

Whole School Curriculum Statement

Context

As a pupil referral unit, we offer an educational provision to young people of secondary school age whose needs have not been met by their mainstream curriculum offer. The individual circumstances of our students vary greatly, but the majority are disadvantaged and suffer from a loss of self-confidence and self-esteem with many running the risk of a reduction in educational achievement.

In order to meet the individual needs of each of our students we offer a number of bespoke provisions ranging from full time, small group teaching, to 1:1 tuition on a part time basis. Each provision type offers its own unique curriculum and rationale. Provision allocation is informed by a number of factors including the records we receive from the student's previous school/s, any available SEN reports or reports from other professionals/agencies and the outcomes from a bank of high-quality baseline assessments conducted on entry into the school. We also take in to consideration the thoughts and feelings of the student and their parents/carers when finalising their provision. Movement between provisions is common and is usually a response to the emerging social, emotional and mental health needs of the students. It is against this backdrop that the curriculum has been carefully crafted and as a team we work tirelessly within this context to help our students develop the necessary knowledge, skills and understanding to become responsible, resilient and productive citizens.

Regardless of provision type, our ultimate aim is to ensure all students engage positively with a purposeful curriculum that enables them to secure an appropriate destination to move on to, be it a return to a mainstream setting, moving on to a special school setting, heading off to college or entering the world of apprenticeships and work.

Distinctive features of all provisions

The defining feature that makes our curriculum so unique is the focus we place on the personal development of the young people in our care. As a result of this we have a number of principles that underpin our approach to the taught curriculum

We adopt a 'Growth Mindset' approach to learning and encourage a 'can do' culture in the hope that students grow to enjoy their learning and challenge themselves to aim higher and achieve greater things (C. Dweck, 1985) This features as part of our rewards system.

Given the disadvantaged standing of a majority of our students', we also place great emphasis on wider curriculum experiences, that is, experiences beyond the classroom, including cultural capital related activities and trips. We hope that by providing such opportunities and activities we will help propel them further in their education, careers and social development.

We also focus on supporting our students' social-emotional and mental health needs. This is achieved in a number of ways, including timetabled lessons, weekly key worker sessions and mentoring

opportunities which support students to identify and develop a range of strategies to successfully deal with their social emotional needs and difficulties.

In addition to this we also promote game playing as an educational tool to develop social and emotional skills further. A recent article posted in the SENMagazine, commented on how board games can improve skills in students. It outlined that board games can: improve maths skills, help students work on communication skills, improve memory and cognitive skills, inspire imagination, teach new information, foster perseverance and concentration, develop logic and strategic thinking, promote positive attitudes towards challenging tasks, develop leadership and team working skills and promote public speaking.

Board games are a fun and creative way of removing a lot of students' fears and insecurities, promoting learning and self-growth. Knowing how to endure failures, show perseverance and willpower, and skilfully build relationships with peers will go a long way in making a student much happier and capable of taking on any tasks or challenges life throws at them.

Playing games and having fun are crucial to development and highly motivating to children. Fun and humour stimulate creativity as the brain moves from a cognitive, rule-bound state to a more fluid, relaxed state where the whole body is engaged in problem solving (Prouty, 2000). Fredrickson and Joiner (2002) emphasize the role of positive emotions in broadening people's capacity to learn. They say that positive emotions enhance optimistic thinking, which leads to more creative problem-solving capacities. Research also demonstrates that positive emotions have the ability "to undo" the effects of stress and encourage both emotional and physical resilience (Fredrickson & Tugade, 2004).

Wellbeing activities are also keenly promoted by our own wellbeing team and regularly incorporated in to the taught curriculum. For students struggling to access the curriculum in the context of Quality First Teaching we also offer specialist SEND intervention and support.

As a team we work tirelessly to promote individual resilience given the disadvantaged standing and vulnerable nature of many of our students. In line with Ella woods, 6 Domains of Resilience, we encourage students to develop good friendships and explore their talents and interests by discussing with them their hobbies or things they like to do or are good at. We also encourage them to adopt positive values and to develop a range of social competencies that help improve their ability to interact and communicate with others.

The above operates in tandem with the taught curriculum which has a heavy personal development and literacy bias.

