



PCT Education Services
Positive Progression for All

Curriculum Policy 2022-23

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Approved by: Headteacher	Sally Alden	
Approved by: Governor	Michael Millage	

Overview

PCT Education delivers specialist education across two school sites; both are registered to deliver alternative education to 18 students age 11 to 16. All our students have Educational Health Care Plans to support both their social and emotional needs and their academic progression. Each student develops their own unique Living and Learning Plan that identifies the different stages within their educational journey, socially, emotionally and academically, providing a clear baseline to progress from. PCT Education provides an individual approach to the curriculum allowing us to meet all students' needs alongside stretching the unique ability of all our students.

Individual Living and Learning Plan

Student's referral paperwork and individual Educational Health Care Plans provide baseline information, allowing us to assess a starting point for each student and set targets to promote personal progression. Most students have had sporadic education in the past; some have previously attended part-time or had extended periods away from education before joining our provision. They have often had multiple exclusions and consider themselves as school failures. Historic psychology reports state that this has also contributed to some of the barriers they have formed, affecting the building of positive relationships. The students' environment has often impacted on their journey; some have suffered trauma or lack boundaries. We work with parents to co-construct a holistic picture of where the child is, socially, emotionally and academically. Parents work through a timeline that identifies events that have resulted in barriers. Parents are expected to sign a partnership agreement before a child is offered a place. Education and home will work together to set agreed boundaries and meet set targets. By gathering information from students, and parents, we can accompany this with the views from individual EHC plans, past education settings and other professional documentation. This will form a starting point, highlighting gaps and needs, to map progression against, and provide all stakeholders with a clear baseline to set a supportive but ambitious curriculum that is robust and sustainable, taking the students confidently to their next stage in life.

Gaps in Education

Past parent/carer and student feedback suggests that our students are starting to feel part of a school and are no longer on the periphery of education, they have a sense of belonging and enjoy coming to school. Since we have been established, students have had the opportunity to make peer friendships and understand the skills needed to retain positive friendships. In the past, education was often delivered in isolation due to their behaviour or risk to other students; we genuinely believe that young people need to be shown what is expected and given the opportunity to develop the skills required safely. Staff model and positively reinforce clear boundaries, promoting acceptable behaviour. Before joining us, students have been left with significant gaps in their social, emotional and academic development, and these gaps affect all aspects of progression and interaction. Students find it hard to interact and have little or no understanding of empathy, respect for others or working cooperatively. When students join our school, they often have the same narrative; detailing little encouragement, few or no positive role models and little reason to be motivated about their future. Part of PCT Education's core values is to provide our students with a broader curriculum in order to prepare them for opportunities and responsibilities ready for the next stage of their lives. We offer experiences that will equip them with an understanding of risk and the skills necessary to make safe, informed choices. This is achieved through daily positive reinforcement, in-line with the whole school code of conduct (see school behaviour

management policy) and our whole school PHSE scheme of work, which runs through the core of our school and is embedded in every subject.

Social and Emotional Learning

Addressing negative behaviour fundamentally keeps people safe, but it is also essential to develop a seamless way to address the gaps in social and emotional development. Hence, students are better equipped to manage life changes. Some schools promote academic achievement as their overall objective and see this as more important than building emotional intelligence and equipping students with the ability to participate in society. We believe that until these gaps are addressed, students will not be provided with crucial life skills such as: keeping themselves safe, developing motivation and aspirations, and encouraging a learning mind-set. We believe social and emotional learning should have as much emphasis in the curriculum as other subjects, if not more.

Students' Entitlement

PCT Education believes that all students are entitled to a curriculum that includes a wide range of learning opportunities, this will provide out of the box creative ways for students to meet their individual learning targets alongside stretching their engagement and learning ability, leading to progression.

Students' entitlement across PCT Education ensures that students are provided with continuous opportunities for life, skills for work and academic achievements in all core subjects, alongside the development of their Social, Moral, Spiritual and Cultural Well-being.

PCT Education provides a broad and balanced curriculum that supports core learning, as well as providing an environment where students' experiences will allow them to develop the skills to overcome future barriers making them more resilient, helping the student's future sustainability.

PCT Education has yearly overviews in each subject area with individualised schemes of work, tailoring lesson planning to suit needs. Subjects are delivered by highly qualified teaching staff with up to date subject knowledge. Learning is reactive to need as well as following core subject criteria in-line with national standards and leading to accreditation that supports future progression. The curriculum is delivered with an embedded ethos that promotes social and emotional learning including in-depth PSHE into all that we do, promoting self-esteem, respect for others, building and maintaining positive friendships alongside identifying personal responsibilities.

