



## 2021/22 - Pierview Academy's Curriculum Framework

### **Our Vision - where do we want to be?**

At Pierview Academy our vision is to **empower success through holistic and individualised learning**. We are committed to establishing an 'Outstanding' educational setting where all our learners are safe and have the support and personal tools they require to achieve their full potential - academically and with respect to their personal, social development. As a school we are highly ambitious for our learners' futures beyond Pierview. We aim to move our learners to the highest level of qualification they are able to achieve; alongside this our careers curriculum supports our learners to explore and access the options and opportunities available to them.

Our curriculum aims to prepare our learners for and appreciate their life in modern Britain. In its breadth our curriculum supports the Equality Act (2010) and the protected characteristics of age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

At Pierview we recognise cultural capital as one of the key assets a learner will draw upon to be successful in society, their career and the world of work. Through our curriculum we aim to provide learners with opportunities to accumulate knowledge, behaviours, and skills that they can draw upon and which both build and demonstrate their cultural awareness, knowledge and competence.

### **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 who have experienced difficulties in other educational settings. All of our young people will have experience of one or more of the following: Autistic Spectrum Disorders; a family background of social deprivation; developmental and/or emotional trauma; mental health challenges; the care sector; or periods of time in secure training centres / adult prisons. As a result of their previous experiences they have often become completely disengaged from the education system. These factors, combined with their special educational needs, often result in displays of extremely challenging behaviour. Suffice to say, our learners can be some of the most exigent young people in Kent, Medway, Bromley, Thurrock and Greenwich.

However, from 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 onward destinations which are purposeful and aspirational as well as guided and supported. Wherever possible our qualifications are accredited and short or long-term plans are established so that our learners follow a personalised programme towards such a 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 we aim to help them to achieve their Functional Skills (Maths, English and ICT); a broad range of vocational skills units or qualifications in line with their interests and aspirations; and core units underpinning personal, social development.

'Wrap-around' support, information and guidance is important for our learners particularly when they join the school at their point of entry and throughout their time at Pierview. Having recognised the requirement for additional support for learners; we acknowledge the need to 'reach' them before they are ready to engage in a curriculum of personalised teaching and learning. ALP Schools follow a progressive step-by-step approach as summarised by the mnemonic ARRRTT (Attendance, Routine, Relationships, Respect, Trust and Teaching):



Foundation Learning is predominantly for learners with high-level special educational needs working between Entry Level and Level 1 qualifications. This approach to learning provides greater opportunities for progression and personalised plans towards a purposeful and supported 'destination'

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 the cumulative experience of successes, and is aimed at encouraging them to stay engaged with education to improve their well-being and economic outcomes. The school sets out 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 to 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**

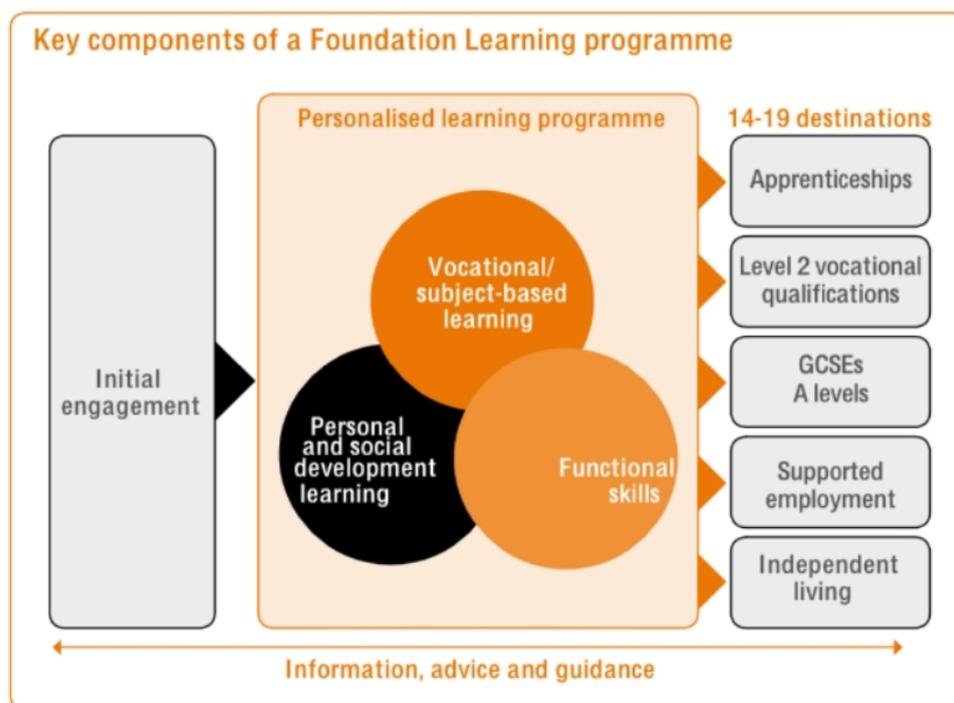
Where possible, the curriculum should enable learners to experience education in the following areas:

- Literacy and Languages
- Mathematics
- Science
- History
- Geography
- Personal, Social and Health Education
- Physical Education
- Art, Design and Technology
- Religious Education
- Sex and Relationships Education
- Spiritual, Moral, Social and Cultural Development
- Careers and Employability

Pierview learners will cover many aspects of these curriculum areas throughout their educational journey in the school. They will select 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.

