



Pioneer House

Curriculum Policy





Pioneer House Curriculum Intent

The curriculum at Pioneer House High School is carefully structured to provide students with the skills, knowledge and understanding to be active citizens and to enable them to take advantage of opportunities for employment and independence as they move into adulthood. We want our students to be engaged and curious learners and our curriculum offers many opportunities for the hands-on, practical learning that builds students character and resilience alongside their vocational skills.

The curriculum has a number of key 'building blocks' which take a systematic and strategic approach to developing and embedding essential skills, knowledge and understanding over time. This allows our leavers to meet the complexities of the workplace with confidence and competence. Through our spiral skills curriculum, students re-visit essential learning as they move through the school to build, develop and refine their skills.

Careful timetabling, personalisation and individual route-mapping ensures that these key components work together to meet the needs of each individual.

- **Core curriculum** areas of Maths, English, Science and Computing are essential to fulfilling the school goals and form a key component throughout the curriculum. In lower school students work on well differentiated and engaging Maths, English, Science and Computing curricula which give the opportunity to learn, recall, consolidate and progress. As students move into upper school, they focus on using these skills in a functional and applied way, appropriate to independent living and life in the workplace.
- A learning-focused **foundation subject** curriculum provides a structured approach to teaching and learning in History, Geography, Art, MFL, RE and Technology throughout KS3, ensuring that students can make connections between their learning and their real life experiences in preparation for options, vocational based learning and work experience in key stage 4 & 5.
- Our **Healthy Lifestyles curriculum** supports students to make responsible, informed choices in school, at home, the community and in the workplace, developing independence skills to equip students for life beyond school. This curriculum includes a strong safeguarding element to support students to learn how to make positive well informed choices to keep themselves safe and healthy, now and in adult life.
- The **Young Citizen and Careers** curriculum develops the skills, knowledge and understanding necessary to be active citizens in modern Britain. Students learn how to be self-advocates so that their needs are met and where to go for help when this is needed. From key stage 3 they begin to explore and discover the world of work to ensure that they are supported to develop aspirational career ideas and the ability to plan for their futures.
- Our **Enterprise and Skills curriculum** equips students with the essential, executive skills to support successful and active citizenship and life as a member of a workforce. The skills taught, are embedded across all curriculum subjects and include Teamworking, Listening, Creative thinking, Problem Solving, Communicating and Resilience.
- Our **Vocational curriculum** strengthens as students move through school, with an increasing focus on work placements and employability skills. The curriculum is underpinned by strong careers education throughout school and a qualifications framework which helps young people to have a pathway that leads into further study or work.
- The **Enrichment and Cultural Capital curriculum** supports students to understand and access the rich leisure, sporting and cultural opportunities available within the city, providing the skills, knowledge and understanding to apply their developing independence skills to fulfil personal interest and engage with the community in a meaningful way.



Pioneer House Curriculum Aims

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- To provide students with well recognised and relevant 'currency' for their life after Pioneer House in the form of qualifications and meaningful work experience placements.
- Support students' spiritual, moral, social and cultural development.
- Support students' physical development and responsibility for their own health, and enable them to be active and know where to seek support with their health and social care needs.
- Promote a positive attitude towards learning and work.
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.
- Access learning styles and environments which best support their learning, knowledge and understanding.
- Promote spiritual development and the understanding of British values.
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- Be aware of the importance of and participate in the arts.
- Ensure equal access to learning for all students, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high and realistic vocational ambition for all students which links directly to their aspirations and their interests to ensure they are ready for the next step of their learning journey.
- Equip students with the knowledge and cultural capital they need to become successful adults who make a positive contribution to the society in which they live. .
- Provide subject choices and qualifications that support students' learning and progression, and enable them to work towards achieving their long term goals.
- Develop students' independent learning skills and resilience, to equip them for further/ higher education, internships and employment.
- Develop students' understanding of their own needs and their long term desires.
- Support student to be self-advocates, recognise their rights so their needs are met and know where to get help with this.
- Provide equality of access to the opportunities, responsibilities and experiences of adult life.
- Support the views of parents, students and the LA in our shared goal for all students to access a college place, supported internship or apprenticeship leading to supported employment and potentially independent employment.
- Link the curriculum closely to the context of the local community through the creation of links with local employers.
- Provide a robust and challenging qualification framework to ensure that all students have a pathway that leads to employment.
- Enable all students, whatever their ability, to engage meaningfully with the local community and the wider society which they are a part of through real life offsite learning experiences.