Curriculum Intent

The curriculum is broad and balanced and carefully personalised to meet the individual needs of all students across the key stages. It has been planned and sequenced to allow for the accumulation of knowledge and skills over time and encourages students to make the most of their interests and talents.

The overarching themes of SMSC, British Values, the rights of the child as promoted through the Rights Respecting School Award (RRSA), Careers Information and Guidance, 'Beyond the Curriculum' and wellbeing are incorporated into all subject curriculum planning in an attempt to support the personal development of our young people. This is further enhanced by subject related enrichment activities and trips in an attempt to address social disadvantage.

Subject leaders are responsible for the content and sequencing of their own curriculum and have full insight into the field of cognitive science and the need to develop increasingly more complex schema over time. They follow the National Curriculum and identify subject matter that is engaging and most useful given the short stay characteristics of the school. They ensure that this content is taught in a logical progression, to enable students to develop the necessary knowledge and skills from simple to more complex and abstract ideas. Subject plans are sequenced so that new knowledge and skills build on what has been taught before with the ultimate aim being the transfer of key knowledge and skills to the long-term memory. In all subjects it is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach them. These end points are represented on academic trackers that are differentiated according to ability and shared with students.

As a staff, we firmly believe in the work carried out by Hart and Risley (1995), which identifies disadvantaged students as having far smaller word banks and poorer reading abilities than the general student population. This has been identified as one of the main reasons as to why they meet with less success at school/post school level. Subsequently we work hard to expand the vocabulary banks of our students in the hope that this will boost their reading and writing ability and chances of success. Each subject selects a maximum of 12 tier 2 and tier 3 words for each taught topic with the intent being to help students to learn and embed them. In addition to this, the whole school literacy policy is embraced and keenly promoted by all staff in an attempt to improve reading and writing skills. This includes marking for literacy and the promotion of reading and various writing skills/techniques such as persuasive writing. Another salient feature of our intent is the promotion of literacy and numeracy skills in both form time and registration time. 'Newsround' clips and RRSA weekly PowerPoints also feature in our wider curriculum during registration time.

Cross curricular links are viewed as an important aspect of curriculum planning and teachers are passionately working to improve this feature especially given the short stay nature of the school and the difficulties faced when trying to secure the vertical sequencing of knowledge and skills as seen in mainstream settings. We believe in the strength of cross curricular links when trying to embed learning to the long-term memory and to enable students to appreciate how knowledge, concepts and skills can be shared across subjects. All these links can be observed on the medium-term overviews.

This is the overriding intent of all sites however the curriculum content/model may vary slightly according to the specific needs of the students in that group.

Curriculum Implementation – pedagogy and assessment

Excellent subject knowledge is encouraged and all teachers including non-specialists are encouraged to attend courses and receive coaching by both in house staff and external providers. Subject teams and staff as a whole are encouraged to work collaboratively to support curriculum delivery.

Our instructional approach to teaching and learning fully embraces the pedagogy advanced by Rosenshine in his work on the 10 principles of Instruction. This is because it represents a highly accessible bridge between research in the field of cognitive science and classroom practice. It also focuses on the use of a recognisable set of ideas that skilled teachers can finely demonstrate and finally research has shown that his theory and its advocated practices get the best results in the classroom as it offers guidance on how students learn complex tasks.

The 10 principles; Start the lesson with a review of previous learning, present the new material using small steps, ask questions, provide models, guide student practice, check for student understanding, obtain a high success rate, provide scaffolds for difficult tasks, independent practice and weekly and monthly reviews, provide all teaches with a simple Bible of instruction. When grouped into 4 strands it becomes even more powerful and easy to follow.

Strand 1: Sequencing, concepts and modelling – present new material using small steps, provide models, provide scaffolds for difficult tasks.

Strand 2: Questioning – ask questions, check understanding

Strand 3: Stages of Practice – guide student practice, obtain high success rates, independent practice (I, We, You)

Strand 4: Reviewing material – daily review and monthly review.

In line with Rosenshine’s principles, all staff fully appreciate that learning is far more successful when students are clearly shown what to do and how to do it as this is how the human brain learns most effectively.

All teachers have a shared understanding of this approach to teaching and learning and a shared belief that if fully embraced then success will follow. In particular there is an appreciation of the need to embed learning in order to allow new learning to take place effectively. To this end, all teachers regularly plan for and deliver retrieval/retention activities which leads to the embedding of knowledge and skills and ultimately the securing of end points.

