



CURRICULUM POLICY

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Introduction

The majority of the learners accessing provision at Pierview Academy do so as a result of a placement breakdown, often resulting in disaffection or, because of their high level complex needs and the difficulties of the local authority in securing a permanent SEND placement. Due to the learners' diverse needs, the curriculum is carefully structured and personalised to individuals. All pupils are taught in small groups, some with one to one support, to facilitate the possibility of developing more creative approaches to delivering the curriculum using local facilities and the immediate environment.

Intent

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. The overarching aim for all learners is to teach them how to grow into positive, responsible people who can work and cooperate with others while developing the knowledge, skills and understanding to enable them to lead fulfilling lives. We prepare our learners to move on to other educational facilities. This might be another mainstream school, a special school, a further education college an apprenticeship or into employment.

Pierview Academy's Curriculum Policy is based on the following aims to:

- Have learners at its heart, putting their interests above those of the institution.
- Engage learners and promote positive behaviour
- Promote a positive attitude towards learning so that learners enjoy coming to school.
- Develop learners' resilience in a happy and safe learning environment
- Strengthen self-esteem, self-confidence and promote a strong sense of self worth
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Prepare all learners for a successful adult and working life in a 21st century global society.
- Ensure that learners understand and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and help learners to develop personal moral values, mutual respect and tolerance of those with different faiths and beliefs.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in their educational process.
- Work with the learner's previous and future setting and parents/carers to ease transition.

At Pierview Academy, we aim to develop learners who are successful, confident and responsible.

Successful – by acquiring skills to be:

- Creative thinkers;
- Problem solvers;
- Good question askers and learn from their mistakes;
- Good collaborators;
- Secure in their knowledge from the world and how it is shaped;
- Motivated to learn.

Confident – by having a secure:

- Sense of identity;
- Relationships with all members of their community;
- Emotional awareness;
- Knowledge of right and wrong;
- Understanding of organisational skills;
- Awareness of a healthy lifestyle;
- Understanding of risk awareness;
- Understanding of how to develop their strengths, talents and ambitions;
- Confidence and willingness to try new things.

Responsible – by developing their ability to be:

- Well prepared for life and work;
- Enterprising;
- Able to respect others and understand their own and others' cultures and traditions;
- Able to understand what it means to be British and will appreciate diversity;
- Able to challenge injustice;
- Recognising how to sustain and improve the environment;
- Able to try to change things for the better.
- Equipped with the skills and knowledge required to help them help themselves

Implementation

All learners follow a curriculum of Foundation Learning. This ensures that timetables include:

- Functional Skills
- Vocational Learning
- Personal and Social Development

The school uses the following awarding bodies to certify learner achievements - OCR, NCFE, Cache, Asdan and TLM. Internal and External Quality Assurance takes place to ensure learners work meets the required standards.

Due to the challenging nature and mixed abilities of our learners, it is not unusual to have an individual working towards a curriculum suited to their ability rather than their age appropriate key stage. Where this applies our learners operate from one of three areas: those in the Nurture and Social Area (NASA), learners in Groups and the Outreach cohort.

Learners at Pierview Academy study Functional skills English, Maths, and ICT. Learners who are capable of studying iGCSE are given the opportunity to study iGCSE, Maths, English, Science, Geography and History. All learners have core curriculum on their timetables and

there is extra emphasis on reading. This is via reading in Good Morning Sessions, embedding reading into all curriculum areas and having access to a reading doctor if required.

In relation to vocational options, all learners choose a number of courses from options of: Creative Crafts, Cookery, Occupational Studies, Construction, Physical Education and Business and Enterprise. Learners may also access a range of vocational options offered by alternative provisions whom we quality assure. These include, but are not limited to motor mechanics, music technology, Equine Studies, Animal Care and Gymnastics.

Learners also work towards Personal and Social Development courses by following the schools PSD Pathways. Initial Personal and Social Development units include Making Most of Leisure Time, Managing Own Money, Community Action and Healthy Lifestyles. Learners can progress to a focus on Well-Being, where they partake in units of Sex and Relationships Education, Substance Misuse, alcohol awareness, stress awareness, mental health awareness and personal safety.

In addition learners study careers education, science, physical education and participate in regular student voice, enrichment and Good Morning Sessions. There are bi-weekly students' assemblies where SMSC become core elements of the school's daily life.

The school curriculum is complimented by a variety of therapies, including speech and language therapy, music therapy, occupational therapy and counselling.

Post 16 learners undertake work experience and/or are supported to study courses at regional colleges.

All learners undertake an initial baseline assessment through the BKBS assessment and monitoring tool at the stage of enrolling at Pierview Academy. There is rigorous tracking and monitoring of individual learner's attainment and progress. Both BKBS and the school's internal tracking and monitoring tools provide further advice on the next steps to ensure continuity within the curriculum. Due to the transient nature of some of the pupils, only medium term plans are drawn up following a baseline assessment on entry.

For personal and social development, learners are assessed via our Well-being Measure and then given appropriate educational learning experiences that assist their individual needs. The progress a learner makes in all three elements of foundation learning is recorded on tracking and monitoring documents.

Formal curriculum activities are frequently enriched by the inclusion of life skills experiences such as shopping in the local stores, educational visits (museums, theatre etc.) or trips to the school's caravan to help generalise learning and promote their SMSC development.

Impact

Learners are prepared for their next stage in education, training or employment (monitored by outcomes and evidenced by destination data).

Learners to be able to read at an appropriate level with fluency in order to access the curriculum and not fall behind their peers.

Impact is being continually monitored through book scrutinies, work lesson visits, termly assessments, previous attainment data and students' voice. As such, Pierview Academy

ensures pupils 'know more', 'remember more' and are able to 'do more' from bespoke curriculum offers.

Curriculum Monitoring and Review

The Head Teacher is responsible for the overall school curriculum supported by the Local Management Group (LMG). The schools Executive Board are responsible for ratifying and monitoring the implementation of the curriculum policy.

Reviewed in February 2020
Review date August 2020