



# **THE PILGRIM SCHOOL**

## **CURRICULUM**

### **POLICY**

**School Lead:** Headteacher

**Governor Lead:** Standards Committee

**Last reviewed:** 28 September 2017

**Date of next review:** December 2018

**Signed by Chair of Governors:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **The Pilgrim School**

Pilgrim School is a learning environment at the heart of its community. We promote care and respect and expect high standards in all aspects of School life.

Our aim is to meet the specialist high needs of young people in Lincolnshire who are unable to attend their mainstream school due to medical need.

We are preparing them for

- reintegration back into their mainstream school;
- transition to their next phase of learning;
- adult and working life in the 21st century.

### **The educational vision and curriculum design for Pilgrim School recognises that:**

- The world of 2020 will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation but more than this.
- 18+ year olds will still be at an early stage of learning.
- Developing pupil resilience and growth is a key factor in preparing them for a positive adult life.
- A good school experience, with corresponding academic progress, is a significant resilience factor in itself. A school is a key body which can provide this resilience factor as contact with pupils is high.

The current curriculum defined in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.

Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists, sports people and people from industry and business to support curriculum delivery.

### **Pilgrim School's curriculum policy is based on the following aims, to:**

- Have students at its heart, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- First achieve and then exceed national standards in achievement and progression.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Work with Mainstream Schools to ease transition.

- Involve the community.
- Involve parents/carers.
- For students to be in a learning environment that is above all else inspiring.

## **Curriculum**

### **1. Curriculum aims**

The curriculum should inspire and challenge all learners and prepare them for the future. The schools aim is to develop a coherent curriculum that builds on young people's experiences in their mainstream school and that helps all young people to become successful learners, confident individuals and responsible citizens.

#### **Specifically, the curriculum should help young people to:**

- Achieve high individual standards and make good/excellent progress.
- Enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- Move towards enabling students to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.
- Have and be able to use high quality personal, learning and thinking skills (Team, Reflective, Independent, Creative - TRICS) and become independent learners.
- Have and be able to use high quality key skills, including key literacy, numeracy and ICT skills.
- Be challenged and stretched to achieve their potential.
- Enjoy and be committed to learning, to 19 and beyond.
- Value their learning outside of the curriculum and relate to the taught curriculum.
- Provide a wide range of opportunities, inside and outside the classroom to develop and promote pupil resilience and growth.

### **2. The curriculum outcomes**

#### **Pilgrim School's curriculum will:**

- Lead to qualifications that are of worth for employers and for entry to higher education. The school recognises the primacy of worth of GCSE qualifications, particularly in core subjects.
- Use the principal of parallel entry. This means that if a pupil is entered for a GCSE qualification in the core (Maths, English, English Lit., Science and IT) but is at risk of not achieving this qualification either because of late entry to the school, or through ill health or because of low ability, or through SEND need, then the school will seek to enter the pupil for a parallel qualification such as Functional Skills so that pupils can seek challenge and aspiration through attempting a GCSE qualification but also seek accreditation for more modest achievements.

- Fulfil statutory requirements – especially the Alternative Provision (DfE 2013) curriculum requirements of a core of English, Maths, Science (with IT) and a broad, balanced curriculum.
- Enable students to fulfil their potential.
- Meet the needs of young people of all abilities at the school.
- Provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and beyond.
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- Foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- Help students to use language and number effectively.
- Help students develop personal moral values, British Values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help students understand the world in which they live.
- Ensure that the curriculum incorporates, and is improved and extended by, the visual arts.
- Work with mainstream schools in following their curriculum at KS3 to enable easier reintegration at this age.
- Design a key stage 4 curriculum which meets the needs of students, parents and wider society.

### **3. Roles and responsibilities**

#### **The head teacher will ensure that:**

- All statutory 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 students will be met. This will include how the subject will be taught and assessed.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually. This will be part of the curriculum and standards meeting.
- Where appropriate, the individual needs of some students are met by disapplication from the national curriculum.
- The procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- 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 strategic targets in order to make informed decisions.

**The governing body will ensure that:**

- It considers the advice of the headteacher when approving this curriculum policy and when setting strategic targets.
- Progress towards annual targets is monitored.
- It contributes to decision making about the curriculum.

