

## **Mount Tamar School Curriculum**



### **Curriculum Intent**

At Mount Tamar Specialist School, we educate children with varying complex needs including significant social, emotional, and mental health needs. Many of the children who join our school have missed significant amounts of their early formal education, having been permanently excluded or been on significantly reduced timetables. This has led to many of our students having very negative experiences of school and is why we make it our mission to support them by catering for their individual needs and providing them with a positive experience of education and learning.

Almost half of students at Mount Tamar have a diagnosis of Autism. Our aim is to ensure that all our pupils learn in a happy, safe, autism- aware environment that is able to support the individual needs of all our learners. We are aware that people who have an autistic spectrum condition experience the world differently from neurotypical people; this can be both debilitating and empowering. Through careful work with our Occupational Therapist, we have created an autism-friendly environment that considers our learners' sensory, social and communication needs.

All staff have received a range of training and work closely with other professionals, including our Occupational Therapist and Educational Psychologists, in order to provide best practice to support all students. Alongside this, the pupils receive comprehensive individualised programmes and on-site therapy sessions, together with a broad range of key life skills learning opportunities and off-site activities. We shape each pupil's provision around their Educational Health Care Plan (EHCP) and agreed developmental goals, in order to develop pupils' knowledge and skills both now and for the future.

We aim to provide a safe, supportive, fun and appropriate learning environment that is tailored to the individual special needs of our pupils. In turn, this will allow them to achieve their social, emotional and academic potential, enabling them to become responsible, effective learners and positive participants in our society.

Our curriculum is designed with the intent to recognise the individual potential of each student by allowing them to develop interpersonal skills, build resilience, achieve their academic potential and become independent lifelong learners. We aim to provide a curriculum that is rich and diverse, challenging and evolving and enables every individual to fulfil their potential. Our aim is for every pupil to leave us with a full understanding of the world in which they live and to contribute to making it a better one.

The Curriculum at Mount Tamar supports our intent to provide outstanding education, which is child-centred. Our fundamental belief is that every pupil has the ability to learn and we endeavour to support them in flourishing as learners and members of society. We believe that by having high expectations and aspirations, all our pupils will be motivated to learn and achieve the relevant accreditations that will support them in their post 16 education.

We aim to provide a curriculum that is broad, balanced, appropriately stepped in challenge between key stages and will both challenge and inspire students across all key stages. This will allow pupils the opportunity to learn and develop in a supportive and creative environment, filled with enjoyment and adventure. At Mount Tamar we believe it is of paramount importance to focus on recognising individual achievement and supporting progression in an environment where pupils feel safe and happy.

The curriculum that we deliver is informed by prior learning in previous key stages and is planned and sequenced so that there is clear progression within subjects, using traceable data for individuals and groups. As well as recognising individual needs, we endeavour to support pupils to overcome barriers

to learning and provide access to an engaging, relevant and varied curriculum. Consequently, this will allow pupils to progress in all aspects of their development and will ensure that we equip them with the knowledge and skills to achieve current statutory milestones.

In our primary setting, this will include Early Learning Goals, as set out in the EYFS Statutory Framework, the Phonics Screening Check in Year 1 and the KS1 SATs which take place in Year 2. In KS2, this will include the statutory Multiplication Table Check in Year 4 and end of KS2 SATs in Year 6.

In our Secondary department, teachers will work in collaboration with each other, and primary staff, to ensure clear and succinct progression documents are used to inform planning and maintain progress. This will enable students to build on previous learning and allow every student to gain nationally recognised accreditation for their learning. In Key Stage 4, a range of courses such as: G.C.S.E. Entry Level, BTEC, Functional Skills and Foundation Learning Qualifications are available. We believe that no child should be left behind and we aim to address social disadvantage by using pupil premium funding; we encourage students to have high aspirations for their future goals and next stages of their life.

In order to facilitate this, the school is committed to providing a well-informed, well-balanced curriculum that reflects the National Curriculum, using subject specialist teachers to ensure maximum knowledge and understanding is achieved. In school, we offer a range of subjects including Maths, English, Science, Art and Design, Music, Computing, History, Geography, Drama, PE, PSHE, Citizenship and RE.

This is further enhanced with opportunities for pupils to develop functional skills, social, emotional and independence skills and skills for working life. To enable this, we have ensured that at all stages of their Mount Tamar learning journey, wider learning opportunities have been incorporated into the curriculum. By providing these opportunities and experiences, we will prepare our students with the knowledge and skills to be active, positive participants of society.

