

Lever Park Academy, Bolton Impact Trust – Curriculum Statement

At Lever Park Academy, Bolton Impact Trust **we believe everyone can achieve, we inspire a love of learning and we transform potential into long-lasting success.**

Our curriculum is designed to ensure that we can bring these core beliefs to life in the way that we structure, sequence and plan learning; the knowledge and skills that we deliver, our high-quality teaching and learning and our personalised approach in addressing the unique academic and pastoral needs of each child. Our aim is to inspire every young person to acquire the knowledge, skills and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential.

The curriculum is designed to:



Provide in-depth subject **knowledge** and inspire a love of learning



Build the **character** attributes needed to be a productive member of our society and to succeed in the modern world, such as resilience, kindness and tolerance



Nurture **creativity** so that pupils become confident creators and develop an understanding and appreciation of 'the best that has been thought and said'

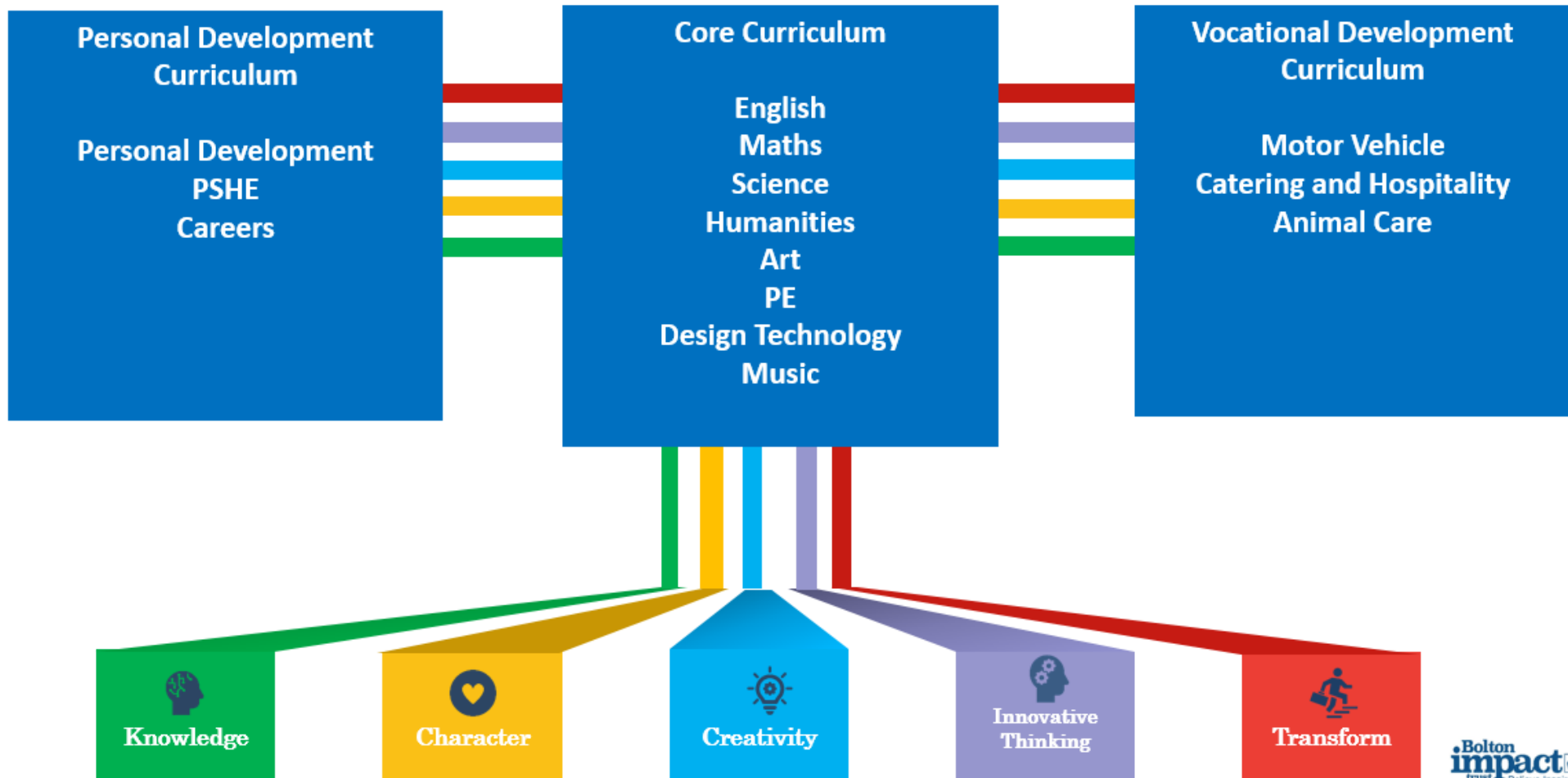


Help pupils to develop their problem-solving, **innovative thinking** skills

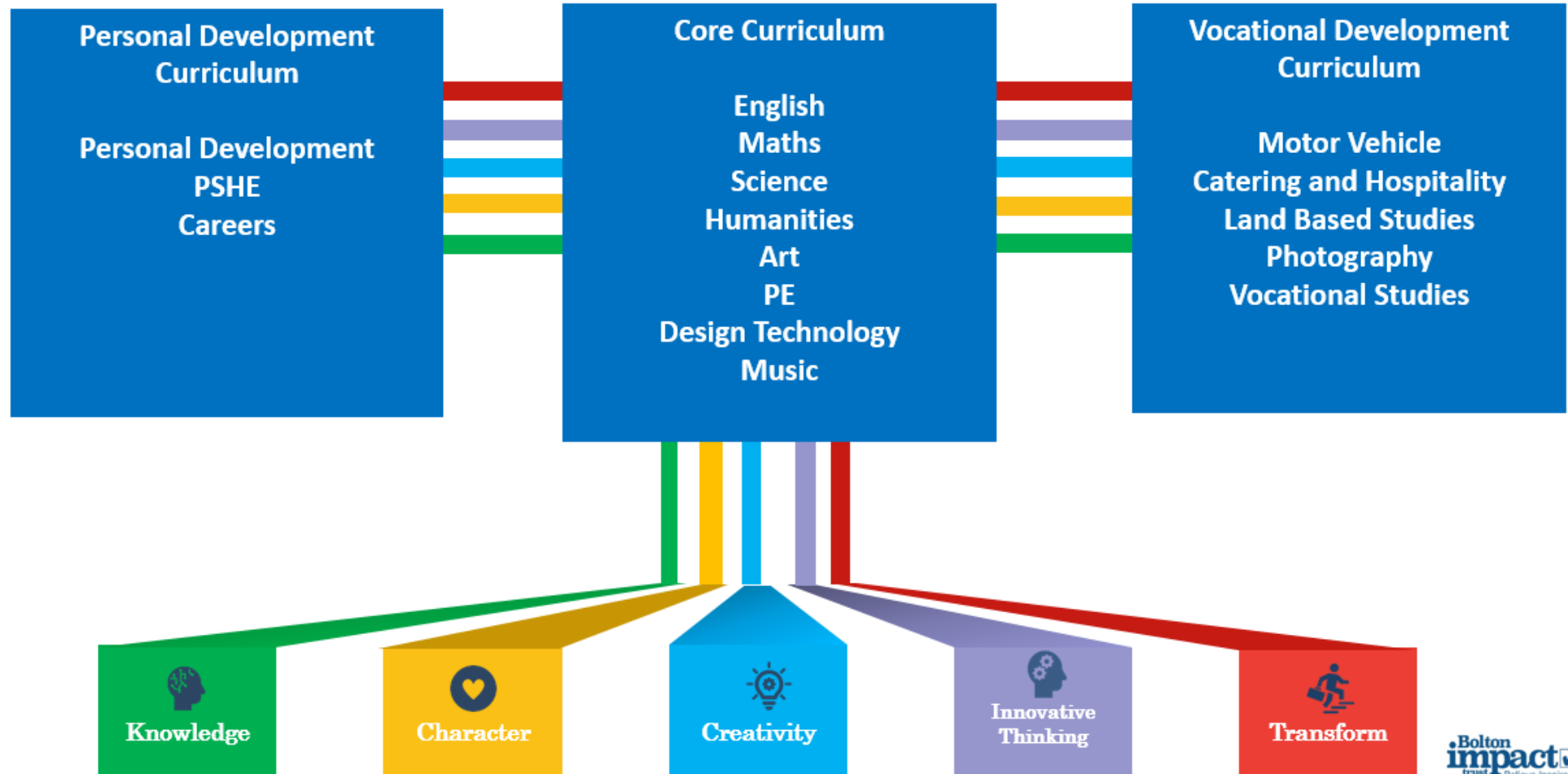


Give pupils the knowledge, qualifications and skills to ensure that they can **transform** their potential into a long-lasting, successful and fulfilling career

