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Lawrence House School

Curriculum Policy

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Aims and Principles

At Lawrence House School (LHS) we strive to ensure that all young people in our care have access to a full range of educational opportunities and the support required for them to achieve their potential. LHS primarily delivers one to one tuition to ensure that students receive the individualised education they require. Opportunities for group work are utilised where possible whilst maintaining suitable staff to student ratios.

Our staff team deliver a thematic curriculum which includes bespoke courses and is designed to meet the individual needs of each young person. The tutors use a multi-disciplinary approach, enabling them to bring a wide range of strategies into the classroom, creating a stimulating learning environment. Collectively the LHS teaching team have extensive training and experience of working with students from diverse backgrounds and with a wide range of educational needs.

Our focus is on a holistic approach to developing students. With mental health literacy and resilience at the core of our curriculum approach we nurture student's intrinsic motivation for learning to assist in overcoming any barriers to educational achievement allowing them to realize their potential. We strive to continually impart our passion and enthusiasm for learning onto students by delivering engaging, challenging and inclusive programmes of study.

The Creative Curriculum

Our curriculum is based on a needs-led approach to cater for the young people who are in the care of QPC. We use our comprehensive initial assessment tools to gauge the current academic level for each young person. We often proceed with more complex dynamic assessments to gauge the potential of the young person and identify barriers to learning. Then with a clear understanding of the young person's needs we develop a creative and engaging curriculum which is pitched accurately to their level of learning and which allows them to achieve whilst being challenged.

We believe that in order to maximise educational achievement it is essential that the education team, care staff and the clinical team work cooperatively to provide a meaningful and holistic approach to developing each young person. This also ensures that learning is not limited to the classroom. We encourage and promote opportunities for young people to learn in varied contexts and locations, both in planned and spontaneous situations. We teach a balanced curriculum in such a manner that it promotes spiritual, moral, cultural, social and physical development and prepares each young person for experiences in adult life. Our young people engage in a range of programmes for which outcomes are measured and qualifications or recognitions of knowledge are achieved.

An Inclusive Curriculum

LHS ensures that inclusive strategies are used to secure curriculum access and to offer a broad and balanced curriculum to all pupils. We follow three key principles for planning and teaching; setting suitable challenges, responding to pupils' needs, overcoming potential barriers for individuals. We create a bespoke differentiated curriculum and timetable which is tailored to the young person's needs.

We ensure that tutors know how individuals learn best and through our assessment at induction, we gather information relating to the preferred learning styles of each young person and incorporate this information into their planning. Wherever appropriate tutors use a range of multi-sensory teaching and learning approaches across the curriculum to secure interest and motivation.

Teachers may consider:

- Visual, auditory and kinaesthetic approaches to learning.
- Activities which reflect the range of interests and different learning styles.
- Use of questioning and alternatives to questions, modelling, explanation and demonstration.
- Tasks that are long or short, open-ended or closed.
- Use of ICT and multi-media technology.
- A combination of teacher and teaching assistant directed work.
- Opportunities for pupils to ask and answer questions and to be actively involved in reviewing their learning.

All young people receive an education that enables them to achieve the best possible academic and personal development outcomes. We also aim to equip our young people with the skills and knowledge to become confident, be able to communicate their own views and when the time comes ready them to make a successful transition into employment, training or further & higher education. We endeavour to provide the support required for children with special education needs, whether with or without an EHC Plan. We ensure that any requirements specified on an EHC Plan are met.

Key Stage 3 & Key Stage 4 Overview

At Key Stage 3 & 4 LHS offers a range of pathways, any combination of which can be accessed to suit each young person's needs. Students can complete GCSE qualifications in English and Maths with tuition delivered by our qualified teachers and assessment conducted through 'Assess Education'. Students can complete vocational qualifications through a range of vocational and alternate education providers that LHS link with, and this is often delivered in conjunction with tuition from LHS. Functional skills, ASDAN and AQA qualifications are available to students as standalone qualifications, or in conjunction with GCSE and vocational qualifications.

