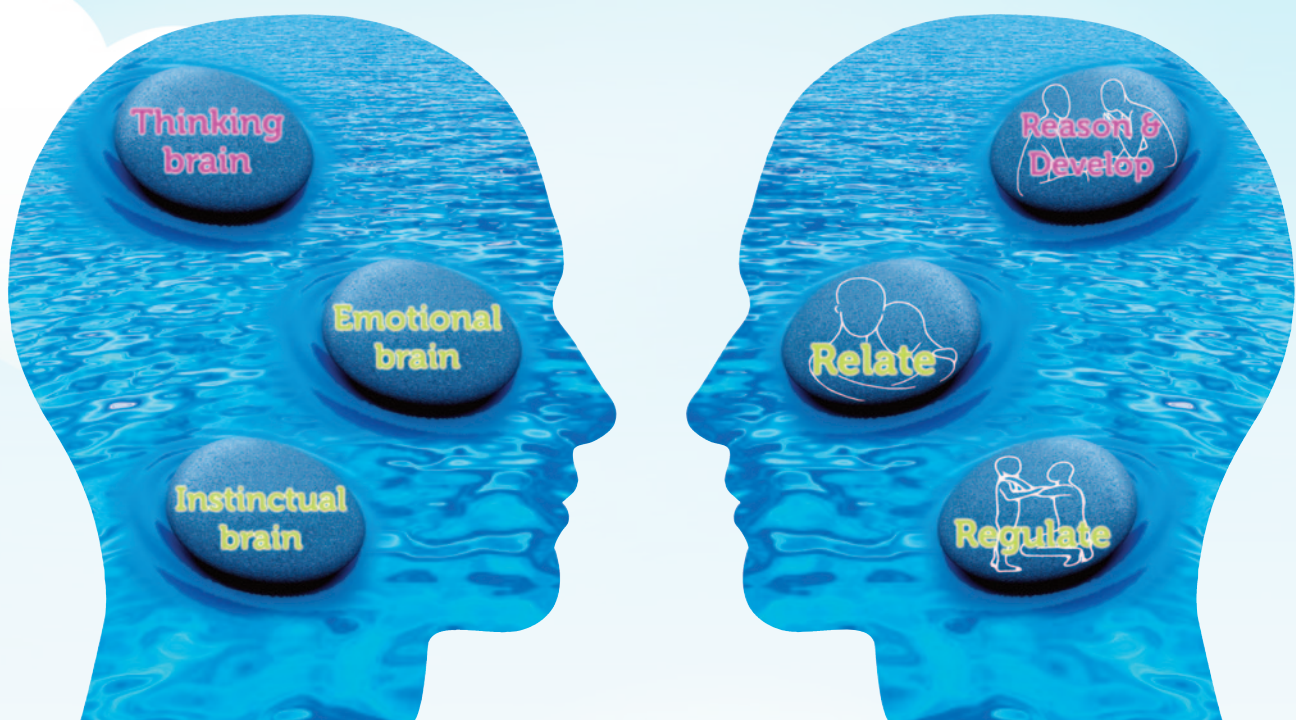




“Most students come to school ready to learn. Others come to learn how to be learners. Some come to school to be cared for and loved.”

www.tipbs.com



The Instinctual Brain

The primitive part of the brain that is concerned with our **physical systems**. During traumatic events (or when memories are triggered) this part of the brain takes over to keep us safe.

The Emotional Brain

Concerned with emotions such as sadness, joy, anger and anxiety. When using this part of the brain we can only think of ourselves and need to defend ourselves. Leads to a fight, flight or freeze response.