## Foundation Learning



Through Foundation Learning, Pierview's 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 in 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:

- To support improved engagement, participation and progression through Entry Level, Level 1 qualifications and on towards Level 2 or iGCSEs; or, where appropriate, towards other educational destinations, employment and independent living.
- To ensure that our learners gain, as a minimum, a basic 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 so we carefully consider the informal messages they receive throughout the day. There are high expectations for positive behaviours and for 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 believe is so important to be acknowledged by and amongst our community of learners. We have a Student Voice and encourage our learners to participate in tutorials and to complete Student Surveys to both promote their involvement in the development of the school and to improve their ability to communicate effectively and become familiar with and respectful of the diversity of opinions and beliefs of others.

This academic year we intend to introduce 'a day in the life of ...' - where we will focus on a KS3/KS4/Outreach and Post-16 Learner, and / or o a subject - to ensure we review the quality of 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. Looking to the future is an important part of our school's development is to develop extracurricular, Enrichment activities to increase the opportunities and experiences we offer our learners.

### **Our School Culture - our relationships and attitudes**

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 learners, adapting to their personal needs.

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

### **Cultural Capital Vision for Enrichment Activities**

Staff at Pierview ensure that there are opportunities for learners to fulfil the school's Enrichment commitment. Before a learner leaves Pierview it is our ambition for them to have the opportunity to:

1. Visit a location linked to a subject
2. See a live theatre performance either in school or in a professional theatre
3. Go camping, on an outdoor adventure or a residential trip
4. Visit a city or place of note outside of the local area
5. Take part in a charity or community event
6. Visit a college or university
7. Listen to a talk by an inspirational external speaker
8. Receive training in a skill that will help them in life outside of school
9. Experience careers either in school or as a visit to job locations
10. Participate in a student voice activity to improve our school
11. Develop leadership skills
12. Go to a live sporting event or participate in a new sport on a regular basis

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

We are a school that believes our learners will excel in an environment which is more warm and friendly; where we can focus on a holistic, foundational education that encourages personal success and develops an understanding of our country's British Values. There is a

strong emphasis on self-discipline, mutual respect, tolerance and the celebration of diversity.

### **Our School Development Plan (SDP)**

The 2021/22 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'. Senior Leaders will judge the school curriculum at each stage of learning under three headings; 'intent', 'implementation' and 'impact'.



### **Curriculum Intent**

This focuses on the rationale underpinning our curriculum design. The emphasis being on how effectively the school provides a well-rounded, broad and balanced curriculum for learners that opens rather than closes doors to future success so that learners can succeed in life and in work. In summary: the curriculum intent sets out the rationale and the aim of the programme of education, including the skills and knowledge to be systematically accrued at each stage.

### **Curriculum Implementation**

The most important skills we want our learners to acquire are: adaptive thinking, communication skills, collaboration skills, critical thinking & problem solving skills, personal management, inquiry skills, Functional Skills including technology skills, creativity & innovation, soft skills, empathy, perspective and resilience.

An integral part of our curriculum design and review is to create both progression maps and curriculum sequences that allow learners to transfer key knowledge to long-term memory. Teachers/Tutors ensure learners have opportunities to revisit and practise content so they know more, remember more and can do more. We encourage learners to make the most of their prior knowledge to prepare them to acquire and retain new knowledge. Teachers/Tutors provide opportunities for learners to recall related knowledge actively when teaching new information. In its simplest form this retrieval is achieved during a lesson starter. This act of retrieving knowledge is proven to be an essential part of learning: strengthening both the stored and the newly learned knowledge; improving application skills and the ability to transfer knowledge to new concepts, new problems and new situations;

and aiding learners and teachers to identify and make adjustments to close gaps in learning - metacognition: an awareness of what you know and what you don't know.

Implementation is concerned with the delivery of the curriculum - [how the framework is translated and structured over time within our school](#). In other words: teaching, assessment and feedback that crucially leads to long-term learning. Running parallel to the feedback element is our valuing the importance of protecting teacher workload and our aim to establish methodologies to combine the avoidance of burdensome assessment and feedback practises whilst simultaneously ensuring our learners (where receptive) have every opportunity to make at or above-expected progress through immediate assessment and feedback. At the centre of the teaching and learning element sits our ongoing commitment to support both the continuous professional development of our Teachers, Tutors and Learning Support Assistants and their working in partnership in and beyond the classroom to hold high expectations for our learners and to deliver effective learning experiences.

Our partnership model challenges and supports Teachers and Tutors with respect to their focus on teaching, learning and assessment; whilst recognising the positive impact of their guided collaboration with Learning Support Assistants focusing on partnership, education and the (learning) environment.

### **Curriculum Impact**

Curriculum impact is ultimately measured in terms of the achievement of our learners as assessed by external tests and/or exams. However, learner achievement is also assessed using progression and destination data. This recognizes that for Pierview's learners good outcomes are not solely measured in qualifications but also in terms of their personal development as resilient, well-rounded citizens now able to independently hold for themselves aspirations for their futures that are both ambitious and realisable.

The question we therefore ask of ourselves throughout the year at Learner Progress Reviews is: 'What knowledge and skills do our learners gain at each stage over time, and how does this compare to our expectations and aspirations for them?' The answers to these questions enables us to develop a clear understanding of [the skills and knowledge our learners have acquired by the time they leave Pierview Academy](#).

### **Initial assessment and ongoing review**

Key to both engaging learners at the critical point that is their arrival at Pierview and ensuring their future success is gaining sufficient information to ascertain and evaluate their starting point. This is in terms of their academic achievements; gaps in knowledge, concepts or skills; attitudes towards and behaviours for learning; and other pastoral or well-being factors. Baseline assessment is carried out using Skills Forward and BSquared assessment platforms alongside teacher assessment. This occurs on arrival and at the beginning of each academic year.

