

Curriculum Policy

Content, Provision and Approach

Bankside School

Bankside School is a specialist service providing education for children between the ages of 11 and 18 with a diagnosis of autism and mild learning difficulties. Many of our young people have experienced significant childhood trauma, which often has resulted in long periods of absence from school, breaks in formal education, multiple placement breakdowns and gaps in attainment.

In addition, this means that some young people have significant difficulties in developing positive relationships and also present barriers to learning and additional learning needs.

All pupils have Education Health Care Plans (EHCP), and all pupils experience difficulties which has an impact upon their learning. For the majority, this is the first formal education they have attended in a considerable time. The majority, therefore, arrive below age related academic expectations and anticipate that pupils will follow formal or semi-formal curriculum pathways. We work closely with our placing authorities and parents to agree and facilitate appropriate transitional learning plans and agreed starting points.

We are aspirational for all pupils. Many pupils have not experienced success and it is important that we create a safe learning environment where pupils are able to flourish and achieve more than they believed to be possible. Learning opportunities are personalised, recognising the vastly differing needs and starting points of our pupils.

Implementation of this policy: It is the responsibility of the Head Teacher to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with the Independent School Standards Part 1: Quality of Education, paragraph 2(1)(a)

Bankside School Curriculum Intent

Bankside School is an Options Autism educational setting and fully develops the organisation's vision, mission and promise:

- **Vision:** *'We build incredible futures by empowering vulnerable children and young adults in the UK to be happy and make their way in the world.'*
- **Mission:** *'Everyday we improve the lives of those we educate and look after, their families and communities through a relentless focus on learning and caring.'*
- **Promise:** *'We are kind to each other....we work together.....and we make things happen.'*

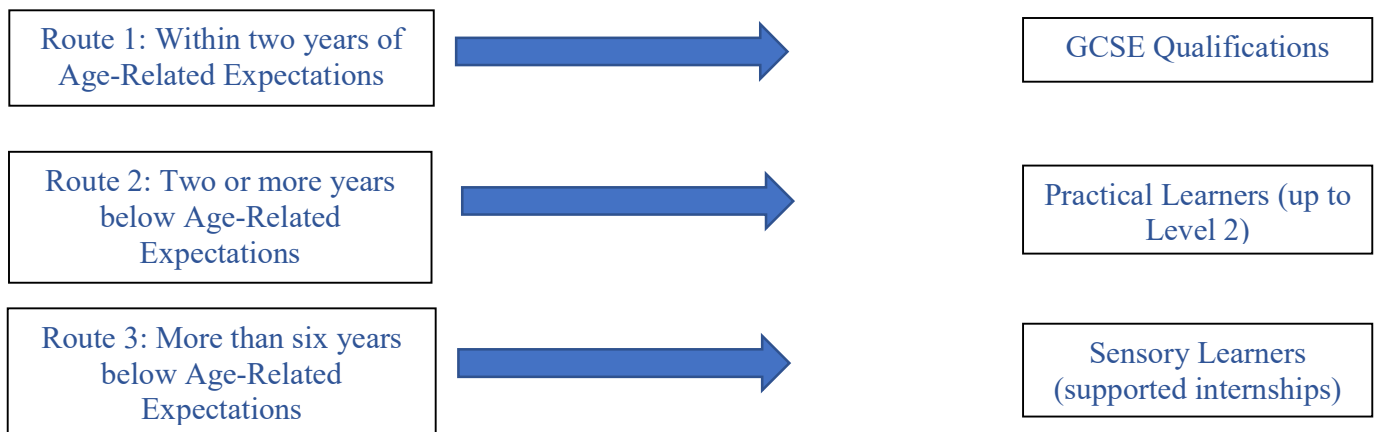
Within this framework, Bankside School's curriculum intent and core purpose is defined below:

'We build incredible futures by empowering young people to develop their **independence, self-esteem and confidence** through a relentless focus on learning and caring.'

Therefore, our curriculum intent is constructed to meet pupils' personalised learning and social development needs. We are committed to develop pupils' individual strengths and talents. Our curriculum is also mindful that our pupils need to be fully involved in preparing for their next steps towards independent living, employability and community inclusion.