Skills for Success Curriculum



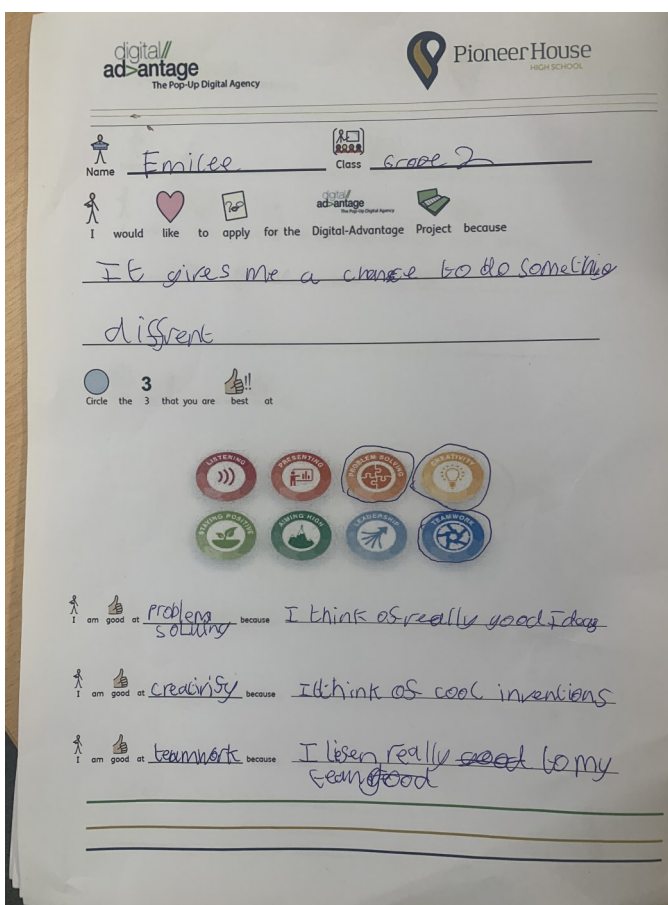
The skills for success curriculum runs in parallel with academic learning and allows students to be assessed on their non-academic based skills. There are 8 key skills that we focus on.



The skills for success curriculum is embedded in all subjects and lessons taught at Pioneer House and links closely to extra-curricular activities and work experience. These skills are paramount in the work place and developing in each of the skill areas will support students to become work ready. Within the timetable, students have time to focus solely on these skill areas where we bring the world of work into the classroom through a combination of lesson-time projects, challenge days and enterprise tasks.

The skills curriculum is intended to enable students to develop the skills necessary to successfully and effectively participate in learning activities and transfer skills to other learning outside of regular classroom routines thereby creating successful learners in the real world.

Each student is provided with a personalised skills sticker booklet which includes their target for each skill area. Evidence of progress made towards achieving these skills targets will be identified through the use of the skills emblem which is explicitly linked to work within books. Additionally, students work towards long term EHCP literacy and numeracy targets. All skills targets link into a student's personalised EHCP outcomes providing a golden thread throughout the provision.





Curriculum Implementation

How is the curriculum planned and what is the rationale for topic choices?

The curriculum has a number of key 'building blocks' which take a systematic and strategic approach to developing and embedding essential skills, knowledge and understanding over time. Through our spiral skills curriculum, students re-visit essential learning and skills as they progress through the school to build, develop and refine their skills over time.