Students are entitled to achieve accreditation in-line with their peers in mainstream settings. PCT Education encourages and supports students to maximise their individual potential and gain certification at the highest level possible. We provide functional skills accreditation, allowing students to gain accreditation in English, Maths and ICT. The broader curriculum offers ASDAN awards relevant to the subject area, employability and life skills. Students can gain AQA unit awards in all areas, promoting participation alongside giving students confidence in their ability to achieve and progress. All

accreditation links to students' future aspirations and provides them with the skills and certification to progress on to the next stage in their learning journey.

Curriculum and Timetables

Our curriculum has two main objectives:

1. The focus on the social and emotional development of students, providing them with the skills to actively participate in society. This is evident in all we do and is core to the PCT Education's ethos.
2. To provide accredited learning that maximises students' potential, building on strengths and interests that promote motivation and increase self-esteem. Students are given the core skills to succeed in life and the ambition to want to.

The curriculum is delivered through a timetable that provides a broad range of subjects and embedded extra-curricular opportunities.

Whole Lesson Approach

A classroom approach that covers all main subjects: Science, English, Numeracy, History, Life Skills, Geography, PSHE, British Values, RSHE, and Physical Education. This is teacher-led and planned and differentiated to students' needs. PCT Education uses group lessons to build knowledge in each subject area alongside learning valuable skills such as respect for others, empathy, listening skills, taking responsibility, working together, building friendships and motivation. Core subjects such as English, ICT, Math's and PSHE are also embedded across the curriculum alongside other subject areas and lesson objectives. This is also used as a platform to continue during one to one learning times. All subjects are planned but allow for flexibility, adding relevant subject areas and topics to the timetable to meet current needs and interest.

Core subjects

Having small group learning opportunities provides individual focus so gaps in knowledge can be addressed, alongside stretching the ability of all students. Information is taken to identify a baseline assessment allowing teaching to be pitched at the appropriate level. Students undertake assessments at the end of a scheme of work so to inform knowledge gained and to direct future schemes of work, building on knowledge learnt and knowledge needed.

Long and short progression projections are planned within the yearly subject overview and the individual schemes of work providing students with a framework for their learning journey. Thus allowing them to know where they are going and how they can get there, as well as being able to celebrate how far they have come. This is recorded within the students' individual scheme of work feedback section that students can refer to when needed. The student and keyworker have a mentoring session once a week to reflect on positive and negative choices, progression and discuss any concerns arising.

Enrichment (Individual Learning Opportunities).

The timetable also provides the opportunity for students to participate in individual

learning opportunities of their choice. This could include horse riding, mountain biking, mechanics, fishing, electronics, gardening and art and craft projects, music or sport as well as catering and other work experience. Once a student has identified an area of individual interest, it is incorporated into their timetable, providing social learning opportunities alongside specific subject knowledge. More importantly, it builds their interest, raises motivation and inspires future aspirations. This allocated time within the timeline also provides students with time away from the school building and class to focus on what is important to them, whilst also giving them the confidence to engage in the wider community, preparing them for future progression routes

Feedback to Learners

Students receive feedback on their learning objectives and their individual targets at the end of each lesson. This provides fresh feedback and helps address negative social and emotional behaviour before the next lesson starts; coins are awarded for positive behaviour, good choices and meeting learning objectives. At the end of the day, all staff meet to address any health and safety concerns ready for the next day. This also provides an opportunity to identify what worked well, what didn't and how to improve tomorrow. Student mentoring feedback provides a valuable platform to set new targets and allows targets to be student-led; this also provides staff with the information and opportunity to react to need as soon as it becomes apparent.

Students have ownership over their behaviour log, and this forms part of the reward system at the end of each week. Students have a weekly mentoring session with their keyworker allowing them to go over their feedback and address any concerns alongside celebrating and rewarding their achievements. Academic feedback is recorded on the student's individual schemes of work daily. A copy is kept in the front of the students' subject folder, and feedback is related to the lesson objectives and the marked work completed, giving students up to date feedback and ownership.

