



**Pierview Academy**

**Curriculum and Assessment Policy**

**42 – 46 Harmer Street  
Gravesend  
Kent  
DA12 2AX**

## Introduction

Students who attend Pierview Academy have been referred by local educational authorities and schools because they have been permanently excluded or are at risk of being permanently excluded from school. They all have, or are in the process of obtaining, an Education, Health and Care Plan (EHCP). Some are 'looked after children' others are subject to child protection or youth offending orders.

The majority of the students have been diagnosed with autistic spectrum disorders or related conditions such as attention deficit hyperactivity disorder, Tourette's syndrome or mental health disorders. In addition to this some have language impairments. Some of them have been found to have specific learning difficulties such as dyslexia in addition to their other difficulties.

All of them display a range of negative behaviours that have resulted in them being excluded from school; some of them have had more than one permanent exclusion.

Some of the placements are short term – from 6 to 18 weeks but mostly they are for 3 years or more.

The curriculum has been designed to take this into account these factors. It focuses on addressing the needs of the students in this order:

- Behaviour – the reason they are placed at Pierview Academy
- Social and language skills – associated with their learning difficulties
- Academic – work is pitched at a level appropriate to the student's ability

At Pierview Academy we recognise that negative behaviour and poor social skills are serious barriers to learning as a consequence of this, a priority is placed on dealing with the students' behaviour so that they can be prepared for an eventual return to a more long term setting. At the same time, the student's social skills are addressed.

Once these two barriers to learning have been addressed the student is then more able to learn at a level appropriate to their level of ability.

## Structure of curriculum

The aim of the curriculum is to prepare students for when they eventually move on to other educational facilities. This might be another mainstream school, a special school, a further education college an apprenticeship or into employment.

The curriculum follows Foundation Learning pathways, which includes Functional Skills, Vocational Learning and Personal and Social Development (PSD). All students, regardless of their key stage, study this core programme, all schemes of work / lesson plans are differentiated for their level of ability.

The school's Foundation Learning curriculum includes the following options which are delivered at a variety of levels:

- Functional Skills - Maths, English and ICT
- Vocational Learning - Construction, Creative Crafts, Music, Enterprise, Business Studies, Nurturing Through Nature, Occupational Studies and a variety of external placements
- PSD - Learners follows the schools PSD Pathways, which is displayed in a separate document.

Foundation Learning subjects are assessed using the following awarding organisations:

- OCR
- NCFE
- CACHE
- Asdan
- TLM

In addition to Foundation Learning, each key stage has a supplementary focus which is outlined below:

### Key Stage 3

Students in Key Stages 3 also study:

- History
- Geography
- Science
- Creative skills – Art and Music
- British Sign Language

All learning in Key Stage three is tailored to the needs of the individual and a wide variety of teaching techniques are used.

#### Key Stage 4

During years 10 and 11 all students are offered a course of study in IGCSE's in the following subjects:

- English
- Maths
- Science
- History

All learning in Key Stage four is tailored to the needs of the individual and a wide variety of teaching techniques are used. At this stage learners are assessed via examinations and portfolios of evidence.

#### Key Stage 5 and Post 19

At Key Stage 5 greater emphasis is placed on programmes that prepare learners for work and independent living. In addition to this, learners are provided with the opportunity to supplement their studies by being supported in local further education colleges, where they can specialise in a career path of their choice.

The students are encouraged to seek out a course that interests them and is a level that is appropriate for them.

Courses are usually applied for in Terms 2 and 3 of Year 11 so that visits can be arranged to the college before interviews.

#### Delivery of Curriculum

The majority of the teaching in the school is carried out in small group sessions. These groups:

- Vary in size from 1 to a maximum of 8 learners depending on the subject.
- Are taught in key stage groups or by ability.
- Are led by Tutors, Qualified or Unqualified Teachers.
- Teaching staff have access to a variety of teaching material and the emphasis is on the individual teacher to make the lesson creative, engaging, challenging and interest led.

Where a learner is unable or unwilling to access group lessons, tutors/LSA's provide learning material. The student is taught one to one and the work returned to the teacher for marking.

Learners may attend lessons with an assigned LSA where necessary.

### Time allocation for teaching

The school follows a 6 lesson format, with sessions from 40 to 60 minutes in length:

The time allocation for subjects is based on individual need, with the majority of time allocated to core subjects.

Time for 'enrichment activities' are also built into the timetable on a Friday afternoon. These activities are intended to extend the range of 'social activities' that are offered to students, examples include:

- Playing snooker
- Watching a choice of film
- Tabletop games
- Going for walks
- Visits to Bluewater

Total time allocated for the working week is 25 hours

### Offsite Education

External visits are used by staff to enhance learning. Examples of this are:

- Field Trips, these are subject related, e.g museums, galleries, sites visits, etc
- Life Skills including travel training, shopping, work experience and use of the town centre facilities
- Social Use of Language Programme - using facilities such as gaming cafes.
- Alternative Learning Providers - e.g Parkview Academy for Music production

The school also offers an outreach programme for learners who for many reasons struggle to access education on site or benefit from a different

environment, e.g. the schools caravan. Outreach lessons take place in learners home or in community facilities and follow the school's curriculum policy.

### Assessment

The school has three 'assessment windows' these are:

- December
- March
- June

All learners complete an initial baseline assessment, using BKSB and WRAT 4 assessment tools

In each assessment window, learners are assessed in Functional Skills (Maths, English and ICT)

Learners engaged in IGCSE's are assessed in June with the opportunity for a resit in December.

Internal Quality Assurance for Vocational and PSD subjects takes place three times a year, at the end of each full term. Completed portfolios are submitted for External Quality Assurance either at the end of the academic year or at the point of completion.

Reports are sent home to parents and copied to the student's placing authority twice a year – at the end of Terms 2 and 6. These reports include academic progress and attendance.

### Specific Learning Difficulties

Pierview Academy has a Speech and Language Therapist. All learners are screened for speech and language needs as part of their initial screening. Where necessary learners have Speech and Language sessions built into their timetable. These can be on a one to one or in small groups.

The students may be offered access to the school's range of literacy support programmes, examples include:

- a) *Spelling Made Easy* – this is a multi-sensory literacy support programme which is based upon learning spelling in word families. This is mainly offered to Key Stages 2 and 3 students.
- b) *Toe by Toe* – this is a multisensory literacy support programme that is mainly offered to older students in Key Stages 4 and 5.
- c) Examination concessions – this can be a reader and/or a scribe to assist the student in exams.