Each class accesses all required National Curriculum subjects. We have ensured that the curriculum is inclusive, ambitious and varied by ensuring all topics are:

- In line with the national curriculum, or the adult core curricula, so that students are able to know, apply and understand the knowledge, skills and processes specified in each of the relevant curriculum areas.
- Exciting and promote a love of learning and encourage curiosity and creativity.
- Age appropriate.
- Reflective of our curriculum intent, sensitive to the needs of our cohort and the context of the school.
- The RE curriculum follows the Local Authority Agreed Syllabus.
- SRE education is taught at a level aligned with the level of understanding of each student and lessons are arranged, where required, in same sex groups through our Healthy Lifestyles curriculum
- A vehicle through which all key literacy and numeracy skills can be developed through the embedding of literacy and numeracy skills across all subject areas
- Inclusive and accessible to learners with a broad spectrum of SEN needs.
- Strongly linked to the wider world and broader functional needs of students thus equipping them for the wider world.
- Cross-curricular and regularly link in with broader themes across rolling plans to ensure a rich and deeply embedded curriculum offer.
- Focus on functional, vocational and life skills.
- Aligned with student targets to support a sequential approach to learning.

Individual subject policies clearly demonstrate how National Curriculum outcomes have been carefully mapped to modules across a key stage to ensure the long term curriculum intent is implemented in a systematic and balanced way across each term, academic year and key stage.

Our upper school Vocational Pathway offer incorporates a range of bespoke vocational subjects and accreditation to support the personal development of our students. This area of the curriculum provides students with the opportunity to gain nationally recognised and standardised qualifications that are underpinned by The Adult Literacy Core Curriculum and The Adult Numeracy Core Curriculum.

This runs alongside our Skills Pathway offer which focuses on developing learners' skills for life working towards the preparation for adulthood outcomes. The learning route has an emphasis on accessing the community and developing independent living skills.

Both pathways offer the subjects which develop students' knowledge and understanding of personal finance, business, enterprise, independent living and the world of work. Some of this learning is accredited through awarding bodies including Gateway Qualifications, The Duke of Edinburgh Award Scheme and The Princes Trust.

Each subject includes termly or half-termly topics, clearly identified within a **knowledge map** at each key stage. Subject specific skills and knowledge are identified on the **spiral skills map** overview and the **knowledge and skills pathways**, which explicitly demonstrates students individual learning target selected from our skills based classroom monitor targets. Within module plans subject specialists carefully set out clear sequential learning steps within the knowledge and skills pathways. These clear learning objectives are then further differentiated for individual students by teachers in their medium term planning, thereby ensuring that all areas of the curriculum are fully inclusive.



Curriculum Implementation

Example of a key stage 3 knowledge map setting out topics across the year.

	Autumn		Spring		Summer	
English	Stories from Around the World		Demon Headmaster		Macbeth	Literacy for Work and Life
Maths	Number: Life Skills SSM: Space & Time U&A: Fluency, Reasoning and Problem Solving		Number: Number System SSM: Shape and Money U&A: Fluency, Reasoning and Problem Solving		Number: Calculation SSM: Measure U&A: Fluency, Reasoning and Problem Solving	
	Relationships	Health & Wellbeing	Relationships	Health & Wellbeing	Relationships	Health & Wellbeing
Healthy Lifestyles	Myself: Growing Up	Personal Hygiene and Daily Routines 2	Social media/online safety	Medicines, Smoking and Alcohol	Puberty, Body Changes	Puberty: Physical and emotional changes to our body
Computing	Algorithms	Privacy & Security	Debugging	Digital Footprint & Identity	Analog	Search Engines
PE	Invasion games	Cooperative working	Core skill development	Swimming	Striking & fielding	Athletics
Science	Electricity	States of Matter	Evolution and Inheritance	Rocks	Sound and Hearing	Animals including Humans
History/Geography Carousel	Manchester – My Local Area	World War 1 & 2	The UK	British Disasters	Rivers, Canals & Water	Local History
DT/Food Tech/Forest School Carousel	Forest School – Autumn		Food Technology		Design Technology.	
Music	Rock	Chants & Choirs	Manchester Music	Folk Music	Reggae	
Art & Graphics	Who am I?		Pattern & Design		The Urban World	
Citizenship and Careers	Young Citizen	Careers	Young Citizen	Careers	Young Citizen	Careers
	UK Democracy	My Life: My Future	School Ground & Environment	Exploring the World of Work	My Money & Finance	Jobs in my Local Area
MFL/RE carousel	MFL	RE	MFL	RE	MFL	RE
	Greetings & Conversations – numbers & colours	Important Figures	The Family – La Familia	Religious Life	Who Speaks Spanish? Spanish Speaking Countries	Spiritual & Sacred Places
Enterprise and Employability	Trash to Treasure		Community café		Dream Space	