Subject Delivery

Mathematics

PCT Education delivers functional skills accreditation in Math's at entry levels 1, 2 and 3, then on to levels 1 and 2. All levels are comparable to GCSE grades, with level 2 being equivalent to a 4-9 grade. The reason we focus on functional skills is that it provides the core practical skills needed to succeed in life. Our students have significant gaps in their knowledge and therefore lack confidence and motivation. Using functional skills fits into all subjects alongside providing the ability to individually tailor the learning, meeting the individual need of the student; it is also an acceptable accreditation for entry to college. This allows our students to work at the appropriate level, building their knowledge and stretching their ability within the subject. We use an ICT based program (BKSB) to support learning, which allows students to log on and undertake an assessment. The student can then identify areas needing improvement and working alongside the teacher; they can set targets and work towards them at their own pace. Learning is undertaken in-line with the timetable and covers both one to one work and small group learning. Once gaps are identified, math's can be delivered in several out of the box creative ways

allowing all students the opportunity to progress. We currently offer an AQA math's accreditation that runs alongside the BKSB and functional skills providing students with two forms of certification.

English

English is delivered across the curriculum using all subject areas to promote learning opportunities. Students work on speaking and listening skills, reading and writing skills alongside main functional areas. This is embedded across the curriculum and develops the students' language and vocabulary. We also deliver English as a set subject using functional skills. This is accredited several ways, the AQA award and ASDAN accreditation working alongside the functional skills BKSB online resource. Both are delivered in small group lessons and one to one when needed. During lessons, the students can use BKSB to assess their starting point; this provides information that informs the yearly overview and schemes of work. English is delivered three times a week in small groups and pitched at the appropriate level. Reading is set on the timetable and encouraged through the timeline and for pleasure. Staff read to students and students to staff; this forms a core part of the English curriculum as we identified that this is key to accessing and progressing in all subject areas. Individual targets are set and feedback is given after each lesson, allowing students to progress at their own pace as well as stretching their ability and future potential.

History, Geography and Science, ICT.

These subjects are delivered in teacher-led lessons. To maximize engagement, students' work towards ASDAN accreditation and AQA awards. Themes are also created using current events and local knowledge, keeping learning relevant to the students' lives and the world around them. History and geography are delivered through themed projects. All subjects build on knowledge and interlink with other subjects such as British Values and Maths and English. PSHE/personal development and SMSC are integrated at every opportunity. Schemes of work are developed at the beginning of each half term and cover six weeks outlining the objectives in-line with ASDAN criteria and the yearly plan. They also show how they will be covered and delivered. Each student has a copy of the requirements they need to cover that coming year and what students' expectations should be at the end of the year. Teachers produce a scheme of work in their subject areas, and students have an individual scheme of work in their work folders, where feedback is recorded daily. This gives an overview of engagements and learning achievements. This will be RAG rated, allowing students and staff to see at a glance where they are and where they need to get to. Lesson plans will then be developed over time, meeting individual needs. Our school values and ethos will have a strong presence across lessons as well as throughout social, emotional and learning opportunities.

PSHE/ Personal Development including British Values

PSHE covers a number of topics under the Relationship and Relationship Sex Education Curriculum (all refer to Rel RSE & HE Policy).

Personal development is embedded in all that we do. The curriculum is designed to enable students to discover and develop their individual interests and talents. This will raise aspirations and motivate students to take pride in their achievements and form a

more positive attitude to learning. Students, therefore, become more confident, developing character, resilience and independence. Students are shown how to assess risk and identify consequences giving them the skills to stay safe, both mentally and physically.

Each class displays the whole school code of conduct so students and staff can refer to this, reinforcing appropriate behaviour and respect.

Personal Social Skills (PSS) is an accreditation awarded by ASDAN, allowing students to work towards a certificate or a diploma. PSHE is embedded in the school core values and ethos also covering all elements of social development, including life skills and political literacy. This is delivered via group lessons allowing students to debate and share ideas. This provides valuable opportunities to build positive social skills. PSHE also links to other subjects and relates and reacts to current events. PCT Education celebrates the magic of difference - difference at home, school and in our wider community. We consider this a rich, interactive learning tool, allowing students to learn and relate to other students and other cultures. Our Social, Moral, Spiritual and Cultural focus is encouraged through enrichment and also feeds into our PSHE timetable.

This covers student's well-being, where students have the opportunity to address bullying, racism, stereotyping and other forms of discrimination. Students learn, respect and tolerance for others and positively challenge each other's beliefs. The broader context looks at British values and promoting equality and diversity so students can be active citizens contributing positively to society. Students can participate in community projects alongside exploring living in modern Britain, understanding democracy and how the law works. PSHE also covers religion and exploring different belief systems so students can understand and respect multiple faiths and understand how different faiths contribute to modern Britain.

Relationships Education, Sex Relationships Education and Health Education.

The delivery of this curriculum takes a “whole-school approach” aligning the Rel/RSE/HE curriculum with all other curriculum areas and safeguarding.

The new curriculum aims to develop personal attributes including kindness, integrity, generosity and honesty.

