

Park School, Bolton Impact Trust - Curriculum Statement

At 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.

Throughout all of the schools in our Trust 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'

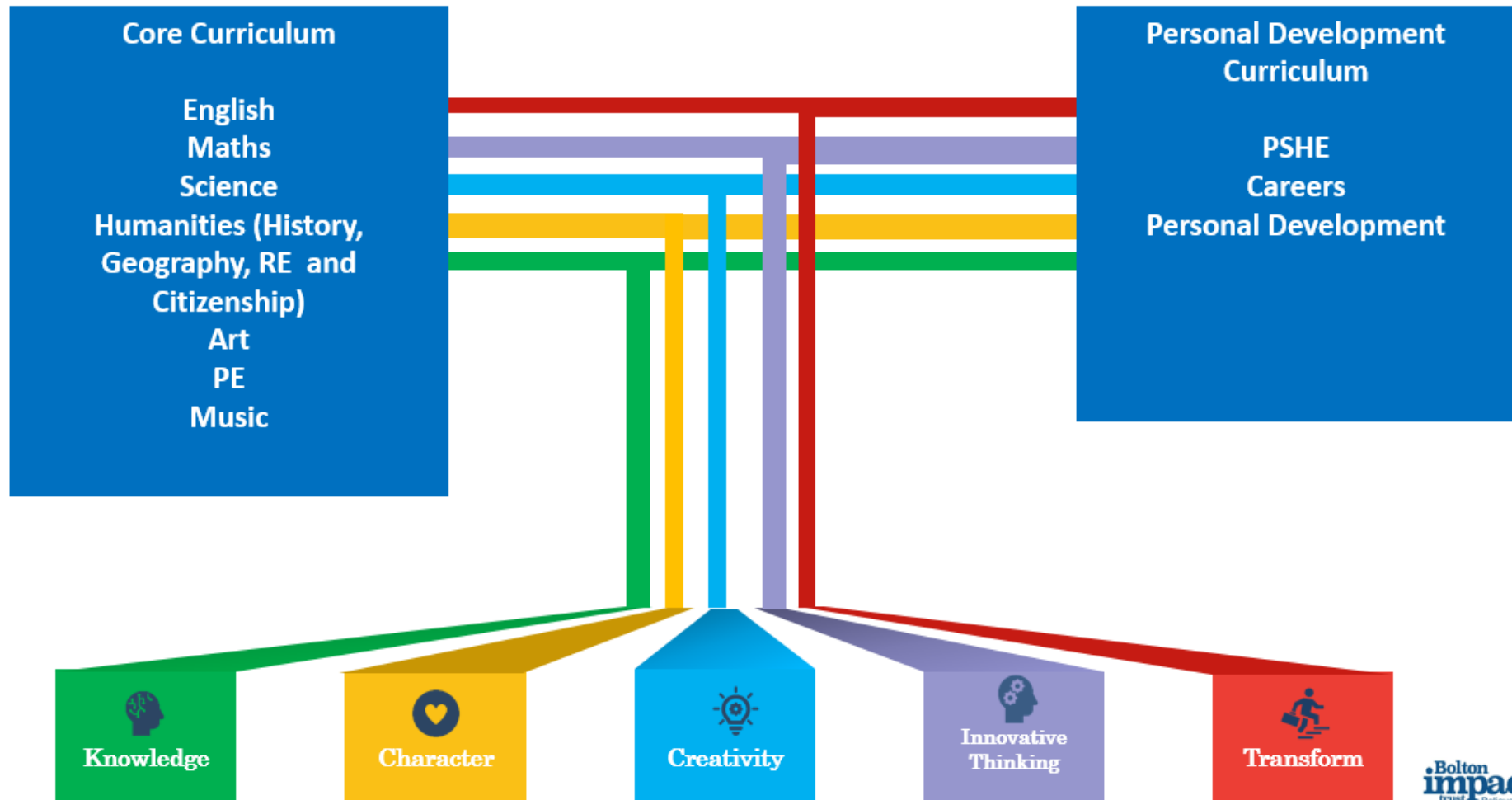


Help pupils to develop their problem-solving, **innovative thinking** skills



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

Park School Curriculum Model



Our Context

Park School Teaching Service is one of four AP/SEMH Academies within the Bolton Impact Trust MAT. Until Academy Conversion in 2016, it was Bolton Local Authority's provision for children and young people who were unable to attend mainstream school due to illness, injury or mental health issues. It now serves Bolton and other local authorities as an AP Academy for children with medical needs. Our approach, developed over a number of years, has resulted in high levels of success for our learners (including those with severe psychosis, extreme anxiety disorders and depression/suicidal ideation).