Spiral skills map—In addition to the knowledge based Curriculum Map and the non-academic Skills Curriculum, the full variety of subject specific skills are embedded within lessons and modules across each term. Skills and knowledge are assessed within termly classroom monitor targets which increase in difficulty as students reach each attainment milestone.

Subject	Linked Skills & Concepts							
English	Word recognition		Comprehension		Transcription		Composition	
Maths	Number system	Calculation	Lifeskills	Shape, Space and Measure	Time	Money	Fluency	Reasoning and Problem solving
Science	Enquiry and research		Observing and recording		Predicting and Testing		Identify and classify	
History	Enquiry and research		Chronology		Historical terms and enquiry		Interpreting History	
Geography	Field skills		Map Work		Locational knowledge		Human Geography	
Art & Graphics	Using 2D Materials		Using 3D Materials		Using Digital Media		Analysing and Understanding Artists	
Technology	Design	Make	Evaluate	Technical Knowledge	Planning and Budgeting	Food Hygiene	Nutrition	Cooking
Computing	Multimedia Manipulation		Coding and Programming		Digital Literacy		Technology in our Lives	
Healthy Lifestyles	Self management		Interpersonal skills		Maintaining positive relationships		Staying safe	
Young Citizen and Careers	Democracy and Justice		Rights and Responsibilities		Identities and diversity		Self Improvement	
Enterprise and Employability	Listening Carefully	Presenting	Problem solving	Staying Positive	Being creative	Leading	Working in a team	Aiming High
Young Money	Managing Money		Becoming a Critical Consumer		Managing Risks and Emotions		Understanding the role of money	
PE	Skill acquisition		Application of skill		Acquisition and application of knowledge		Knowledge and understanding of effective performance	
MFL	SLC		Reading		Writing		Place and culture	
RE	Identify Beliefs		Analyse Lifestyles		Express Spirituality		Reflect & Question	
Music	Listening & Appraising		Composing		Performance		Improvisation	
							Musical Dimensions and Notation	
							Musical Culture Overtime	

Curriculum Implementation

Knowledge and Skills Pathway: The knowledge map and the spiral skills map are brought together via the knowledge and skills pathway which sets out key learning that students should be accessing, at a level appropriate for them, across the course of a taught module.

These sheets will track a student through their journey at Pioneer House allowing teachers and students to see their progress across a number of years studying a subject. Progression of students individual targets are tracked using the school bespoke classroom monitor tracking system and demonstrate value added as a student progresses through assessment levels.

Geography —Manchester

My Geography Target

I will be able to name a range of different modes of transport they can use in Manchester and their local community. They will identify features such as pedestrian crossings, bus stops and tram stops in the local area.

My Geography Assessment Opportunity

I can identify transport used in Manchester

When in the local community I can locate key transport locations e.g. nearest bus stop.

Learning Intentions:

What skills and knowledge will I have by the end of the unit?

