because that is ultimately what they are aiming to be able to complete. If they struggle then it is an indication that they need to do more work on the concept.
- 9. Enhance Retention** - This is an opportunity to deepen their understanding so that what they have learnt will be better remembered and recalled. It's great to use what they have learnt in a different context or scenario e.g. in a different subject like science, so that the knowledge is shown as being transferable, but this can be difficult. I try to use the idea in Mastery of "changing the stimulus" wherein the learners do the same process, but with different inputs and new variables, so they become comfortable with using the methods, but in a new situation.

Learner's progress is formatively assessed every lesson via a range of checks varying from observations and discussions to peer and self assessment. These assessments of learning are tracked against the criteria within the level of the course they are working towards. This is RAG'ed as to how well they've understood, which will form the basis of whether intervention is needed.

Learners are set targets at the start of the academic year or on entry to the course and these are reviewed three times a year with new targets set at the beginning of each full term. Targets stretch and challenge the learner, as they are given the opportunity to use their knowledge and skill in a higher level context.

We will have three primary summative assessment windows (christmas, easter and summer) where learners will be given the opportunity to undertake official examination and achieve their qualifications at the level they have been working at. There will be chances to do this outside of these windows if the learner is ready sooner or if something prevents them from taking them.

To ensure that learning can be achieved, learning will be differentiated to the individual's needs which could be by specific questioning techniques or by being presented in a format that suits that learner's style. To support this in the classroom we use success criterias based on Bloom's taxonomy that clearly shows how a learner can be successful and ultimately make progress in their understanding and the learners will know what is expected of them.

IMPACT - the successful implementation of learners' progress in knowledge

As mentioned, Pierview has 3 primarily windows for official assessments to be undertaken and the impact of the learning can be observed and tracked. As well, there are tracking systems in place via the online assessment tool BKSB that allows Pierview to judge the impact of learning and the learner's progress in knowledge. This is supplemented by day to day tracking that looks at the levels of effort and attainment for each session that a learner undertakes, which can map out their progress in maths throughout the year.

English Curriculum - Reading, Writing, Speaking, Listening and Communication :

Courses and qualifications/exam boards :

ASDAN Short Course in English

NCFE Entry Level 1 Functional Skills Qualification in English

NCFE Entry Level 2 Functional Skills Qualification in English

NCFE Entry Level 3 Functional Skills Qualification in English

NCFE Level 1 Functional Skills Qualification in English

NCFE Level 2 Functional Skills Qualification in English

INTENT - Purpose of the study

Our curriculum must be able to;

- To teach explicitly the knowledge and skills required to facilitate meaningful participation in society with as much independence as possible.
- To match the curriculum offer to the interests, cognitive ability, individual strengths and life aspirations of all students.
- To prepare students for adult life after school through a functional skill

based cross-curricular programme. We believe that everyone needs to develop a secure knowledge-base in literacy; that a secure basis in literacy skills is crucial to a high-quality education; and ultimately will give our students the tools they need to both achieve their potential and to participate fully as a member of society.

Every lesson's an English lesson. At Pierview our priority is to ensure staff and learners understand the principle that literacy skills are the key to learning across our curriculum offer; and this includes the more traditional academic subjects, functional skills, vocational and personal & social development elements of our curriculum.

Furthermore, we endeavour to model for, and engender in, our learners literacy skills as skills for life. As a key principle we encourage our learners to aspire to being effective communicators and so able to realise and maximise their potential as they move towards taking their place as effective members of the communities they live and work in, and within British society. Every lesson is an English lesson and so literacy is at the centre of our drive for whole-school improvement. Our strategy is continuously developing, but at its centre sits workplace research, Ofsted's reviews of English in schools and our own Student Voice conferences.

Our current intent is to raise the profile of English. Every lesson and every interaction in school and beyond is an English lesson. We engage with our learners through ARRRTT to create a culture in which our learners are open-minded to accepting that barriers to English can limit their future successes. Teaching and support staff will help learners to make the shift from this perception so that they can achieve their learning outcomes and meet their full potential.

Pierview SMT will work together to review and to continue to develop our English strategie. It is therefore our intent that our implementation sets out to support our staff team to apply their prior and developing experience of a range of teaching and learning strategies to the Pierview setting and our learners. Strategies under development and review at Pierview include:

- Shared writing tasks in which teaching and support staff demonstrate the writing process in its entirety to their learners in both extended projects and short pieces. Learners gain an insight into the creation of ideas, planning, the shaping of language and the review and revision process.
- Pierview is a setting rich with spoken language. By building relationships with our learners centered on respect and trust, our priority is to enable learners to express their verbal ideas in their writing.
- Understanding the (English writing) learning journey for our individual learners and individual tutor groups. For Pierview and our curriculum offer, fundamental to this is enabling learners to view English positively as tools to enable them to succeed in other curriculum areas but also simultaneously enabling learners to view other areas of the curriculum as areas in which to develop, apply and demonstrate their English skills.
- At Pierview we are developing collaborative learning strategies including

speaking, listening & communicating activities. Our intent is to assist learners in thinking for themselves; developing resilience and confidence to persevere; developing as problem solvers and creative thinkers; and to express their ideas effectively.

- Through CPD and sharing best practice we aim to deliver practical approaches, engaging content and enthusiastic teaching, underpinned by secure subject knowledge in order to engage our learners. Considering learners' views and exploring their interests when planning lessons enhances individuals' learning.
- To develop reading the school is creating a reading culture (and a reading reward scheme) that encourages and enables learners to either develop or to begin to engage more proactively, purposefully, confidently and willingly with reading for meaning of the widest access-giving range of texts and contexts.
- To develop strategies to enable learners to improve or apply their English skills in order to attain qualifications across the curriculum at the level that reflects their ability and the high expectations we have for our learners. This includes assessment and exam preparation techniques.

1. IMPLEMENTATION - Curriculum delivery

At Pierview we acknowledge that we are engaged on a curriculum journey. Raising standards in English and developing a whole-school strategy is a key whole-school priority and a strategic focus of our Senior Management Team.