Accurate oversight of learners' achievements is a key focus for the school's Senior Leaders, Teachers, Tutors and Middle Leaders. In addition to challenging and exemplifying their own practise as Teachers and Tutors our Middle Leadership Team has worked with Senior Leaders to streamline and refine effective systems to track and monitor information relating to learners' outcomes and to provide accurate oversight of progress and attainment. This is

achieved through a cycle of Learner Progress Reviews which look at: data from assessment platforms, mock / live assessments, teacher assessments, IEPs and the impact of interventions.

### **Identifying end-points**

The leadership team looks to see whether or not each subject's curriculum builds towards [clear end points](#) ie. evidence of what learners 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 which our curriculum is built may be derived from [assessment objectives](#) or learning outcomes for that subject as defined by the awarding bodies, or by the key concepts Teachers of that subject deem or most important, or sequence as such.

Essentially, identifying end points is akin to planting a flag at some point in the distance and then [planning a shared route](#) towards it. This is done for individual learners, so they have a [clear educational journey](#). Similarly, planting 'flags' in our SDP helps 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 discernable end-points. For long-term goals, we have to question and consider what we want our learners to remember in say 10 years time that will be useful to them in a developing, changing society.

Once the end points are defined, [way points](#) need to be identified too. Way-points 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 endeavours to ensure there is evidence that each subject's curriculum is current, well-planned and sequenced. We acknowledge that [knowledge and skills](#) build on what has been learnt before and directs learners towards those defined way-points and end-points. This establishes 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 7/8 learners to [consolidate and extend](#) what was taught in primary school, and to close gaps where they may have been outside of educational settings. To this end it is our intention to become familiar with the Key Stage 2 curriculum. Furthermore, it is our current intent to provide our learners with a broad and balanced key stage 3 curriculum that opens them up to explore potential opportunities and ideas for their futures.

### **Delivery of learning programmes**

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

Pierview's strength 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 are setting out to educate our learners about the process of learning and that it needs to be an active process requiring their attendance in lessons; their respect for staff, the learning environment, their peers and their own learning; and their best efforts to achieve learning objectives by following the success criteria set out.

### **Recognition of achievement and progress**

Raffle Tickets. For example - the Hooked on Reading reading challenge.

Enrichment activities planned for Friday afternoons.

At the end of each term a more whole-school event is planned for enrichment e.g. ice-skating, tenpin bowling, a whole-school sporting event, an in-school event...

### **Functional Skills**

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

These are the essential skills of English, Maths and ICT which are vital for young people and adults to effectively 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.

## Maths Curriculum :

### Courses/qualifications/exam boards :

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

### INTENT - Purpose of the study

The Foundation Learning model applied at Pierview underpins the rationale behind our Maths curriculum as a core functional skill. We provide our learners with practical opportunities to explore the world of maths and the world through maths as problem solvers - effectively going beyond just completing calculations. It is our intent to equip our learners with the confidence and competence to develop, practice, apply and master embedded mathematical life skills. Skills needed to gain entry into college or the world of work.

The Maths curriculum map delivers Maths learning at a range of depths and levels. Depending on their starting point learners might start their journey in Maths with NCFE Entry Level Certificates, before progressing on to NCFE Functional Skill Qualifications and the qualifications needed to access courses in college or when seeking employment. Learners can undertake an iGCSE qualification at either core (foundation) level or advanced (higher) level.

At Pierview the term's topic grid highlights across the school which elements of the curriculum are being taught with the intention of being able to incorporate aspects of the other subjects within each other to form an application-centred cross-curricular base. This enables learners to practise retrieval, to consolidate and to deepen their understanding by using skills and knowledge in different contexts and subjects. This is enhanced by an end of term 'Skills Week' in which learners are expected to demonstrate what they have learnt to their peers and staff through a series of exhibition lessons.

To ensure learners are successful in respect of progress and attainment, regular checks are applied during the learning process to highlight any areas of difficulty that the learners may be facing. A dedicated Intervention Team can then step in to support the development of concepts, knowledge or skills and so close gaps or extend more-able learners. Moreover, a range of approaches are applied to support the vark model (visual, auditory, reading/writing, and kinaesthetic) of learning - so that however a learner best understands they will be supported.

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

- reason clearly and logically, and to set out a ration argument.
- identify patterns encountered in diverse situations and to extrapolate from these.
- approach problems systematically, choosing appropriate techniques for their solution.
- follow logical instructions clearly expressed.
- experience satisfaction in and enjoyment of their mathematical achievements.
- obtain the best formal mathematical qualifications needed for their chosen career.
- acquire and use mathematical skills needed in their chosen career or for entry to higher or further mathematical education.

## IMPLEMENTATION - Curriculum delivery

Across all curriculum areas, and especially evident with respect to the learning of mathematics and mathematical approaches, the Foundation Learning approach takes maths beyond the maths classroom. Significantly, it also provides opportunity for Teachers/Tutors and LSAs to acknowledge, support and challenge the application of maths knowledge and skills by learners in other curriculum areas and so assess and acknowledge their embedded skills and knowledge.

Pierview Academy networks with maths Teachers/Tutors in other ALP schools and has been instrumental in establishing links with the Kent and Medway Maths Hub. Pierview now collaborates with a host of mainstream and alternative providers to look at best practice around a range of topics including mastery (in SEN settings), questioning and problem solving. This is part of an organic strategy with 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 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 know to secure and extend their levels of understanding and their transition into new concepts. Learners are provided with different ways to demonstrate what they know and to demonstrate a mastery of what they have learnt - from worked examples to hands-on activities.

For individual learners requiring learning in outreach settings or who currently find it a challenge to access group lessons, Tutors/Teachers ensure the impact of maths teaching via the use of a complete maths teaching and learning package developed by our qualifications board (NCFE). This ensures that all learners get the opportunity to access maths with the best chances of success.