In KS1 and 2, all children will participate in a weekly Forest School session to develop healthy engagement with risk, problem-solving and self-discovery; this all occurs within the natural environment, in a hands-on and thoughtful manner. Moreover, on a rotational timetable, primary students will also attend weekly sessions that promote and develop skills in catering, horticulture, outdoor education, construction and land management/ animal care. This is made possible by using the facilities available onsite, including our very own Forest School area and a fully equipped catering room. Other sessions will take place using some of our offsite provisions, including The Wolseley Centre which is designed for DT and construction projects and our very own school farm- Granary Farm.

In KS3, all pupils take part in an Outdoor Education day each week. Not only will this provide students with experiences they may not have otherwise been able to undergo, it allows them to continue developing problem solving skills, cooperation, social and communication skills, as well as improving their physical and mental health. It will also act as a stepping stone in equipping them with the adequate knowledge and skills to gain relevant accreditation as they move into KS4.

In KS4, we are committed to ensuring our students are provided with vocational opportunities that will further prepare them for life after school. This opportunity not only offers compulsory and optional additions to academic subjects but also allows pupils to learn key skills directly related to specific trades or crafts. By developing skills that are specific to a trade or job role, pupils can improve their employment prospects and get ahead in their chosen career.

During year 10, the students participate in Personal Opportunities and Development days and will work towards either an AOPE or COPE award, Award or Certificate of Personal Effectiveness. The challenges that the students participate in will directly lead into the ASDAN Certificate of Personal Effectiveness and by producing a portfolio of work at the end of Year 11, the student has the opportunity to gain a GCSE.

During Year 10, the students will also participate in a work experience placement. This enables pupils to gain an insight into the world of work and will help to develop useful skills such as communication, organisation and teamwork. It will help to develop student's interpersonal skills and will allow them to gain a real hands-on experience of what the workplace entails.

To develop this further, students in Year 11 will build on the skills they have gained and attend a college placement for one day a week. This enables the students to familiarise themselves with college life and aids a smoother transition at the end of Key Stage 4. Mount Tamar pupils have recently secured post 16 places at X,Y,Z. Our Careers Advisor is working with a variety of careers organisations and further education providers and is strengthening links between the school and these and other potential destinations to widen the available opportunities.

For more information on the wider learning opportunities we provide, and the positive impact and benefits they allow our students, please see the section 'How We Teach our Curriculum'- found below.

As a school, we acknowledge the importance that physical activity has not only on our physical health, but also our mental health. We recognise that it allows us to improve motor skills and increase muscle strength and bone density, in turn, making it more likely that our students engage in healthy activity outside of school. Furthermore, it educates children on the positive benefits of exercise, embeds values such as fairness and respect and allows them to understand the positive impact it has on their mental health and wellbeing. We appreciate how important young people's physical health and emotional well-being are, and the relationship between these and academic achievement. Therefore, as well as offering wider curriculum activities, all students will participate in at least 2 hours of PE activities each week- exceeding what is recommended by the Department for Education's Healthy Schools Rating Scheme.

At Mount Tamar, we see reading as a gateway to the curriculum. We value reading as a key life skill and one that lays the foundations for lifelong learning. As a school, we are committed to ensuring every pupil will learn to read, regardless of their background, need or ability. Therefore, we ensure that every pupil across the whole school has a daily allocated reading slot on their timetable. We also offer a tailored literacy catch up to those students with lower levels of literacy to ensure we quickly and effectively narrow the gap and allow them to access the broader curriculum.

We are committed to providing a curriculum that will engage pupils as active participants in their education. It is designed to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development- encouraging them to be rounded and resilient learners. We aim to break down the pre-conceptions of 'fixed mindset' and allow personality and character to flourish in a safe and progressive way.

We aim to:

- keep pupils safe and teach them to know how to stay safe.
- develop skills and knowledge that will support our pupils with life-long learning and enable them to fulfil their full potential.
- enable our students to become confident and active participants in their education and experience the joy of learning.
- provide a wide range of teaching and learning strategies which will meet the needs of our individual students.
- narrow the gap for those not achieving age related expectations and providing equal opportunities for all, regardless of ability, gender, ethnic origin or religious or cultural beliefs.
- provide wider educational opportunities and experiences, such as outdoor education, curriculum trips, work experience, visits to our school farm and construction centre, regular access to our onsite forest school and educational visitors that will help students gain self respect, respect for others, promote independence and promote social skills.

- encourage students to develop self-discipline and improve self-regulation, as well as mental and physical health.
- Support students in preparing for future happiness and well-being by encouraging physical activity and outside interests.
- prepare students for their lives as young adults through work experience opportunities and the delivery of healthy and safe living.
- provide training and support for staff which will provide the best methods of teaching and extend the range of learning opportunities.
- provide opportunities for parents/carers and professionals to work together to meet individual needs.

