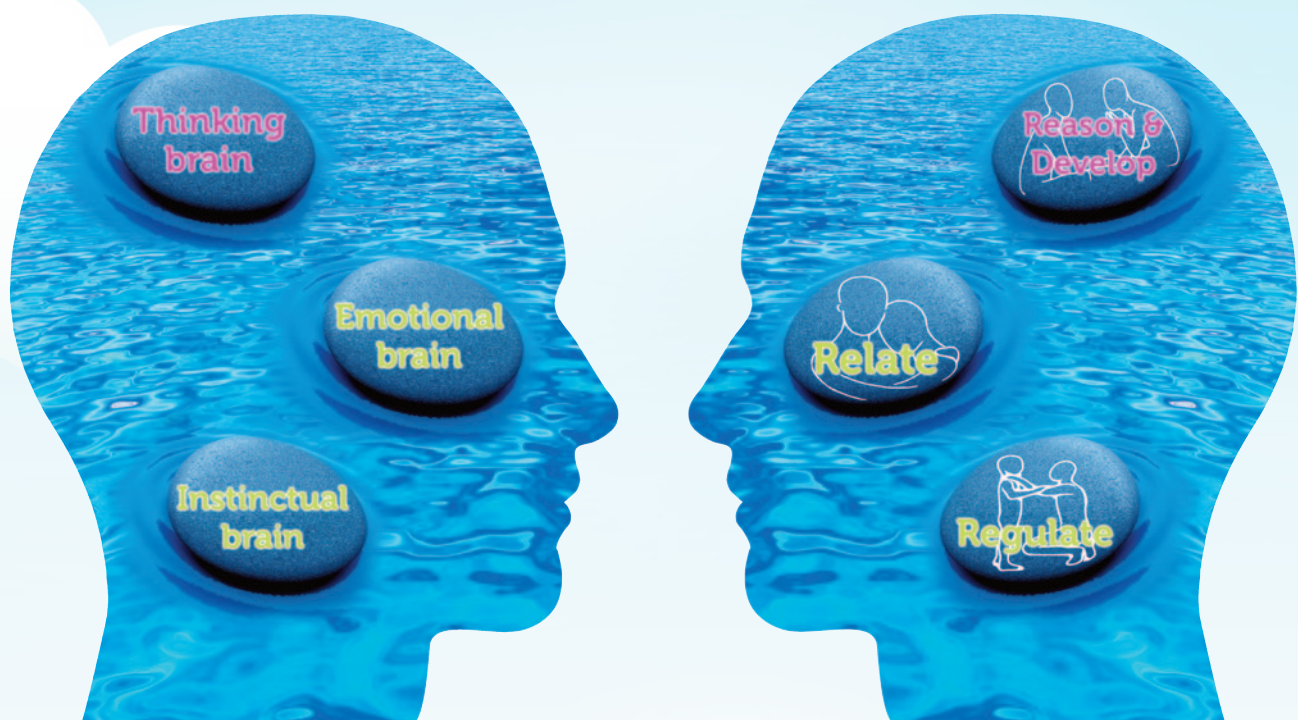




*“Most students come to school ready to learn. Others come to learn how to be learners. Some come to school to be cared for and loved.”*

[www.tipbs.com](http://www.tipbs.com)



## The Instinctual Brain

The primitive part of the brain that is concerned with our **physical systems**. During traumatic events (or when memories are triggered) this part of the brain takes over to keep us safe.

## The Emotional Brain

Concerned with emotions such as sadness, joy, anger and anxiety. When using this part of the brain we can only think of ourselves and need to defend ourselves. Leads to a fight, fright or freeze.