In order to determine starting points, learners complete an online initial and diagnostic assessment (Skills Forward) that provides a baseline and accurate insight as to how best to support their maths development. These assessments are revisited a few times throughout the year to gauge progress and attainment alongside identifying areas in need of support or the targeted interventions required.

Classroom lessons loosely follow the idea of Gagne's 9 allowing the Tutor/Teacher to develop a systemic approach to learning. An example maths lesson is outlined below:-

1. Gain Attention - Typically via a starter activity such as maths-oriented games or challenges, or a simple card game to enable learners to transition into the lesson and mathematical/problem-solving ways of thinking.
2. Inform Lesson Objective - Discussion with the learners about the day's lesson objectives ensures and/or assesses understanding (vocabulary) and focuses learners on how they can be successful in the lesson. Clear expectations for the lesson are therefore set and shared.
3. Prior Learning - An opportunity to both recall and assesses knowledge or skills required for the lesson, and to make explicit links to other areas of maths.
4. Present Content - Presentation of the core content of the lesson to the learners via the whiteboard or interactive board to explore the concepts and methods.

5. Provide Guidance - The core of the lesson in which the concept is explained visually, verbally and via manipulatives. Examples are worked through. Learners are then posed open-ended questions to ascertain understanding and provide opportunity to ask for guidance - this can be one-to-one or via a class discussion. Anecdotes and analogies are often used to present an idea in a context learners are comfortable and familiar with.
6. Practice - Typically an activity where the learner will get the opportunity to explore and apply what they have learned to solve questions, embed and demonstrate accurate understanding.
7. Feedback - Following opportunity to practice the concepts presented, learners are provided with immediate feedback to challenge misconceptions, correct errors, extend and acknowledge success. This might take the form of a peer-marking exercise which provides opportunities for higher-level thinking, in which learners comment not only on correct and incorrect, but on how an answer or approach is correct or incorrect. The feedback is grounded in language learners can understand and where necessary in small cognise steps to avoid overloading.
8. Assess Performance - The final formative assessment piece that provides an idea of how well the learners have grasped the concept, and typically presented in an exam-style question as this reflects our learners' ultimate goal and our aspirations for their success as mathematicians.
9. Enhance Retention - An opportunity to deepen understanding so that learning will be more secure and more easily recalled. Opportunities are sought by Teachers/Tutors sharing a topic grid for each term to challenge learners to apply learning in a different context or scenario. For example in a different subject. The principles of maths mastery are followed wherein the learners carry out the same process, but with different inputs and new variables, so as to become confidently expert at recognising and applying the methods, but in a new situation.

Learners' progress is formatively assessed every lesson via a range of checks varying from observations and discussions to peer and guided self-assessment. These assessments of learning are tracked against learning objectives, set success criteria and the descriptors and requirements of the level of the course they are working towards. This is graded as to learners' understanding and acquisition and forms the basis of whether further input, practise or intervention is required.

Learners are set targets at the start of the academic year, or on entry to the course, these are reviewed three times a year with new targets set at the beginning of each full term reflecting summative assessment and Teachers'/Tutors' formative assessment. Targets stretch and challenge the learner with the opportunity to use their knowledge and skill in a new, cross-curricular or higher-level context.

At Pierview electing to map our curriculum with Foundation Skill qualifications affords our learners both continuous opportunity and flexibility via three primary summative assessment windows (Christmas, Easter and summer) where learners will be given the opportunity to undertake official examination and achieve recognition, feedback and qualifications at the level they have been working at. Assessment opportunities exist outside of these windows if

the learner is ready sooner or if a barrier (often attributed to their SEN) prevents their participation at the set time.

To ensure that learning is both accessible and achievable, learning is differentiated to match the individual's needs or starting point. This could take the form of specific questioning techniques, resources or by being presented in a format that suits that learner's style. All learners benefit from this support via the use of specific learning objectives and success criteria based on Bloom's taxonomy. It is clear to learners what is expected of them in order to be successful and to ultimately make progress in their understanding.

### **IMPACT - the successful implementation of learners' progress in knowledge**

Pierview's 3 primary official assessment windows form the basis to measure, challenge and support the impact of learning. In addition, Teacher/Tutor tracking systems in the form of online assessment tools (Skills Forward and BSquared) allow Pierview to judge the impact of learning and the learner's progress and attainment. This is supplemented by day-to-day formative tracking that evaluates levels of attainment alongside behaviour for learning and effort for each session that a learner undertakes. Together this maps progress in maths throughout the year.

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The core strength of Maths at Pierview is now evident in a consistent, structured and passionate approach to learning in the classroom with an emphasis on how to be successful, acknowledge that success, understand what it is that makes mathematics unique as a tool whose purpose is to solve problems and to produce evidence to demonstrate that learners are progressing in their journeys. When learners enter the classroom they know what to expect and importantly what is expected of them too.

Targeted interventions and a dedicated intervention team have alongside Teachers/Tutors and a subject-specific LSA identified and closed conceptual, knowledge and skills gaps. Learner Progress Reviews and collaboration between learners, Form Tutors, Keyworkers and subject Teachers/Tutors has proven instrumental in tackling barriers to learning.

Pierview Academy has been instrumental in collaboration with the Medway Maths Hub to form an SEN focused Maths Hub. The primary intent being to explore the challenges and possibilities for the implementation of the fundamentals of the mastery approach with SEN learners and their acquisition and application of securely embedded concepts.

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

### Courses and qualifications/exam boards :

- NCFE Functional Skills Entry Level 1, 2, 3
- NCFE Functional Skills Level 1 & 2
- OCR iGCSE
- ASDAN Short Course in English

### INTENT - Purpose of the study

Our curriculum must be able to:

- Teach explicitly the knowledge and skills required to facilitate meaningful participation in society with as much independence as possible.
- Present an offer that aligns with and matches the interests, cognitive ability, individual strengths and life aspirations of all learners.
- Prepare learners 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 base in literacy skills is crucial to a high-quality education; and ultimately this will provide our learners with the essential tools they need to both achieve their potential and to participate fully as a member of society.