In order for them to lead happy and successful lives in the future the pupils at Park School 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
- Understand themselves and how to regulate their emotions
- Be prepared to access post 16 education, employment or training
- Be supported to develop their social skills and to develop positive relationships with others
- Discover a love for learning
- Feel safe and happy in school
- Build confidence and self-esteem
- 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
- Be ambitious in the goals that they set for themselves
- Learn to think positively about their future

Our Curriculum Offer - The curriculum at Park School is split into 2 fundamental components;

Core Curriculum

English
Maths
Science
Humanities (History, Geography,
RE and Citizenship)
Art
PE
Music
ICT

Personal Development Curriculum

PSHE
Careers
SMSC

The core curriculum – This curriculum includes the National curriculum’s core subjects of English, Maths and Science, along with the foundation subjects of History, RE, Citizenship, Art, PE Music and ICT. Pupils have the option of combined science or a single award science depending on which pathway is most appropriate to the individual

The Personal Development Curriculum - This includes PSHE and Careers as standalone programs of study. All pupils access dedicated weekly careers and PSHE lessons. Careers lessons are delivered by our careers lead and a connexions worker. Students receive individual careers advice and help with topics such as interview technique and creating a CV. Alongside these programs of study, 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.

There are three academic pathways in the main school - Key stage 3, key Stage 4 and Wellbeing. The wellbeing pathway follows a slightly different curriculum aimed at helping particularly disengaged or vulnerable pupils to prepare to learn. This pathway is designed to meet the needs of these pupils by providing a slower pace of learning with a heavier focus on skills and personal development. Students transition to one of our main school groups once they are able to do so. This is reviewed weekly. The pace of this transition is bespoke to the student.

A full time curriculum offer is available to all our students. However, we acknowledge that there are times when some of our students may be unable to fully access or engage in this for a variety of different reasons. We are flexible and creative with our bespoke timetable to ensure that we provide the best educational opportunities possible for all of our students. Students can be offered short term reduced timetables to help them access our on-site provision. Others, who are unable to attend the centre due to poor physical or mental health can access our outreach provision. This provision is aimed at bridging the gap between home and school breaking down the barriers to attendance. We have a dedicated member of teaching staff to support students who are struggling to attend on site and can provide a number of interventions to try and limit the negative impact of poor attendance. This can include welfare and pastoral visits to ensure safeguarding and to help build positive relationships as well as teaching in the home or online to ensure that loss of education is minimised. All bespoke timetables are reviewed every six weeks to assess the progress made. Our aim with any bespoke timetable is that it is used as a short term intervention; the desired outcome always being reintegration into our full on site offer.

Key Stage 3 Model Main School Pathway

Core Curriculum		Personal Development Curriculum	
English	4 hours per week	PSHE	1-2 hours per week
Maths	4 hours per week	Careers	1 hour per week
Science	4 hour per week		
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		
PE	1 hour per week		
Music	1 hour per week		
ICT	Delivered discretely throughout each subject		

Key Stage 4 Model Main School Pathway

Core Curriculum		Personal Development Curriculum	
English	4 hours per week	PSHE	1 hour per week
Maths	4 hours per week	Careers	1 hour per week
Science	4 hours per week		
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		
PE	1 hour per week		
Music	1 hour per week		
ICT	Delivered discretely throughout each subject		

Wellbeing Main School Pathway

Core Curriculum	Personal Development Curriculum
The pupils who access the Wellbeing pathway are offered bespoke timetables according to their specific needs. Lessons are delivered by our subject leads and follow the same curriculum intent as our main school pathway.	

Curriculum in the hospital

Students admitted to Royal Bolton Hospital are taught by our staff either at the bedside or in our small classroom situated on the Children's ward. We use a thematic approach to plan engaging and age appropriate activities and, if necessary, we liaise with mainstream schools to ensure that learning needs are met.

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 Park School 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.