My Knowledge Pathway		My Skills Pathway	
	I know the location of places that are important to me like where I live and go to school.		Field Work - I can identify key features in my immediate surroundings.
	I know different places of interest around Manchester.		Navigating the local community —I can identify key places in my local area and different modes of travel.
	I understand why people visit different locations.		Locational Knowledge —I can name some places of interest about Manchester that I have visited or would like to visit.
	I know what a map is used for and how the symbols help to identify different features.		Map Work - I can use a map to locate places that are important to me like where I live and go to school.
	I understand how to use follow directions and/or a map effectively.		Map work—I can follow a simple map to navigate an environment. E.g. school, Wythenshawe Park, town centre.



Upper School Pathways

When students join key stage 4 or key stage 5 they will be placed on a unique pathway dependent on their skills for learning and life. At Pioneer House we pride ourselves on preparing students exceptionally well for their next steps and recognise that our offer needs to be tailored to suit individual pupils needs to ensure they have the skills and confidence to live independently and gain paid employment in the future.

KS4	Vocational Pathway		Skills Pathway	
	Vocational Pathway		Skills Pathway	
KS4	Learners accessing this pathway may be working at assessment level 10 or above in year 9 and making expected or better than expected progress across the curriculum.		Learners accessing this pathway may be working at assessment level 6-9 in year 9 and making steady or relatively slower progress than peers.	
	Learners may be on track to achieve Entry Level 2 or 3 by year 11.		Learners may need to remain on Pioneer House assessment system to continue making progress.	
KS4	Learners may be considering next steps at year 11 and moving to a college or on to a pre- internship.		Learners may need additional focus on life skills, independence and community access.	
	Students may aspire to achieve vocational qualifications and work in industry.		Learners may be considering continuing into KS5 at Pioneer House.	
KS5	Learners may aspire to access a foundation learning course or pre-internship in the longer term at a local further education college.		Learners may aspire to access a foundation learning course or pre-internship in the longer term at a local further education college.	
KS5	Next Step Destinations	Vocational+ Pathway	Skills+ Pathway	
	Next Step Destinations	Vocational+ Pathway	Skills+ Pathway	
KS5	College courses, pre internship or supported internship.	Learners accessing this path may have achieved Entry Level 2 in KS4 and be looking to achieve Entry Level 3 qualifications moving forwards.	Learners accessing this pathway may be working at assessment level 6-10 in year 11 and making steady or relatively slower progress than peers.	
		Learners may have achieved an Entry Level 3 in a vocational course and want to try another vocational study to broaden opportunities.	Learners may be ready to take Entry Level 1 or 2 qualifications.	
KS5		Learners may be considering a foundation learning course focusing on employment skills or independence, internship or college course after year 13,14.	Learners may need additional focus on life skills, independence and community access.	
		Learners may want/need a work experience offer that builds their independence and preparation for employment.	Learners may be considering progressing onto KS5 at Pioneer House.	
KS5		Learners may need additional focus on independence and access opportunities in the community.	Learners may aspire to access a foundation learning course focusing on independence or employment skills course in the longer term at a local further education college.	

Vocational Pathway Implementation

Vocation Pathway offer and assessment procedures - The carefully structured and progressive vocational curriculum offer at Pioneer House is underpinned by a clear and well considered rationale for the teaching of a wide range of relevant and engaging subjects across all key stages. At Pioneer House, each student's learning journey encompasses a sequential series of learning opportunities which offer a clear progression route for all students at each key stage. This cohesive and structured approach to the broad curriculum offer, ensures that each and every one of our students are equipped with the necessary skills, knowledge and qualifications to make successful transitions between each key stage and that they are exceptionally well prepared for their life beyond school.