'Every lesson is an English lesson.' At Pierview our priority is to ensure staff and learners understand and apply the principle that literacy skills are the key to learning across our curriculum. It is our long-term intent to continue to raise the profile of English in the mindset of learners. **Impact** is evident through both an increase in the number of learners participating in and achieving formal qualifications; and evidence presented of learners' successful engagement with and application of their literacy skills in core, foundation, 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 (perceived) barriers to English can limit their future successes. Teaching and support staff help learners to make the transition from this perception so achieve learning outcomes and meet full potential.

Pierview's Senior Leaders work alongside the subject leader to review and to continue to develop the school's English strategy. Moreover, it is our intent that our **implementation** sets out to support our staff team to apply prior and develop experience of a range of teaching and learning strategies adapted to the Pierview setting and learners. Strategies in place or 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 centred on respect and trust, our priority is to enable learners to express their ideas effectively and appropriately, and 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 and in life, 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 and seeing their **impact** on learning. In the context of English, speaking, listening & communicating activities are a significant enabler for wider success. 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, all 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 skills and the enjoyment of reading, the school has a long-term plan to embed its developing reading culture (and a reading reward scheme). A culture that encourages and enables learners to either develop or to begin to engage more proactively, purposefully, confidently and willingly with reading for meaning, and with the widest access-giving range of texts and contexts. *See Reading Policy - [Pierview Reading Policy November 2021](#) .*
- 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.

## **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 for our English subject leader and our Senior Management Team. Pierview has implemented English team meetings across other ALP schools to share resources, expertise and best-practice.

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 both inherent negative self-esteem and barriers to learning. Interventions and approaches that reverse

this mindset are essential to a learners' future 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 presented English as both a barrier and as a difficult subject resulting in disengagement. Consequently, at Pierview we apply 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 staff 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 subject lead and the Senior Management Team team to review and to deliver a tailored programme that best supports our school and our learners. This includes CPD with staff to enable them to support learners' reading across the curriculum and the school day.

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. Targets that a learner's core team interacts with throughout the day to challenge, review, revise and acknowledge. Online assessment platforms (Skills Forward, BSquared and historically BKSB) are used to conduct a baseline assessment of learners and to support and monitor progress throughout their course. Tracking tools are employed by Teachers/Tutors and Senior Leaders to set targets and to monitor progress and to ensure attainment. External teacher-training, in-house expertise, inset and collaboration with other ALP schools is deployed to support the development of 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:

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

## **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

Effective CPD; deployment and leadership of committed, creative staff; and the development of an English team has raised the profile of the subject. The heightened profile of English as a subject and as a set of essential life skills is evident across the curriculum. Learners are using their skills to support their engagement in other curriculum areas and their social/communication interactions within and beyond the curriculum. Writing skills and strategies are increasingly applied to express ideas in other curriculum areas.

Impact is evident through both an increase in the number of learners participating in and achieving formal qualifications. An increased participation by learners in their learning has enabled effective baselining, enabled (re-)engagement, supported the setting of targets and the application of interventions; all of which have contributed to learners achieving at or above expected progress.

Teaching and learning in the area of speaking, listening & communication has challenged and facilitated the development of collaborative learning strategies. Learners are now experiencing the potential for and/or demonstrating deeper learning in lessons. Learning through enhanced participation in discussions and debates during assemblies and Tutor Group activities that underpin their experience of areas such as SMSC, British Values and Cultural Capital is now more evident and can be acknowledged and evidenced. Learners are demonstrating greater degrees of the resilience and confidence to persevere; developing as problem solvers and creative thinkers; and to express their ideas more effectively.

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 continue to 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 :

### Courses and qualifications/exam boards :

- NCFE / TLM portfolio-based Functional Skills Entry Level 1, 2, 3
- NCFE / TLM portfolio-based Functional Skills Level 1 & 2

### 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 of for current educational purposes and in preparation for further education, training and/or the world of work.

Online safety is an important aspect of the ICT curriculum, especially with most young people now having access to social media and online platforms. It is important that learners understand the associated risks when using online apps, technologies and know the importance of respecting others online - safe within the online world.

The curriculum map progresses through a series of levels that start with the basics of teaching the learners about hardware and software. The higher levels focus on spreadsheet functions and learning skills such as formulas and creating charts. Opportunities are promoted in which the skills that are delivered can be transferred by the learner to other subjects. Examples of **impact** are evident in situations that see a learner build the skills to create charts and tally charts that can then be applied within mathematics or vocational lessons. The different levels explore similar topics, but increase in complexity. Learners identifying an ICT-oriented career path realised the opportunity to achieve a Level 3 in computing.

NCFE Functional Skills Entry Level 3 encompasses: internet research, emails and document tasks. The level skills standards are as follows:

1. Interact with and use an ICT system to meet given needs.
2. Store information.
3. Follow safety and security practises
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 as follows:

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 practises.
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 as follows:

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 technologies including computers, interactive boards, cameras, tablets; and to the associated software to aid both use and learning. Topics and learning tasks are tailored to suit the individual learner at Pierview, incorporating both their academic or vocational pathway and their interests.

Health & safety and online safety are covered using practical examples that will benefit learners in the real world.

