



CURRICULUM POLICY

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

**East Crescent Road
Gravesend
Kent
DA12 2AH**

Introduction

At Pierview Academy our learners are at the heart of our curriculum, and our focus is to engage with their interests through a broad, holistic curriculum which enables our learners to learn, develop and meet their aspirations. 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, local authority difficulties in securing a permanent SEND placement. Due to the learners' diverse needs at our school, the curriculum is carefully structured and personalised to individuals. All learners are taught in small groups, some with one to one support. Creative approaches to delivering the curriculum using local facilities and the immediate environment are actively encouraged.

The curriculum is organised and planned to ensure that we impart knowledge, skills, understanding and positive attitudes. This is aligned with the support for the learners' personal growth and development. The overarching aim for all learners is to teach them how to grow into confident, successful and responsible young people. Young people who lead fulfilling lives and are equipped to take their next steps in education, employment or training. Young people who are able to make a positive contribution to their communities and to society. Young people who can work and co-operate with others, who can lead, who are self-directed and can show initiative, who are resilient and who can take responsibility.

We recognise the crucial role which parents/carers play in their children's education and make every effort to encourage parental involvement in their educational process.

Intent

At Pierview Academy, the intent is to develop learners who are confident, successful and responsible. We aim to help them experience success either academically and/or vocationally, and build on their successes to develop their learning, interests and their self-worth.

Confidence – learners to have a secure:

- Sense of identity
- Relationship with members of their school and local communities, and a sense of right and wrong
- Emotional intelligence
- Understanding of organisational skills
- Awareness of a healthy lifestyle
- Understanding of risk awareness
- Understanding of how to develop their strengths, talents and ambitions
- Willingness to try new things
- Range of strategies to support their social/communication challenges
- Knowledge of where they need to go for help and/or advice

Success – learners to acquire skills to be able to:

- **Remember** and recall basic facts and concepts
- **Understand** and explain ideas, concepts or the information presented
- **Apply** facts, rules, concepts or ideas in new situations
- **Analyse** and draw connections between ideas by breaking information down into component parts
- **Evaluate** and justify a stand or decision by judging the value of information or ideas
- **Create** or produce a new or original piece of work by combining parts to make a new whole

Responsibility – learners to develop their ability to:

- Recognise that they are as responsible for their learning as the teacher
- Take responsibility for their actions
- Promote and protect the wellbeing of self and others
- Prepare for their educational and work lives
- Be good British citizens:
 - Respectful of themselves, people, places and possessions
 - Participate in democratic processes; the right to an opinion and making decisions with others
 - Tolerance of different people, cultures/traditions and beliefs
 - Individual liberty to ensure individuals can make choices and gain independence with their thinking
 - No one is above the law and there is equality under the law
- Recognise how to sustain and improve the environment
- Be able to try to change things for the better
- Be equipped with the skills and knowledge required to be more independent and help themselves in modern Britain
- Be resourceful and recognise opportunities and have the motivation to make the most of them.

All of the skills listed above will help ensure our learners are more confident, successful and responsible, which will support them to become:

- Better problem solvers
- Good question-askers who learn from their mistakes
- Engaged learners exhibiting positive behaviours
- Conscientious learners with a positive attitude towards education, employment and training
- Resilient learners who feel happy and safe in their learning environment
- Self-confident, with high self-esteem and a strong sense of self-worth
- Successful adults able to work in a 21st century global society
- Morally and respectfully tolerant of others
- Committed to excellence and continuous improvement

Implementation

All learners follow a curriculum of Foundation Learning that is mapped across all subject areas to support cross-curricular learning, to ensure coverage of a broad and balanced curriculum, and to enable learners realise their potential. Learners' timetables include:

- Functional Skills
- Vocational Learning
- Personal and Social Development

The school uses the following awarding bodies to certify learner achievements - 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. Our learners operate from one of three areas: those in the Nurture and Social Area (NASA), learners in groups, 1:1 learning 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, PE, 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 the Reading Doctor programme if required.

Learner progress and attainment are tracked to inform curriculum planning.

Reading

Pierview makes use of every opportunity the curriculum offers to teach children to become life-long readers. The school commits to this by allowing learners to read aloud in all lessons. This is implemented through;

- Word Reading - as children encounter unfamiliar words
- Grammar and Punctuation - through seeing these in context and considering how they are employed for effect
- Comprehension - through listening to reading, and discussing challenging texts
- Vocabulary and spelling – by encountering new language
- Spoken language - through participating in discussions about books, learning from both specific language modelled by the teacher and also that of their peers
- Writing - both transcription and composition

In relation to the vocational curriculum, all learners choose a number of courses including, but not limited to: Creative Crafts, Cookery, Occupational Studies, Construction, Physical Education and Business & 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 school's 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 activities and Good Morning Sessions. There are weekly assemblies from which SMSC become core elements of the school's daily life.

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

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

At the point of enrolment with Pierview Academy, all learners undertake initial baseline assessments through the BKSB/B-Squared Assessment as monitoring tools. There is rigorous tracking and monitoring of individual learners' attainment and progress. Both BKSB and the school's internal tracking and monitoring tools provide further advice on the next steps to ensure learners' progress and attainment within the curriculum.

For personal and social development, learners are assessed via our Well-being Measure and/or Boxall Profiles 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, theatres, local/national places of interest) or trips to the school's caravan to promote independent living skills and promote their SMSC development.

At the end of each six week term, the learners participate in a Skills Event or Skills Week to give them the opportunity to demonstrate to the staff and their peers what they have been learning and what they are able to do; these opportunities help to embed their knowledge and skills.

Impact

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

Learners to be able to reach their potential in terms of reading at an appropriate level with both understanding and fluency, and in order that they can both access the curriculum, realise their future plans and not fall behind their peers.

Impact is being continually monitored through book scrutinies, learners' work, lesson visits, termly assessments, previous attainment data and Student Voice. As such, Pierview Academy ensures pupils 'know more', 'remember more' and are able to 'do more' in line with their personalised, subject-specific curriculum.

Homework

Pierview Academy is not obligated to set homework for all its students. Exceptions will be made for those learners who show an eagerness in completing additional school work outside of the school day, and/or are preparing for an assessment(s). Should parents/carers request homework for their child, it will be provided and measures put in place to ensure that it is purposeful.

Curriculum Monitoring and Review

The Head Teacher is responsible for the overall school curriculum supported by the Local Management Group (LMG). The school's Executive Board is responsible for ratifying and monitoring the implementation of the Curriculum Policy.