### **How We Will Teach Our Curriculum**

At Mount Tamar, we believe that a carefully planned and structured curriculum is the foundation to building a positive and successful learning experience. Prior knowledge, as well as ongoing assessment, is key to preparing children for each step in their education. Lessons are engaging, inspiring and suitably differentiated so that pupils are able to achieve their potential.

Classes have no more than 8 pupils and we use subject specialist teachers who are passionate in planning and delivering lessons that promote a deep understanding of a wide range of topics and build firm foundations for progression in their learning.

Each child is valued as an individual and we endeavour to cater for their wide-ranging, social, emotional and academic needs, differing learning styles, personalities and range of interests. We look to develop everyday skills such as communication, Language and Literacy, Numeracy and personal and social development and provide tailored intervention programs for those who need extra support in narrowing the learning gap.

In order to ensure the most effective learning is occurring, we aim to minimise the cognitive load of students in order to maximise the retention and transfer to the long term memory. This is achieved through the use of effective teaching that allows for retrieval practice, checking for understanding and high challenge low threat testing. We have used 'Rosenshine's Principles in Action' to underpin our approach to teaching. Not only has the research taken into account the way our brain acquires and uses new information: cognitive science; it gives clear guidance on how to bridge research and classroom practice. We use the four key strands: 'Sequencing and Modelling', 'Questioning', 'Reviewing Material' and 'Stages of Practice' to structure lessons as it supports the development of the working memory and allows for greater success for our students. We also have starting using resources suggested by the Education Endowment Foundation.

Our curriculum is knowledge based to enable us to close the attainment gap that many students face. There are two types of knowledge: the knowledge of what (facts) and the knowledge of how (skills); knowledge does not mean understanding- understanding means having lots of well-connected, well organised knowledge. To ensure we are allowing for maximum success, we teach less but practice more- ensuring a change in our student's long term memory.

Through our knowledge-led approach, children are taught to master subjects through subject specific knowledge, where skills are an outcome and not its purpose. The development of knowledge, and consequent skills, are delivered contextually where appropriate, allowing students to store and retrieve what they are taught. Staff use intelligent repetition of key concepts to enable deeper understanding and allow stronger connections to take place.

Intelligent repetition is used to promote the acquisition of core knowledge, efficient recall and practise, to deepen understanding and to make connections. Students are provided with 'Knowledge Organisers' at the start of each topic which outlines the important, useful, powerful knowledge and vocabulary on a single page. Low-stake assessments are used regularly to inform planning and subsequently, time is built into lessons to revisit information that has been forgotten. Staff understand that for knowledge to embed in the long term memory, it needs to be learned over many different interactions.

To ensure maximum progress and mastery occur, our curriculum recognises that children need to be taught the key concepts within each subject in a way that minimises overload and maximises retention. We understand the importance of progression and that this is not a superficial movement from levels or stages; instead, it is an understanding of the concept of Mastery and that new knowledge is built upon secure previous knowledge. Mastery includes making connections between different aspects of learning, or different contexts, in order to create a rich web of knowledge-resulting in the construction of strong semantic memory.

Our curriculum grows progressively more and more complex through sequential and spiral learning, giving our children the capacity to learn more, make connections and deepen their understanding. As our children move from year to year, they have the opportunity to think more deeply about important concepts and apply them to other contexts.

Our curriculum is implemented with inclusive Quality First Teaching. At Mount Tamar you will see this evidenced by:

- focussed lesson designed with appropriate levels of differentiation
- lessons that have high levels of pupil involvement, interaction and engagement
- work that is appropriately challenging and builds on prior knowledge and understanding
- practical activities that motivate students and build resilience
- good use of local and other areas, school visits and school visitors to close gaps in our children's experience.
- appropriate use of teacher questioning, modelling and explanation that is pitched at a level appropriate to our students mental health and cognition needs
- learning through dialogue, whereby regular opportunities are built in for pupils to talk about what they are learning and check comprehension
- regular use of encouragement and positive praise, taking into account the pupils' SEMH needs, to motivate and engage

### Pupils' Physical Wellbeing

As a specialist school for children with social, emotional and mental health barriers to learning, as well as having a high number of pupils on the autistic spectrum we have begun to look at a holistic approach to pupil wellbeing. As a result, during the 21/22 academic year summer term we will be developing our KS1,2,3,4 PE curriculum with our desire to improve health, fitness, outdoor education and forest school provision to ensure we have a coherent curriculum with the overall ambition to improve pupil outcomes not only in curriculum achievement but to improve pupil health, fitness and love of sport more generally by allocating specific slots on the timetable throughout the school.