Teaching and learning tasks and resources are developed in-house or sourced and adapted from a range of reputable settings. In many instances this is to ensure that teaching remains up to date with the latest developments in technology, interest and online safety. In addition, tasks are adapted for individual learners to match their interests, and where possible are linked to real-world situations reflected in the Functional Skills rationale. Online safety resources are obtained via experts such as the National Online Safety platform and are incorporated within the scheme of work in order to ensure the delivery of a key aspect of online safety each term. The ICT Tutor/Teacher has an extensive knowledge of the criteria covered within the Functional Skills ICT curriculum.

In leading the subject the Teacher/Tutor has developed a team of technical support and learning support - a subject specific LSA supports both the delivery of lessons and of ICT interventions; and regular user-based CPD is provided to all staff in order to support the

application of ICT skills by learners across the curriculum and in order to facilitate effective and efficient working practises.

The progress of learners is determined using a range of assessment methods and the data is used to track progress and highlight gaps in learning to inform future planning. Targets are set, assessed and reviewed termly in order to support learners in achieving the maximum of their potential ability. Baseline assessment is undertaken in order to determine a learner's starting point using the Skills Forward and BSquared platforms. This determines the starting level for learners and determines both their learning style and curriculum 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 progress to a Level 2 qualification, and beyond if the desire exists. In addition, The TLM accreditation platform allows Teachers/Tutors to support some learners to also achieve accreditation through a portfolio-based alternative to the more formal exams.

### **IMPACT - the successful implementation of learners' progress in knowledge**

ICT follows the schemes of work of the NCFE exam board. The curriculum skill set enables a smooth transition for learners in developing their ICT functional skills.

The scheme of work for Entry Level 3 to Level 2 constantly evolves to stay in line with latest technologies and national standards, and so to enhance the learning experience. New learners and their starting points are constantly taken into consideration when delivering a scheme of work and the tasks changed or adapted in order to cater for individual learners' needs and interests. A review process runs throughout the academic year in accordance with tracking, to ensure that the delivery is of the highest standards.

The laptops purchased create a mobile and flexible learning environment for the learners. Interactive boards in classrooms and learning spaces enhance the teaching and learning experience. We are beginning to explore other areas of computing such as programming and computer maintenance as this appeals to some of our learners and their future aspirations. A cross-curricular approach is being developed which incorporates term-based topics and links ICT with other subject areas.

Putting in place appropriate digital media resources has enabled a learner to develop an interest and pursue a career pathway within photography and media before embarking on a supported transition to further education.

The ICT Teacher/Tutor leads Pierview with respect to online safety and maximises both resources and opportunities for CPD in order to meet statutory safeguarding and curriculum requirements through a comprehensive online safety programme for educators, parents/carers and learners. Pierview has achieved Certified School status from National Online Safety.

## Science Curriculum :

### Courses and qualifications/exam boards :

ASDAN Science

OCR Entry Level Science

IGCSE Cambridge Science

#### **INTENT - Purpose of the study**

Science is a core element of Pierview Academy's curriculum offer. It incorporates a range of different sciences, including physics, chemistry and biology, alongside clear STEM-based links to technology. This enables learners to develop an understanding of the importance of science in the changing world we live in today. The core aim of science at Pierview is to make lessons practical and purposeful to ensure students understand science in life-based scenarios and challenges.

In science lessons learners are taught to develop scientific enquiry skills, and to use a range of different equipment such as stop watches, test tubes, microscopes and calculators etc. In order to meet the criteria of the specific course, learners also use ICT skills to demonstrate results from scientific experiments and investigations.

Learners develop their knowledge and a scientific outlook by experiencing the importance of different ways of communicating ideas and information, and the experimental processes and approaches used by different scientists and how these contributed to the modern world.

Within all lessons at Pierview Academy there are numerous collaborative tasks which allow learners to understand how teamwork is important (within scientific / technology-based fields and beyond). In these tasks learners share equipment to complete assigned tasks before reflecting on these tasks and creating conclusions and hypotheses.

At Pierview we view Science as a core subject and give every learner an opportunity to be successful and achieve accreditation and qualifications that can further their opportunities in the future with respect to employment and careers.

The ASDAN Short Course is designed specifically to support the acquisition of skills, knowledge and accreditation by young people of all abilities - principally aged between 13 and 19. Short Courses are multi-level - the focus is on completing challenges and on skills-development according to individual ability, rather than attainment at a specific level.

#### **IMPLEMENTATION - Curriculum delivery**

##### **ASDAN Short Course includes the following modules:**

- Human machine
- Forces and motion
- Chemical change
- Biological challenges

- Space physics
- Performance in sport

Pierview learners demonstrating further aptitude within science are scaffolded on to OCR Entry Level Science

**OCR Entry Level Science aims:**

- 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 demonstrate the aptitude and the interest to expand their knowledge of the science topics covered so far are given the opportunity to progress on to Cambridge iGCSE Science.

**Cambridge iGCSE encourages learners to develop:**

- 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.

Pierview Academy has a dedicated learning space for science, equipped with resources and equipment to ensure lessons are practical, engaging and enjoyable. The scheme of

work, and our implementation of it, acknowledges that learners gain a better understanding of science when it is made practical, purposeful, relevant and enjoyable.

In addition to leading Science, our Science Tutor leads on our Physical Education provision, combining a wide range of knowledge and imparting this to learners. A degree in sports coaching and sports development alongside participation in regular training opportunities increases his knowledge in both subjects.

In implementing the Science schemes of work at Pierview Academy, judging learner starting points and the subsequent sequencing of lessons is essential to ensure that progress is made and appropriate qualifications are achieved. Firstly, ASDAN equips learners with an insight into Science and forms or closes gaps in the foundations set out in the primary phase curriculum. sLearners then progress onto Entry Level Science and the further acquisition and deepening of knowledge, attitudes and skills. Finally learners have the opportunity to progress on to iGCSE Science and scientific concepts, and to complete exams papers in biology, chemistry and physics.