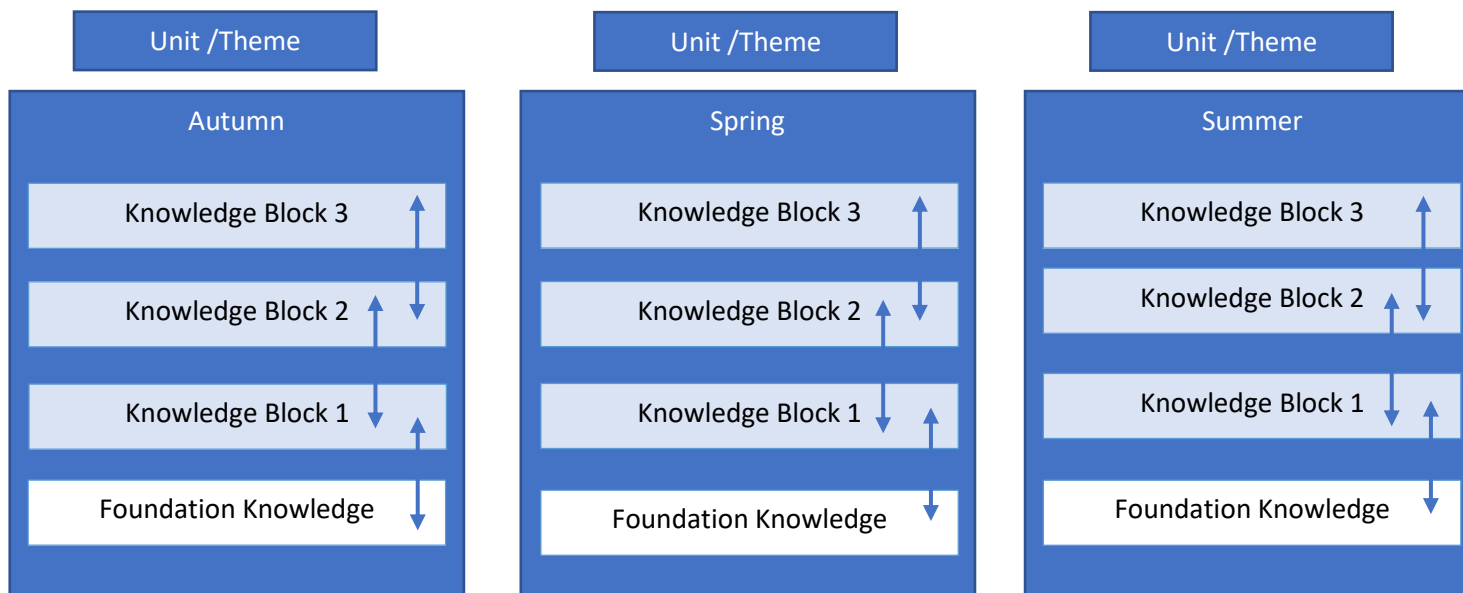
Academic Curriculum Structure

Pupils at Park School can arrive at any point in the academic year and may spend between one and six terms in our settings. It is important that we have a curriculum which meets the needs of these pupils, and which does not limit their ability to return to a mainstream setting or move onto a post-16 placement which is appropriately matched to their future career.

We have designed a curriculum which is taught in key stage groupings and tiered based on ability rather than age. For every subject we have identified the key component knowledge in both key stage 3 and key stage 4 and we have divided each key stage into either 3 or 6 separate units or themes which can be delivered in half-termly or termly chunks over just one academic year. These units or themes are logically sequenced so that knowledge is built upon knowledge throughout the term, moving through the different knowledge blocks. Pupils are placed on the block that matches their ability and are expected to move through the knowledge blocks as they make progress. Pupils can be grouped according to the knowledge blocks that they are currently working on, but there is also the flexibility of being able to teach all or several of the knowledge blocks in one key stage group using adaptive teaching.

In key stage 3 the themes and units delivered are planned in a three year cycle to ensure that pupils who are with us for more than 3 terms do not experience the same work twice, but do have the opportunity to revisit the key component knowledge and skills from units or themes that they have been taught

previously. In Key stage 4 the themes or units delivered have a two year cycle, and whilst the stages continue to reflect ability, they are also used to reflect the qualification that pupils are being entered for.



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 for our SEMH Academy (Lever Park) and the stages of key stage 3 and key stage 4 for our Alternative Provisions. There are also alternative pathways for pupils not accessing the main school in both Lever Park and in our Alternative Provisions. These pathways are typically for pupils who require significant support or who are on outreach. These pathways require their own plans and can be personalised to individual pupils if necessary.

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:
Knowledge Block 3					
Knowledge Block 2					
Knowledge Block 1					
Foundation Knowledge Block					

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:
Knowledge Block 2					
Knowledge Block 1					
Foundation Knowledge Block					

Sample curriculum map for English Key Stage 3

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.

KEY VOCABULARY:

Bullying	Repeated and intentional behaviours which cause harm to another person either physically, emotionally or psychologically
Banter	The playful exchange of teasing remarks and jokes between friends where all are in on the jokes and enjoy the exchange
Bystander	A person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it.
Bully	A person who engages in bullying type behaviour towards one or more people

KEY KNOWLEDGE: Types of Bullying

PHYSICAL - The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.

