

Curriculum Policy



PRESTON BRIDGE
SCHOOL

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1. Curriculum Intent

At Preston Bridge School we are proud to use an individualised learning approach catered to each student's needs, interests and intended outcomes. Through our ambitious and unique method, our intention is to ensure that a majority of students who attend Preston Bridge School learn the necessary academic and life skills to prepare them for their next step towards independence, either towards further education or employment. In so doing we aim to design individualised curriculum maps that combine discreet learning around the areas of English, Maths and PSHE; with other subject disciplines integrated within project-based learning centred on their interest, passions, and desires. Through this approach, our intent is to develop a broad level of skills, knowledge, fulfilment, and personal wellbeing in order to prepare them for further education or employment. Our curriculum aims to – above all – provide students with a sense of value alongside the necessary skills to transition to their next step of their journey.

We have adopted a strong three 'intent phase' model based on our experience and knowledge of child development which is driven by the research of such thinkers as Dan Hughes. These three intent phases are as follows 'Overcoming Barriers to Learning', 'Becoming Skilled' and 'Contributing to Community'.

While students can move through, within and sit in multiple phases at once, all students – at any given point in their journey through Preston Bridge School – will have a predominant category which forms the intent and the implementation of their individualised curriculum. The intention of each phase are as follows:

- 1. Overcoming Barriers to Learning** all our students who start at Preston Bridge School have a barrier to learning for a multitude of reasons. For this reason, all students – irrespective of their age when entering Preston Bridge School – will sit firmly within this phase in order to work towards the following aims:
 - a. To begin to understand their talents, interests, and desires
 - b. To begin to positively engage meaningfully with others
 - c. To begin to utilise fundamental skills in reading, writing and math
- 2. Becoming Skilled** – As students begin to understand and overcome their barriers to learning, the intentionality of the curriculum will focus more on learning the necessary discrete skills to achieve the following aims:
 - a. To use their interests, talents, and desires
 - b. To meaningfully contribute towards their own learning as well as the learning of others
 - c. To actively use and begin to master fundamental skills in reading, writing and math
 - d. To begin building skills which contribute towards qualification achievement
- 3. Contributing Towards Community** – Where students are focused on this phase,, the intention of the curriculum becomes more discretely focused on preparing them for their chosen destination and seeks to achieve the following aims:
 - a. To understand how their unique interests, talents and desires can develop their cultural capital within their community
 - b. To proactively develop their learning and that of others
 - c. To master necessary academic skills relating to their chosen qualification routes including reading, writing and math
 - d. To proactively engage with community in working towards their chosen destinations.In laying out these intent phases, the curriculum ultimately serves to facilitate a transition whereby children can recognise, foster and develop their own potential to reach their chosen destinations.

2. Implementation

There is a total of twenty five teaching hours a week. The core curriculum at all stages has a minimum fifteen hours of direct and/or discreet teaching: five hours for maths, English and PSHE. The delivery of PSHE is divided into unit work as well as the application of life skills throughout the day such as during the settling in period and lunch. The remaining ten hours is allocated towards project work and physical education.

Qualifications that are offered at Preston Bridge are as follows:

Qualification Area									
Literacy			Mathematical			Sciences	Arts	Humanities	Physical
Entry Level 1 (all)	Entry Level 2 (all)	Entry Level 3 (all)	Entry Level 1 (all)	Entry Level 2 (all)	Entry Level 3 (all)	Entry Level Certificate (all)			Entry Level PE (EG)
Functional Skills Level 1 (all)	Functional Skills Level 2 (all)		Functional Skills Level 1 (all)	Functional Skills Level 2 (all)			BTEC Music (LJR)		BTEC Level 2 Esports (LR)
GCSE English Language (EG, LR)			GCSE Mathematics (HG)			GCSE Combined Science (HG)	GCSE Photography (LJR)	GCSE History (LR)	Performing Arts (CR)
GCSE English Literature (EG, LR)			GCSE Statistics (HG)			GCSE Biology (HG)	GCSE Art and Design (LJR?)	GCSE Geography (LJR, LR)	DoE (KS)
						GCSE Physics (HG?)		GCSE Humanities (LJR, LR)	GCSE P.E. (EG)
								GCSE RS Studies	

Below is outlined – in a chronological manner – the implementation and impact of the curriculum at Preston Bridge school, starting with the *induction*, and moving through the curriculum ‘intent phases’.