### **Key stage 1 & 2**

In Primary, we have adopted a thematic approach to learning. Thematic planning involves integrating curriculum areas around topics or themes and seeks to view teaching and learning in an interactive and holistic way that reflects the real world. The themes are carefully selected by the teachers and the subject specific focus changes each term. The thematic curriculum in Primary is centred around the ethos that we excite, immerse and excel. We want children to become excited about the context






of a theme and explore learning opportunities a topic offers. We allow them to immerse themselves in that topic, leading to students excelling. The thematic curriculum covers all National Curriculum subject areas, although maths, SPaG, phonics, science, PSHE and PE are taught discretely, using different schemes of work. All subject areas use clear progression documents to support the planning, ensuring that pupils make good progress that builds on prior learning.




All students across primary are immersed into the same topic at the same time but the work is differentiated accordingly. A new topic is introduced each half term and is on a rolling programme so no pupil repeats the same content. Instead, we use each new topic to build on previous learning and deepen their understanding as they apply it to new contexts, allowing for coherence and continuity in all our pupils' learning. As part of each topic, we try to incorporate an 'Innovate Activity' that is linked to the theme, allowing students to try new experiences and help bring the learning to life.

Our thematic planning encompasses a number of features that are intended to support the delivery of a rigorous, exciting and purposeful curriculum which provides opportunities for pupils to contextualise their learning. Students are encouraged to develop a depth of learning and see the interrelationships between themes. Further advantages include essential knowledge and vocabulary, low-stakes assessment, formal assessment opportunities and cultural awareness.

This year (2021-2022), our topics are as followed:

Term 1	Term 2	Term 3
Ancient Egyptians (History)	Japan Detectives (Geography)	Superheroes (DT)
		
Innovate: Clive Pig the Storyteller	Innovate: Trip to Wagamamma's	

Term 4	Term 5	Term 6
Dinosaurs and Fossils (History)	Rainforests (Geography)	Sweets and Treats (DT)
		
Innovate: Trip to The Box and Lyme Regis	Innovate: Eden Project	Innovate: Trip to Langage Farm

## Key Stage 1

As well as our thematic learning, a huge emphasis on phonics and Early Reading is promoted in KS1. The Department for Education recognises phonics as a key element in helping children to become successful readers and writers and as a school, we value reading as a key life skill and one that lays the foundations for lifelong learning. We want every child to learn to decode quickly and accurately so that reading becomes effortless. This enables children to develop their comprehension so that they can then begin to read for pleasure.

"Teach a child to read and keep that child reading and we will change everything. And I mean everything." Jean Winterson.

This quote epitomises the intent of the Read Write Inc. programme which we follow in our daily phonics sessions. We are passionate in ensuring all children become confident and enthusiastic readers and writers and believe that Read, Write, Inc (RWI), which has been recently validated by the DfE as an effective systematic synthetic phonics teaching programme, provides the foundations of learning to make the transition into fluent reading and writing easier. Through RWI, children learn a simple alphabetic code, followed by a more complex code; all reading books progress cumulatively, matched to the sound's children are learning and already know.

The systematic teaching of phonics is a key component in our Key Stage 1 curriculum. It is taught daily to all children in Year 1 and also to those students in Year 2 who have not passed the statutory Year 1 Phonics Screening. For those students who still require further phonics support and consolidation, RWI is used as an intervention tool to enable all children to become fluent readers and promote their love of reading.

## **Key Stage 2**

Using clear progression documents to support teacher planning, our students in KS2 continue to build on the knowledge and skills they have been taught previously and are encouraged to make strong connections within their learning that are durable and transferable between contexts. We continue to develop their ability to think creatively and critically and provide opportunities that will allow them to become emotionally literate and morally responsible citizens.

The importance of reading continues to be developed as children move through KS2. There is a growing body of evidence which illustrates the importance of reading for pleasure and we believe that it is of paramount importance to develop this passion within our students. Each day there are opportunities built into the timetable for children to either read to an adult, or to read independently, as well as daily slots for adults to read to students.

We use Accelerated Reader, alongside the directed teaching time, to encourage students to read independently, at their own level and pace. Accelerated Reader has given our students the confidence to pick up a book and know that they will be able to read it, as well as encouraging them to use our new Primary library.

## **Wider Learning opportunities in KS1 & 2**

At Mount Tamar, we have our very own Forest School on site which all primary pupils attend weekly. We believe that this is an essential part of our Primary curriculum and provides many benefits for our students. It allows children to develop themselves through healthy engagement with risk, problem-solving and self-discovery; this all occurs within the natural environment, in a hands-on and thoughtful manner.

Pupils attend a weekly double session with a qualified Forest School practitioner; the activities vary depending on needs of the students and the seasons. The aim of Forest School is to allow each student to develop themselves in an inquisitive manner and teach them to have a positive relationship with the natural world. Students are able to develop self-image and are encouraged to partake in self-reflection, in an environment where they can take small achievable steps.