Lever Park Key Stage 3 Curriculum Model



Lever Park Key Stage 4 Curriculum Model



Context

The pupils at Lever Park school all have an EHCP. The vast majority of pupils have displayed volatile, confrontational or difficult behaviours whilst in mainstream or previous AP/SEMH settings. The majority of pupils have very low self-esteem and self-confidence, many have complex emotional and social difficulties. Some have diagnosed mental health problems such as PTSD, sleep disorders and anxiety. Others are treated for ODD, ADHD, ADD or Autistic Spectrum Disorders. The large majority of pupil have trauma related behavioural issues. Many learners have missed large chunks of their schooling and consequently have had significant gaps in their learning.

In order for them to lead happy and successful lives in the future the pupils at Lever Park require a curriculum which is specifically designed to meet their needs. They need to:

- Be supported to access a balanced and broadly-based curriculum based upon the National curriculum core and Foundation subjects
- Be taught the fundamental key stage 2 knowledge, skills and understanding that they have not yet fully mastered, to enable them to fully access the key stage 3 curriculum and beyond.
- Be prepared to access post 16 education, employment or training
- Be supported to develop their social skills and to develop positive relationships with others
- Feel safe in school and to discover a love of learning
- Understand themselves and how to regulate their emotions
- Learn how to keep themselves safe.
- Understand and respect the views and cultures of others
- Understand the positive impact that they can have on their community and the wider world
- Learn and experience what possibilities there are for their future careers
- Develop confidence, resilience and self-belief
- Be ambitious in the goals that they set for themselves

The curriculum at Lever Park is split into 3 fundamental components;

Core Curriculum
English
Maths
Science
Humanities (History, Geography,
RE and Citizenship)
Art
Design Technology
PE
ICT

Personal Development Curriculum
Personal Development
PSHE
Careers

Vocational Development Curriculum
Motor Vehicle
Catering and Hospitality
Land Based Studies
Photography
Hair and Beauty
Music
Vocational Studies

The core curriculum – This curriculum includes the National curriculum’s core subjects of English, Maths and Science, along with the foundation subjects of Art, Design Technology, Geography, History, Citizenship, RE, ICT and PE.

The Personal Development Curriculum - This includes PSHE, Careers, and Personal Development as standalone programs of study, however the personal Development curriculum is also interwoven throughout all other subjects in the curriculum and has been designed to address the complex needs of our pupils, helping them to develop positive relationships, understand themselves and others, regulate their emotions and keep themselves safe. This curriculum gives them the tools they need in order to become a happy and productive member of society and to succeed in the modern world. The Personal Development curriculum statement maps out the whole personal development curriculum offer including where it is featured in all academic subjects, assemblies, form time, mentoring sessions and cultural visits.

The Vocational Development Curriculum – This curriculum includes subjects beyond the National curriculum which are designed to give pupils the experience of a wider range of subjects and a greater sense of purpose as they experience learning as a direct conduit into industry, training and ultimately employment. Our Vocational Development Curriculum retains a dual-purpose with course specifications (knowledge, understanding, skill) set alongside relationship building and personal development – that is, developing young people into trusting, engaged and responsible members of family units, future education establishments, future workplaces and wider society.