	KS3	KS4 Vocational Pathway	KS5 Vocational Plus Pathway
Maths	Maths Mastery Curriculum Assessed: CM Prospere Curriculum	Maths Accreditation Assessed: Gateway	Maths Accreditation Assessed: Gateway
English	English Curriculum Assessed: CM Prospere Curriculum.	English Accreditation Assessed: Gateway	English Accreditation Assessed: Gateway
Science Humanities Arts Vocational	Science Assessed: CM Prospere Curriculum	Applied Science Assessed: CM Prospere Curriculum	<u>Vocational Studies:</u> Horticulture Hosp and Catering Construction Hair and Beauty HSC – Community Studies Assessed: Gateway
	History/Geography Assessed: CM Prospere Curriculum	<u>Vocational Studies:</u> Horticulture Hosp and Catering Construction Hair and Beauty HSC – Community Studies Assessed: Gateway	
	Music Assessed: CM Prospere Curriculum.		
	Art/Graphics Assessed: CM Prospere Curriculum.		
	Design Tech/Forest School /Food Tech Carousel Assessed: CM Prospere Curriculum		
Computing	Computing Assessed: CM Prospere Curriculum	Computing Assessed: CM Prospere Curriculum.	Digital Skills Assessed: CM Prospere Curriculum.
Healthy Lifestyles	HL - Health and Wellbeing Assessed: CM Prospere Curriculum	HL - Health and Wellbeing Assessed: CM Prospere Curriculum	HL - Health and Wellbeing Assessed: CM Prospere Curriculum
	HL - Relationships Assessed: CM Prospere Curriculum	HL - Relationships Assessed: CM Prospere Curriculum	HL - Relationships Assessed: CM Prospere Curriculum
Preparation for Employment, Independent Living, Becoming a citizen.	MFL/R.E Assessed: CM Prospere Curriculum	Cultural Studies Assessed: CM Prospere Curriculum	Cultural Studies Assessed: CM Prospere Curriculum
		Young Money Assessed: CM Prospere Curriculum	Young Money Assessed: CM Prospere Curriculum
	Young Citizen and Careers curriculum Assessed: CM Prospere Curriculum	Work Experience Assessed: Skillsbuilder.	Work Experience Assessed: Skillsbuilder.
		Preparation for Employment Assessed: Gateway	Prince's trust Assessed: Accreditation
	Enabling Enterprise Assessed: Skillsbuilder	Skills for Independent Living Assessed: Gateway	Accessing the Community Assessed: Prince's Trust and EHCP
Vocational Enrichment Project Based Learning (PT) Sports Leaders Arts Award Duke of Edinburgh STEM Assessed: Accreditation			
P.E.	P.E. Assessed: CM Prospere Curriculum.	P.E. Assessed: CM Prospere Curriculum	Health and Fitness Assessed: CM Prospere Curriculum

Skills Pathway Implementation

Skills Pathway offer and assessment procedures - The carefully structured and progressive Skills curriculum offer at Pioneer House is underpinned by a clear and well considered rationale for the teaching of a wide range of relevant and engaging subjects across all key stages. Similar to the Vocational Pathway, each student's learning journey encompasses a sequential series of learning opportunities which offer a clear progression route for all students at each key stage. However, if students join the Skills Pathway in upper school their will have an increased focus on making progress towards the targets in their EHCP particularly around independent and community engagement. This pathway ensure that all learners are prepared for their next steps inline with the Preparation for Adulthood outcomes.