All students who do not follow a vocational programme of study receive compulsory lessons in English, Maths along with a range of foundation subjects which contribute to the completion of the ASDAN Award of Personal Effectiveness or AQA Unit Awards. Examples of

such subjects include PSHE, science, sport & leisure, food technology, design technology, music, art, drama, media studies, history, geography, ICT, travel & tourism, animal care, enterprise, employability, business studies, childcare, psychology and sociology.

Synopsis of curriculum features

The Iceberg Programme

Mental Health Literacy & Resilience

This programme has three main outcomes:

1. Increased Mental Health Literacy
 2. Increased Self Efficacy in Physical Activity
 3. Improved Resilience
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The Iceberg Programme (TIP) is a bespoke programme which provides invaluable coaching on mental health and resilience through the promotion of physical activity. The programme supports and guides each recipient to gain a better understanding of their mental health. In achieving the three main outcomes TIP offers an overall improvement to our student's wellbeing. We offer a sense of autonomy in terms of the physical activity in which students engage and provide knowledge that allows students to take ownership of their own emotional literacy. This develops into a management system for every day stresses through regular exercise and the use of behaviour change techniques. These are used as a vehicle for wellbeing development and overall life improvement.

As part of our robust curriculum approach the programme is unique in that we are able to enhance wellbeing whilst delivering good quality personal, social, health and emotional development and physical development sessions. This programme forms part of our high quality holistic approach to developing mental health literacy. As the programme improves mental health and attitudes to learning it therefore enhances the future prospects of our young people.

The Creative Learning Journey

The CLJ identifies small-step learning outcomes that indicate, in simple language, what learning will take place. Both teachers and learners are clear about what is to be learned and when success has been achieved, leading to motivated pupils. Lessons are planned to challenge pupils and to take their learning forward. We create our own cross-curricular 'topic wheels' to ensure learners are engaged in exciting and stimulating lessons which are planned, tracked and assessed to ensure that learners reach their full potential. We identify learning outcomes for pupils based upon their level of attainment and the tailor-made cohesive curriculum enriches learning and meets the needs of individual pupil's profiles.

Functional Skills

Functional Skills qualifications support the development of practical skills and are designed to help learners gain the most out of work, education and everyday life. There's a strong focus on explanation and problem-solving, with a choice of paper assessment or on-screen, on-demand assessment. OCR has been at the forefront of developing functional skills assessments. This experience, backed up by extensive research and evaluation has provided an insight into what functionality means.

We offer 'Entry Level', 'Level 1' and 'Level 2' qualifications. An initial assessment is carried out when learners join us and this is teamed with information gathered from prior places of learning. This ensures that an appropriate learning pathway is chosen for each young person.

ASDAN

ASDAN is a pioneering curriculum development organisation and awarding body, offering programmes and qualifications that explicitly grow skills for learning, skills for work and skills for life.

The **Award of Personal Effectiveness (AoPE)** is a nationally recognised qualification, available at Levels 1, 2 and 3. It can accredit many of the imaginative and diverse activities undertaken by learners, both inside and outside of school. Assessment is based on a portfolio of evidence. The AoPE assessment units encourage the development of the skills required for progression to further education, training or employment. AoPE is suitable for a wide range of learners, within the 14-19 age group of students. The opportunity to choose the context in which the learner studies makes AoPE particularly attractive for learners in our school, as they experience non-formal education. Learners achieve the AoPE through completion of the thematic curriculum, particularly through the 'Knowledge and Understanding of the World' and 'Creative Development' areas of learning.

In addition, we offer our students ASDAN's Short Courses which provide accreditation for 10 to 60 hours of activities. There are a wealth of courses available and we choose appropriate options based upon our young people's personal interests.

Wildair Forest School

At QPC we believe in educating outside of the classroom and many of our CYP attend sessions at The Wildair Forest School. The Wildair strives to promote perseverance, independence and determination in people and groups through forest school, bushcraft, survival and a range of outdoor activities. As technology moves forward and plays a more prominent role in everyday life both QPC and The Wildair Forest School believe that it is equally important that CYP have access to an understanding of the natural world around them. We work in partnership to offer a range of activities for our CYP which improve resilience and overall wellbeing, and this takes place in a woodland local to our school.