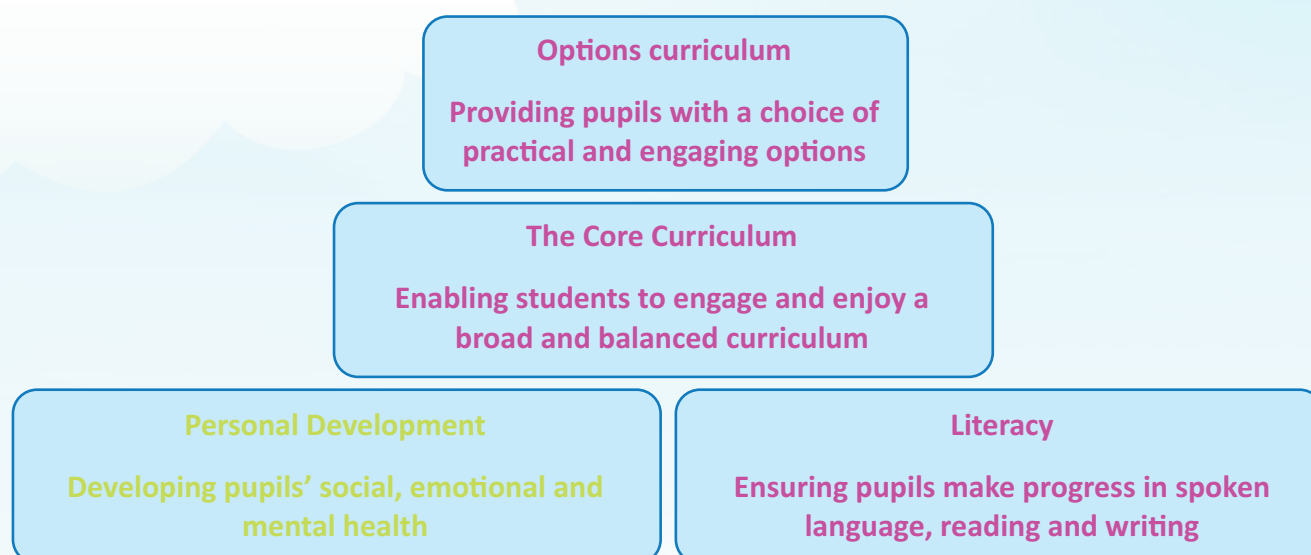
## The Thinking Brain

Enables us to develop new skills and problem solve. The thinking brain is used when developing relationships and when looking ahead to the future.



## Our curriculum model

Our curriculum is **developmental not chronological**: it is based on where a child is in their development, not which year group they are in. Pupils are assessed on entry in a range of ways, and their work is tailored to their current stage of academic learning and SEMH development. For many of our pupils, their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first building block in their learning journey. Our curriculum model also recognises the importance of having a strong academic core: for us, this means focusing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed. In Key Stage 4 it is also important we provide opportunities, where appropriate, for pupils to experience a range of practical subjects and offer an element of choice. This is offered through our options curriculum and aims to provide pupils with a range of subjects and possible pathways to post 16 progression.



## Intent

Our KS4 curriculum is designed to:

- Engage all pupils in learning
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupil's social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all pupils to make healthy and safe choices
- Support pupils to make positive decisions about their future and next steps
- Ensure that all pupils leave with at least one qualification, no matter when they join us
- Ensure that the majority of our pupils achieve a qualification in English and Mathematics
- Ensure that it is possible for all pupils to achieve five passes at level 2, and that there are other pathways at other levels for pupils for whom this is not appropriate



## Implementation

Pupils in KS4 take the following subjects, and are able to work towards the following qualifications:

<p><b>Spiritual, Moral, Social and Cultural (SMSC) development</b></p>	<ul style="list-style-type: none"> <li>We have put SMSC 'at the heart' of our curriculum. It is the over-arching umbrella that encompasses personal development across the whole curriculum. In addition to being delivered in all lessons our nurture breakfast times have an SMSC focus question to be discussed/debated over breakfast.</li> </ul>
<p><b>Literacy</b> Ensuring pupils make progress in oracy, reading and writing</p>	<ul style="list-style-type: none"> <li>All students access literacy support through lessons and targeted interventions as appropriate from the intervention menu. We are involved in an oracy project with Voice 21 to develop all children's oracy skills. All KS zones have their own comfortable library area and children's reading and reading comprehension is supported by a reading buddy system to complement interventions.</li> </ul>
<p><b>English</b> <b>AQA English Language</b> Core Curriculum</p>	<ul style="list-style-type: none"> <li>Where appropriate pupils will follow a GCSE syllabus, with the aim of taking the exam at the end of year 11.</li> <li>Pupils may take functional skills and entry level exams where appropriate, at any point in KS4.</li> </ul>
<p><b>Maths</b> <b>Pearson Maths</b> Core Curriculum</p>	<ul style="list-style-type: none"> <li>Where appropriate pupils will follow a GCSE syllabus, with the aim of taking the exam at the end of year 11.</li> <li>Pupils may take functional skills and entry level exams where appropriate, at any point in KS4.</li> </ul>
<p><b>Science</b> <b>Gateway Science</b> Core Curriculum</p>	<ul style="list-style-type: none"> <li>Pupils will work on units from the Gateway Applied Science syllabus. They will aim to work towards the Level 2 Award in year 10, and the Level 2 Certificate or Diploma in year 11. If year 10 students are not yet ready for Level 2 they will work towards Level 1 in year 10, and Level 2 in year 11.</li> </ul>
<p><b>IT</b> Core Curriculum</p>	<ul style="list-style-type: none"> <li>All children are taught applied IT skills including the use of Microsoft Office programmes via other subjects as appropriate.</li> </ul>
<p><b>PSHE</b> Core Curriculum Personal Development</p>	<ul style="list-style-type: none"> <li>Students can also opt to take a functional skills course.</li> <li>Pupils work on units from the NOCN course. If pupils are with us for a full year, they should achieve two qualifications in that year, one at level 1 and one at level 2.</li> <li>Pupils' PSHE curriculum includes a comprehensive careers programme, as well as Relationships and Sex Education.</li> </ul>