Induction/Baseline Period

At Preston Bridge School, we work hard to understand the whole picture of each student. When a student enters the school, we aim to establish a ‘contextual baseline’ where staff aims to establish the complete context of *who that child is from a holistic perspective*. This is determined by taking into consideration the combination of information before they start at Preston Bridge school alongside the data gathered in a four week induction period which includes the following areas:

1. **Fulfillment** – At Preston Bridge School, we recognise that all of our students have struggled in their previous contexts, both educational and personal. This often becomes a main barrier to learning in that they struggle to engage with academics given their difficulty to regulate their emotions in a range of contexts. Therefore, upon entry, we concentrate on this aspect of their learning first by focusing on the ‘Overcoming Barriers to Learning’ *intent phase* in their curriculum maps. In so doing, we accept that their academic progress initially may be slow as we work on helping them to *feel safe, comfortable and develop skills to regulate their emotions*. In measuring their progress in this area, we baseline them using the following data:
 2.
 - a. **Wellbeing** – During the induction period, the student is given a Boxhall profile assessment which determines specific objectives and frames some of their engagement activities. They are reassessed each term.
 - b. **SDQs (Strength & Difficulties Questionnaire)** – This sits alongside the Boxall profile and provides a quantified score to give an indication of how they feel. This is also reassessed termly.
 - c. **Behaviour Data** – we closely monitor the frequency and severity of their behaviour in order to identify how particular programmes are helping with their emotional regulation.

As outlined in our Behaviour Policy, we aim to treat all behaviour as a form of communication. Therefore, this data is vital in assessing their progress and forms part of their baseline by understanding their behaviour patterns/trends in the initial induction period as we slowly introduce routine, structure and challenge.

- 3. EHCP Milestones** – All students at Preston Bridge come with an EHCP which have proposed outcomes. Each term, we prioritise the outcomes which are most relevant including during the induction period and break them down into *concrete, measurable milestones which are captured in our system called Bridgelink*. Here, staff are able to quantifiably note when students demonstrate particular skills, relating to emotional regulation, engagement, academics and a variety of skills in independence. Importantly, the milestones relating to the select EHCP outcomes are determined collectively by all stakeholders during the induction review period. EHCP milestones progression helps staff to form programmes to meet all the intent phases outlined in their curriculum maps.
- 4. Academic Baseline** – As outlined in the curriculum intent, we primarily aim to help students progress in the areas of English, maths and PSHE for which we teach discreetly. In order to frame their individualised targets in English and maths, we baseline the students either by giving them a *Wrat-5* assessment or through teacher assessment if the student show anxieties around taking tests. In both instances, we aim to establish age equivalency in order to frame the level of their curriculum. This also allows staff to determine gaps in their learning and frames targets that form the programmes in the ‘closing the gaps’ section of their curriculum maps.

Following the completion of this baseline, an induction review will take place in order for key stakeholders to agree on the following pieces of documentation:

Implementation of ‘Overcoming Barriers to Learning’ Intent Phase

All students who enter Preston Bridge School will initially sit predominantly within this intent phase in order to address their barriers to academic engagement. Following the induction period, the team around the young person, including the Curriculum Coordinator, Wellbeing Coordinator, the teacher and key external stakeholders set relevant targets in this area relating to their baseline. The Preston Bridge team then identify a programme of delivery which sits alongside their discreet learning. Importantly, during this phase, academic work starts/continues, but *Preston Bridge staff will understand that the intent of their curricula at this stage is to help them overcome their identified barriers to learning and not to unnecessarily pressurise them to academically perform and/or engage*. Therefore, programmes in this area can be varied and include:

- The 12-step anxiety programme delivered through *Autism Somerset*
- Select PSHE units to address specific barriers
- Physical exercise activities
- Rapport building exercises to develop the relationship between teachers and peers
- 1:1 wellbeing sessions delivered by the Wellbeing Coordinator

Impact of Overcoming Barriers to Learning

Following this phase, students will be able to better regulate their emotions in situations which they previously found difficult. Consequently, they will increasingly engage with the academic curriculum as well as use proactive communication strategies to convey their emotional state rather than non-verbal communication. During the ‘overcoming barriers to learning’ intent phase, academic progress will be minimal while they concentrate on their specific barriers.