	KS3	KS4 Skills Pathway	KS5 Skills Pathway
Maths	Maths Mastery Curriculum Assessed: CM Prospere Curriculum	Maths Accreditation Assessed: CM Prospere Curriculum	Maths Accreditation Assessed: Gateway
English	English Curriculum Assessed: CM Prospere Curriculum.	English Accreditation Assessed: CM Prospere Curriculum	English Accreditation Assessed: Gateway
Science Humanities Arts Skills	Science Assessed: CM Prospere Curriculum	Preparation for Adulthood Assessed: EHCP	Preparation for Adulthood Assessed: EHCP
	History/Geography Assessed: CM Prospere Curriculum		
	Music Assessed: CM Prospere Curriculum.	Community and Leisure. Assessed: EHCP	Vocational Enrichment Project Based Learning (PT) Sports Leaders Arts Award Duke of Edinburgh STEM Assessed: Accreditation
	Art/Graphics Assessed: CM Prospere Curriculum.	Enrichment Accredited	
	Design Tech/Forest School /Food Tech Carousel Assessed: CM Prospere Curriculum	Design Tech/Forest School /Food Tech Carousel Assessed: Prospere Curriculum	
Computing	Computing Assessed: CM Prospere Curriculum	Computing Assessed: CM Prospere Curriculum	Digital Skills Assessed: CM Prospere Curriculum.
Healthy Lifestyles	HL - Health and Wellbeing Assessed: CM Prospere Curriculum	HL - Health and Wellbeing Assessed: CM Prospere Curriculum.	HL - Health and Wellbeing Assessed: CM Prospere Curriculum.
	HL - Relationships Assessed: CM Prospere Curriculum	HL -Relationships Assessed: CM Prospere Curriculum.	HL -Relationships Assessed: CM Prospere Curriculum.
Preparation for Employment, Independent Living Becoming a citizen.	MFL/R.E Assessed: CM Prospere Curriculum	Preparation for Adulthood / Accessing the Community Assessed: EHCP	Preparation for Adulthood / Accessing the Community Assessed: EHCP
	Young Citizen and Careers curriculum Assessed: CM Prospere Curriculum	Cultural Studies Assessed: CM Prospere Curriculum	Onsite Work Experience Assessed: EHCP
	Enabling Enterprise Assessed: Skillsbuilder	Onsite Work Experience Assessed: Skillsbuilder.	Running an Enterprise Assessed: Skillsbuilder.
P.E.	P.E. Assessed: CM Prospere Curriculum.	P.E. Assessed: CM Prospere Curriculum	Health and Fitness Assessed: CM Prospere Curriculum



Curriculum Implementation

How will we assure that subjects are implemented in line with curriculum intents?

Leaders conduct a variety of quality assurance activities including:

- Regular review, audit and amendment of curriculum maps.
- Provision of a broad variety of CPD opportunities facilitated by SLT and curriculum leaders.
- Moderation of teachers planning.
- Learning walks
- Collaborative marking moderation
- Review of students books using a deep dive approach.
- Formal and informal lesson observations

Curriculum Leader Responsibilities include:

- Produce an annual Action Plan for development of the subject within the school
- Contribute to the SIP
- Use data to ensure that all students are suitably challenged to achieve and progress at least in line with expectations.
- Organise and lead subject related INSET and enrichment opportunities
- Advise and support other teachers and staff in developing curriculum areas
- Oversee the ordering of resources
- Liaise with SLT to monitor and evaluate the curriculum and to work with parents and governors to continually review and develop the curriculum offer.
- Attend relevant training for subject area
- Organise and maintain subject leader's files resources and equipment
- Maintain and up to date knowledge of statutory and DFE requirements
- Ensure SOW and resources reflect a deep and rich offer
- Lead curriculum teams and HLTAs.



Curriculum Implementation

Homework

The school does not set homework as standard practice due to the specialised teaching and learning strategies that our students need to support their learning. Homework maybe set by teachers if requested by pupils or parents/carers. This work will be appropriate for their level and learning needs and will focus on literacy and numeracy fluency tasks that the students are able to access independently. We feel that our students need time to process their learning from the day, time to rest and time to enjoy activities with their family and within the local community. In yearly EHCP review meetings with parents, targets are set around independent skills at home such as cooking, personal care and how to access leisure opportunities in the local community. When not at school students are developing skills in these areas to support their future independence.

There is a learning wall on the school website where students and parents can access a range of activities for learning at home.

Health and Safety

All school resources meet with Health and Safety standards and undergo regular checking by suitably qualified agencies. Subject coordinators are responsible for appropriately risk assessing all activities. All educational visits outside school comply with relevant Health and Safety Policies of the school. All staff must complete a full risk assessment before undertaking any off site activity.