We identify and provide the support and interventions required to enable our learners to access the curriculum, sustain engagement, close gaps, progress and attain successful, purposeful outcomes. EHCPs inform IEPs which in turn support the setting of both curriculum or syllabus-specific targets; alongside targets to close gaps, develop learning skills, behaviours and attitudes.

It is common for our learners to join Pierview with fundamental gaps in their English. This is often allied to a negative perception of their skills in the subject and the likelihood of their being successful in the subject, across the curriculum and in life. This can be an acquired perception based on negative teaching and learning experiences that presents English as a both a barrier and as a difficult subject from which they have disengaged. Consequently, at Pierview we are developing a model in which we build on the following idea:

The structure of our curriculum and the qualifications followed affords us the opportunity to engage our learners through their areas of interest in the application and learning of English skills and simultaneously to acknowledge both their successes and progress as effective communicators able to interact with their world through all areas of literacy. Simultaneously our aim is to both raise the profile of English and give our learners the confidence to work with us to tackle the barriers and negative perceptions they may have held previously.

In order to achieve this at Pierview, we are constantly looking to develop ideas and to introduce resources with the highest interest levels and suitable degrees of age-appropriate challenge. Our curriculum can be as broad and as deep as our learners' interests, a capability afforded us through the flexibility permitted by our use of Functional Skills qualifications and the adopted syllabi for the vocational

and personal & social development elements of our curriculum offer.

The Reading Recovery programme is employed as a specialist, targeted intervention to develop reading skills efficiently and effectively. Using their professional expertise the 'Reading Doctor' works alongside the Senior Management Team team to review and to deliver a tailored programme that best supports our school and our learners.

Our Communications Manager is a qualified speech, language and communication therapist who specialises in working in schools with learners with communication and language difficulties associated with being on the autistic spectrum. The Communication Commitment is designed to support us in developing a whole-school approach to communication, ensuring that all learners communicate to the best of their ability. In addition to working with learners, our Communications Manager advises staff and parents to enable them to support individuals to successfully access education and develop their social communication.

Staff supporting learners model the writing process in its entirety and work alongside individuals to support their work, from initial information gathering and reading for understanding, through planning and on to structured writing before editing for improvement.

Individual targets are set for and with learners that their core team interact with throughout the day to challenge, review, revise and acknowledge. The BKSB resource is used to assess learners initially and throughout their course. Tracking tools are employed to set targets and to monitor progress by both teaching staff and the SMT. External teacher-training, in-house expertise, inset and collaboration with other ALP schools is deployed to support us in developing a whole-school English strategy to raise the standards of teaching and learning in English.

Our progressive model for English is matched to each learner and is dependent on factors such as their age and ability on arrival at Pierview, and whether they follow a vocational or an academic-orientated timetable as they progress through the school. The typical model:

2. (Re-)engagement with English and reading, writing, speaking, listening and communication.
3. Entry Level 1 through to Entry Level 3 English
4. Level 1 and on to Level 2 English
5. IGCSE English

6. IMPACT - the successful implementation of learners' progress in knowledge

The intended impact on our learners:

- A positive attitude towards themselves as effective communicators, able to interact with and to be successful within their world and their chosen fields of interest
- Expected or above expected progress
- Sustained learning and transferable skills

It is our longer-term focus that, as all aspects of English are an integral part of the curriculum, cross-curricular writing standards and attitudes will improve. Furthermore, the English skills both demonstrated in other lessons and specifically

taught in the English lesson will become aligned, applied, recognised and celebrated by our learners.

ICT Curriculum (Tom Gasson) :

NCFE Entry Level 1 Functional Skills Qualification in ICT

NCFE Entry Level 2 Functional Skills Qualification in ICT

NCFE Entry Level 3 Functional Skills Qualification in ICT

NCFE Level 1 Functional Skills Qualification in ICT

NCFE Level 2 Functional Skills Qualification in ICT

INTENT - Purpose of the study

The ICT curriculum covers a broad range of IT topics and skills that every young person should have a basic understanding for education purposes and to get ready for the real world. Online safety is an important aspect of the ICT curriculum, especially with most young people now having access to social media and online gaming. It is important that learners understand the risks attached when using online apps and other appliances, knowing the importance of respecting others online.

The curriculum offers an array of levels that starts off with the basics of teaching the learners about hardware and software. The higher levels then focus on spreadsheet functions, learning skills such as formulas and creating charts. Some of the skills that are delivered, the learner can transfer to other subjects. An example of this could be a learner building skills creating charts and tally charts, that can then be used within mathematics lessons. The different levels explore similar topics, but increase in complexity the different levels.

NCFE functional skills Entry 3 covers internet research, emails and document tasks. The level skills standards are the following-

1. Interact with and use an ICT system to meet given needs.
2. Store information.
3. Follow safety and security practices
4. Use simple searches to find information.
5. Select relevant information that matches requirements of given task.
6. Enter and develop different types of information to meet given needs.
7. Bring together different types of information for a given purpose.
8. Use ICT-based communication.

NCFE functional skills Level 1 introduces basic spreadsheet functions and charts. The skills standards are the following-

1. Use ICT to plan and organise work.
2. Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context.
3. Manage information storage.
4. Follow and demonstrate understanding of the need for safety and security

practices.

5. Use search techniques to locate and select relevant information.
6. Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks.
7. Use appropriate software to meet requirements of straightforward data-handling tasks.
8. Use communications software to meet requirements of a straightforward task.
9. Combine information within a publication for a familiar audience and purpose.
10. Evaluate own use of ICT tools.

NCFE functional skills Level 2 introduces learners to more complex spreadsheet functions and the use of databases. The skills standards are the following-

1. Plan solutions to complex tasks by analysing the necessary stages.
2. Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts.
3. Manage information storage to enable efficient retrieval.
4. Use appropriate search techniques to locate and select relevant information.
5. Select information from a variety of sources to meet requirements of a complex task.
6. Enter, develop and refine information using appropriate software to meet requirements of a complex task.
7. Use appropriate software to meet the requirements of a complex data-handling task.
8. Use communications software to meet requirements of a complex task.
9. Combine and present information in ways that are fit for purpose and audience
10. Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information.

IMPLEMENTATION - Curriculum delivery

At Pierview the learners have access to laptops, computers and interactive boards. We also use cameras, tablets and different software to aid learning. The topics and tasks are tailored to suit the individual learner at Pierview, incorporating their interests. Within the curriculum health and safety and online safety are covered, using practical examples that will benefit learners in the real world.