Bankside School Curriculum Implementation

Our thematic curriculum follows the International Middle Years Curriculum at Key Stage 3 and for some pupils into Key Stage 4. During pupils' transition to Bankside, a series of informal baseline assessments and knowledge gap identification will be completed. In collaboration with the pupil, their family and other professionals each pupil will be allocated personal targets linked to their EHCP and Preparation for Adulthood. Pupils will follow one of the following routes through the curriculum:



Bankside School is aspirational for all its pupils and the appropriateness of an agreed route will be regularly reviewed with the pupil, family, teacher and other professionals. Pupils will make progress towards their personalised targets through our thematic curriculum. Each subject will develop specific knowledge and skills around a 'The Big Idea' which in our first year will focus on adaptability. Pupils will also be encouraged to develop their international mindedness about how new concepts and ideas fit into the world and how this develops their sense of self. Additionally, pupils will undertake reflective journaling to assist in evidence gathering ahead of a final collective project of ideas gathered around the thematic topic of the year.

Mathematics will stand-alone in regards to assessment and teaching and learning. However, cross-curricular mathematics skills will be highlighted on curriculum documentation. We currently use an adapted version of White Rose Maths to support with the teaching and Learning in school.

Each pupil will be informally assessed through a 6-week transition programme when joining Bankside School. An integral feature of this informal assessment window will be to evaluate pupils' confidence and proficiency with reading. Pupils assessed as requiring a systematic synthetic phonics teaching programme will initially engage with Twinkl Phonics. Bankside School will assess the suitability of alternative phonics programmes (i.e. Dandelion or Read/Write Inc) when pupil cohorts have been confirmed.

Key Stage 4/5 Curriculum

While some pupils will access our Key Stage 3 curriculum, other pupils in Key Stages 4 and 5 will access accredited qualifications and the next stage of our Preparation for Adulthood curriculum. Pupils will be able to study appropriate GCSEs and others will follow Bankside School’s thematic curriculum that supports pupils’ progress and achievement through a range of ASDAN and NOCN qualifications.

Employability Curriculum

Careers and employability will be delivered across Bankside School’s thematic curriculum. Related content will be identified as cross-curricular links on subject documentation. Pupils will be able to participate in a range of enterprise and community projects across all key stages. Bankside School is committed to provide all pupils with relevant and appropriate work-related experiences and access to impartial careers-based education and guidance through an appropriately trained professional.

Year Group	Curriculum Content	Summary of Coverage
7	All about me – Who I am and what do I aspire to be?	Developing understanding of yourself through careers. Developing skills and qualities and how to work with others.
8	The world about me	Develop understanding of work and where it takes place. Know and understand what types of work take place in the school and community
9	Developing understanding of careers	Stereotypes Careers information Careers fairs Skills and qualities Budgets for home and school Jobs Fair – pupils find out information from different employers

10	Awareness of job opportunities and the recruitment process	<p>Advertisement process Recruitment process Job related activity.</p> <p>Volunteering – advantages, different types. Visit from Local Businesses.</p>
11	Understanding and gaining experience of further education opportunities and work-related activities.	<p>Work related activities Appropriate skills Work related activities Taking part in activities.</p>
12	Students will be able to follow the Personal development and employability skills.	<p>Identifying strengths and areas for development.</p> <p>Enterprise activities. Customer skills Undertaking an enterprise project Managing money.</p>

	<p>Following Instructions</p> <p>Getting Things Done</p> <p>Health & Safety</p> <p>Looking & Acting the Part</p> <p>Where college placements are not appropriate, pupils consider world of work when visiting off- site venues</p>	<p>Identifying sources of information on jobs and training</p> <p>Writing a CV Interview techniques</p> <p>Applying for a job/college course – application form.</p> <p>Health & safety signs in the workplace</p> <p>Dealing with emergencies in the work place</p> <p>Mock interview with employees</p> <p>Mini- enterprise project</p> <p>Finding out about different jobs in school</p> <p>Taking part in a meeting about your future</p> <p>Finding out about jobs that people do in the local community</p>
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Enrichment Curriculum

An important aspect of our curriculum is to deliver a depth and breadth of experience for each pupil. Therefore, we are passionate about pupils participating in the following enrichment opportunities:

- Forest School
- Horticulture
- Design Technology

Policy Owner: Jonathan Bell

Policy: School Curriculum Policy

Latest Review Date: September 2023

Next Review Date: September 2024

- ICT
- Local trips and visits
- Sport and Leisure

Our enrichment curriculum will be designed and delivered around the personal interests, skills and talents of each pupils.