In Service Training

Pioneer House actively encourages staff to keep their continuing professional development up to date. This is accomplished, by enabling staff to attend high quality external and in-service training in all aspects of the curriculum. Staff training needs are monitored, reviewed and addressed through the performance management process and as part of their own continued professional development in line with the School Improvement Plan.

Equal Opportunities:

The school provides for all students, offering a broad and balanced curriculum to ensure equality of opportunity and access. In planning the curriculum, individual needs of students in relation to culture, gender, age and ability are taken into account through appropriate groupings for respective activities. A variety of teaching styles and strategies are utilised, crossing the stereotypical boundaries and differentiating the curriculum on offer to make it accessible to the wide group of students at Pioneer House.



Curriculum Impact

What is the intent of data?

At Pioneer House it is important that data is intended to:

- Track and monitor student's progress over time across the whole school curriculum
- Inform teacher's planning to ensure that learning is personalised for each individual and supports each student to progress at least in line with expectations.
- Align with individual developmental levels through the setting of meaningful and appropriate targets.
- Monitor and assess students progress and attainment towards assessment criteria relating to nationally recognised qualifications
- Support each student to understand and take pride in their progress. Data is used in a celebratory and positive way, which enriches the students learning journey.
- Be helpful, user friendly and time efficient for teachers.
- Be personalised and differentiated; assessment looks different within each teaching group and key stage and is tailored to a wide range of additional needs.
- Be formative and dynamic and summative and reflective.
- Facilitate appropriate and timely interventions to support progress
- Reportable: Parents and students understand strengths as well as focus areas

How are we utilising data so that it has an impact (interventions)?

- Teachers make use of data to develop effective strategies to implement appropriate interventions to support students to make progress: teacher/student dialogue enables staff and students share their learning goals.
- Pupil progress interventions informed by the data are implemented and evaluated termly .
- Curriculum leaders work closely with teaching staff and adopt a collaborative approach to sharing best practice.
- Teaching staff and curriculum leaders tailor individualised bespoke intervention packages, creating resources and learning opportunities tailored to specific needs.
- An open-door policy means that teachers have the opportunity to observe good practice across all areas of the school thereby enriching pedagogy.
- Where data highlights any systemic discrepancies in student's progress and achievement, leaders will utilise information to inform wider interventions (staff training, SIP targets.)
- Analysis of assessment data is used to set termly curriculum targets and annually to create whole school targets included within the SIP.
- Students working on the Skills Pathway will have personalised targets to work towards which are closely linked to their EHCP and reviewed with parents each year as part of the EHCP review process.



Curriculum Impact

From their different starting points, all students at Pioneer High School will make good progress academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that our students achieve their full potential and are exceptionally well prepared for their next steps into either employment or further education and training.

They will leave as confident adults who communicate effectively whilst having the ability to listen respectfully and with tolerance to the views of others. They will take pride in all that they do, always striving to do their best. They will demonstrate emotional resilience and the ability to persevere when they encounter challenge.

They will develop a sense of self-awareness and have confidence in their own abilities. They will be kind, respectful and honest, demonstrate inclusive attitudes and have a sense of the positive role they are able to play in our wider society

We aim for all our students to leave Pioneer House High School as respectful, skilful and ambitious adults with a thirst for life and all it has to offer.

Our ambitious and challenging curriculum offer alongside the high expectations we have for each student at Pioneer House enables us to maximise opportunities to celebrate achievement. Students are able to demonstrate progress through each key stage and achieve nationally recognised qualifications aligned to our Pioneer House progression pathway, which enhance their opportunities and life chances as they make the transition to life beyond school.

The below table shows which entry level qualifications students will gain in upper school dependent on their assessed starting point.

<u>Baseline</u>	<u>End of KS3</u>	<u>KS4</u>	<u>KS5</u>
A06	A07	Entry Level 1	Entry Level 2
A07	A08		
A08	A09	Entry Level 2	Entry Level 3
A09	A10		
A10	A11	Entry Level 3	Level 1
A11	A12- A12+	Level 1	Level 2