Key Stage 3 Model Main School Pathway

Core Curriculum		Personal Development Curriculum		Vocational Development Curriculum	
English	4 hours per week	PSHE	2 hours per week	Motor Vehicle	Rotational timetable throughout the year (equates to 1 term)
Maths	4 hours per week	Careers	1 hour per week	Catering and Hospitality	Rotational timetable throughout the year

					(equates to 1 term)
Science	1 hour per week	Personal Development	2 hours per week	Animal Care	Rotational timetable throughout the year (equates to 1 term)
Humanities (Includes History, Geography, RE and Citizenship)	Defined units from each subject delivered across the year 2 hours per week	SMSC	Delivered discretely throughout each subject		
Art	2 hours per week				
Design Technology	Rotational timetable throughout the year (equates to 1 term)				
PE	2 hours per week				
ICT	Delivered discretely throughout each subject				

Key Stage 4 Model Main School Pathway

Core Curriculum		Personal Development Curriculum		Vocational Development Curriculum	
English	Year 10 – 4 hours per week Year 11 – 5 hours per week	PSHE	Year 10 - 2 hours per week Year 11 – 1 hour per week	Motor Vehicle	An option choice – 2 hours per week if chosen

Maths	Year 10 – 4 hours per week Year 11 – 5 hours per week	Careers	1 hour per week	Catering and Hospitality	An option choice – 2 hours per week if chosen
Art	3 hours per week	Personal Development	One afternoon per half term and delivered discretely throughout each subject	Land Based Studies	An option choice – 2 hours per week if chosen
Design Technology	An option choice – 2 hours per week if chosen			Photography	An option choice – 2 hours per week if chosen
PE	3 hours per week			Hair and Beauty	An option choice – 2 hours per week if chosen
IT	Year 10 -1 hour per week			Music	An option choice – 2 hours per week if chosen

Curriculum Sequencing

We know that our knowledge and understanding of the world does not sit separately in compartments in our brain. We understand the world by building schemas of knowledge which are webbed into complex relationships with one another. By developing rich, connected schemas in our pupils' brains, we help them to know and remember more and we help them to build new knowledge onto their existing knowledge. Therefore, the curriculum at Lever Park has been planned and sequenced both in each subject and as a whole school curriculum. We have sequenced the curriculum from the eyes of the pupil and worked to ensure that where possible knowledge builds upon knowledge across the whole curriculum, often leading to the creation of complex schemas of knowledge across several subjects to help pupils to know and remember more. We have ensured that knowledge and skills that are used in more than one subject are taught in the same way, using the same vocabulary.

To fulfil our intent to meet the specific needs of our pupils we explore an important theme each term through our curriculum. These themes are part of the curriculum plan for all subjects to varying degrees although some are more obviously suited than others to deliver them. There is a heavier focus on this in key

stage 3 but we do focus on them across some of the key stage 4 curriculum too. They do not detract from key subject knowledge, but instead provide a hook on which to link curriculum knowledge and to provide a common thread which runs throughout the subjects pupils study, helping them to build complex webbed schemas. They also lead our assemblies and form time activities and support us to ensure that the specific needs that we have identified in our pupils are met through our curriculum.

Identity - In the Autumn term we explore the theme of identity. Pupils learn about themselves and where they are from. They consider their beliefs and values and what type of career they might be interested in. They explore their strengths and areas that they would like to improve upon, their relationships with others and their dreams and goals. They are encouraged to find their voice and to develop their communication skills.

The Wider World - In the Spring Term we explore the theme of The Wider World. Pupils learn about the lives of others and the different cultures, values and beliefs that exist which are different to their own. They develop respect and appreciation for difference, and an understanding of other historical and cultural contexts.

Making an Impact – In the summer term we explore the theme of Making an Impact. Pupils learn how people and events have had an impact upon the world, and how they can have their own impact on the world. They will explore the idea of being a responsible citizen, how they can make a difference and how to discern between positive and negative impact.

At Lever Park our curriculum begins at the front door and is delivered through our lessons, our safe, nurturing environment and the positive relationships that we build with our pupils. We know our learners well and plan to their specific needs, using highly trained staff and providing the time and space for our learners to develop socially and academically.

The curriculum journey from year 7 to 11 is meticulously planned and sequenced to ensure that knowledge builds over time, with an emphasis on cross curricular links, careers and post 16 destinations.

We promote literacy and numeracy throughout all subject areas, and have a strong focus on deepening knowledge and skills through recall and scaffolded learning. Teachers regularly revisit topic areas to strengthen pupils' understanding. Working closely with our pupils' previous primary school, curriculum links are made to further reinforce learning, add depth and identify gaps in fundamental key stage 2 knowledge, skills and understanding.