All learners' progress is tracked and acknowledged, and targets are set and reviewed. This demonstrates the progress learners are making and ensures appropriate attainment is being achieved. All learners complete in-house assessments within science to demonstrate information retained from the Science taught in that year and how that knowledge might be applied.

### **IMPACT - the successful implementation of learners' progress in knowledge**

It is acknowledged that learners show an interest in Science and enjoy participating in and contributing to lessons. Tracking allows learners clear insight into what they have achieved and what they need to do to further their success.

Schemes of work are in place which deliver a well-sequenced learning pathway. Lessons, supported by resources, include an increasing practical element with respect to learning activities and learner proactiveness. STEM and careers opportunities form part of the curriculum delivery.

To ensure the subject is continuously being developed, the Science lead regularly participates in CPD opportunities and seeks to attend science conferences and networking opportunities to increase knowledge and ideas or opportunities for Pierview's learners.

Effective questioning and other teaching / learning strategies ensure learners are constantly challenged to recall information, and to increase and to apply their knowledge. Learning is differentiated to ensure that all learners are learning in the correct way.

At Pierview Academy all learners are introduced to science and all learners have science on their timetables. Some learners express a further interest within scientific fields as a career path. At this stage iGCSE Science can be pursued and the Tutor scaffolds learning as required to ensure individual successes. Learners have moved on from Pierview and continued to further their studies in the science field: One learner has completed an

animal care course in order to pursue a career as a veterinary nurse. Additionally, a former learner has progressed onto applied science at college before then becoming a research scientist.

## PE Curriculum :

### 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 Academy's vocational studies curriculum and includes a variety of different elements 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; to develop and demonstrate a positive attitude; to gather basic knowledge of a range of sports and sporting activities with guidance. Guidance delivered by the Department for Education. Additionally, within the broader aims of Physical Education learners are encouraged to participate in activities in and outside of school in order to improve their well-being.

Students are encouraged to work and collaborate in groups when taking part in sport, the intent being learners experience the benefits and the necessity of working in a team. Learners are also scaffolded in the development of other areas of personal development such as resilience. As Physical Education is a hands-on activity, in team sports learners are supported to communicate and assist their peers effectively. Learners are also taught to be reflective when taking part in sport to help improve physical ability. At Pierview we acknowledge that not all learners will pursue sport actively or as a career, but the opportunities it presents are an important element of every individual's physical and mental well-being.

### **IMPLEMENTATION - Curriculum delivery**

#### **ASDAN Sports And Fitness**

The ASDAN Short Course is designed specifically to support the acquisition of skills, knowledge and accreditation by young people of all abilities - principally aged between 13 and 19. Short Courses are multi-level - the focus is on completing challenges and on 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 are 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) - an internally assessed component of Physical Education. It includes practical performances and an analysing and evaluating performance task (AEP). High, medium or low control levels are set for each of the NEA stages: task setting, task taking and task marking. For each stage, the level of control ensures reliability and authenticity, and makes assessments more manageable for teachers and learners.

### **NCFE Level 1 Certificate in sport**

This qualification is designed to help support the learners' 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 met.

Regardless of the subject, the skills that learners will develop through participating in PE are:

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

Pierview Academy has a strong relationship with local leisure centres and sports providers. We follow a process-driven curriculum whereby learners gain a greater understanding of the practice of physical education. Learners, through Physical Education, will develop over the course through the gradual introduction to new sports. Through the course learners will develop a good understanding of a variety of different sports and venues available.

Pierview's Physical Education Tutor has wide experiences of teaching and coaching in a sport setting. A Bachelor's degree in sports coaching and sports development background underpins his practice and his expertise in adapting teaching practises to differentiate for our range of learners, with a view to supporting and developing experiences.

Through reflection in Physical Education lessons learners acquire learning habits that enable them to critically reflect on their own ability and skill level. Learners are

introduced to new sports on a termly basis to ensure a good understanding and a range of skills are developed in the specific sport.

When undertaking ASDAN or NCFE there is a specific structure/criteria to follow - ideal for the diverse learners of Pierview

### **IMPACT - the successful implementation of learners' progress in knowledge**

Within the student body of Pierview Academy, a significant number of learners attend with a negative attitude towards certain subjects including Physical Education due to negative past experiences. Pierview has therefore critically undertaken to promote PE and demonstrate to learners that Physical Education is fun, has health benefits and helps improve overall well-being.

Firstly, it is vital to start practically to ensure learners develop and demonstrate competency in the sport. When competent learners progress to develop their expertise, cover course criteria and / or pursue their interest.

Pierview seeks to promote Physical Education to all learners and to ensure all tasks can be differentiated to accommodate the specific needs of learners.

Breadth and depth of learning. In Physical Education learning is sequenced to permit learners to start with the basics and to build up knowledge. It is recognised that Physical Education embeds core elements such as English, Science, ICT and Maths. This is evidenced in both those lessons and through PE's practical and theory-based lessons.

Examples of exceptional impact/progress. Physical Education provides all learners with a way to express themselves, and provides the opportunity to progress in physical means. Learners receive positive feedback and respond to areas for improvement to further develop sporting abilities and attitudes.

## **Vocational Learning Curriculum :**

Vocational learning is a key component of Pierview's curriculum offer. The intent and purpose being to equip our learners on their journey towards a particular trade or craft. Pierview's curriculum offer includes a range of courses, accreditations and qualifications: arts and crafts, customer service skills, sports and leisure activities, cookery, photography, mechanics, construction, enterprise and occupational studies.