In addition to this, we feel these sessions help to equip students with emotional and social skills that will stay with them into adulthood and permeate into other areas of their life. They are taught the

importance of looking after the environment, as well as learning transferable skills such as safely lighting and cooking on open fires, den building and safely using knives and axes for whittling or chopping wood. They learn not only about the physical risks, but the social and emotional risk of embracing something new, or confronting fears.

During our Forest School sessions, children complete challenges that are part of our in-house Forest School certification, Mount Tamar Learning Outside the Classroom (MTLOTCC). They begin by obtaining the Bronze award, then move on to achieve the Silver and Gold award. Many of the challenges are completed onsite in our own Forest School area, however, to complete some areas of the award, students are taken off site into the local environment.

Students also have the opportunity to complete AQA unit awards in areas such as whittling, working with knives and moorland walking, thus providing them with opportunities to explore new skills and obtain relevant qualifications.

At Mount Tamar, we believe it is never too early to start introducing the children to wider learning opportunities. Incorporating this into early school life will not only provide a fantastic stepping stone to build on in Secondary, but will allow the children to develop skills that will be embedded for life. On a rotational basis, primary pupils will have a weekly opportunity to develop skills in catering, horticulture, construction, animal care and outdoor education. Our wider curriculum offer is designed to extend learning beyond the classroom and provide activities that encourage pupils' curiosity and creativity.

### **Key Stage 3**

In Key Stage 3, students transition from the primary setting to the secondary building and are supported in their move away from the thematic structure of learning they receive in primary. This is done by expanding the breadth of discrete subjects and increasing the variety of specialist staff used to deliver curriculum areas. This transition is conducted with careful consideration of our Year 7 pupils as they move to a different timetabling approach and increase their self-confidence as learners.

Throughout KS3, subject knowledge develops across a broad range of subjects and pupils are encouraged to explore their potential. High expectations are set for attainment and outcomes using available data and progress monitoring.

During KS3, pupils will be provided with a broad and balanced curriculum that is rich and varied and will aim to progress them to the next stage of learning. Their weekly timetable will include, maths, English, science, history, geography, PE, Art, Computing and design technology (including cookery and woodwork). Music, drama and extra PE/fitness sessions are available to those students that wish to take part and are delivered in a therapeutic capacity. This gives students good breadth and exposure to a variety of subjects and allows them to develop passions in certain areas which they can then pursue when choosing their options for KS4.

In addition to this, all students in KS3 have weekly PSHE and citizenship lessons. These build on the work done in primary using the ASDAN Stepping Stones award and will lead into the ASDAN Key Steps programme. Students will then build on this knowledge and progress to achieving both the ASDAN PSHE Short Course certification and the The ASDAN Citizenship Short Course accreditation. The PSHE Short Course is split into 11 modules:

- Emotional wellbeing
- Keeping safe and healthy
- Social media
- Alcohol
- Tobacco and drugs
- Sexual health
- Respectful relationships
- Families and parenting
- Financial choices



- Careers and your future
- Living in modern Britain

The course has been updated to ensure it meets the requirements of the new statutory guidance for sex, relationships and health education in England, which came into effect in September 2020.

The ASDAN Citizenship Short Course accredits between 10 and 60 hours of citizenship activity. The Citizenship Short Course contains six modules:

- Rights and responsibilities
- Community and volunteering
- Government and democracy
- Law and order
- Finance
- Global citizenship

Due to there being an abundance of research which suggests that outdoor education and experience has a vast amount of benefits, including problem solving skills, cooperation, social and communication skills, as well as improving physical and mental health, we believe it is vital to incorporate this into the curriculum. To ensure we are enabling our students to be good citizens who develop social awareness and are fully prepared for life after school, we believe it is crucial that in KS3 all pupils take part in an 'Outdoor Education Day' on a rota basis during each school year. This includes taking part in a range of activities such as rock climbing, canoeing, orienteering, as well as regular visits to our offsite farm.



As part of this, students will work towards The ASDAN Adventure and Residential Short Course which accredits up to 60 hours of out-of-centre activities. The flexibility of ASDAN's Short Courses means that they can be carried out in a variety of settings, over a time period to suit the individual students and the challenge descriptions can be interpreted and adapted according to the situation. Students can complete the Short Course using the student book or is available for learners to complete online through the ASDAN e-portfolio system. Learners can log in to complete challenges, record skills development and upload evidence. Tutors can view learner progress and sign off work, leaving feedback as needed.

## **Key Stage 4**

In Key Stage 4, our pupils continue to build on previous learning enabling good progress and attainment to be made. As well as all students working towards GCSEs and additional qualifications in maths, English, science, PSHE and Citizenship, they will work towards qualifications in two other subject areas which are suited to their interests. Within these lessons, teachers will continue to have high expectations and will consider the best sequence of learning to enable students to gain the right accreditation; teachers will also continue to develop the students' independence and problem solving skills. The options available to our students are: PE, Art, Drama, Design Technology, Music, Computing, Food Technology/Catering, Farming, History and Geography.