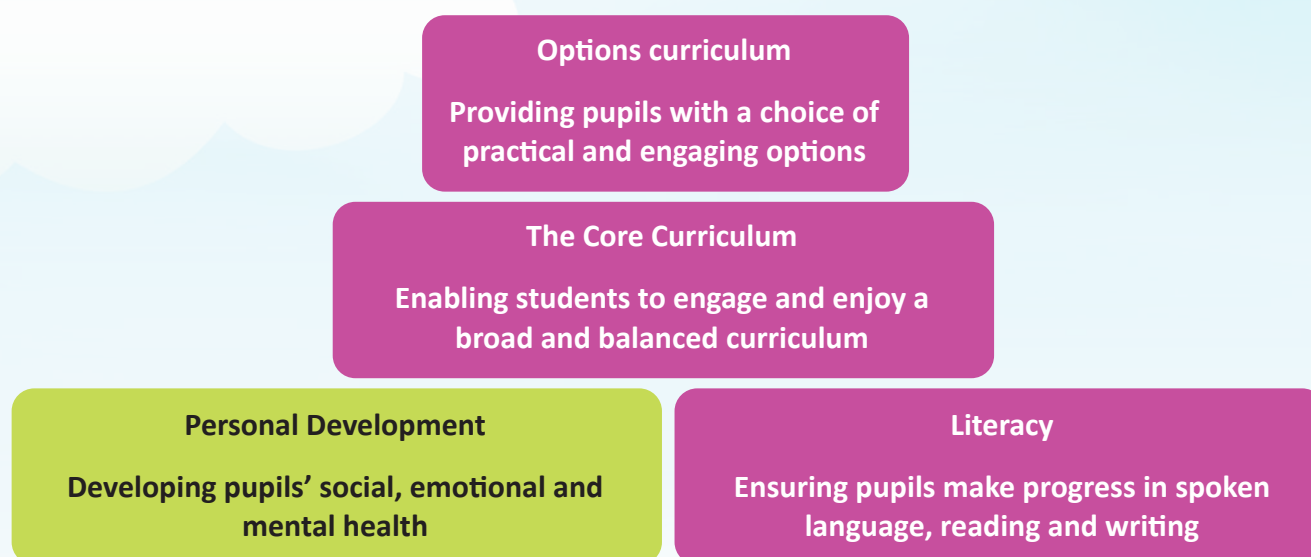
The Thinking Brain

Enables us to develop new skills and problem solve. The thinking brain is used when developing relationships and when looking ahead to the future.



Our curriculum model

Our curriculum is **developmental not chronological**: it is based on where a child is in their development, not which year group they are in. Pupils are assessed on entry in a range of ways, and their work is tailored to their current stage of academic learning and SEMH development. For many of our pupils, their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first building block in their learning journey. Our curriculum model also recognises the importance of having a strong academic core: for us, this means focusing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed. In Key Stage 4 it is also important we provide opportunities, where appropriate, for pupils to experience a range of practical subjects and offer an element of choice. This is offered through our options curriculum and aims to provide pupils with a range of subjects and possible pathways to post 16 progression.



Intent

Our KS4 curriculum is designed to:

- Engage all pupils in learning
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupil's social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all pupils to make healthy and safe choices
- Support pupils to make positive decisions about their future and next steps
- Ensure that all pupils leave with at least two qualifications, no matter when they join us
- Ensure that the majority of our pupils achieve a qualification in English and Mathematics
- Ensure that it is possible for all pupils to achieve five passes at level 2, and that there are other pathways at other levels for pupils for whom this is not appropriate



Implementation

Pupils in KS4 take the following subjects, and are able to work towards the following qualifications:

Personal Development

Our students' social and emotional development is a key priority for us. Teachers ensure that themes around wellbeing and relationships permeate through all lessons. Classroom staff and the SEMH LPs support all pupils to begin to recognise their feelings and emotions and understand the concept of 'flipping your lid' using Siegel's Hand Model of the Brain. Where needed staff use co-regulation to support pupils in crisis, with the aim for pupils to become more able to self-regulate over time. Pupils learn about what happens to their body when they are anxious and the intention is that they are able to recognise these signs and explore strategies to help them regulate big feelings and emotions.

We also offer a range of 1:1 SEMH interventions as part of our intervention menu, so that pupils with significant development needs identified on their Boxall profile can receive personalised support.

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| Spiritual, Moral, Social and Cultural (SMSC) development + FVB | <ul style="list-style-type: none"> We have put SMSC 'at the heart' of our curriculum. It is the over-arching umbrella that encompasses personal development across the whole curriculum. In addition to being delivered in all lessons our nurture breakfast times have an SMSC focus question to be discussed/debated over breakfast. |
| Enrichment | <ul style="list-style-type: none"> Our curriculum model reflects the importance of enrichment in our children's school lives. We have dedicated curriculum time for enrichment, ensuring our students experience success through a range of activities and learning experiences. This may take place in classes, in key stages or across key stages in 'families'. We work on developing relationships and building cultural capital in our young people. Activities are tailored to our students and may include but are not limited to offsite learning, climbing, equine intervention programmes, sports, yoga, music and bushcraft. |
| Character education | <ul style="list-style-type: none"> Character education is embedded in our daily nurture approach and can be delivered for example during nurture breakfast, structured activities, regulation time and interventions. |
| CIEAG and RSE | <ul style="list-style-type: none"> We have a comprehensive careers programme that covers the Gatsby Benchmarks within our PSHE programme. We also have a NEETS prevention mentor who works 1:1 with students to provide tailored support. Again relationships and sex education is delivered via PSHE lessons. |