**Deputy Head teacher (Curriculum and Standards) will ensure that:**

- They have an oversight of curriculum structure and delivery.
- Detailed and up-to-date schemes of learning are in place for the delivery of courses.
- Schemes of learning are monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with middle leaders and case managers on a regular basis and that action is taken where necessary to improve these.

**Middle Leaders will ensure that:**

- Long term planning is in place for all courses. Such schemes of learning will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- Schemes of learning encourage progression, from entry, at least in line with national standards.
- There is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all staff delivering a particular course.
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners.
- Assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- They keep the appropriate Deputy Head (Curriculum and Standards) informed of proposed changes to curriculum delivery.
- All relevant information/data is shared with the admin team. This includes meeting deadlines related to exam entries etc.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- They share best practice with other colleagues in terms of curriculum design and delivery.

- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

**Teaching staff and learning support staff will:**

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

**Students will:**

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- Receive co-ordinated support to enable them to make the appropriate curriculum choices at key stages 4.

**Parents and carers will:**

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives. Confidence will be assured through regular communication including parent surveys and pupil voice.
- Be informed about the curriculum on offer and understand the rationale behind it.

**4. Monitoring, Evaluation and Review**

**The governing body will receive an annual report from the head teacher on:**

- The standards reached in each subject.

- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time.
- The governing body will review this policy at least once a year and assess its implementation and effectiveness. This will be split into the three main areas of English; Maths and Science; and Humanities The policy will be promoted and implemented throughout the school.

## **Annex 1**

### **Teaching groups and group sizes**

#### **Home tuition:**

- Pupils will be taught in a group in a base unless there is a clear medical reason for them to be taught in a 1:1 setting.
- If pupils are taught 1:1 there must be a clear medical reason to do so.
- The tuition is time limited and must be reviewed on a regular basis.
- From the moment that 1:1 tuition begins there should be a stepped, reintegration plan to take the pupil into a group apart from the short term cases where a reintegration back to mainstream is expected within a short period of time.
- There is an expectation that health providers and RSOs will be working with pupils to develop strategies so that they can cope with being in a group.
- If pupils are not engaging in 1:1 settings then the school will not be able to meet their need.
- Pupils taught on a 1:1 basis will normally be taught up to 5 hours in the home or an appropriately designated venue. The rest of their learning will be by a package of distance learning and or independent learning.

#### **Teaching in a base:**

- Pupils in a base will be able to access up to 25 hours of education per week as long as their health needs permit.
- Pupils will be taught in mixed age groups of usually no more than 10 pupils.

### **Subject Timings**

- A BTEC first or GCSE has a nominal GLH (guided learning hours) of 120 hours. There are 38 weeks (on average) of teaching per academic year.
- Each core subject is normally allocated 4x50 minute lessons per week. This means that pupils will have, nominally 126 hours of tuition in the academic year.
- Lessons in the core will normally be taught as single subjects – e.g. Maths, Science, English, English Lit. and IT but as mixed age.
- Lessons which are within the frame of Visual Arts will be taught face to face as single subjects, but as mixed ages.
- Lessons which fall outside of these categories will be classed as mixed learning lessons and will be taught as mixed year groups as well.

### **Curriculum Offer:**

- At KS3 pupils are to be set work by their mainstream school. This will be internally marked by Pilgrim school and assessed and moderated by the mainstream school.
- At KS4 pupils will follow, if reintegration is not deemed likely, a Pilgrim Curriculum which includes:

**English Language:** AQA GCSE English Language

English Literature: AQA GCSE English Literature

**Maths:** OCR GCSE Maths

**Functional Skills:** English and Maths

**Science:** Edexcel GCSE Science (Core 2017) and Additional from 2016 onwards

**IT:** BTEC IT Users (Specialist Qualification)

**History:** Edexcel GCSE History

**Geography:** Edexcel GCSE Geography

**Psychology:** AQA GCSE Psychology

**ART:** GCSE OCR Art

**BTEC First:** Child Care and Development, Health and Social Care, Music, Travel and Tourism, Business Studies

**BTEC Vocational Studies**

AQA Unit certificate

**Resilient Me:** School bespoke Resilience and Well-being course.