In order to measure the impact of this intent phase, we focus on key data sets that demonstrate students are able to develop strategies to work with their barriers to learning including:

- **EHCP Milestone Progression** – as noted above, we breakdown the EHCP outcomes into measurable milestones which allow staff to measure the outcomes of the programmes listed

above. These are specific to each student in what we want to see in terms of them developing strategies. This also forms the metric by which we determine how students can progress from this 'intent phase'.

- **Attendance** – an increase in attendance demonstrates that students are feeling safe and comfortable to attend school.
- **Behaviour** – During this period, we look for a reduction in the severity and frequency of behaviour which demonstrates that they are ready to engage more proactively in 'Becoming Skilled'

Implementation of 'Becoming Skilled' Intent Phase

As outlined above, all children who enter Preston Bridge School will engage with academic/skills learning despite being in the Overcoming Barriers to Learning phase. However, when children sit more predominantly in this phase, the intention that drives the programme delivery is characterised by *challenge* as they are more prepared to employ their learned coping strategies and new found sense of confidence.

Student Stages

At Preston Bridge School, students are placed into 'stages' which are aligned to their cognitive and emotional levels rather than their chronological age. This is to allow more effective groupings of students as well as to provide the flexibility to individualise their learning targets at any level. A student's stage is determined by a combination of their prior learning and baseline assessments.

At stages 1, 2 and 3, all curriculum maps are structured and supported by nine key 'Pillars' which align to the independent school standards:

- **Linguistic Pillar** – English, reading, writing and Speaking & Listening
- **Mathematical Pillar** – all areas of maths
- **Scientific Pillar** – biology, chemistry, physics
- **Human & Social Pillar** – history & geography
- **PSHE Pillar** – Physical, Social, Health and Economic development
- **Technological Pillar** – ICT
- **Aesthetic and Creative Pillar** – art, design and technology and music
- **MFL Pillar** – modern foreign languages
- **Physical Pillar** – physical education

The curriculum is divided into two main sections: the core curriculum which is taught discreetly and the project based/physical activity curriculum which blends a range of subject disciplines into a unified project, based around the interests of the child/group. At stages 1, 2, and 3, the core curriculum concentrates on the Linguistic, Mathematical and PSHE Pillars and follows the sequencing of functional skills progression, entry level 1, 2 and 3 to level 1 and 2 and is aligned to the national curriculum. The latter project based aspect of the curriculum focuses on the remaining pillars and aims to engage the children in order for them to explore their passions and interests and frame their qualification routes at stage four.

At stage 4 and 5, the curriculum is similarly divided in to core and project/physical based learning. For the core curriculum, all stage 4 students will engage in a more bespoke PSHE curriculum tailored to their individual needs which will be taught discreetly. The core curriculum for stage 4 students will also contain their chosen qualification routes which will also be taught discreetly. All students at this level will engage with English and maths at qualification level, ranging from functional skills to A-level.

Underpinning each Pillar is the Spiritual, Moral, Social and Cultural Development strand which is embedded within the PSHE curriculum and is incorporated throughout all curriculum planning and through the ethos at Preston Bridge School.

Linguistics

As outlined in our intent, Linguistics, Mathematics and PSHE are a key focus at Preston Bridge School. Of these three, Linguistics is a high priority for all students at Preston Bridge school as evidence consistently shows that *language use* has a significant impact on the development of cultural capital. Consequently, speaking and listening, reading, writing and comprehension features in all sessions across the week with specific processes being implemented:

Reading:

- For those children whose baseline indicates that they enter the linguistics programme at entry level will improve their reading skills through our *Early Reading and Phonic Intervention Gateway*. If students are to enter this programme, they are provided with an additional baseline period which establishes: oracy, grammatical knowledge, and a skills check. Following this, they are given a bespoke phonics programme driven by either 'Jolly Phonics' or 'Read, Write, Ink', depending on what suits them best. This intervention will be daily. They will learn individual sounds, blending, segmenting, and manipulating words in order to read and spell words correctly. Students who require this intervention will have a dedicated phonic session in addition to their English lesson as well as a more intense reading intervention.
- We promote reading by encouraging Independent, guided, shared or paired reading to develop confidence, fluency and understanding. Reading takes place with a variety of adults, peers and mixed age groups. We encourage a home/ school reading partnership. We practice DEAR time (Drop everything and read!) where either the teacher reads the children a class book that they have chosen, or they have reading time each day.
- We have a well-resourced library with a wide-ranging variety of books and reading materials to meet all interests, passions and abilities. In every learning room children have access to a variety of reading materials.

