



**Curriculum Implementation**

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| **Curriculum Offer** | **Curriculum Delivery** |
| **Academic**A breadth of subject offer leading to a wide range of formal qualifications**. The National Curriculum will form a part of our whole school curriculum**. We will take autonomy for our school curriculum and for the way we plan for and deliver the National Curriculum. | **Academic Timetable**Structured and systematic approach with clearly defined lessons. Can follow a primary or secondary model of delivery. All have access to specialist staff and learning environments.**Learner-Initiated and Adult Led Teaching**A flexible approach with teaching input delivered in short and diverse sessions.**Thematic / Topic Learning**Integrated approach with cross-curricular opportunities around a focused theme or overarching question. Thematic learning space to support and enhance delivery. |
| **Vocational**Training, development of skills and practical knowledge that may and can relate to occupation and employment |
| **Therapeutic**Individual and groupinterventions are offered and embedded across the curriculum with a structured, well-informed environment that is designed to support pupils’ health and well-being at all times.  |
| **Creative**Imaginative, problem solving and expressive in approach, practice and originality |
| **Experiences & Talents**Providing new and rich opportunities for pupils to have experiences and explore possibilities. Recognition and nurture of interests, ambitions and talents. Opportunities to support and enrich. |

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| **What Curriculum is being taught?** | **Purpose of offer** | **Assessment Tracking Tool** | **Unit of measurement used to track progress** | **What is outstanding progress** | **Arrangements for Monitoring Quality** | **Curriculum Teams** |
| National Curriculum | - Core Education, compliance with national expectations and subject coverage, promoting British Values and SMSC.  | Progress StepsIEP target tracker  | Progress Steps | - Outstanding Expected Progress: 1 Progress Step Per Academic Year- On Target: 60 – 80%- Personalised Targets where needed | There are robust monitoring arrangements for each aspect of the Curriculum which is led by all Curriculum leads, this includes:- Termly Moderation of Curriculum and pupil progress- Termly Moderation with pupils- Termly learning walks- Triangulated professional meetings with teachers’ (lesson visits, assessment review and book scrutiny)- Curriculum Reviews submitted to Quality of Education lead.  | Curriculum Lead-Tors/subject LeadsKS2KS3KS4 |
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| Enrichment Framework | - Supporting the development of Social, Emotional, Independence and Learning Needs whilst purposefully working towards EHCP objectives. - Linking therapy interventions with curriculum to support personal progress and working towards EHCP objectives.  | Daily record sheetsIEP trackerSMSC tracker | Ongoing progress against statements within a defined area of need | - Ongoing progress towards statements within a defined area of need | SENCO, Form Tutors, LA funding and PP |
| AP provisions KS4 | - Supporting pupils with key life skills outside of a setting, promoting independence, communication and team building. - Promoting health & well-being by recognising the importance of learning outside and being outside.  | Impact statementAP reports- group and individual Teacher Observation | Ongoing progress against key objectives | - Ongoing progress towards key objectives | AP tutors/providers and School Team |
| Functional Skills | - Providing pupils with a vocational education/outcome in a key subject- Qualification | Teacher assessment | % Course Completed within a defined Level | - Outstanding Expected Progress: 1 Level Per Academic Year- Personalised Targets | EnglishMathsICT |
| KS4 QualificationsBTEC, GCSE, FSkills | - Providing pupils with tailored outcomes and experience in a subject area of interest, choice, relevant to their individual pathways.- Vocational/Academic qualification | Teacher assessment  | % Course Completed within a defined Unit relevant to course | - On Target to meet personalised targets relevant to individual Provision Maps.  | BTECEnglishMaths  |
| Therapy & Therapeutic Learning  | - Targeted interventions to support the personal development of all pupils.- Promoting the development of Social and Emotional skills/needs and mindfulness.  | Teacher ObservationEHC tracker | Ongoing progress against statements/objectives within a defined area (EHCP) | - On Target to meet personalised targets. | Therapy Team, SENCO |
| Accelerated Reader | - To support the screening of pupil progress within Reading, highlighting start points and necessary interventions. - Define areas for pupil progress- Promotes and embeds reading across the whole school, supporting reading progress  | Accelerated ReaderGL assessmentTwinkle phonics | GL/ Reading Age and progress in line with age expectations.Below expectation- Twinkle phonics screening  | - Ongoing progress towards statements within a defined area of need | Form TutorsIntervention Team- SENCO/intervention assistant MTMathsEnglish |
| GL assessment (Twinkle Phonics) | - To support the screening of pupil progress within Spelling. This secures start points and necessary interventions. - Define areas for pupil progress- Promotes and embeds literacy across the whole school, supporting reading progress | GL assessmentTwinkle Phonics | Spelling Age and progress in line with age expectations. | N/AContinued progress, working towards age related.  | Intervention, Form Tutors |
| Options/Wider Curriculum | - Breadth of options that pupils can self select or placed based on area of need. Supports individual pathways, with a practical/vocational focus, whilst obtaining certification and credits towards qualifications in most areas.  | EHC – provision mapping/IEP target tracker | Progress Steps% Course Completed | Credit Per Academic Year- Personalised Targets | Deputy CurriculumAll KS3- subject LeadCareers Lead |
| Values Map | Wider curriculum: - Safeguarding- BV/SMSC- Values | PSHE (jigsaw)Right and Responsibilities Framework | Progress Stepscontinued progress | - On Target to meet personalised targets. | All Staff |
| Pastoral Intervention  | - Targeted interventions to support the personal development of all pupils. | Framework / IBSP review and Tracker | Progress StepsContinued progressSLEUTH Data | - On Target to meet personalised targets. | Tutor/ Pastoral and behaviour  |