Resources are gained from a variety of websites such as the NCFE websites and textbooks that have tasks within them. Tasks are also tailored for individual learners to gain their interests and linked to real life situations. Online safety resources are obtained via websites such as the National safety and is incorporated within the SOW delivering a key aspect of online safety termly.

The ICT teacher has been delivering Functional skills ICT for the past 5 years, helping many learners achieve accreditations at the different levels offered. The

teacher has an extensive knowledge with the criteria covered within the functional skills. We have supported learners in the past with high interest in the subject and have gone on to achieve a Level 3 in computing. The teacher has CPD training in Online safety and exploring the different aspects of cybersafety that could potentially affect young people.

Progress of learners is determined using several assessment methods and the data is used to track progress and highlight gaps in learning, that can then be used for delivery purposes. Targets are set and reviewed termly, in order to help learners achieve the maximum of their ability. A baseline assessment on BKSB is in place, which determines the starting level for learners and determines their learning style. This again will be used by the teacher to tailor the planning to meet individual learners needs.

Once a learner has achieved the necessary skills and knowledge in all of the set criteria they are then entered for an exam at that level. The pathway for learners is to work up to a Level 2 and beyond if the desire is there.

IMPACT - the successful implementation of learners' progress in knowledge

This year we have changed from OCR exam board to NCFE in order to stay in line with other subjects. The curriculum skill set is very similar, enabling a smooth transition for learners familiar with the ICT functional skills process.

The scheme of work (SoW) for Entry 3 to Level 2 constantly evolves to stay in line with national standards and to enhance the learning experience. New students are taken into consideration when delivering a SoW each academic year and the tasks will change in order to cater for individual learners interests. A review process will continue throughout the academic year in accordance with tracking, to ensure that the delivery is of the highest standards.

Laptops have recently been purchased in order to create a mobile and flexible learning environment for the learners. We currently have several interactive boards in use in every classroom area, which enhances the teaching experience. In the future we will explore other areas of computing such as programming and computer maintenance as this appeals to some of our learners. Another future aim is to have a cross curriculum approach, incorporating 'topics' that change termly, linking ICT with other subject areas.

Science :

Courses and qualifications/exam boards :

ASDAN Science

OCR Entry Level Science

IGCSE Cambridge Science

INTENT - Purpose of the study

Science is a part of Pierview Academy vocational studies that includes a variety of

different sciences so students can develop an understanding on the importance of science in the world we currently live in. The core aim of science at Pierview is to make lessons practical and purposeful to ensure students understand science in life based scenarios.

In science lessons learners are taught to use a variety of different equipment such as stop watches, test tubes, microscopes, calculators which all integrate into the core elements. Learners will also use ICT skills to show results from a variety of different scientific experiments that meet the criteria of the specific course.

In science, learners will develop their visual knowledge by understanding the importance of different signs and symbols, experimental processes and approaches used by different scientists and how this contributed to the current world.

Within all lessons at Pierview Academy there are numerous collaborative tasks which will allow learners to understand how teamwork is important. In these tasks learners will share equipment to complete assigned tasks. then reflect on these tasks and create conclusions and hypotheses.

Even though science is not considered a core subject anymore in education, we at Pierview still treat it as one and give every learner an opportunity to be successful and achieve certificates that can further their opportunity to go into employment.

The ASDAN course is designed to establish for young people of all abilities, mainly aged between 13 and 19. Because Short Courses are multi-level, the focus is on completing challenges and skills development according to individual ability, rather than attainment at a specific level.

ASDAN course includes the following modules:

- Human machine
- Forces and motion
- Chemical change
- Biological challenges
- Space physics
- Performance in sport

For our learners that are showing further knowledge into science they will be scaffolded up to OCR EL science

OCR EL science which aims is to:

- understand the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- understand the assumption that every effect has one or more cause
- understand that change is driven by differences between different objects and systems when they interact
- understand that many such interactions occur over a distance and over time

without direct contact

- understand that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review
- understand that quantitative analysis is a central element both of many theories and of scientific methods of inquiry
- develop scientific curiosity and knowledge and understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
- develop and learn to apply observational, practical and problem-solving skills, both in the laboratory and in other learning environments
- develop their ability to question claims based on science through analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Learners who have completed this course and showing willingness to expand their knowledge on the science topics they have covered so far will be given the opportunity to progress on Cambridge iGCSE Science.

Cambridge iGCSE encourages learners to:

- a better understanding of the technological world, with an informed interest in scientific matters
- a recognition of the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- an interest in, and care for, the environment
- a better understanding of the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- an understanding of the scientific skills essential for both further study and everyday life.

IMPLEMENTATION - Curriculum delivery

Pierview Academy has a specific room set to deliver science with brand new equipment ready to ensure lessons are practical and enjoyable. We follow a scheme where learners gain a better understanding of the science when it is made practical and enjoyable.

Kieran Wells is our science and Physical education educator with a wide variety of knowledge to share with learners. He has a degree in sports coaching and sports development and takes part in regular training opportunities to increase his knowledge in both subjects.

In following the delivery of science at Pierview Academy it is vital for this to be scaffolded to ensure that progress is taking place and appropriate qualifications

are being achieved. Firstly, we have ASDAN which is the starter to gaining knowledge on science. Students will then progress onto entry level science where they will once again further their knowledge. Lastly they will progress into iGCSE science where they will learn about science concepts and complete exams papers at the end on biology, chemistry and physics.

All learners will have a tracker within science and once learners complete a certain unit it will be assessed, marked and dated with when this specific topic was achieved. This can therefore show the progression learners are making in school and ensure appropriate progress is being made. All learners will complete in house assessments within science to show how much information learners have retained from the science taught in that year.

IMPACT - the successful implementation of learners' progress in knowledge

1. Honest reflection about the strengths and weaknesses of the curriculum journey - positives and areas for development

Strengths within science at Pierview Academy are that the majority of learners show an interest in science and enjoy taking part in lessons with Kieran. Tracking is completed well and learners know what they have achieved and what they need to do to better themselves.