VERBAL - This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.

EMOTIONAL - Psychological and emotional bullying is difficult to see but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim.

CYBER - Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the person's permission.

SPECIFIC - This the term used to describe bullying based on a specific aspect of the victim's identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All of these types of bullying are illegal.

DEALING WITH BULLYING

Remember that it is the victim that determines if they believe the behaviour is bullying not the bully. **Tell someone** – don't keep it to yourself, find a trusted adult who you can talk to.

- Don't retaliate, try and ignore them if you can.
- Try not to react in front of the bully.
- Stay with trusted friends who will support you.

WHO CAN HELP?

Parents
Friends
Teachers

NSPCC – 08088005000 (24hrs)
www.nspcc.org.uk

CHILDLINE -0800 1111 (24 hrs)
www.childline.org.uk

NATIONAL BULLYING HELPLINE –
www.nationalbullyinghelpline.co.uk

DEALING WITH CYBER BULLYING

Cyber Bullying can be harder to handle as it anonymous and can impact all aspects of your life.

- **Tell someone** – don't keep it to yourself, find a trusted adult who you can talk to.
- Report the bullying to the website and block the user.
- Do not retaliate
- Screenshot evidence of the bullying.

Sample Knowledge Organiser for PHSE on the theme of 'Bullying'.

Qualifications

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

GCSEs	Functional Skills	BTecs	Other Certified Courses
English English Literature Maths Statistics Science Trilogy Biology Chemistry Physics Art	English Maths		History Geography Sports and Fitness Expressive Arts

**We also liaise with schools to support other qualifications that pupils wish to continue to study whilst in our Trust. We facilitate time in a pupils' timetable to complete the work required and to visit school and meet with teachers in order to ensure that they are able to entered for the qualification or continue with the subject should they return to school.*

Personalised Curriculum

During the induction period across all academies in the Trust pupils undertake a number of diagnostic assessments in order to establish precise information on their academic ability and specific areas of need. Along with the intelligence gathered during the referral process this information is used to put a personalised curriculum plan together for every pupil. This means that along with the delivery of the core curriculum, some pupils will have specific 1-1 interventions, additional support in class or some personalised teaching for areas of the curriculum where they have specific gaps in their knowledge or understanding.

Personal Development

The personal development of the pupils in the Bolton Impact Trust is at the very core of the curriculum in all of our academies. 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 each academy's whole curriculum offer including academic subjects, careers, enrichment, PHSE, 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. The Trust 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.

Assessment

For every unit of work and for every knowledge block, mid-term plans set out the new knowledge and skills that pupils should acquire. During the term teachers use a range of formative and summative assessments to systematically check pupils' understanding and to establish what new knowledge and skills they have acquired.

Progress in all subjects is measured by either a BIT level or against a set of objectives for a unit of work.

The BIT levels range from Pre GCSE levels to GCSE grade 9. The grade descriptors are aligned with GCSE grades, Functional Skills levels and Pearson Steps. Progress is reported in these levels each term. These levels are moderated both by the English subject leads, SLT and the Trust's Central Team.

Reading across the Curriculum

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

Testing and Screening

The majority of the pupils in our Trust have a reading age which is lower than their chronological age when they join us. Research shows that low achievement in reading is the most common denominator in school discipline, attendance and juvenile crime and a likely reason for the problems that some of our pupils have experienced prior to joining us. It is our mission across the Trust to make sure that all our pupils make progress with their reading, that it is no longer a barrier to accessing the curriculum or a cause for low self-esteem. Reading will empower our pupils and open up a world of new opportunities and experiences to them.

The Trust has a Reading Charter which outlines our commitment to prioritise reading for every pupil across all of our schools and throughout the curriculum in the following ways:

- Displaying and promoting subject specific ways of reading to ensure that pupils understand the ‘disciplinary literacy’ of each subject and are able to use subject-specific reading strategies.
- Explicitly teaching subject specific vocabulary across the whole school curriculum
- Promoting a love of reading by providing time to read for pleasure both collectively and independently
- Providing carefully curated collections of reading materials which are accessible to all pupils
- Ensuring that reading materials used in class are accessible for each pupil
- Teaching pupils to read using a DfE approved phonics scheme
- Providing reading and phonics interventions to pupils whose reading ages fall well below their chronological age
- Regularly assess and measure individual pupils’ progress in reading
- Provide opportunities for pupils to experience reading outside of the classroom and immerse themselves in the narrative
- Encourage and celebrate reading using our rewards schemes

Park School recognises that the majority of our students on entry are reluctant readers who in addition may have a SEND difficulty such as dyslexia or autism that specifically impacts on their reading skills. We know that students need to re-build their reading habits and develop their confidence and ability to access their curriculum fully either at Park School or at mainstream.