The delivery of the curriculum is personalised, considering previous gaps in learning and the need to revisit key concepts. It has an emphasis on experiential and sensory learning across the curriculum. It references the National Curriculum and includes the following learning experiences:

 • Linguistic (English): with an emphasis on communication integrated throughout the curriculum.

 • Mathematical: Numeracy, with an emphasis on functional and experiential learning;

• Scientific: Biology, Chemistry and Physics; theoretical concepts and practical experiments;

• Technological: Digital Competence;

• Human and Social: PSHE/Citizenship, Geography, History and RE;

• Physical: P.E and Forest School;

• Aesthetic and Creative: Art, Music club, DT club/ Visits and opportunities (cultural capital)

• Therapeutic: sensory play, Enrichment Opportunities. Alongside the taught curriculum, pupils in all key stages engage in a range of experiences to develop their social and emotional skills.

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| **Key Stage** | **Curriculum Offer** | **Linguistic** | **Mathematical** | **Scientific** | **Technological** | **Human & Social** | **Physical & Aesthetic** | **Creative** |
| Key Stage 2Sunshine group | **National Curriculum**English, Maths, Science, PSHE, RSHE, Humanities projects, Music, MFL theme days, Art, D&T, PE, Computing, Cookery | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Wider Curriculum** Team Building, (Forest School- summer term), Therapeutic Learning, Communication & Interaction, swimming, horse riding, animal care  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Key Stage 3 | **National Curriculum**English, Maths, Science, PSHE, RSHE, Humanities, MFL theme days, Art, D&T, PE, Computing, Music club, Citizenship. | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Functional Skills**ENTRY LEVEL- English, Maths, ICT**Wider Curriculum**Swimming, Cookery, DT, animal care, horse riding, additional enrichment activities ie- archery, (forest school-summer term) | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Key Stages4 & 5 | **GCSE**English Language, Maths, Art, History, Geography, photography, ICT, Business Studies, Child Development  | **x** | **x** |  | **x** | **x** | **x** | **x** |
| **Functional Skills**ELC, ! and 2, English, Maths, ICT**Maths Award** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **CTEC**Child Development | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **ASDAN**Peer Mentoring-  | **x** | **x** | **x** | **x** | **x** |  |  |
| **Wider Curriculum**PSHE, PE & Fitness, Careers, Advanced English, Additional Computing, Advanced Maths, , Duke of Edinburgh, Boxing, Music, Mechanics, Football, Fishing, Hair & Beauty | **x** | **x** | **x** | **x** | **x** | **x** | **X** |
| Options | Personal Development & Life Skills, Therapeutic Learning, D&T / Enterprise, Adventure Sports, Sports Leaders, Arts Award, Forest Schools, NICASS Rock Climbing, Mindfulness, Hair & Beauty, Sailing, Mechanics. **ASDAN Short Course:** Cooking, Gardening & Horticulture | **x** | **x** | **x** | **x** | **x** | **x** | **X** |
| Enrichment and AP | Therapeutic Learning, Music, Mechanics, Football, D&T/Enterprise, Sport, Walking, Mindfulness, Farm Placements, Hair and Beauty, Barbery, Animal Care, Construction, Fishing | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Sensory Integration**

At Parkside School there is recognition of the sensory difficulties and challenges a pupil may face on a daily basis. There is a strong understanding how this can affect learning and behaviour and a focus of the Curriculum is to reasonably adjust all aspect of school life to meet the pupil’s sensory needs. Pupils may not often know how to cope with the different sensory input they receive. They have difficulty registering and organising sensory information. This makes it difficult for them to perform the many complex tasks necessary for learning and functioning in real life situations.