Schemes of work are in place so the curriculum flows and if Kieran is off learning can still take place.

Areas for improvement would be to ensure that lessons are made more practical to increase enjoyment and proactivity. With new equipment being ordered this is an area which will not be developed

2. Strategies to continuously develop the subject

To ensure the subject is continuously being developed, Kieran will complete continuous CPD opportunities and will attend science conferences where possible to increase knowledge.

3. Breadth and depth of learning

When learning, students will be constantly challenged to increase their knowledge. Learning will also be constantly differentiated to ensure that all learners are learning in the correct way.

4. Examples of exceptional impact/progress

At Pierview Academy all learners are introduced to science and all learners have science on their timetables. Some learners show a further interest within using science as a career path. This is when iGCSE science can be pursued and Kieran will still scaffold learning as required to ensure individual successes.

Two learners have left Pierview and gone to further their knowledge in the science field. One learner has gone to complete an animal care course to progress into a career as a veterinary nurse. Additionally, another learner has progressed onto applied science at college to then move onto becoming a research scientist.

PE :

Courses/qualifications/exam boards (please list all that are available) :

ASDAN Sports and Fitness

OCR Non-exam assessment GCSE

OCR Entry level Physical Education

NCFE Level 1 In Exercise Studies

INTENT - Purpose of the study

Physical education is a part of pierview academies vocational studies which includes a variety of different aspects related to physical education. Physical education's core aim is to promote a healthy lifestyle and to improve physical fitness of all learners.

In physical education learners are taught to communicate with each other using physical interventions, are encouraged to express themselves in lessons and show a positive attitude, gather basic knowledge on every sport with guidance by gov.co.uk. Additionally in Physical education they are encouraged to take part outside of school activities to improve their wellbeing.

Students are encouraged to work in groups when taking part in sport to experience their necessity of working in a team. As Physical education is a hands on activity, in team sports learners will need to communicate and assist each other effectively. Learners are also taught to be reflective when taking part in sport to help improve physical ability. We understand that all learners will not pursue sport as a career but it is an important make up of an individual and their states of mind.

ASDAN Sports And Fitness

This course is for young people of all abilities, mainly aged between 13 and 19. Because Short Courses are multi-level, the focus is on completing challenges and skills development according to individual ability, rather than attainment at a specific level.

Modules include:

1. Sports participation
2. Health, fitness and nutrition
3. Researching sport
4. Sport in the community
5. Coaching and officiating
6. The environment
7. Working in sport

OCR Entry level certificate in Physical Education

The aims of the Entry Level Certificate in Physical Education is to:

- enable learners to build on early experiences at KS1 and KS2 in order to further develop and apply their knowledge, skill and understanding of physical education through participating in a range of practical activities.
- Learners are required to select four activities, one from the team list, one from the individual list and then two are a free choice.
- Learners will be required to perform effectively under applied conditions, using tactics or compositional techniques as necessary and observe the rules and conventions of the activities.
- Learners will be required to analyse a performance in order to determine its

strengths and weaknesses, and suggest simple ways of improving the quality and effectiveness of the performance.

GCSE PE 9-1 Non exam assessment route

This course is a Non-exam assessment (NEA) is the name for the internally assessed component of Physical Education; this includes the practical performances and the Analysing and Evaluating Performance task (AEP) High, medium or low control levels will be set for each of the NEA stages: task setting, task taking and task marking. For each stage, the level of control will ensure reliability and authenticity, and make assessments more manageable for teachers and learners.

NCFE Level 1 Certificate in sport

This qualification is designed to help support the learner's personal development through acquiring skills and knowledge in sport, exercise and fitness. The qualification also allows learners to gain personal transferable skills that can be applied to the workplace or further study.

This qualification will:

- Focus on the study of the sport within the leisure sector
- Offer breadth and depth of study, incorporating a key core of knowledge
- Provide opportunities to acquire a number of practical and technical skills.
- Gain an understanding of the sport, exercise and leisure vocational sector
- Study areas of particular interest
- Encourage learners to adopt a fitter and healthier lifestyle

Learners are encouraged to reflect on their ability in practical situations, identify strengths and weaknesses and document this in portfolios to ensure criterias are being met.

Regardless of the subjects the skills that learners will develop through completing PE is :

- Self-confidence
- Positive wellbeing
- Healthy lifestyle
- Effective communication
- Working within a team
- Being a role model to others

IMPLEMENTATION - Curriculum delivery

Pierview Academy has a strong relationship with local leisure centres which cater for every school's needs. We follow a process driven curriculum whereby learners gain a greater understanding of the practice of physical education. Students through Physical education will develop over the course through the gradual introduction to new sports. Through the course students will develop a good understanding of a variety of different sports and venues available.

Kieran Wells is the Physical Education teacher and has wide experiences of teaching and coaching in a sport setting. With a Bachelor's degree in sports coaching and sports development he has learnt to adapt her teaching practices to differentiate for a variety of learners with a view to supporting and developing

experiences.

Through reflection in a physical education lesson learners acquire learning habits that will help them be critical within their own ability and skill level. Learners are introduced to new sports on a termly basis to ensure a good understanding is shown in the specific sport.

When undertaking ASDAN or NCFE there is a specific structure/criteria to follow which makes it good for the diverse learners we have in our school.

IMPACT - the successful implementation of learners' progress in knowledge

- **Honest reflection about the strengths and weaknesses of the curriculum journey - positives and areas for development**

Within the students at Pierview academy many learners attend with a negative attitude towards physical education due to negative past experiences. It is vital for us as a school to promote PE and show learners that Physical education is fun and helps improve overall wellbeing and has health benefits.

Firstly it is vital to start practically to ensure they show competency in the sport. When competent learners will move onto covering the criteria.

Areas for improvement as a school would be promote Physical education to all learners and ensure all tasks can be differentiated for specific needs of learners

- **Breadth and depth of learning**

In Physical education it is vital to scaffold learning and ensure that learners start basic and build up knowledge. Physical education also embeds core elements such as English, Science, ICT and maths. This is done through practical and theory based lessons.

- **Examples of exceptional impact/progress**

Physical education provides all learners with a way to express themselves and be given the opportunity to progress in physical means. Learners will receive positive feedback and be given areas for improvement to further development of sporting ability.