Using previous assessment data, the most appropriate accreditation will be selected for each individual student to ensure they are appropriately challenged to gain the highest accreditation in each subject area. The awards they can access are outlined below.

# Assessment Baseline

<b>Subject</b> 	<b>Accreditation</b> 
Maths	→ EDEXCEL GCSE → WJEC Entry Level Pathways
English	→ AQA GCSE English language/Literature → Functional skills Level 1 → Entry level
Science	→ Single award for the Entry Level Certificate(ELC) → Double award for Entry Level Certificate (ELC) → GCSE Combined Science: Synergy (AQA)
Computing	→ OCR Entry Level Computer Science (all) → OCR GCSE Computer Science
History	→ OCR Entry Level Certificate-History → OCR- GCSE
Geography	→ OCR Entry Level Certificate- Geography → OCR- GCSE
PE	→ Pearson BTEC Entry Level Award (all students) → OCR PE GCSE (option) → BTEC course in Sport and Active Leisure (option)
Art	→ WJEC, GCSE Art and Design
Drama	→ Bronze Arts Award (level 1 qualification/GCSE D-G) → Silver Arts Award (level 2 equivalent GCSE A-C).
DT	→ WJEC, Design and Technology GCSE
Music	→ OCR, Music GCSE

	→ WJEC Entry Pathways
Catering	→ Home Cooking Skills BTEC course → WJEC Hospitality and Catering (equivalent to a GCSE)
PSHE & Citizenship	→ ASDAN Certificate of Personal Effectiveness bronze, silver, gold (all)
Farm	→ BTEC Entry Level 3- Care of Farm animals → BTEC Level1 Certificate- Land Based studies → BTEC Level 1 Award- Preparation and Operation of a tractor → ASDAN- Land Based Sector Vocational Taster

In addition to this, all students in KS4 will participate in our Vocational Curriculum. This opportunity not only offers an alternative to traditional academic subjects but also allows pupils to learn key skills directly related to specific trades or crafts. By developing skills that are specific to a trade or job role, pupils can improve their employment prospects and get ahead in their chosen career.

During year 10, the students participate in Personal Opportunities and Development days. As part of this, students work towards either an AOPE or COPE award, Award or Certificate of Personal Effectiveness. The challenges that the students participate in will directly lead into the ASDAN Certificate of Personal Effectiveness and go towards the students final qualification. By taking part in POD tasks, students will be required to develop and demonstrate key employability skills such as Working Together, Problem Solving, and Communication; all skills the ASDAN qualification assesses. By producing a portfolio of work at the end of Year 11, the student has the opportunity to gain a GCSE.

With a view to preparing them for the rigours of further education and work, this curriculum encourages our students to build confidence, resilience and independence. Students participate in a broad range of activities from DIY projects and visiting work placements, to canoeing or country walking. This allows them to complete a number of modules and activities designed to develop, challenge and record the use of these skills. Part of the POD program is to help prepare students for the world of work. Therefore, all students will complete a period of work experience and gain extra skills & qualifications that would help in a work placement, including things such as first aid, health and safety and food & hygiene.

To further build on these skills and to help our students to become successful citizens once leaving us, our Vocational Curriculum endeavours to immerse them further into the world beyond school. This involves all Year 11 students attending college for one day a week. This enables the students to familiarise themselves with college life and aids in a smoother transition at the end of Key Stage 4. After meeting with pupils to see what their interests are, we arrange suitable courses with local colleges and Alternative Provisions. Not only does this program allow us to provide breadth and depth to our curriculum offer, it provides our students with the opportunity to engage in activities that they might not have the opportunity to engage with otherwise, boosting students' self-esteem, confidence, and gaining skills for life.

## Specialist Centres

For those students with more complex needs, who are unable to access the curriculum that we deliver on our main site, they may be educated at one of our other learning centres: Seymour House and The Prospect Centre. In these settings, the students follow a more personalised curriculum that is tailored to their complex needs.



### Seymour House

Seymour House is a provision that offers a bespoke educational package to those students from Year 7 to Year 11. The students who attend have been identified in Their Annual Interim Review, at Mount Tamar, as children with more complex needs, have identified adverse childhood experiences (ACES) and who most struggle to engage with the curriculum.

The aim of Seymour House is to ensure that all our students have the opportunity to gain experiences that will enhance their transition to life after school, with a focus on facilitating the achievement of high quality accreditation to enable them to transition effectively into the Key Stage 5 element of their educational journey.