Cross curricular links, external visits and educational experiences, are designed to provide a holistic educational experience for each pupil. Recalling knowledge and skills from a wider subject pool and from their own experiences provides our pupils with a fuller understanding of the curriculum. Careers is taught explicitly through careers lessons, embedded across each of our curriculum subjects and through independent information advice and guidance. Encounters with employers and employees, experiences of the workplace and encounters with further and higher education build over time so pupils have a wealth of knowledge around the choices available to them by the time that they leave school. The enrichment programme allows pupils the opportunity to

experience fun new adventures whilst building on their social development and gaining confidence and life skills for post 16 which are all centred on British Values and diversity.

Data from EHCPs, prior schooling and parents/carers shows a large majority of our pupils engage well in practical and hands on subjects. The curriculum is designed with academic lessons timetabled for the morning, Vocational, PE and Enrichment lessons in the afternoon. The Vocational Development Centre is a key department within the school with the delivery of the Vocational Development curriculum which consists of Motor Vehicle, Animal Care and Management, Hair and Beauty, Photography and Catering. Qualifications gained in the Vocational Development Centre are a key component in the school's own NEET reduction strategy. The design of the curriculum means that all pupils can work at an appropriate pace, and in subjects which are relevant to their ability and chosen career path.

Our curriculum is planned across five years and through 3 prescriptive pathways

- 1) **Mainstream:** The main body of school follow the three components of our curriculum - our core, personal development and Vocational Development curriculums. Year 7 is taught in a primary model and the Vocational Development curriculum is delivered as a carousel. Pupils experience Animal Care, Motor Vehicle, Catering, Photography and Hairdressing. Design & Technology is also included in the carousel. In key stage 4 pupils are able to choose options from each of the components of our whole school curriculum. English, Maths, PE and PSHE are compulsory.
- 2) **Nurture:** The Nurture pathway is designed to meet the needs of pupils with more complex and additional needs to those pupils on our mainstream pathway. They follow our Core Curriculum, Personal Development curriculum and Vocational Development curriculum but are taught in a primary model in both key stage 3 and 4. The content of the curriculum has been adapted to allow more time to deliver fundamental key knowledge skills and understanding from earlier key stages where necessary.
- 3) **Engage and Outreach:** Is a short term pathway that primarily focuses on meeting the needs of pupils who need support to attend and engage in education, to feel safe in school and to develop positive relationships with others. The curriculum for these pupils is fully personalised from our core, personal development and vocational development components in order to enable them to be classroom ready. There is often considerable time committed to Maths, English, PSHE and vocational subjects that they are interested in or which may provoke their interest. This curriculum enables the pupils to be classroom ready and reintegrate into Lever Park mainstream alongside their peers.

Pupils' pathways are regularly reviewed to ensure that each pupil is on the appropriate pathway to meet their needs.

Although our pupils may have been disadvantaged by previous experiences or events, we are preparing them to operate in the same society as their mainstream peers, to sit the same national examinations and to compete in the same job markets. Our pupils are challenged at a level that is appropriate for them. Whilst our pupils are aptly supported by experienced learning mentors, every opportunity is taken to promote pupils' independent work and choices. Our staff team are imaginative, resourceful and passionate about achieving the best outcomes for our pupils.

Evidence is gathered on academic progress each term, from which staff are able to identify learning gaps and to provide appropriate interventions to address those gaps. Pupils are baselined in English and Maths on entry and using those scores pupils are set short and long term targets. An aspirational target is also set for the end of their Key Stage 3 or 4 which is based on their baseline and Key Stage 2 data. This ensures that all staff and pupils have challenging