Vocational learning

Vocational learning is used to equip our learners on their journey towards a particular trade or craft. At Pierview we are able to deliver a variety of arts and crafts, customer service skills, sports and leisure activities, cookery, photography, mechanics, construction, enterprise and occupational studies.

These can be complemented with a range of Asdan short courses such as Animal Care, Expressive Arts and Foodwise.

Creative Craft (Darren Sall) :

Courses/qualifications/exam boards

- **NCFE Entry Level Award in Creative Craft (Entry Level 1 & Entry Level 3)**
- **NCFE Level 1 Award in Creative Craft (Cookery)**

INTENT - Purpose of the study

The Creative Craft curriculum at Pierview Academy supports the school's vocational element of the Foundation Learning model. The purpose of the curriculum is to build a resilient learning ethos that is based on experimenting with and utilising skills developed through practical activities and theory concepts related to these. It is then the intention to inform and direct future learning opportunities for learners that develop a keen interest in creative practises.

The curriculum aims to develop creative thinking and problem solving skills to allow learners to recognise and make links between learning, in not only this subject but others as well, and understanding to generate innovative ideas.

Allowing learners to develop a resilient learning approach to all areas of study is a key element of the Creative Craft curriculum. This will be demonstrated and developed through perseverance and improving self-awareness throughout the creative process. British values are fully embedded throughout the curriculum with many opportunities for learners to explore aspects of respect and tolerance through collaborative work with others and within the learning environment. British Culture is explored throughout the curriculum by way of exploration of different cultural art movements and cuisines (Creative Craft Cookery); promoting respect and tolerance within society.

The curriculum is designed to be progressive to allow the development of foundational skills and build upon them throughout the delivery of the curriculum. The curriculum begins at Entry Level 1 and progresses to Level 1.

Not only is the focus on artistic and creative practices but also how the key concepts and principles of these practices can be applied to all approaches to learning. Recognising and building awareness of the journey that is involved when learning. Developing self-management is also a focus with learners planning artistic goals, overcoming challenges and working responsibly with materials. Social awareness is also a crucial part of this entire programme. Every learner is unique and so too will be their artwork; enabling learner expression as well as understanding of others by exploring peer artwork and that of artists throughout history.

The 'ground-up' approach of this curriculum will ensure that all learners that follow this programme have every possible opportunity to succeed.

IMPLEMENTATION - Curriculum delivery

This curriculum is delivered from the Pierview Academy Creation Station and makes use of resources that have been compiled over time as well as purpose purchased materials and resources which relate to learner interest guided projects. The tutor is occupationally competent with a subject based university education and many years experience delivering art projects in both an educational and outreach youth setting.

Pierview Academy has just started to deliver a photography programme which will enable opportunities for cross curricular links which will enhance learner creative understanding and experience.

The intention is that learners will complete the Entry Levels of the programme within an academic year and then advance to Level 1 for the second academic year of study.

Learner progress is tracked against the criteria of the Creative Craft programme, with individually set learner targets driving progress and informing the learning. Targets are set at the start of the academic year or upon entry to the programme. These are reviewed three times throughout the academic year with new updated targets being set at the beginning of each full term.

Formative assessment methods and feedback continually inform the learning to identify gaps. Once identified these are then closed through future learning.

Focused subject specific CPD keeps this programme relevant alongside cross curricular links with other vocational subjects delivered at Pierview Academy and the associated expertise and support network.

IMPACT - the successful implementation of learners' progress in knowledge

Pierview Academy began delivering this programme when the tutor was initially assigned to this role. Since then, all learners that were enrolled onto the course achieved their Entry Level 1 Award and have now moved on to study at Entry Level 3.

There are plans for Creative Craft alongside other vocational studies to have a greater impact on the school as a whole, with the aim to organise exhibitions to showcase collective learner work and success. Not only exhibiting work at organised exhibitions but also showcasing artwork around the school is an area that is currently being developed.

Occupational Studies - Mechanics (David Macionis) :

Courses/qualifications/exam boards :

- NCFE Entry Level, Level 1 or Level 2 Award in Exploring Occupational Studies for the Workplace
- NCFE Entry Level, Level 1 or Level 2 Award in Occupational Studies for the Workplace
- NCFE Entry Level, Level 1 or Level 2 Certificate in Occupational Studies for the Workplace
- NCFE Entry Level, Level 1 or Level 2 Diploma in Occupational Studies for the Workplace

INTENT - Purpose of the study

The mechanics curriculum in Pierview Academy supports the school's vocational element of the Foundation Learning model. Giving the learners the opportunity to participate in practical activities that will support general life skills and entry into college or the world of work.

The curriculum is offered in a range of depths and levels. Learners build up credits for each unit they complete which in turn elevates the achievement. This starts with 'Exploring' Occupational Studies which is a single 3 credit unit and allows learners to have a basic taster of mechanics. The award required 6 credits, the certificate 13 and the diploma 27 credits, thus the depth and variety of learning increases with the more the learners do. The more time they are allocated to the subject, the more they can advance their subject knowledge

Units are available from Entry Level through to Level 2. The Entry Level qualification is suitable for low level learners, with basic modules offered in:

- Identification of basic external and internal car parts
- Valeting a car interior
- Introduction to working in a garage
- Washing a car exterior
- Introduction to vehicle engine operation principles
- Routine braking system checks
- Simple body repair processes
- Routine wheel and tyre checks

Level 1 units available are:

- Checking and maintaining a car's tyre pressure and tread
- Identification of basic external and internal car parts
- Motor vehicle workshop tools and equipment
- Health and safety practices in vehicle maintenance
- Introduction to vehicle valeting

Level 2 units available are:

- Assist in motor vehicle maintenance
- Knowledge of motor vehicle fault-finding
- Introduction to motor vehicle maintenance and repair

These units are intended to be accessible to a wide range of learners of all abilities. Learners can develop a 'hands-on' approach to their learning and gain practical skills, knowledge and understanding of mechanics.