All pupils on entry complete the Access Reading Test, which is a standardised reading test. This is repeated bi-annually and provides important information about every pupils' reading ability and progress. A pupil's reading age result may not fully reflect their actual ability and therefore a combination of data and teacher judgment is used.

For some students the Access Reading Test is not appropriate due to their ability and PM Benchmark resources are used; these support emerging readers up to age 12.

In addition, experienced staff listen to pupils reading 1-2-1 in the initial few weeks of them starting at Park School, to gauge reading fluency and phonic knowledge.

From this testing and screening, Park School is able to quickly identify and support students who require intervention.

Learning to Read

Toe by Toe

A pupil may receive intervention through Toe by Toe 1-2-1 with a specialist teacher to support their phonic knowledge.

Toe by Toe is a highly structured phonics programme, delivered for 20 minutes a day. It can support all readers, including those with dyslexia, to decode words and read more fluently, thus improving confidence levels and engagement.

Reading Time

All pupils who access the main school participate in a reading time session with their Form Team. This takes place Monday – Thursday for 15 minutes. Students may read independently either a novel or The Week magazine for 1-2 sessions. Depending on the dynamics of the Form group, they may take part in a whole class reading of a text.

The aim of the session is to promote a love of reading and have further opportunities to improve their reading as well as listen to reading being modelled.

During this session, students who have been identified in the screening and testing as requiring reading intervention, access this with a specialist.

Intervention is reviewed weekly due to the transient nature of the cohort to support new starters or students whose pathway has changed.



Bedrock Reading

All pupils who attend the main school access Bedrock learning, which is a digital literacy programme. Pupils access Bedrock for one session per week in their Reading Time as well as in English lessons.

Students who have alternative pathways are encouraged and supported to access Bedrock at home to support their learning.

Bedrock explicitly teaches vocabulary and grammar diverse and engaging texts. The literacy programme supports a pupils reading, writing and oracy skills. Crucially, it exposes them to tier 3 subject specific vocabulary.

SEND

Students often arrive at Park School having experienced extended periods of disengagement from education. This can present as refusal to attend school, engage with learning or in challenging avoidance behaviours. This can result in misdiagnosis or lack of diagnosis and lead to appropriate support not being made available or appropriate interventions not being put in place.

In order to get a more accurate understanding of our learners profile a series of diagnostic assessments are conducted on entry. These include the Kaufman Brief Intelligence Test 2nd edition (KBIT2), either Form A, B, C or D of the Access Reading Test, which is a standardised reading test, and internal numeracy benchmarking. The KBIT furnishes us with a standardised score relating to verbal and non-verbal intelligence, these then provide a composite IQ score.

The analysis of this data allows us to look for patterns that may help to identify potential underlying learning needs. If data analysis suggests that further investigation is needed then referrals are made to other professionals, these referrals include referrals to educational psychologists for other conditions such as ADHD and ASD.

For a lot of mainstream schools Park School is used as an intervention to help gain more evidence to support a diagnosis or help with any diagnostic assessments. Park Schools smaller, more intimate, environment (and high staffing ratio), allows us to identify any patterns which may indicate potential underlying needs such as dyslexia or Irlen syndrome.

Staff have a clear pathway for referral to the SENDCO and are proficient in observing students to gather a range of data that cannot be gathered via written assessment. This assists in ensuring students have every opportunity to access the support that they require. All students have access to quality first teaching and support, with all academic sessions having a staff ratio of no less than two staff to eight students.

The intervention process at Park School is delivered via a staged process. Our typical practice is designed to re-engage learners in education, focusing on quality first teaching, in-class support, metacognition and adaptive teaching to support areas of missed learning. Students who have an identified additional need are provided with suitable resources to help support their learning such as: coloured overlays, enlarged text or resources printed on coloured paper. Adaptations for sensory needs are available throughout the day and pupils have access to quiet areas or fidget toys.

Further to this practice students may receive specific interventions by trained Park School staff in very small groups or as a 1-1 to address specific barriers for learning. For example, there is a specific reading intervention strategy in place for students that require additional support with their reading. Students RAG coded red with their reading age access a 1-2-1 reading lesson with experienced practitioners.

We work closely with other outside agencies to help students receive the support they need. These services include: CAMHS, 0-19 Service and Education psychologists. Our SENDco regularly attends SEN hubs and liaises with other SENDcos across the trust and the borough.

At Park school we offer an inclusive environment where all pupils are given access to the same opportunities.