Seymour House is a Trauma Informed setting and is developing a bespoke trauma informed approach to educating children in an educational environment with therapeutic input to allow development and achievement which differs significantly from the other Mount Tamar sites.

Using ongoing assessment data, all students will work towards appropriate qualifications in Maths, English, Science, PSHE and Citizenship. The options available to them are:

<b>Assessment Baseline</b>	
<b>Subject</b> 	<b>Accreditation</b> 
Maths	<ul style="list-style-type: none"><li>→ EDEXCEL GCSE</li><li>→ WJEC Entry Level Pathways</li></ul>
English	<ul style="list-style-type: none"><li>→ AQA GCSE English language/Literature</li><li>→ Functional skills Level 1</li><li>→ Entry level</li></ul>
Science	<ul style="list-style-type: none"><li>→ Single award for the Entry Level Certificate(ELC)</li><li>→ Double award for Entry Level Certificate (ELC)</li><li>→ GCSE Combined Science: Synergy (AQA)</li></ul>
PSHE & Citizenship	<ul style="list-style-type: none"><li>→ ASDAN Certificate of Personal Effectiveness bronze, silver, gold (all)</li><li>→ The ASDAN Citizenship Short Course</li></ul>

Alongside this, there are numerous ASDAN Short Courses running throughout the centre from KS3 through to KS4 and offer progression to a range of other ASDAN courses. They can count as up to nine of the credits needed to achieve the Personal Development Programmes and up to six of the credits needed to achieve Certificate of Personal Effectiveness. Short Courses also offer progression to the Award of Personal Effectiveness and offer students the ability to develop life skills crucial for their well-being and development as young adults.

The courses are selected based on the specific individual needs and interests of the students and focus on skills that will allow them to be confident individuals who are physically, emotionally and socially healthy. We aim for them to leave us as responsible citizens who make a positive contribution to society and can embrace change, learn to manage risk and improve their own wellbeing.

. Examples of the ASDAN courses offered to pupils include:

- The Adventure and Residential Short Course which accredits up to 60 hours of out-of-centre activities. This could encompass outward-bound, adventure, sports-based or youth centre residentials, geography field trips, arts visits, history trips, museums and galleries, heritage sites, foreign language trips and exchanges, urban or rural visits.
- The Gardening Short Course which offers exciting and rewarding activities to develop skills and knowledge through gardening. This course helps learners develop practical gardening skills, as well as personal, social and work-related skills. Certification is available for 10–60 hours of work.
- The Science Short Course, which has been developed in association with the Centre for Science Education, accredits up to 60 hours of science studies and supports students in maintaining their curiosity about the subject. Learners develop their personal and employability skills – as well as their science knowledge and understanding.
- The Geography Short Course which has been authored by the Geographical Association. The course comprises a series of challenges, covering topics such as physical processes; food, energy and waste; and tourism. The topics offered have been chosen on the basis that most will not have been taught at Key Stage 3. It is about real places. Much of it uses the student as a starting point. It is about their place in the world – how they live in it, how it is changing for better and for worse and about their future in it. It will be about broadening students' horizons so they get a sense of seeing the bigger picture through social, economic and environmental lenses.
- The History Short Course which helps young people to develop their history skills and has been produced in collaboration with the Historical Association, who authored the curriculum, and offers a choice of history-themed activities and challenges.
- The Enterprise Short Course accredits up to 60 hours of enterprise activity and is endorsed by the Institute of Enterprise and Entrepreneurs.
- The PSHE Short Course which has been updated to help centres meet the requirements of the new statutory guidance for sex, relationships and health education in England, which came into effect in September 2020.
- The ASDAN Citizenship Short Course accredits between 10 and 60 hours of citizenship activity.
- The Sports and Fitness Short Course which accredits up to 60 hours of involvement in various sporting activities. It involves the students completing seven modules: Sports participation, Health, fitness and nutrition, Researching sport, Sport in the community, Coaching and officiating, The environment and Working in sport.
- The FoodWise Short Course which offers exciting and rewarding activities to develop skills and knowledge through cooking and food preparation. This course helps learners develop practical cooking skills, as well as personal, social and work-related skills.



During KS4, every student continues to participate in challenges that feed into the ASDAN Certificate of Personal Effectiveness and go towards the students' final qualification. The Award of Personal Effectiveness is a nationally recognised qualification, available at Levels 1, 2 and 3 and can accredit many of the imaginative and diverse activities undertaken by our learners, both inside and outside of school.

The course requires the students to develop key employability skills such as Working Together, Problem Solving, and Communication. It promotes, and allows centres to record a wide range of personal qualities, abilities and achievements of young people, as well as introducing them to new activities and challenges. Assessment is based on a portfolio of evidence and will encourage the development of the skills required for progression to further education, training or employment. When the course has successfully been completed at Year 11, the student could gain a GCSE through producing a portfolio of evidence that is externally moderated.