<b>Physical activity</b>	<ul style="list-style-type: none"><li>• All students have access to physical activity every week</li><li>• All students also have regular opportunities throughout the week for physical activity including through structured activities at break and lunch time and use of the Gym and enrichment time</li><li>• Our intervention menu includes Sports intervention and the use of sensory circuits</li></ul>
<b>BTEC Home Cooking Skills Level 1/2</b> 500/8084/2 Options Curriculum	<ul style="list-style-type: none"><li>• All pupils will have opportunities to prepare home cooked meals and gain a qualification at Level 1 or 2</li></ul>
<b>CACHE Level 2 award Child Development</b> NCFE 6006641 Options Curriculum	<ul style="list-style-type: none"><li>• Pupils can choose to take child development as part of the options curriculum offer</li></ul>
<b>Art &amp; Design Level 2 Certificate</b> NCFE 50089882 Options Curriculum	<ul style="list-style-type: none"><li>• Pupils can choose to take Art &amp; Design as part of the options curriculum offer</li></ul>
<b>ICT</b> NCFE level 2 Functional Skills 603/2831/9 Options Curriculum	<ul style="list-style-type: none"><li>• Pupils can choose to take ICT as part of the options curriculum offer</li></ul>
<b>Exercise, Health and Nutrition</b> 500/8516/5 NCFE Level 2 Certificate in improving personal exercise health and nutrition Options Curriculum	<ul style="list-style-type: none"><li>• All pupils have regular opportunities throughout the week for physical activity and use of the Gym</li><li>• Pupils can choose to take sport as part of the options curriculum offer</li></ul>
<b>Personalised Vocational Offer</b>	<ul style="list-style-type: none"><li>• In partnership with Skegness Tech and Retford College</li></ul>



<p><b>Off Site Learning</b> Personal Development</p>	<ul style="list-style-type: none"> <li>• Pupils may have the opportunity to take part in other activities to enhance the curriculum and provide opportunities for personal and social development. This will depend on pupil interest to ensure that staffing is viable</li> </ul>
<p><b>Work Experience</b> Personal Development</p>	<ul style="list-style-type: none"> <li>• Pupils will have the opportunity to complete a work placement</li> </ul>
<p><b>Enrichment</b> Core Curriculum</p>	<ul style="list-style-type: none"> <li>• Our curriculum model reflects the importance of enrichment in our children's school lives. We have dedicated curriculum time for enrichment, ensuring our students experience success through a range of activities and learning experiences. This may take place in classes, in key stages or across key stages in 'families'. We work on developing relationships and building cultural capital in our young people. Activities are tailored to our students and may include but are not limited to climbing, equine intervention programmes, sports, yoga, music and bushcraft.</li> </ul>

## Impact

We will measure the impact of the curriculum in the following ways:

- Observations of learning
- Student voice
- Attendance
- Analysis of student progress data
- Qualitative data on student progress (e.g. through pupil learning journal)
- Quality assurance of PSHE curriculum
- Observations of learning in PSHE lessons
- Analysis of behaviour data
- Analysis of progress in reading and maths standard scores
- Number of students successfully reintegrated to the next phase of their education
- Number of students who have fully completed the Springwell one-to-one Careers programme
- Number of students with a positive destination to go to from year 11
- Number of students still in that positive destination 6 months later
- Individual schools awarded the Gatsby Careers Quality Mark
- Number of students who leave with one qualification
- Number of students who leave with a qualification in English and Mathematics
- Number of students following a GCSE pathway
- Quality assurance of appropriateness of curriculum offer and qualifications available for students not following a GCSE curriculum
- Quality assurance of additional subjects on offer in each school
- Number of students who leave with five qualifications