## **Occupational Studies - Creative Craft :**

### **Courses/qualifications/exam boards**

- **NCFE Entry Level Award in Creative Craft (Entry Level 1, 2 & 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 practises but also how the key concepts and principles of these practises 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 :

### 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.smmmt.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 school's 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 school's "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 & Health :

### Courses/qualifications/exam boards :

- NCFE Cache Level 1

#### **INTENT - Purpose of the study**

Currently learners are working towards completing Level 1 in Nutrition and Health. The qualification comprises 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 :**

#### **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 course 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 practises
- 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 though 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.

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**

The students at Plerview 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.

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.

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.

### **INTENT - Purpose of the study**

PSHE and Personal and Social Development (PSD) forms a core element of Pierview's curriculum offer. At Pierview we proactively seek current and imaginative ways of supporting young people in:

- Becoming confident individuals who are physically, emotionally and socially healthy
- Developing cultural capital and being responsible citizens who make a positive contribution to society and who embrace change
- Managing risk, together with managing their own well-being
- Introductions to new experiences, ideas, activities and personal challenges.

### **IMPLEMENTATION - Curriculum delivery**

Our PSHE (Jigsaw platform) and our PSD (NCFE units and schemes of work) curriculum supports our learners in the acquisition of knowledge, skills and attitudes; alongside receiving recognised accreditation both pre and post-16:

- Towards Independence – 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. The 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 Pierview to certificate a wide range of personal qualities, skills and achievements, in addition to introducing new activities and challenges.

### **IMPACT - The successful implementation of learners' progress in knowledge**

- The Jigsaw PSHE scheme of work is run alongside both tailored PSD schemes of work, targeted assemblies and additional well-being content; often in response to topical issues or our proactive, preventative safeguarding initiative. It allows our learners to develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepared for life and work in modern Britain.
- Well-being. Units and programmes are delivered that include subject areas crucial to our older learners. These include (not exclusively): substance misuse awareness, alcohol awareness, sexual health, personal safety.
- PSD. Learners access units in developing self, encouraging problem solving and working towards employability and independent living skills.

## **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.

Our principal intent, as for all Pierview learners, is that they are equipped to reach their full potential; and are able to make and to take their own independent place in our multicultural, diverse society in their adulthood.

A key intent is to promote and enrich individuals' social, moral, spiritual and cultural development to meet the needs of our multicultural society. And in addition, to provide every opportunity for our vulnerable young learners to achieve in their core subjects: English, Maths and ICT between Entry Level 1 and Level 2/iGCSEs.

In line with the Pierview curriculum offer, NASA learners also work towards:

- Vocational subjects: Creative Craft, Mechanics, Photography, ASDAN Foodwise
- Personal, social development / PSHE.
- Science, Music and P.E.
- Topic-based sessions are also included in learners' timetables that are subject to the individual's 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') - a safe, comfortable learning environment allocated to the individual. To promote social skills and interaction adjacent to the pods is a common / teaching area. A dedicated kitchen provides learners the space to prepare snacks and drinks in a supported way that promotes independence and allows for social interaction.

At Pierview our aim is to create and 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**

Pierview's intent for NASA learners will be achieved by implementing, reviewing and developing the following:

- 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 set 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 strength and areas for development. In supported discussions learners pursue these areas further to build up a prospective future career.

Learners develop an awareness of the available future options, and are better-equipped to make considered choices beneficial to their educational and personal life.

Learners develop as healthy, responsible, independent individuals who benefit from a better understanding of the world around them; and how to function in, succeed in and interact with that world.

Pierview's NASA learners work towards acquiring enough knowledge to make the right choices in the academic or professional aspects of their lives, and towards taking positive steps towards achieving economic well-being in the future.

**INTENT. IMPLEMENTATION. IMPACT.**

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. Focused and frequent 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.

Off-site and Outreach provision, including a caravan at All Hallows, support both independent living skills and provide for Pierview learners requiring adapted / alternative timetables in order to engage and achieve.

**INTENT. IMPLEMENTATION. IMPACT.**

Intent - To work towards independent living and working, choice, hope, optimism, adaptability and resilience. Have access to and engagement in meaningful and equitable work in all forms both voluntary and unpaid. Have opportunities to learn and make progress, and of 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.

Entitlement - At Pierview, our programme of careers education delivers information, advice and guidance that explicitly supports inclusion, challenges stereotyping and promotes equality of opportunity for all learners. Pierview Academy provides opportunities and insights that develop cultural capital for all learners, particularly those from disadvantaged backgrounds and those with special educational needs and disabilities.

Our learners individually receive a high standard of continuous, supportive and locally relevant careers information and guidance that runs through each subject of our curriculum. This momentum is maintained by running dedicated sessions once a term based around careers and career pathways.

Pierview Academy seeks to develop a strategic work-experience programme to provide our learners with diverse and multiple opportunities for quality, meaningful encounters in order to prepare them for a future within the world of work.

We model our careers programme around current best-practice for careers guidance and have recently implemented the Gatsby Benchmarks, developed by the Gatsby Foundation. The benchmarks have become an integral part of our careers offer, and our objective is to encourage students to see career development as a life-long process which starts with learning and education.

**And finally ...**

Pierview's curriculum seeks to go beyond knowing more and doing more. By design it sets out to ensure that learners both have the opportunity to apply the skills and knowledge learnt; but also to acquire those skills, and the credit for them, through their engagement across all curriculum areas.

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. Pierview Academy's curriculum aims to be clearly sequenced and building towards a clear end-point. Tutors and Teachers are supported and challenged by leaders to assess start points, address gaps and enable learners to acquire knowledge and skills. We have high expectations for all our

learners and we offer a very rich, broad curriculum for our vulnerable, disadvantaged, SEND learners. Because our learners age from 11-25 years, we ensure the curriculum remains as broad as possible for as long as possible.