The Curriculum at Parkside House School places a great deal of emphasis on sensory integration and processing, allowing the pupil to thrive in an environment that aids learning and supports the pupil to organise and process sensory input, and to use that input to respond appropriately to a particular situation.

**Visual / Auditory / Proprioceptive/Vestibular Stimulation**

• Clearly displayed timetables (visual and interactive), which are capable of being changed on a day to day basis (as required by pupil needs);

• Keywords/Topic vocabulary clearly labelled, areas and resources clearly labelled with expectations and objectives;

• A range of resources are available to access and record across the curriculum;

• Discreet displays are used in classroom environments to avoid visual over stimulation;

• Emphasis is place on stepped instructions, which have no more than three steps or a more personalised approach; this is to allow for auditory processing and organisation;

• Establish and prompt eye contact with the pupil before speaking to them (but we do not ask for eye contact to remain focused);

• Teach and support pupils to ask for help on a regular basis and we also are constantly available to support throughout the school day;

• Break directions down into small steps and allow extra time for pupils to process them if needed;

• Regular verbal prompts are to increase alertness and return the pupil attention to task in hand;

• Monitor and limit the time that focused auditory attention is required;

• Consider classroom noise level and use stimulation through music or a visual/auditory clip;

• Use of levelled questioning and instructions to support pupil’s ability to access and respond.

Close attention is given to ensuring that a pupil’s education builds on previous learning. The greatest steps in learning take place when pupils can recognise the connections between one area of knowledge and another, so we actively look for opportunities for cross curricular learning whenever possible. Staff teams use high levels of communication to help plan progression through the school.

The curriculum has been set up to reflect the Key Stages based broadly on chronological age, but with an element of flexibility to address individual levels of attainment. However, it is our view that teaching must match cognitive ability regardless of learning stage. It is therefore teacher’s responsibility to ensure that all work is appropriately differentiated and that all allow appropriate time for consolidation of new skills learned.

**Differentiation**

Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in these class groups. In addition, it is well documented that pupils who have a range of complex learning needs and display social, emotional and mental health difficulties have a wide range of preferred learning styles: some work well in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer. To take account of these differences and the range of ability in any class, all staff at Parkhouse School have a responsibility, when planning work, to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner’s EHCP needs, current curriculum step of progress, preferred learning styles and Provision Map targets is also crucial, and these are recorded and communicated through the individual pupil profiles

**Social, Moral, Spiritual and Cultural Education**

At Parkside House School, we are committed to developing our students Social, Moral, Spiritual and Cultural Education. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson visits and the quality assurance of the curriculum. All curriculum areas contribute to the pupil’s spiritual, moral, social and cultural development. The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Young people should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others. Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School code of conduct, Values and classroom expectations should reflect, reiterate, promote the character development of all, recognise progress and provide opportunities to celebrate pupil’s achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

**Fundamental British Values**

The Parkside Park House School actively encourages pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at The Parkside House School, however, are also explicitly taught through assemblies, PSHE and through the pupils taking an active role in the school council. Specifically, we aim to ensure that pupils have an understanding and knowledge of:

 • How citizens can influence decision-making through the democratic process;

• An appreciation that living under the rule of law protects individual citizens;

• An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government;

• An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviours;

• An understanding of the problems of identifying and combating discrimination.

**Protected Characteristics in the Curriculum**

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination. At The Parkside House School it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.

At Parkside House School, all pupils are valued as individuals and supported to achieve their potential across all areas of the curriculum. Pupils are supported to reach the expectations for their age through carefully planned lessons that meet their individual and special educational needs. We strive to support all pupils to be the best they can be. The curriculum will remain as broad as possible for as long as possible.

At Parkside House School, we aim to reduce and remove inequalities and barriers that may already exist. No child should be disadvantaged. Curriculum opportunities are planned to show positive role models who have overcome barriers to achieve. This could include celebrating pupils that have triumphed over barriers and inequalities and celebrating the work and achievements of individuals from a range of different backgrounds, ages, ethnicities and genders who have achieved great successes.

At The Parkside House School we foster positive attitudes and relationships both inside and outside school. We play an active part in our community and work closely with parents and carers who are invited into school at regular opportunities to share in learning experiences and celebrate achievements. At The Parkside House School we follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention, and development, offering equal opportunities for all. Our staff are appointed regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

**Sunshine Class**

The Sunshine group consists of a mixed age group yr6 and secondary age yr8 pupils. The sunshine group has been established to adapt to the individual needs of the pupils. The underlying philosophy that pupils who are exhibiting SEMH behaviour are experiencing emotions and behaviours that are rooted in earlier developmental stages and are inappropriate for their chronological age. Furthermore, the lack of development cognitively has noticeable gaps in their learning. Meta cognition is low and engagement is lessons is difficult. This means that through previous non- attendance at school and the sequence of learning blocks means that the social and psychological foundations for learning are not laid down.