Teachers also understand the Cognitive Load Theory and how the brain learns and stores knowledge, and the link between the huge capacity of the long-term memory and the smaller working memory (Sweller, 1990s). They fully appreciate the limitations of the working memory and the need to build schema and embed these to the long-term memory in readiness for new learning to be attached.

In addition to Rosenshine’s principals, teachers also use the teaching and learning strategies advocated on each student’s Individual Education Plan, Behaviour Support Plan and Education Health Care Plan in an attempt to maximise progress and outcomes for each student.

Assessment

Teachers fully appreciate the importance of assessment as an integral part of the implementation process and to this end we have introduced the use of base line assessments at the start of units to help teachers to identify gaps, and even strengths; and impact assessments at the end of topics to

enable staff to see what has been successfully learned and in which areas students require more practice through retrieval work.

Differentiated academic trackers are used by all teachers and contain the end points for each of the topics being taught. These are used by teachers' and students to measure the degree of mastery/fluency in each of the identified areas that make up the tracker. Data capture points occur 3 times a year and this allows us to measure progress and levels of attainment across the sub groups.

Formative and summative assessment is used frequently by all staff in an attempt to interrupt forgetting and embed learning. Teachers are familiar with the Ebbinghaus Forgetting Curve and the role that frequent quizzing and interleaving can play in the embedding of learning (Roeder and Karpicke 2006)

The delivery of the curriculum is quality assured by subject leaders and SLT through the quality assurance programme of lesson visits, work scrutiny exercises, subject reviews and student and parent voice. During these exercises close scrutiny is paid to assessing whether the needs of all students especially the disadvantaged and those with SEN are being met.

Curriculum Impact

The impact of our curriculum is measured not only by the academic progress of our students' but also by their personal development in terms of gains in cultural capital and improved levels of resilience and social emotional literacy. Ultimately, we aim to secure positive outcomes for all, especially our disadvantaged pupils and pupils with SEN. Quality assurance exercises along with the voice of all stakeholders' and data analysis outcomes, including gains in reading age and social emotional literacy are used to assess the success of the curriculum. If necessary, changes to the curriculum content, its sequencing and methods of implementation, including the timing and frequency of retrieval practice and interleaving may have to be amended. As pupils are being prepared for their next stage of education, training or employment, any data linked to these transition phases is also used to help assess the success of the curriculum.

Our Key Stage 4 Curriculum – Main Site

On entry students are interviewed in terms of their aspirations and future career intentions. This along with their current academic standing, is then used to identify the most appropriate Learning Pathway for them as an individual; Academic, Vocational or Combination. The curriculum they follow will be balanced, accessible and relevant in an attempt to help each and every student to reach their full potential. We also provide our students with the most up to date information, advice and guidance on post 16 opportunities in the local area, in an attempt to help secure meaningful destinations for them upon leaving school. This is done jointly by school and our CIAG tutor.

Our KS4 Core curriculum offer

- **Maths:** Longridge, Coppice, Rivington and Hameldon - 5 lessons a week (GCSE Level)
- **English:** Longridge, Coppice, Rivington and Hameldon - 5 lessons a week (GCSE Level)
- **Science:** Coppice and Rivington - 5 lessons per week (GCSE Level)

Longridge 5 lessons per week (WJECs Pathways)

Hameldon 7 lessons per week (6 at the Farm and 1 on site WJECs Learning Pathways)

Our KS4 Foundation curriculum

- **CFL (Curriculum for Life)** –2 lessons per week

(This includes PSHE, Citizenship, Careers and incorporates aspects of religion and RSE)

- **PE** – 2 lessons per week
- **Careers** – 1 lesson per week
- **Guided Reading and Dyslexia Gold** – 1 lesson per week
- **Cultural Enrichment** – 2 lessons per week

Furthermore, students in this key stage have 6 lessons per week, where they can either select a subject in school in study or attend one of our partner AP providers.