Writing:

- Every child and young person will be encouraged to write daily across all areas of their curriculum in addition to the writing that takes place during their English lesson. Where the lesson will be linked to the project however, discrete English aspects may be taught separately e.g. for aspects of SPAG (Spelling, Punctuation and Grammar) If a child's handwriting is illegible we will provide sessions to help it become legible and if necessary Technology may be used.

Speaking and Listening:

- Throughout the day speaking and listening will be promoted through every aspect of a school day to encourage students to express themselves with clarity and to listen and respect other points of views and opinions.

Mathematics

For all students at all stages, we will implement our maths curriculum by providing discrete sessions, differentiated to the ability of the learner; based on skills criteria, from Entry Level 1 through to Functional Skills Level 2 and GCSE. This scaffolded level approach allows us to provide a dynamic platform for many of our learners, who either have wide gaps in their knowledge or are working at a level lower or higher than their chronological age. Students work towards unambiguous, attainable and sequential objectives while giving our students the opportunity to progress at the pace that is appropriate to them. For those who are able to or whose future paths are suited to such qualifications, a formal GCSE Maths qualification can be obtained.

We provide numerous opportunities throughout our project-based curriculum for the use of mathematical skills, where the project lends itself to these skills. All our sessions are planned with a 'Precept approach' in mind and the use of individualised curriculum maps, to ensure a focused and individualised approach for each learner. Prior learning is always considered and opportunities for revision of mathematical skills are built into lessons and also in the students

15-minute fluency recap.

Through revisiting and consolidating skills, our lessons and resources help children and young people build on prior knowledge alongside introducing new skills, concepts and challenges. The introduction of key vocabulary is built into lessons and opportunities are given to repeat and revise this knowledge.

Through thorough planning we ensure we meet **all** children's and young people's needs and learning. Where challenge is needed this is given and actively promoted, where additional support is needed further consolidation is provided. Sequencing of lessons will be connected and clearly recognise end points. Preston Bridge Curriculum is equitable for **all** children.

PSHE

At Preston Bridge School, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity.

At stages 1, 2 and 3, we use *Jigsaw*, the mindful approach to PSHE. Jigsaw provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Section	Puzzle (Unit)	Content
1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Class Charter established.
2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
3	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
4	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
5	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
6	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Preston Bridge School we allocate 4 sessions to PSHE and social skills each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- praise and “feedback Fridays”,
- Class Charter,
- through relationships student to student, adult to student and adult to adult across the school.
- We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.
- Class deliver the weekly lessons.
- Each session has a 30 minute timetabled slot, 4 times per week.

For students at stage 4 and above, the PSHE curriculum is also taught discreetly but is more bespoke to the individual student, where select units of the AQA PSHE qualification route path are chosen to meet the specific needs of each student.

Project/Physical Based Learning

At all stages, students have timetabled sessions that concentrate on project and physical based sessions throughout the week. Both aims to ensure that students develop skills in independence, collaboration and develop their physical health.

Project Based Learning:

- At stages 1, 2 and 3, students will be timetabled to engage with personalised projects based around their interests and passions. All projects will incorporate the ‘non-core’ pillars, but will still require the applied skills from the core curriculum.
- While the projects are individualised, students can work in small groups if there is a shared interest. However, the academic, wellbeing and EHCP milestones incorporated within the projects will be individualised to each student.
- Each student will have a *Personalised Project Plan* (PPP) which outlines their interests, the intended outcome of the project and how the seven Pillars will be incorporated.
- At Stage 4 and above, the projects are developed to relation to their chosen qualifications and their intended destinations.
- The aim is for the projects to be student led where teachers and TAs adopt a guiding role. Through this process, students develop the skills to enquire, solve problems and be creative as well as collaborative.
- Students aim to create an output to their projects which is well resourced.

Impact

- Through the projects, students will be able to develop their ‘cultural capital’ within society by developing their interests and passions and seeing how it can shape their next steps into either further education or employment
- Students will gain skills to work collaboratively in groups and understand how to comprehensively view a problem and/or enquiry into their interests
- Students’ wellbeing and fulfilment will increase as they will find a value and/or a self-worth invested in the outputs of their projects.