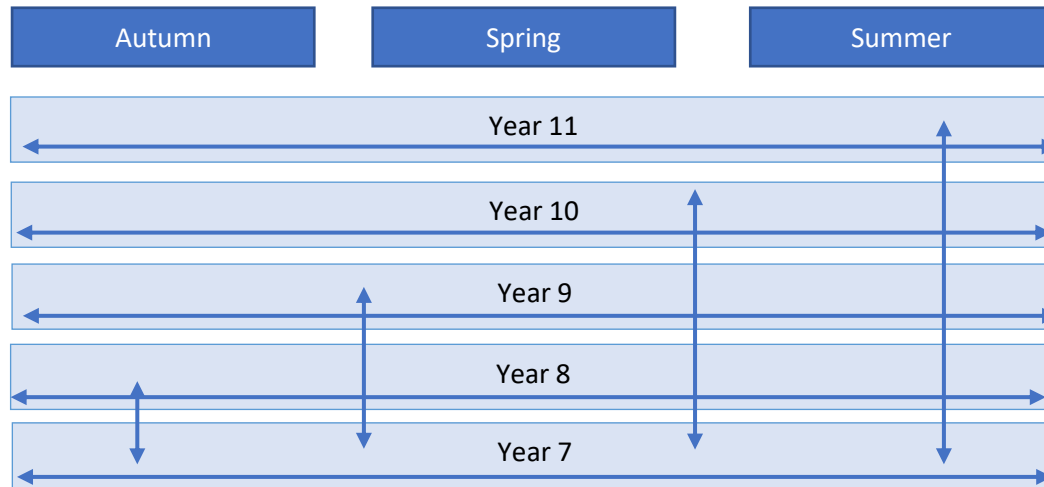
targets to aim for and that pupils are pushed to get as close to their aspirational target as they can. In addition, pupils have regular reading, spelling and numeracy age assessments; this gives us age related scores and shows progression in pupils who may not reach GCSE entry. The robust system for baselining, planning and tracking pupil progress is very effective at ensuring individual pupils receive the appropriate provision based on their current needs. This has had a lasting and sustained impact on the quality of provision offered across the school and has ensured that all groups, make strong progress both socially and academically from their starting points.

Almost all pupils start at Lever Park working below age related expectations and have many gaps in their curriculum knowledge. The curriculum is designed to address these needs. Adaptive teaching is also used to ensure that pupils can access the curriculum at a level which is appropriate to their needs. This includes pupils who are working at above age-related levels. The curriculum is ambitious for all pupils and as a result, the vast majority of pupils leave with appropriate qualifications and positive post 16 destinations.

The broad curriculum offer and subsequent qualifications gives pupils access to post 16 destinations, but it is social development, resilience and independence opportunities that prepares our pupils for adult life in modern Britain.

Academic Curriculum Structure

For our pupils at Lever Park we are able to plan and sequence a curriculum from year 7 through to year 11 where knowledge builds upon previous knowledge and is sequenced and structured in a logical way to ensure that pupils are able to retain knowledge in the long-term and that their understanding and skills develop and deepen throughout their time in school. Every subject is planned and sequenced to ensure that the basic foundations of each subject are delivered in the early years, and that subsequent years build upon these and develop in their complexity, whilst consistently revisiting prior knowledge and demonstrating the links between this and the new knowledge that is being taught.



Curriculum Plans

Every subject has a curriculum statement of intent which outlines how the curriculum has been sequenced and planned to ensure that it brings the Trust's core beliefs to life in the five elements of Knowledge, Character, Creativity, Innovative thinking and Transforming. Every subject also has curriculum overview which maps out the key topics or themes that will be delivered each term or half term and the key component knowledge that will be delivered in each of the year groups. Plans are adapted for those pupils who are on the Nurture or Engage and Outreach pathways.

Teachers are expected to plan each term's topic or theme using the template below. Some subjects or academies will deliver to more than one stage at one time, and so the work planned may be the same for some of the stages but differentiation and adaptive teaching will ensure that pupils are working at a level that matches their ability.