The skills, knowledge and understanding gained may help learners prepare for work through real or simulated work situations and may contribute to preparing

them for working life beyond education. Learners are not intended or expected to be competent following successful completion of the Occupational Studies for the Workplace qualifications. Competency would be achieved through the completion of recognised competence-based Qualifications (CBQs) or National Vocational Qualifications (NVQs). The NCFE Occupational Studies for the Workplace qualifications are intended to give learners a solid base from which to further develop their skills and learning.

We recognise that many learners aspire to work in garages or be mechanics. The UK automotive industry is a vital part of the UK economy worth more than £82 billion turnover and adding £18.6 billion value to the UK economy.

With some 168,000 people employed directly in manufacturing and in excess of 823,000 across the wider automotive industry, it accounts for 14.4% of total UK export of goods, (<https://www.smm.co.uk/industry-topics/uk-automotive/>)

We appreciate that not all learners will become mechanics. Therefore we aim to use this curriculum area to give learners key skills and life skills. This includes but is not limited to:

- Problem solving skills
- Use of basic hand tools
- Life skills for being able to fix and clean personal cars
- Health and Safety

IMPLEMENTATION - Curriculum delivery

Pierview Academy has a small mechanics workshop that is becoming more advanced with the purchase of tools and equipment over time. The tutor is occupationally competent to lead in this subject area after owning his own garage for 10 years. Therefore, teaching is based on real life experiences and helps the learners to contextualise learning to real work situations.

Close to the school's workshop are several mechanics garages who we continue to build relationships with. This presents opportunities for partnership work for demonstrations, access to various car parts, assisting with jobs and work experience.

The mechanics tutor is highly experienced and qualified in his field but is also new to teaching and special educational needs. Therefore CPD considers this. The tutor has been teamed up with the schools other Vocational Teacher (Assistant Head Teacher - Delivering Photography), this allows for the opportunity of co-teaching, sharing best practice and establishing courses together. Mechanics and Photography form the basis of the schools "Vocational Suite" which is the building where these two subjects are delivered. Training and development has included NCFE assessor training and a focus on an SEND Inclusive Programme to help understand learners needs. The tutor has access to the Design and Technology Association and is building useful community links to support teaching and learning and CPD.

Our intention is that learners who want basic skills complete 1-3 units per academic year. Those who have a passion for the subject have the opportunity to work towards all units and progress through the levels. The units can be delivered on an interest led basis and in line with the tools and equipment available in the schools workshop. At the end of each academic year all learners will aim to have achieved recognised accreditation.

Those with a high interest level will have the opportunity to either aim for the certificate / diploma and complete all units available at their assessed level or they may progress to high levels to receive more depth to their learning.

Learner's progress is tracked against the criteria achieved within each unit and the amount of credits and units achieved in order to challenge the learner to progress through the levels. Learners are set targets at the start of the academic year or on entry to the course and these are reviewed three times a year with new targets set at the beginning of each full term. Targets stretch and challenge the learner, as well as allow them to experience the many disciplines of basic motor mechanics.

The school is seeking to develop its own system for baseline assessments to determine the knowledge, experience and ability of the learners who study mechanics.

IMPACT - the successful implementation of learners' progress in knowledge

At the start of academic year 2020/21 the practical use of the workshop was changed from a construction workshop, offering carpentry, joinery and bricklaying to a mechanics workshop. As such, the full transition of the learning environment will come over time as the progression through the units commences. Learners start with the units in Health and Safety and Working in a Garage which gives them the knowledge of safety they require to be trusted to cautiously perform mechanics tasks in the workshop environment.

The initial units of delivery for both Entry Level and Level 1 have been identified and alongside these a plan will be formed for development of the learning environment. This includes the purchase of new tools and equipment to support learning.

Alongside this an enterprise scheme is being considered, where learners are involved in the buying and selling of motors. They are then involved in the repair of these machines in order to sell them on and buy the next project. This will allow for a continuous trail of projects, allowing learners to see how the same mechanical functions can be different on different makes and models of machines and can also present with various faults.

There are plans for learners to be working at different levels. This will mean that a variety of teaching aids, engines, car parts, tools and equipment will be required to deliver a meaningful curriculum.

The effectiveness of the curriculum will be evaluated at the end of the first year of

delivery. The curriculum plan will be revised accordingly.

Occupational Studies - Nutrition and Health (Louise Harte) :

Courses/qualifications/exam boards :

- NCFE Cache Level 1

INTENT - Purpose of the study

Currently eight learners are working towards completing Level 1 in Nutrition and health. The qualification comprises of three units.

Throughout the course the learners will learn how to prepare a healthy meal and know how much salt and sugars are in their foods. The learners will know what a balanced diet consists of and how to avoid unhealthy foods.

This course is beneficial to learners where learning is disengaged as it helps them focus on the health benefits and introduces nutrition as a practical lesson so they are more engaged in how the body works and the side effects of damage to the body if they do not have a balanced diet. This will help them to understand the importance of health and nutrition. They will learn how they can overcome unbalanced diets, understand eating disorders and live a happier healthier life. Learners will start to make connections between food and feelings and the ways to seek and support if these are not a healthy mix.

Through a better understanding of their own diets, the learners will be able to make better choices and how they can make healthier lifestyle changes eg. swapping sugars for healthy choices.

IMPLEMENTATION - Curriculum delivery

Through the study of each unit the learners will learn visually, through practical and paper-based tasks, ICT and revision.

All evidence to be documented via photos, ICT, videos, group discussions, written and diagrammatic work, posters, the use of props etc.

Quizzes and picture cards will be used to prompt the learners.

Feedback on course work is given to all learners.

Throughout the course work is portfolio based and checked at every unit so the

learner has a clear understanding of their ongoing progress.

On successful completion of the qualification the learner will be awarded the NCFE CACHE Level 1 Award in Nutrition and Health. This qualification is certified by the awarding organisation NCFE.