Sex education is delivered across all year groups and appropriate to need. Using a group lesson approach, we allow students to debate and approach the subject in an open and mature forum. Specific topics such as gender, puberty, relationships, safer sex and making positive choices including same-sex relationships, cross-gender, giving consent, and understanding and accepting difference. Students have built up trusting, adult relationships with staff and the school provides a safe environment for them to ask questions and seek support around sex and health education. This subject also feeds into life skills and supports areas such as basic hygiene, body image and respect for others, as well as looking at child on child abuse and meanings around consent and positive relationships. This is also linked to ICT and staying safe online as well as PE and learning how to stay healthy. Life skills explore eating healthily and make positive life choices. Having individual keyworkers and an enrichment team provides students with the opportunity to discuss any issues one to one if needed. Topics delivered across

the curriculum will include:

Relationship Education (Including Relationships and Sex Education) in this school has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- Learning about the nurture of children.
- Learning the value of and demonstrating respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing skills, including negotiation and decision making.
- The importance of permission seeking/consent and giving, in relationships with friends, peers and adults.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- Learning to manage emotions within relationships confidently and sensitively, including off and online.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.
- Making informed choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Knowledge and Understanding

- Know the key facts about puberty and the changing adolescent body, particularly from ages 11 through to age 14, including physical and emotional changes. (Health Education)
- Learn about menstrual wellbeing including the key facts about the menstrual cycle. (Health Education)
- Learning about reproduction, human sexuality, gender identity, personal health, emotions and relationships.
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies

Health Education Delivery

Health Education will take a whole school approach, being embedded in all subject areas. The following topics will be timetables and covered within the PE and Life Skills curriculum, working closely with the PSHE lead, making sure subject content is not duplicated.

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Basic first aid
- Changing adolescent body (PSHE)

Knowledge of safeguarding and child protection is of high importance to all our students, so the following topics will be explored annually with all year groups.

- Issues related to consent
- Child on child abuse
- Definitions\choices
- Grooming, CSE, domestic abuse, FGM
- Honour based abuse
- Unhealthy/abusive family relationships
- Internet/online safety
- Contextual safeguarding
- Abusive intimate relationships

There is clear communication between the safeguarding lead and teachers in raising awareness of the potential impact of this curriculum for some students. A letter home will outline the content of the curriculum. Parents have the right to request their child's withdrawal from part or all of the Sex Education curriculum only. This request is made to the Head Teacher.

Life Skills and Future Aspirations/ Employability

Life skills cover a number of topics under the Health Education Curriculum (see above and refer to Rel RSE & HE Policy)

PCT Education values the importance of life skills and future preparation. All year 10 and 11 students have lessons in Employability, and all students have lessons in the kitchen. This includes preparing lunch for their classmates, budgeting for meals, cooking, healthy eating and making changes to undertake a healthy lifestyle, including nutrition. Students also learn domestic duties and how to live independently. These learning opportunities work alongside PSHE lessons that include budgeting for running a home, paying bills, and how to get a mortgage, or looking at rent contracts alongside what tax we pay and how it is deducted. This subject also covers post 16 options providing dedicated time for students of all year groups to start to work and plan for their future. This allows us to source work placements or finds areas of interest that can be built into individual timetables. Visits to college and exploring apprenticeship opportunities also form part of this lesson. Students follow an 'Employability' ASDAN accreditation that explores a range of post 16 opportunities. Students are encouraged to explore several options and visit

all local colleges and alternative provisions and attend taster days around vocational possibilities. We have a level 4 IAG advisor at school that provides one to one advice on future opportunities.

Physical Education

Physical Education follows the health education curriculum. (See health education above & Rel RSE & HE policy).

All students have a local gym membership that allows them to do swimming and use the hall for team sports. This is timetabled in enabling all students the opportunity to have offsite physical education. Students are also encouraged to use their membership in the evenings and holidays, promoting positive activities and extra-curricular engagement. The timetable also includes WILD, our woodland project that allows the student to take their learning outdoors. The school also has a large field at one site and an outside area at the rear to the other, students can use this for football and other team sports. Basketball courts are less than 200 yards away from one school that we use them regularly. We also have a school minibus and two cars allowing students the ability to access a number of community facilities

WILD Project

The objective of the project is to take the learning environment outside the classroom and encourage young people to use their imaginations and explore the world around them. WILD is situated in the centre of the countryside. We have 25 incredible acres of woodland and the access of a working farm with chickens, ducks, pigs, goats and horses. The farm also provides a great learning environment, allowing young people to spend time with farm animals alongside learning about the day to day workings of the farm. Students can build a chicken coop and have the responsibility of how to take care of an animal. Students can grow their own vegetables alongside having lessons on what the farmer is growing in the fields. The farm also provides a peaceful and safe environment for young people to explore and connect with nature.