Extra-curricular Activities

Preston Bridge offers a range of extracurricular activities which offer a range of opportunities to develop vital life skills as well as provide a therapeutic opportunity to fostering wellbeing. Extra- curricular activities are extensive and provide enrichment opportunities where learning and teaching can take place in a variety of ways both within and beyond the classroom. Forest and Coastal school activities, residential trips, community projects, themed weeks and after school clubs are some examples when students are able to develop their social skills and learn to become more active citizens within the school community and beyond.

We are proud of our curriculum at Preston Bridge School and are continually reviewing and updating to

give our students the best possible learning experiences in order that they achieve their full potential and are well prepared for adulthood and working life.

Impact of Becoming Skilled

Students will be able to demonstrate their learned skills. Academically, students will show demonstrable competency primarily in maths and English through the application of functional skills maths in their projects as well as within the community; and show a wider use of vocabulary when conversing with peers, staff and members of the community. Students will also demonstrate that they will achieve marks for their chosen qualifications which will prepare them for the next phase, 'Contributing to Community'.

Students will also demonstrate their skills in independence through their interactions with peers, staff and member of the community. In so doing, students will show that they are ready to sit more firmly within the 'Contributing to Community' phase by proactively and positively engaging with their environment on a more independent level.

In order to measure this impact, staff will use the following metrics:

- **Academic progression** – as outlined in our assessment policy, students' academic progress is measured both formatively and through summative assessments throughout each term. Qualification achievement will also form part of this measurement.
- **EHCP Milestone Progression** – as noted above, we breakdown the EHCP outcomes into measurable milestones which allow staff to measure the outcomes of the programmes listed above. These are specific to each student in what we want to see in terms of them developing strategies. This also forms the metric by which we determine how students can progress from this 'intent phase'.
- **Behaviour** – During this period, we look for a reduction in the severity and frequency of behaviour which demonstrates that they are ready to engage more proactively in 'Becoming Skilled'

Contributing to community

When students sit more predominantly in this category, then the activities on their curriculum map are designed to prepare them with the skills to proactive contribute to community. As with other aspects of their curriculum, this is tailored to their needs as 'community' can have different meanings which can relate to their agreed 'intended destinations'. The activities that form the programmes of delivery can vary from planned activities to proactively engage in the community, which will have EHCP milestone progression integrated.

An important part of this phase will be the transition programme for students who are approaching their chosen destinations, whether this is moving back to a mainstream environment, further education or employment.

For our transition programme as students reach the age of 16, we include the following aspects:

- Access to independent careers advice and guidance
- Work experience in the local community
- Visits to furthering education environments such as colleges and/or sixth forms.
- PSHE units tailored towards independence skills and job preparation

Impact of 'Contributing to Community'

The impact of this phase will be seen in two predominant ways: firstly, students will more proactively and positively engage with members of the community as well with their peers when engaging within community activities. Secondly, students will successfully engage with their

transition plan in all areas – work experience and destination targets, ie... students will successfully move to their preferred destinations. All students at Preston Bridge School undergo a six-week baseline period for which they are assessed and monitored against three distinct areas: *All About You*, *Fulfillment* and *Academic*. These three distinct areas are broken down further to ensure that all targets are truly individualised and form the basis their 'Personal Outcomes Pie' (POP):

3. Legislation and guidance

This policy reflects the requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#) and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

4. Roles and responsibilities

3.1 The Governing Body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › The school is teaching a "broad and balanced curriculum" which includes English, math, and science. Proper provision is made for pupils with different abilities and needs.
- › All courses provided for pupils below the age of 19 that lead to qualifications, are approved by the secretary of state
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The governing body is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.

Teachers will plan lessons so that all pupils can study every Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives.

6. Monitoring arrangements

The governing body monitors whether the school is a “broad and balanced curriculum”. Curriculum coordinators monitor the way their subject is taught throughout the school by:

- Planning
- scrutinies
- Learning walks
 - Book scrutinies
- Formative and summative assessment.

Curriculum coordinators also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher and governing body. At every review, the policy will be shared with the full governing body.

7. Links with other policies

This policy links to the following policies and

- procedures: Assessment policy
- Equality information and objectives