### The Prospect Centre

Students that Attend The Prospect Centre have been identified as those students who have significant Social Emotional and Mental Health Difficulties (SEMH), Communication and Interaction Difficulties, Cognition and Learning Difficulties, as well as Autistic Spectrum Conditions.

Our aim is that all students that attend The Prospect Centre have the ability to thrive with the bespoke approach to teaching and learning that the centre adopts. Ongoing assessments are used to create a personalised, creative curriculum that will be tailored to meet the needs and interests of the pupils who attend and allows them to obtain relevant qualifications including Functional Skills, BTECs and GCSEs, as well as a variety of ASDAN awards.

The Prospect Centre offers a safe learning environment, with a staff team that have the experience, skills and qualifications needed to provide the very best care and support for the most vulnerable children. Staff are skilled in using Attachment, PACE approach, Trauma and TEACCH to support Therapeutic based learning which aims to identify the barriers to learning and provide SEMH support to the students. The rich and stimulating curriculum offers a range of sensory and therapeutic interventions, as well as vocational opportunities which will enrich our young people's aspirations.

Class sizes are kept to a minimum and classrooms are 'enabling environments' with muted colours, individual workstations and visual timetables. The curriculum is designed to meet the specific academic, social, emotional and sensory needs of each young person and through close partnerships with families, professionals and the wider community, will ensure that all young people thrive.

The Prospect Centre offers a core curriculum of English, Maths, Science, PSHE and Citizenship at various levels, which is enhanced by gaining ASDAN accreditation in:

- Humanities
- Forest School
- Outdoor education
- Expressive arts
- Arts and Crafts which is also linked to RE and the projects are entered into the Spirited Arts competition
- Community participation skills
- Home skills
- Basic living skills

- Vocational Skills
- Independent living skills

In each area of their bespoke learning packages, students will work towards the ASDAN Short Course award, which offers progression to a range of other ASDAN accreditation. They can count as up to nine of the credits needed to achieve the Personal Development Programmes and up to six of the credits needed to achieve Certificate of Personal Effectiveness. The ASDAN Short Courses also offer progression to the Award of Personal Effectiveness, and provide challenging, motivating and stimulating learning opportunities which enhance success and can be personalised to suit the individual student's learning.

The curriculum – academic, social, moral and spiritual – aims to develop the full potential of all facets of the pupil and recognises and celebrates the individual's worth and contribution to the school community.

We aim to teach the students who attend The Prospect Centre how to grow into positive, responsible people, who can work collaboratively with others. Our goal is to provide them with the knowledge and skills which will enable them to become valued and a valuable member of their communities and live more independently. Our individualised learning plans are designed to allow our students to develop:

- Emotional Wellbeing
- Effective means of communication
- Willingness and readiness to learn
- Social and life skills
- Behaviour for learning
- Self-esteem
- Academic progress
- Ability to manage transitions, (day-to-day and life milestones)

At both The Prospect Centre and Seymour House, we aim to help every young person to acquire life and social skills to gain a more independent and positive future. We believe that engaging with learning is the key to young people achieving success and provide a creative, active and exciting curriculum that aims to inspire, stimulate and motivate all our young people.

### **Curriculum Impact**

We believe that the curriculum is a powerful tool and ours promotes the love of learning and a willingness to explore, question and prepare students for the demands of adult life. It allows pupils to discover and develop their interests and talents whilst building resilience, confidence and independence. Due to the nature of our students, we have ensured that we have provided opportunities that have laid the foundations to help keep themselves physically and mentally healthy-even once they have left us.

By embedding in our curriculum what we know about human cognition and how people learn, scaffolding, interleaving and retrieval practice, we have allowed our pupils to know and remember more, leading to achieving higher levels of success.

The impact of running an adventurous and vocational curriculum alongside academic subjects enables our learners to develop their knowledge, experience and imaginative understanding, as well

as their awareness of moral values. We hope that it will enable them to enter life after formal education as active participants in and contributors to society.

As we believe it is of paramount importance to prepare pupils for the next stage of their education, employment and lives, the way we measure our “impact” must go beyond mere outcomes and focus on the real substance of education, provide a broad and balanced curriculum that is ambitious for all and tackles social justice issues. To enable us to achieve this, we continually:

- evaluate the effectiveness of the way in which the curriculum is designed.
- evaluate the effectiveness of the way in which the curriculum is taught.
- evaluate the pace of pupil progress, pupil outcomes, and pupils’ preparedness for their next steps.

It is our belief that a good curriculum is a living organism, forever changing in response to reality. Our curriculum design, therefore, is a cyclical process and will be amended and adapted accordingly, with our students at the heart of what we do.