Pupils take part in activities in the local community, acting as consumers within shopping and café experiences and accessing local transport. Links with local businesses are established to support work experiences when applicable. We work closely with colleagues within Options in order to share good practice and discuss curriculum issues. In addition, we liaise with local schools and/or authorities in order to develop networks and to facilitate inclusion.

Teaching and Learning

At Bankside School we use a variety of teaching styles to ensure that every child makes the optimum amount of progress and to ensure that all learning styles are catered for in lessons. At Bankside School all lessons are prepared so that the pupils have the best possible levels of engagement. We plan for the clearly structured lesson that includes a clear start, outlining objectives and engaging the pupils in the learning. We then provide a variety of personalised activities to engage and enthuse the pupils. These are then concluded at the end of the session. Assessment for Learning happens throughout the lessons to ensure that learning is purposeful.

At Bankside School we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability and learning style of the pupils.

We achieve this in a variety of ways by:

- Setting common, open ended tasks to elicit a variety and depth of response
- Grouping pupils by ability and then setting tasks of increasing difficulty, scaffolding where appropriate
- Providing practical opportunities for learning
- Using visual stimuli and artefacts to promote interest
- Using Learning Support Mentors to support the work of the Pupils in class
- Using trips and visitors to further understanding
- Using appropriate communication systems to allow maximum engagement
- Use of appropriate augmentative technology to support

Enhancing the Teaching and Learning

- At Bankside School teaching staff are encouraged to capture pupils' interest and broaden their experiences through using trips and visitors in school.



- Pupils' achievements are celebrated regularly through Curriculum Newsletters, displays in classrooms and shared areas around the school

Key Skills

Bankside School believes that all Pupils need to make good progress in these skill areas in order to develop their true potential.

- Communication
- Problem Solving
- Reflective learners
- Working with others
- Independent thinking skills
- Creative thinking

Planning

At Bankside School learning takes place through making learning meaningful to the individual Pupil. We look at the whole child and focus on the realistic outcome for that young person. The learning is then personalised to the individual.

At Bankside School we plan our curriculum in three phases.

Planning takes place at a variety of levels:

- Long term plans- Sequences of Learning
- Medium term plans- providing structure, teaching ideas and resources
- Short term plans- teachers individual plans for their pupils

Long Term Planning

At Bankside School we agree a long-term plan for each curriculum area. This indicates what topics and key skills that are to be taught in term. This is created through a sequence for learning grid prepared by Subject Leaders. The teaching staff then use this information to support with the planning for their pupils. We encourage teachers to make sure that the learning is sequential whilst remaining purposeful and meaningful to the individual.

The sequences of learning identify:

- The core skills which are used as the basis for cross-curriculum learning.
- The 'seed' to inspire the term's learning.
- The main subject areas to be covered in relation to curriculum coverage.

Teachers refer to documents. Records are kept to ensure coverage and progression occurs. Curriculum Newsletters are shared with parents to inform them of the learning that their child will experience that term.

Medium Term Plans

At Bankside School our medium-term plans give guidance on the objectives and teaching strategies that we use when teaching.

For all subjects, teachers identify a sequence of core lesson objectives to be covered as part of their termly coverage. Teachers are encouraged to be flexible, and may choose to stagger or block lessons as they feel is most appropriate to the needs and interests of their class.

The following curriculum documentation supports planning:

- Detailed units of work
- Qualification assessment criteria
- Educational and Health Care Plan targets
- Therapeutic targets

Short Term Weekly Planning

At Bankside School short term planning is unique to the teacher leading the class. These plans are created by the class teacher and used to personalise the learning for the Pupils.