The programme coordinator is a member of staff and fully experienced in delivering and developing bush craft skills and has a wealth of knowledge of working with young people that struggle in mainstream education. The woodland part of the project follows a set programme and, is supervised at all times;

- Learn how to help maintain the local woodland
- Understand rules and team charter, so the wood remains a safe environment to work and have fun
- Team building, low rope challenges, rope bridge
- Learn to overcome obstacles using initiative and teamwork
- Using basic hand tools to create camp and improve survival skills
- Lighting fires with flint, steel and fire strikers, turning green wood into useful and decorative bushcraft items
- Using basic hand tools to create camp and improve survival skills
- Set up a hammock and also a fire pit
- Learn how to prepare and cook wild food safely outdoors
- Learn how to build natural shelters using locally sourced materials

- Plan a sleepover and stay in your finished camp

WILD at the wood is also available for one-off sessions and subject lessons outside the classroom. Classes can be delivered in small groups or one to one dependent on need. All aspects of Wild is accredited, and risk assesses. (See WILD project for full information.)

Art and Music

PCT Education's enrichment team provide a creative education that offers students the opportunity to participate in community projects like the carnival and graffiti project. Students also have the chance to do model making, arts and crafts, comic scripts and project-based activities. Art forms part of our enrichment sessions delivered once a week, and work is often displayed around the school; Art is also embedded across all subject areas. A music teacher joins us twice a week and students have the opportunity to learn an instrument or sing and complete AQA in areas of interest.

Home Learning

All students have their own laptops provided to them, and the curriculum is fully accessible online in the event of the school having to close due to Coronavirus restrictions.

Behaviour Management and Positive Reinforcement

PCT Education believes in positive reinforcements and providing positive energy for appropriate behaviour. We give NO power to negative behaviour and set clear boundaries and consequences for breaking the rules. We believe behaviour is a communication tool used by young people to express their emotions and addressing just the action will not eradicate the cause. Behaviour is just a feeling you can see. By using the student's Individual Living and Learning plan, we can identify the issues and the feelings behind the behaviour. Modelling appropriate behaviour is fundamental to our ethos. This is not just the teacher's role; this is everyone's role. Students are learning all the time, and most behaviour is learnt behaviour. Therefore, our ethos is to lead by example, be passionate about what we teach and stand true to our values and beliefs. Please read PCT Education's Values and Beliefs and our Behaviour Management policy.

Students' feedback and progression

PCT Education continues to be ambitious with its curriculum as we are aware that the knowledge students' gain with us will help equip them to succeed in life. We seek students' feedback twice a year formally; this is carried out using an independent person. The information guides future delivery. They want to provide opportunities that will support individual career options, so we seek feedback from past and present students informally so we can keep learning relevant and outcome-focused. We give feedback to students daily at the end of each lesson and weekly through a one to one mentoring session. This promotes the students' voice and allows them to take ownership of their

learning journey. Students have access to feedback in their living and learning plan, so they know where they are and how far they need to go to achieve their targets. Students have the opportunity to try new things through an individual timetable which promotes motivation and gives them direction. All students have a social, emotional and academic target they are working towards. We can use this to work holistically, working towards students being fully ready for the next stage of their education, employment or training, and ensuring they leave feeling like an active member of society.

How the Curriculum Feeds Into the Whole School Approach

The Holistic Curriculum Framework

This curriculum framework (appendix A) and the student's individual Living and learning plan framework (appendix B) provide the school with a holistic way of addressing and progressing individual needs. Both are focusing equally on social, emotional and academic needs and how to progress a student from their baseline.

The holistic framework helps to measure and to monitor student behaviour, using risk assessments and regular target setting into a feedback cycle. Feedback is an essential part of the students' journey and forms part of our holistic curriculum; this provides us with a model that allows a bespoke but fluid timetable, and the ability to meet individual need, alongside having the value of group lessons for student social development and interaction. All staff participate in daily and monthly meetings, providing the opportunity for the whole school to engage with students learning and feedback. Parents are also a critical part of our feedback process; through the parent work carried out by the enrichment team, information can be shared and help provide relevant up to date information. This allows staff to address concerns, and be reactive to learners needs such as e-safety, anti-bullying or personal hygiene, or more serious issues like safeguarding and need for early help or social services support.