Sample Key Stage 3 Curriculum Plan

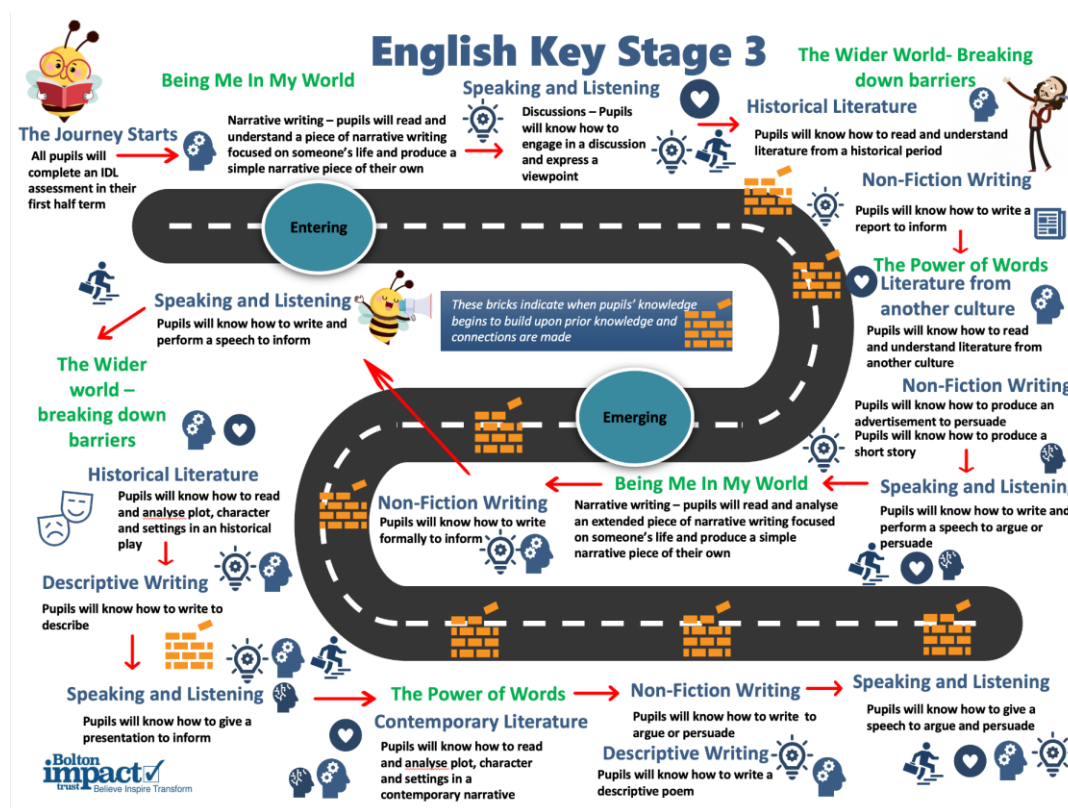
Term: Topic/Theme:	Key Outcomes	Knowledge required to be revisited and retrieved to help pupils make links to new knowledge and to deepen their understanding:	New Component Knowledge:	Subject Specific Vocabulary:	Planning for Common Misconceptions:
Year 9					
Year 8					
Year 7					
Nurture					
Engage and Outreach					

Sample Key Stage 4 Curriculum Plan

Term: Topic/Theme:	Key Outcomes	Knowledge required to be revisited and retrieved to help pupils make links to new knowledge and to deepen their understanding:	New Component Knowledge:	Subject Specific Vocabulary:	Planning for Common Misconceptions:
Year 11					
Year 10					
Nurture					
Engage and Outreach					

Curriculum Road Maps

Curriculum road maps are produced as a visual representation of the curriculum journey that a subject takes and include the key component knowledge and skills that are delivered at each stage. The elements of Knowledge, Character, Creativity, Innovative thinking and Transforming are symbols which appear on the maps to show where that element is delivered within the curriculum. Building blocks symbolise where opportunities to build upon previous knowledge arise.



Sample curriculum map for English Key Stage 3, entering and emerging stages

Knowledge Organisers

Knowledge organisers are produced to help pupils to organise and retrieve key component knowledge in individual themes and topics. They are also used as a teaching tool to check for understanding or for what prior knowledge the pupils have before teaching a unit of work.

Sample Knowledge Organiser for Animal Care

Practical Farm Animal Care skills:

Unit – Recognising a healthy farm animal.

Main aims to achieve in this module:

- To be able to identify the signs of good health and poor health in farm animals.
- To carry out basic health checks on farm animals.
- An introduction to health and safety while working on the farm.
- Have a basic knowledge of the importance of a health in farm animals
- Work as part of a team safely and effectively.
- Being able to confidently identify that an animal is unwell.
- Complete health check reports around animals health.

Signs of good health and poor health in animals.