The weekly planning includes:

- Specific learning goals and learning outcomes/success criteria, clearly showing progression in learning and skills across the week
- Core learning goal, key skills areas and success criteria (differentiated skills descriptors).
- Outline teaching input.
- Outline differentiated tasks for groups of Pupils.
- Assessment opportunities

Progression and Continuity in the Curriculum

At Bankside School we ensure progression and continuity in the curriculum by:

- Use of planning documentation
- Regular discussion in planning teams to review planning and discuss standards
- Assessment for Learning strategies and record keeping
- Moderation of standards achieved in teams

Assessment

- Bankside School has policies for Assessment and Monitoring of the curriculum.
- Pupils have termly PLP targets that are reviewed and shared with Pupils and parents
- Pupils have their own tracking record in Reading, Numeracy and communication and are assessed
- We follow the principles behind 'Assessment for Learning' and encourage pupils who are able to, to self/peer evaluate their learning as appropriate
- Inherent in our Curriculum is to promote the principles of motivation, enquiry, problem solving, creative thinking, reasoning, evaluating, self awareness, empathy, social skills and communication through the Curriculum as a whole.

Pastoral Care

Teachers are pastoral leads for their respective groups and have pastoral responsibility for those groups and the individual learners in them, which includes:

- Writing and disseminating pupils' half-termly educational reports;
- Attending and leading parent/carer half-termly conferences
- Writing annual Action Plans for their group and contributing to the school SEF
- Designing the group's curriculum maps;
- Planning for and resourcing differentiated learning spaces;
- Managing their group's staff team, including TAs and any care staff allocated to learners;
- Writing reports, such as LAC reports, PEPs, half-termly progress reports and annual end of year reports;
- Managing their pastoral group's assessment information;
- Writing and assessing their group's IEPs;
- Contributing to their pupils' PCP's;
- Taking a lead for managing the behaviour and emotional needs for pupils in their group.
- Maintaining regular communication with parents

The curriculum model is integrated and includes all routines of the school day, such as transition time, lunchtime, snack time, leisure time. These are an integral part of the curriculum for students with autism and complex needs. The curriculum at Bankside School is integrated. All aspects of therapy including speech and language (SALT) and art therapy are woven into pupils' individualised timetables.

The nature of autism and complex needs means that it is likely a student with English as an Additional Language would have additional difficulty in communicating effectively and therefore a greater proportion of time would be spent concentrating on this skill area.

Reporting on Pupil Attainment

At Bankside School all work carried out by the pupil is monitored and evaluated.

- A written school report is made available to parents annually
- Assessment against baseline data is gathered using Evidence 4 Learning
- Education, Health and Care Plan reviews happen yearly and contain an Education report in addition to the end of year report
- The Governing Body receives regular reports on Pupil attainment

Target Setting

- At Bankside School all Pupils are set 'next learning steps' in their learning through teachers' marking and feedback to pupils.
- Using previous attainment information and baseline assessment information we are able to set targets for pupils and monitor progress in Numeracy, Writing and Reading Comprehension
- The school maintains comprehensive tracking data for all pupils against their EHCP targets and in Literacy and Maths.

Gifted and Talented Pupils

At Bankside School we have a commitment to meeting the needs of all pupils, including those with a high level of ability in one or more areas. It is our responsibility to maximise the skills, strengths and talents in all pupils, enabling them to reach their full potential whilst also understanding and ameliorating the limitations linked to SEND. Gifted and talented pupils are recognised as having particular special needs and the curriculum will be extended to make it challenging and engaging for pupils who have been identified as being Gifted and Talented.

Monitoring and Review

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the teaching and learning in school with the support of the Deputy Head Teacher.



Learning walks happening monthly with a clear focus so that we are best able to monitor the learning in school and make assessment of impact linked to identified targets.

At Bankside School we sample pupils' work and ensure we agree pupils' levels of attainment and evaluate the quality of our teaching and its impact on pupils' attainment and ensure consistency within our school. At Bankside 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 Bankside 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.

At Bankside 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 in order to achieve. This could include celebrating athletes who 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.