IMPACT - The successful implementation of learners' progress in knowledge

Learners will cook and prepare healthy lunches. They will be able to recognise the healthy option from the bad. On successful completion of Level 1 the learner may continue on to NCFE CACHE Level 1 in;

- Award in Alcohol Awareness
- Awareness of Substance Misuse
- Exercise Studies
- Level 2 Nutrition and Health
- Level 2 Award in improving personal exercise, health and nutrition

Occupational Studies - Photography (Melissa Maher) :

Courses/qualifications/exam boards :

- NCFE Entry Level, Level 1 or level 2 Award in Exploring Occupational Studies for the Workplace
- NCFE Entry Level, Level 1 or Level 2 Award in Occupational Studies for the Workplace
- NCFE Entry Level, Level 1 or Level 2 Certificate in Occupational Studies for the Workplace
- NCFE Entry Level, Level 1 or Level 2 Diploma in Occupational Studies for the Workplace

INTENT - Purpose of the study

Photography is part of Pierview's Vocational Studies course that also includes creative crafts, mechanics, cooking and enterprise skills. As such its core aim is to promote student independence by teaching learners the social, communication and life skills they will need for further study or work.

In Photography learners are taught to use digital cameras and computer software to communicate ideas about their lives and communities. Learners gain an understanding of how photographic imagery is used to communicate ideas about the world and our culture- and how photography can be used to grab our attention- to sell, promote, entertain, shock, inspire and mislead. Over the course of their studies in Photography learners develop their visual literacy; the understanding of the signs, symbols and processes used by photographers to communicate ideas. With improved visual literacy learners move from being receivers of information to more critical participants in the exchange of ideas and share these with others in ways that respects the opinions and values of others.

Group tasks and collaborative projects allow learners to experience working as a team. Through largely hands-on activities learners must work together, sharing equipment and assisting and communicating with each other to complete assigned tasks. Learners are taught to maintain a record of the work to do and to stop, reflect and correct as they go.

Photography is delivered within the school's vocational training program providing a foundation for further work in photographic industries. We understand, however, that not all students will pursue a career in photography. In acknowledging this the Photography course maintains an underlying aim of introducing learners to valuable work-life skills such as; time management, planning, troubleshooting and working as a team.

The Entry Level course is designed to establish basic camera handling skills and introduce learners to computer software used to edit photographs.

Entry Level course includes:

- Introduction to personal digital photography
- Creating Images Digitally
- Design and imaging software
- Developing creative media skills

Our more experienced learners are introduced to more creative camera functions and computer software. At this level, learners are taught to recognise and develop their own photographic style.

Level 1 courses include:

- Using a camera and accessories
- Photographing using a tripod
- Exploring digital photography
- digital graphics editing.

Photography lessons follow a pattern of exploration, reflection and revision through fun weekly photographic activities. Learners are directed to edit their work, identifying strengths and weaknesses and documenting these in portfolios before commencing further work enabling them to make more considered decisions in later photographic shoots.

These Photography Units are a first step in a path to further study at a tertiary level and a career in photography. We understand, however, that not all learners will pursue a career in photography. As a part of the broader Vocational Studies the course is intended to provide our learners with the skills they need to succeed in life. Skills such as:

- Self-confidence
- Working within a team
- Safe working practices

- Effective communication skills
- Visual literacy

IMPLEMENTATION - Curriculum delivery

Pierview Academy has a photographic studio equipped with DSLR cameras, photographic equipment and computer editing software to enable students to experience the complete photographic process, from shoot to display. We follow a process driven curriculum whereby learners gain a greater understanding of the practice of photography; the how, what and why photographers do what they do. This is developed over the course through the gradual introduction of new camera handling skills, image processing and- as they progress through course levels- the planning and documentation required for meeting a client brief.

Melissa Maher is a qualified and experienced photography and art teacher with a history of working within the arts and exhibiting her work in public galleries. With a Masters in Special and Inclusive Education she has learnt to adapt her teaching practices to accommodate diverse learners with a view to supporting each with achieving their best.

In following a predictable pattern of demonstration, action and reflection learners acquire learning habits that will help them gain greater control over their learning. New skills and ideas are introduced gradually and learners progress to the next level as they demonstrate competence. Learners are introduced to new weekly photographic techniques and visual concepts that are designed to both teach a new skill and challenge them to think about the aim of the photoshoot they have been assigned. These increase in complexity as learners acquire new skills and can be adjusted according to each learner's individual need.

In photography learners follow the NCFE Levels and the criteria specified for each level. Targets are set and reviewed termly allowing learners to see their progress. This ensures learners have a visual record of their progress and feel more motivated to learn. All learners have a criteria checklist in their portfolios, which they are encouraged to review at intervals throughout the school term. This self-monitoring of progress helps learners develop greater self-regulation and ownership over their progress within the subject.

IMPACT - the successful implementation of learners' progress in knowledge

[Honest reflection about the strengths and weaknesses of the curriculum journey - positives and areas for development](#)

The students at Pierview have a combination of complex learning and social needs impacts on attendance and in class application. Whilst every effort is made to account for this in the curriculum some students struggle to maintain engagement. This requires teachers and tutors to frequently reflect and adapt learning opportunities for students so that they can make progress. Unrealistic expectations may have to be reconsidered as do methods of delivery.

Exhibitions of learners work in public spaces and galleries are currently being planned to promote the great work our students do. The aim of these is to celebrate their hard work whilst promoting the work the school does within the community.

Breadth and depth of learning

Photography is looking to establish links with external agencies, such as; photographic studios, galleries and community groups to bring the subject into real world situations.

Working across subjects to meet cross curricular outcomes such as English, Maths and Science is something that is currently being looked into.

Examples of exceptional impact/progress

Photography provides our students with a means of personal expression and an opportunity to share their ideas with others. Learners have been quick to pick up the skills they have learnt in class and see their work displayed. Since starting the course at the beginning of September, 2020, learners are beginning to experience success in class. They are receiving positive feedback and finding a voice for self-expression.

Personal and Social Development learning

Our focus on Personal and Social Development (PSD) means we come up with imaginative ways of supporting young people in:

- Becoming confident individuals who are physically, emotionally and socially healthy
- Being responsible citizens who make a positive contribution to society and embrace change

Managing risk together with their own wellbeing as well as introducing them to new activities and personal challenges.