* Isolated and withdrawn from others.
* Craving affection, and making indiscriminate and short lived attachments.
* Pre-nursery behavioural features and immature dependent relationships.
* Limited or under-developed play/language/motor development etc.
* Underdeveloped social relationships; can’t share; resists control; interfering and disruptive; poor tolerance for frustration, disappointment or failure; may have temper tantrums.
* Resistive, manipulative and/or explosive behaviour in children who are in other ways underdeveloped and show features of dependency.
* Problems of attention to and concentration on age-appropriate activities in general.

At Parkside School students in the Sunshine Group are taught with a high level of staff support. Pupils in this group will offer distinct behavioural and educational challenges and much focus is put on education through social interaction, play and experiential learning, using personalised programmes of study. While they make progress in core subjects and enjoy thematically delivered studies, they learn social skills; turn taking; sharing; how to play formally and informally; etc. They enjoy a wide range of visits to support their studies, as well as learning to enjoy listening to stories, art and craft etc. For this reason, in Sunshine group secondary age pupils from Year 7, are taught using a primary model, with a high level of personalised programming around their specific interests and needs, which includes social interaction, problem solving and experiential learning to support their progress.

Academically there is still a particular focus on core subjects; a synthetic phonics programme supports reading, and a structured maths scheme offers personalised learning. They have a wide programme of educational visits to enhance their learning experience, enjoy drama and storytelling, take part in practical activities such as animal care, DT including cookery and sports. A key focus remains the development of their self-esteem and sense of personal well-being.

KS**4 and Post 16 Learners**

External Accreditation is personalised to the interests, needs and aptitudes of each individual pupil. Pupils at Key Stage 4 have access to a range qualification pathway across the core, foundation and vocational subject areas. Pupils are starting a Duke of Edinburgh award at Bronze. Pupils joining us in post 16 have the individualised opportunity to revisit qualifications and enhance their outcomes from Key Stage 4 study. Pupils also can engage in courses at local colleges with staff support from school where appropriate. Alternative provision is monitored to adhere to safeguarding and compliance.

Volunteering and work experience is a key aspect to our Post-16 Curriculum and strong links are being formed with our local community to ensure the pupils are given the experiences they need to progress in their chosen career.

**Work Experience, Vocational and Careers Guidance**

Parkside House School endeavours to provide all pupils with a range of opportunities to participate in a workplace environment. Careers education and guidance are taught through timetabled Careers Lessons during form time and PSHE/Citizenship. All pupils have access to tailored and external guidance.

**In Key Stages 3/4/5** the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. All 14+ pupils are provided with opportunities to engage in practice interviews and liaise with external guidance. This process also provides the specific information required to create individual transition plans. Pupils who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

Personalised learning is supported by Individual Personal Profiles to encourage pupils to pursue areas of interest and gain experience. Teachers, instructors and learning support staff provide valuable support and guidance as they support the individual pupil needs. It is the aim of the school that all pupils should leave the school with a suitable placement matching the individual’s ability and aspirations. The aim is for all Year 11+ pupils to actively apply for sixth form, college and apprenticeship placements whilst in their final year; for some pupils however, it may be agreed for particular reasons that they remain at Parkhouse School to complete Key Stage 5 with us.

For more information please see careers policy

**Impact**

Curriculum Impact Our School’s Curriculum will:

• fulfil all statutory requirements

• be based on National Curriculum definitions of subject breadth and progression wherever possible

• lead to qualifications that are useful for both employers and higher education

• enable pupils to fulfil their potential

• meet the needs of pupils of all abilities

• be delivered in a supportive, therapeutic environment

• provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines

• prepare pupils to make informed and appropriate choices at points of transition

• help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills

• include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence

• ensure continuity and progression within the school and between phases of education, increasing pupils’ choice during their school career

• foster teaching styles which offer and encourage a variety of relevant learning opportunities

• help pupils to use language and number effectively

• help pupils develop personal moral values, respect for religious values and tolerance of other races’ beliefs and ways of life

• help pupils understand the world in which they live

• meet the social, emotional and behavioural needs of our pupils

• incorporate a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils

• incorporate a key stage 4 curriculum which meets the needs of pupils, parents and wider society

• offers a post-16 curriculum which is not constricted by the curriculum of the school alone but incorporates other schools/colleges which maybe in partnership with the school

• benefits other secondary and primary schools in the area.