School Options

- BTEC Sport Level 1 and 2
- BTEC Construction Level 1 and 2
- BTEC Health and Social Care Level 1 and 2
- BTEC Caring for Children Under 5 Level 1 and 2
- BTEC Art and Design Level 1 and 2
- Duke of Edinburgh Award

Alternative Provision

- Preston Vocational Centre – City and Guilds Level 1 in Construction Skills
- 4Tech Motors – Level 1 Award in Automotive Maintenance
- Preston Creative Arts – NCFE Level 1 Award in Occupational Studies in the Workplace

Once a student has achieved the Award qualification at level 1, they will be given the opportunity to work towards the Certificate Qualification and even further onto Level 2.

If a student arrives at any point during 11 and has already started a GCSE course in History, Geography or RE, we try to encourage them to continue with their studies rather than to select a BTEC course.

In addition, all students have **1 form period** a week where reading and literacy skills are the focus.

Information, Advice and Guidance: This is available throughout the academic year to all KS4 students. We go to great lengths to help our students to find the right post 16 destinations and stay in touch with all our leavers for the whole of their first year in post 16, tracking their progress and supporting them when needed.

Our Key Stage 3 Curriculum – Main Site

We have three KS3 Groups, Sanctuary, Pendle and Beacon, each with very different needs. As such the curriculum intent and content varies slightly at KS3.

Sanctuary

Sanctuary, is our KS3 Nurture/Medical provision and students in this group require our highest level of support. These students often require daily routines in a safe classroom environment where a focus on building positive relationships amid praise and positivity is central to school life. There is a high ratio of students with Education Health Care Plans in this group and others are going through the graduated response. Many of the students from this group will eventually move onto a special school setting.

KS3 Sanctuary Curriculum Offer

Our students in Sanctuary study a broad and varied curriculum,

- **Maths** – 4 lessons per week
- **English** – 3 lessons per week
- **Science** – 2 lessons per week
- **Curriculum for Life** – 2 lessons per week (This includes PSHE, Citizenship, Careers and incorporates aspects of religion and RSE)
- **Physical Education** – 2 lessons per week
- **Art** – 2 lessons per week
- **Forest schools/Science** – 6 lessons per week

- **Social and Emotional** – 1 lesson per week
- **Nurture** – 3 lessons per week
- **Guided Reading and Dyslexia Gold** – 1 lesson per week
- **Form time** – 1 lesson per week
- **Careers** - 1 lesson per week
- **Cultural Enrichment** – 2 lessons per week

Pendle

Pendle is our Social, Emotional and Mental Health (SEMH) group. Students are allocated to this group if they score a high mark on the Emotional Literacy Questionnaire. These students require high support and work around social norms and routines.

KS3 Pendle Curriculum Offer

Our students in Pendle study a broad and varied curriculum,

- **Maths** – 5 lessons per week
- **English** – 5 lessons per week
- **Science** - 3 lessons per week
- **Curriculum for Life** – 2 lessons per week (This includes PSHE, Citizenship, Careers and incorporates aspects of religion and RSE)
- **Humanities** - 1 lesson per week
- **Art** – 2 lessons per week
- **Design & Technology** – 2 lessons per week
- **PE** – 4 lessons per week
- **Guided Reading and Dyslexia Gold** – 1 lesson per week
- **Careers** - 1 lesson per week
- **Form time** – 1 lesson per week
- **Social and Emotional** - 1 lesson per week

- **Cultural Enrichment** – 2 lessons per week

Beacon

The Beacon group is made up of intervention students and permanently excluded students all looking to return to mainstream at some point. With this in mind, the curriculum is designed in a way that encourages students to recognise why they have been placed with us and encourages them to learn how to self-manage their behaviours and attitudes. It also prepares pupils for reintegration to a mainstream school or other appropriate educational centre.

KS3 Beacon Curriculum Offer

Our students in Beacon study a broad and varied curriculum,

- **Maths** – 5 lessons per week
- **English** – 5 lessons per week
- **Science** – 3 lessons per week
- **CFL** – 2 lessons per week (This includes PSHE, Citizenship, Careers and incorporates aspects of religion and RSE)
- **Humanities** - 1 lesson per week
- **Art** – 2 lessons per week
- **Design & Technology** – 2 lessons per week
- **PE** – 4 lessons per week
- **Social and Emotional** – 1 lesson per week
- **Careers** – 1 lesson per week
- **Form time** – 1 lesson per week
- **Guided Reading and Dyslexia Gold** – 1 lesson per week
- **Cultural Enrichment** – 2 lessons per week

Our Off-Site Provisions

The Heys – KS4 Medical Unit

The Heys operates via a medical panel supported by consultants and or ELCAS. Students come to us with a range of mental and physical health conditions. They remain with us for 2 full terms and this placement is fully funded by the local authority. After the 2 terms, students are either transitioned back into their mainstream setting or moved onto a special school that suits their individual needs.