Our Personal and Social Development can lead to young people receiving recognised accreditation in both pre and post 16:

- Towards Independence – which provides a framework of activities through which personal, social and independence skills can be developed and accredited for those with severe learning difficulties (SLD) and profound multiple learning difficulties (PMLD).
- Short Courses – provide a range of flexible programmes to accredit young people's activities when aged between 13 and 19.
- Bronze/Silver/Gold Personal Development Programmes – provide challenges over 13 modules of topics such as Sport, The Community, Technology and Healthy Living. Certificate of Personal Effectiveness (CoPE) - is ASDAN's flagship qualification and offers an imaginative way of accrediting young people's curriculum enrichment and extracurricular activities, allowing our

school to certificate a wide range of personal qualities, skills and achievements, as well as introducing new activities and challenges.

- PSHE – to allow our learners to develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. We prepare our learners for life in Modern Britain through our curriculum and in weekly assemblies.
- Well-Being – Covering subject areas crucial for our older learners, including Substance Misuse Awareness, Alcohol Awareness, Sexual Health, Personal Safety and more.
- PSD – providing access to units in developing self, encouraging problem solving and working towards employability and independent living skills.

Nurture and Social Area - NASA

INTENT - Purpose of the provision

Our NASA area has been designed to help bridge the gaps for our learners who find social interactions difficult. The team create a nurturing, organised and inclusive curriculum based educational plan and setting for a selected group of our SEN learners according to their personal talents, experiences, learning styles and needs.

To promote and enrich individuals' social, moral, spiritual and cultural development to meet the needs of our multicultural society.

For our vulnerable young learners to accomplish their core subjects English, Maths, ICT and Science between Entry Level 1 and Level 2/iGCSEs.

In line with the curriculum for the rest of the school the NASA learners also work towards the vocational subjects; Creative craft, Mechanics, Photography, ASDAN Foodwise and their personal, social development. Music and P.E. sessions are also included in learners' weekly timetable that is subject to the individual interests.

NASA learners are offered speech, language and communication therapy sessions depending on their needs.

Each learner has their own small, personalised learning space ('pod') which is a safe, comfortable learning environment for them. But also, outside the pods there are also circular tables where they can sit with each other and the staff to share learning time, breaktimes, snacks and play games. There is also a kitchen area nearby where the learners can prepare their own food.

What we hope to develop for our learners in NASA;

- Safe, calm learning environment
- Safe space for social interactions
- Minimal sensory overload to reduce anxieties and stress
- Support for the learners emotional well-being
- Improve self-esteem

- Improve resilience
- Routine
- Positive relationships and trust
- Experienced staff to teach the learners based on their individual needs and interests

IMPLEMENTATION - Curriculum delivery

- By maintaining an organised, safe, calm classroom environment with limited distraction, allocating smaller and manageable curriculum based tasks for the learners
- Using multi-sensory strategies, encouraging positive behaviour, providing our SEN learners with real life opportunities for success by broadening their practical experiences
- Teaching staff and LSAs are set up with new CPD targets every academic year to enhance their up to date knowledge. This is acquired through regular in-house and online training opportunities to meet the needs of our individual learners
- Curriculum based up to date schemes of work is thoughtfully planned to teach core subjects in line with current exam board's subject specifications
- Various assessment methods are used to determine our learners accomplishments in conjunctions with internal and external assessment procedures
- Pupils' work and progress is monitored, challenged and recorded throughout each learning session. Learners are regularly encourage to evaluate their own lesson attainments, and set up new targets to boost their academic experience

IMPACT - the successful implementation of learners' progress in knowledge

- With our professional assistance, our SEN learners can acknowledge their own areas of strengths and weaknesses by pursuing it further to build up a prospectus future career
- Awareness of the available future options to make considered choices beneficial to the individual's educational and personal life
- Our learners can grow into healthy, responsible, independent individuals who can have a better understanding of the world around them.
- To acquire enough knowledge to make the right choices in their academic or professional aspects of lives and are able to achieve economic well being in their future.
- Our learners can reach their full potential and be able to make their own independent place in our multicultural diverse society throughout their adulthood.

Outreach

Post-16

Our Post-16 learners have individual learning programmes, with a focus on improving independence, social and employability skills, leading to better qualifications in vocational options, college placements and employability outcomes. We encourage our learners to improve their own potential, have successful transitions to adulthood and continue to achieve in their adult lives.

By improving learners' confidence and motivation we aim to cause lasting effects that spread beyond the individual and into the wider community.

Each learner has direct support from their Post-16 Tutor, the school's Operations Manager and ALP Schools' Careers Advisor Specialist. There is plenty of offer of support, coaching and mentoring to help our learners change their prospects dramatically. The school also works in partnership with external careers agencies to ensure all our learners receive appropriate information, advice and guidance in relation to their key stage.

We are aware that disadvantaged both male and female learners achieving below Level 2 qualifications have lower progression rates into higher earning employment.

The school is involved in identifying possible apprenticeship opportunities for our learners in Engineering / Construction / ICT / Agriculture, Horticulture and Animal Care / Health, Public Services and Care / Retail and Commercial Enterprise / Business Administration.

We use our caravan at Allhallows, where our learners can learn outside of the classroom and develop their independent living skills.

And finally ...

Application of skills learned

Each term our learners have Skills Weeks or Skills Events when they are given the opportunity to demonstrate their knowledge and skills to each other. We have successfully held two of these this academic year and will continue to develop these in the future.

Pierview Academy's curriculum aims to be clearly sequenced and building towards a clear end-point. We address gaps in an individual's knowledge and skills.

Because our learners age from 11-25 years, we ensure the curriculum remains as broad as possible for as long as possible.

We have high expectations for all our learners and we offer a very rich, broad curriculum for our vulnerable, disadvantaged, SEND learners.

Our curriculum is ambitious and rigorous and the school will go above and beyond to ensure the best possible prospects for our learners when they leave the school.

CAREERS

Intent Statement:

To work towards independent living and working, choice, hope, optimism, adaptability and resilience, access to and engagement in meaningful and equitable work in all forms both voluntary and unpaid, opportunities to learn and make progress, and the pursuit of well being and happiness.

Our aim is to identify how our learners can access these intentions, what they need in order to access these intentions and what their priorities within these intentions need to be.

We model our careers programme around current best-practice for careers guidance and have recently implemented the Gatsby Benchmarks, which were developed by the Gatsby Foundation.

The benchmarks have become an integral part of our careers programme and our objective is to encourage students to see career development as a life-long process which starts with learning and education.