Key Subject Areas

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| <p>English and Reading</p> | <ul style="list-style-type: none"> • All students access literacy support through lessons and targeted interventions as appropriate from the intervention menu. We have been involved in an oracy project with Voice 21 to develop all children's oracy skills. All KS zones have their own comfortable library area. Reading is timetabled as 'reading for pleasure', 'reading topic/road', 'reading to learn' and/or 'learning to read'. • Where appropriate pupils will follow a GCSE syllabus, with the aim of taking the English language and/or English literature exams as appropriate. • Pupils may take functional skills and entry level exams where appropriate, at any point in KS4. |
| <p>Numeracy and Maths Pearson Maths</p> | <ul style="list-style-type: none"> • Throughout KS4 all students will be formally taught mathematics daily. Students access the EdExcel Maths GCSE syllabus and/ or the ncfе Functional Skills as appropriate. In addition, where ever possible Maths skills will be taught and developed in other subjects for example through Science, Cooking skills and Health and Nutrition. This enables students to understand the importance of Maths in their everyday lives. |
| <p>Science Gateway Science</p> | <ul style="list-style-type: none"> • Pupils will work on units from the Gateway Applied Science syllabus. They will aim to work towards the Level 2 Award in year 10, and the Level 2 Certificate or Extended Certificate in year 11. If year 10 students are not yet ready for Level 2 they will work towards Level 1 in year 10, and Level 2 in year 11. |
| <p>PSHE</p> | <ul style="list-style-type: none"> • Students' PSHE curriculum includes a comprehensive careers programme, as well as Relationships and Sex Education. The PSHE association resources are used to deliver the PSHE strands. • Qualifications have been mapped that support this programme for example Gateway progression units and NOCN-skills for employment, training and personal development. • All KS4 student are supported through the Gatsby benchmarks to ensure a positive destination post 16. In addition students access careers information and guidance via the PSHE programme. |

Ensuring a broad curriculum

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| <p>Experiential Learning</p> | <ul style="list-style-type: none"> • Experiential leaning is the idea that experiences are generated through our ongoing interactions and engagement with the world around us and learning is an inevitable product of experience. Examples of this in our curriculum include project work, physical activity and cooking. • All students have access to physical activity every week • All students also have regular opportunities throughout the week for physical activity including through structured activities at break and lunch time and use of the Gym and enrichment time • Our intervention menu includes Sports intervention and the use of sensory circuits |
| <p>IT</p> | <ul style="list-style-type: none"> • All children are taught applied IT skills including the use of Microsoft Office programmes via other subjects as appropriate. |



Options subjects - these are examples of courses and can be changed depending on students interests and staff expertise

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| <p>BTEC Home Cooking Skills Level 1/2 500/8084/2 500/8020/9</p> | <ul style="list-style-type: none"> Students will have opportunities to prepare home cooked meals and gain a qualification at Level 1 or 2 |
| <p>NCFE Level 2 Award in Babysitting 600/0420/4 NCFE Level 2 Award in Preparation for the Responsibilities of Parenting 600/0421/6 Level 2 Certificate Introducing caring for children and young people 600/0336/4</p> | <ul style="list-style-type: none"> Students will achieve an award, two awards or the full certificate |
| <p>Improving Exercise Health and Nutrition 603/2831/9 NCFE Level 2 Certificate in improving personal exercise health and nutrition</p> | <ul style="list-style-type: none"> Students make use of resources including the sports hall, gym and outdoor multi-use games area |
| <p>NCFE Level 2 Award in Creative Craft 601/3361/2 Level 2 Certificate in Creative Craft 601/3232/2</p> | <ul style="list-style-type: none"> Creative Craft can lead to either an award or certificate |
| <p>Gateway – Media Level 2 Digital and Creative Industry</p> | <ul style="list-style-type: none"> Creative Craft can lead to either an award or certificate |
| <p>NCFE Level 2 Award In Fine Art</p> | <ul style="list-style-type: none"> Fine Art can lead to either an award or certificate |

It may be appropriate for students to complete other qualifications and for us to work with previous schools to best meet students' needs.



Impact

We will measure the impact of the curriculum in the following ways:

- Student books/work
- Observations of learning
- Student voice
- Attendance
- Analysis of student progress data
- Analysis of behaviour data
- Analysis of progress in reading
- Number of students successfully reintegrated to the next phase of their education
- Number of students who have fully completed the Springwell one-to-one Careers programme
- Number of students with a positive destination to go to from year 11
- Number of students still in that positive destination 6 months later
- Individual schools awarded the Gatsby Careers Quality Mark
- Number of students who leave with two qualifications
- Number of students who leave with a qualification in English and Mathematics
- Number of students who leave with five qualifications

Children will develop skills in order for them to engage effectively in educational settings, namely they will:

- give purposeful attention
- participate constructively
- connect up experiences
- show insightful involvement
- engage cognitively with peers
- be emotionally secure
- be biddable, accept constraints
- be accommodating to others
- respond constructively to others
- maintain internalised standards