The Heys Curriculum Offer

Our students at the Heys study a broad and varied curriculum

- **Maths** – 5 lessons per week
- **English** – 6 lessons per week
- **Science** – 5 lessons per week
- **CFL** – 2 lessons per week (This includes PSHE, Citizenship, Careers and incorporates aspects of religion and RSE)
- **Art** – 4 lessons per week
- **PE** – 2 lessons per week
- **Careers** - 1 lesson per week
- **Form Reading**– 1 lesson per week
- **Guided Reading and Dyslexia Gold** – 1 lesson per week
- **Equine Studies** - 3 lessons per week

Students accessing their education at this site are also encouraged to select 2 options (see options available above) on main site. These operate Tuesday, Wednesday and Thursday afternoons.

Intervention Provision

Intent

To help individual students to identify and modify the behaviours/issues that stand between them and their primary provision, with the aim being for them to return to this provision.

Once a referral to Oswaldtwistle School is received we begin a comprehensive induction process aimed at gathering as much information about the referred student before placing them in the classroom group where their needs are most likely to be met. For many students the smaller group size, well differentiated teaching and additional support available, allows them to flourish and learn in a way that was not possible in their previous educational setting.

However, despite the support available, a sizeable proportion of students at Oswaldtwistle School still struggle with their behaviour in the classroom setting. This may be a continuation of the behaviour that led to them arriving at Oswaldtwistle School, or it may be due to, or combined with, other factors that are preventing them from accessing normal classroom lessons.

We have a whole range of interventions and strategies that we are able to employ to diagnose barriers to learning and to ultimately equip students with the strategies and softer skills to access their education in a meaningful way. The intent is to re-integrate students back into a main stream setting or work with them to ensure they move on to further training, employment or education.

Intervention Provision

Once it becomes apparent that a student is not able to cope in the normal classroom situation, the pastoral team will meet to decide a course of action appropriate to meeting the needs of the student. This will also include students where attendance levels are a cause for concern. Where ever possible, all interested stakeholders will be included in the decision-making process. This will include Parents/Carers and where appropriate external agencies.

On occasions, it may be necessary to reduce the amount of time a student spends in school. There are many reasons why this may be necessary, but it will always be time limited (usually 4 -6 weeks) as part of a wider re-integration process and will be reviewed on a regular basis. Interventions may be used on their own or as a combination or package with a balance between time in school and time at an alternative provision. There are a wide range of interventions available including:

- 1 to 1 Reading Intervention programme
- 1 to 1 tuition off site at Harvey Street in Oswaldtwistle
- 1 to 1 tuition sessions on the main site
- 1 to 1 tuition at the student's home address
- 1 to 1 tuition may be with Teacher's from Oswaldtwistle School, the National Tutoring Programme or other Tutoring agencies

- 1 to 1 Mental Health and Wellbeing mentoring
- 1 to 1 Behaviour mentoring
- Hawes Farm alternative provision (Various outdoor based activities, forest schools, animal care etc)
- Preston Vocational Centre (Vocational training in Construction Industry trades)
- 4Tech Moto (Vocational training in Motor Vehicle Industry trades)
- Preston Creative Arts Centre (Hair and Beauty, Music, Media)
- Outdoor Education (Walking, Sailing etc)
- Comprehensive Careers Service, including Independent Advice.
- Work experience programme

Online Learning Provision

Should a student be unable to attend school for any particular reason, the option of online learning becomes available to that student. Each students' circumstances are individual and the school will work with that students' parents and/ or carers in order to help the student access their work from home. This can be done through the provision of a laptop and guidance as to how to access work and revision. On request, if the student prefers, an accompanying paper pack can be provided in order to use alongside the laptop with the aim of gaining full ability to access the curriculum while working from home.