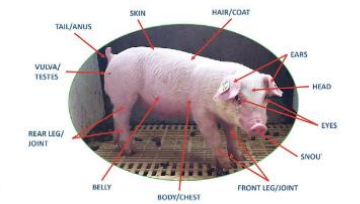
Key words:

- **Health:** Is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.
- **Unhealthy:** Not in a state of good or normal health; in an unsound, weak, or morbid condition.
- **Good Health:** The state of being vigorous and free from bodily or mental disease.
- **Lethargic:** Relating to, or characterized by laziness or lack of energy.
- **Health check:** an examination to determine whether a person or animal is suffering from illness or injury.

Interesting fact to remember:

Animals will often hide if they are unwell to avoid getting bullied or pushed out from other animals.

Top visual indicators of illness/anomaly in pigs 



Maintaining a goat/sheep's hooves:



- When doing a health check and dealing with hooves you need to ensure you have the correct equipment.



- Making sure your goat/sheep is in a safe secure place while your completing the health check and looking at their feet.



- The first step is to ensure your goat/sheep's feet are clean and any mud is washed off so you can see if there are any issues.



- The first step is to ensure your goat/sheep's feet are clean and any mud is washed off so you can see if there are any issues.



- Trimming any over grown hoof off is important to make the animal comfortable. The hoof should be trimmed so there is nothing over hanging and its not curled.



- You can tidy up the top of the hoof and make sure its pointed off to make the animal as comfortable as possible.



- Once the hoof have been cleaned, trimmed and reshaped you can use antibacterial spray to support any further issues occurring.



Qualifications

Pupils are expected to study English, Maths and PSHE as a core curriculum across the Trust. At Lever Park pupils in Key Stage 4 will have a range of qualifications that they can choose from. This choice will be guided by staff in each academy to ensure that pupils are sufficiently challenged and are equipping themselves with the skills and qualifications that they need to go onto their chosen career.

GCSEs	Functional Skills	BTecs	Other Certified Courses
English Maths Art Design and Technology	English Maths	Sports Land Based Studies Vocational Studies	Motor Vehicle, Animals Care, Photography, Music, Catering, Arts Award, Maths

Personal Development

The personal development of the pupils in the Bolton Impact Trust is at the very core of the curriculum at Lever Park. Most of the pupils who attend the Bolton Impact Trust struggle with their social, emotional and mental health, and a large proportion of our pupils have had adverse childhood experiences (ACES) which have impacted upon their young lives. The Trust has designed a Personal Development curriculum to address the complex needs of our pupils and to give them the tools they need in order to become a happy and productive member of society and to succeed in the modern world. The Personal Development curriculum is mapped across our whole curriculum offer including academic subjects, careers, enrichment, PSHE, assemblies, form time, mentoring sessions and cultural visits.

As with the academic curriculum subjects, the plans for each pupil are intelligence-led and personalised. During the induction period for every pupil detailed profiling enables staff to design a personalised plan to address those areas of need through the personal development curriculum.

Guiding Principles for Teaching and Learning

The Trust has a set of guiding principles for high-quality teaching and learning. Lever Park expects all staff to abide by these principles in their classrooms.

We believe that pupils learn most effectively when:

- › Teachers are trauma-informed in their approach and create anxiety-free classrooms where pupils feel safe, secure and valued.
- › They can manage their emotions and have the resilience to make mistakes and persevere.
- › They are engaged and encouraged to think hard about something.
- › Teachers structure pupils' learning so that they build upon and connect knowledge to what they already know.
- › Teachers deliver new material in manageable amounts at the right level for each child
- › Teachers model and share what success looks like.
- › Teachers regularly check for understanding and promptly address misconceptions.
- › Teachers create opportunities for pupils to regularly practice and retrieve what they have learned.

Reading across the Curriculum

“Once you learn to read, you will be forever free” – Frederick Douglas

As a Trust we believe that reading is the cornerstone of education. It is the gateway to accessing information across subjects, enabling students to comprehend instructions, absorb new concepts, and engage with the curriculum effectively. By teaching reading to pupils, we provide them with a fundamental skill set necessary for academic success and lifelong learning.

Please see our Reading Curriculum Statement for more details.