Enrichment

The Academic Resilience Programme

We deliver 'The Academic Resilience Programme' developed around the Resilience Framework (Children & Young People) Oct 2012 - adapted from Hart et al 2007.

The programme should benefit all young people by raising achievement, improve engagement and provide practical approaches to help young people fulfil their academic potential. We look at 5 core areas; the basics, belonging, learning, coping and core-self and develop weekly sessions and tasks around these. Within each area is a selection of evidence-based ideas to help young people think strategically and practically about doing things resiliently.

Duke of Edinburgh

A fun adventure and major challenge, three progressive Award levels (Bronze, Silver and Gold) and a wide range of activities offer endless possibilities to anyone aged 14 to 24. Millions of young people in the UK have already taken part in the world's leading youth achievement award – pushing personal boundaries, gaining new skills and enhancing their CVs and college/university applications.

Extra-Curricular Activities

Our staff team commit to offering all CYP an extra-curricular activity every day. At QPC we appreciate that these activities are extremely important in our holistic approach to development and we acknowledge that these will become very important later, such as when our CYP are applying to colleges, because they help them to develop their talents, interests, and passions. The activities are fun, engaging and well-resourced and our CYP embrace the opportunities offered to them outside of curriculum hours.

Post 16 Overview

Our Post-16 provision caters for those working at Entry Level to Level One with a Foundation Learning programme incorporating work-based learning and Foundation Level AQA Unit Awards Scheme courses. Those working at Level 2 and above will be provided with a combination of work-based learning courses and academic qualifications. A programme of academic, vocational and mixed pathways will be developed to meet the needs of the individual learner. Both the Foundation Learning path and the higher ability path will be supported by an appropriate ladder of accreditation. OCR Functional Skills Maths and English are also available if required.

See the LHS Post-16 Education Provision Policy for more information.

Subject Overviews

As we are not limited to teaching the National Curriculum LHS develops a curriculum which is specifically designed to meet the needs and interests of our pupils, however many links are made with the national curriculum through delivery of all pathway options.

English

At Key Stage 3, the English curriculum provides students with the opportunity to develop skills in reading, writing and speaking and listening. We particularly focus on the correct use of grammar and in improving their vocabulary. Students are given the opportunity to study a range of texts which will prepare them for more in depth study of literature. At Key Stage 4 students have the option of a course of study that will prepare them for GCSE English or following a Functional Skills pathway leading to OCR Functional Skills qualifications.

The teaching of Literacy is a school wide priority and is embedded within all sessions. Refer to the LHS Literacy Policy for more details.

Mathematics

The LHS maths curriculum is flexible and based on the identified needs of our individual students. At Key Stage 3 the curriculum is specifically tailored for each student to ensure that they bridge the gap and make strong progress towards expected levels of attainment. At Key Stage 4 students complete GCSE Foundation maths and/or OCR Functional Skills qualifications. A Key Skills programme is available to those students not working towards GCSE or Functional Skills. This utilises AQA units to teach functional numeracy.

The teaching of numeracy is a school wide priority and is embedded within all sessions. Refer to the LHS numeracy policy for more details.

Foundation Subjects

Foundation subjects are taught through the creative curriculum and a broad and balanced curriculum is delivered across the academic year. Students have sessions including creative (arts, expressive arts and DT), understanding the world (history and geography). Students gain a range of AQA unit awards in these areas and complete related modules which contribute towards the ASDAN Award of Personal Effectiveness.

PSHE and Religious Education

PSHE and religious education objectives are taught through the creative curriculum. Each long-term plan identifies for the learner objectives in these areas and these are often bespoke and relating to each student's particular needs. We deliver The Iceberg Programme in order to improve the mental health and resilience of each young person and through this programme we also engage students in physical activity session to encourage a healthy lifestyle. This curriculum is flexible and in times of crisis, direct, specific education programmes are implemented to target certain areas.

The majority of our students work towards the ASDAN Award of Personal Effectiveness which includes a whole module on beliefs and values.

ASDAN & AQA

For the students who follow the ASDAN Personal Development Programme this is a cross-curriculum programme which recognises invaluable skills such as Teamwork, Independent Learning, Coping with Problems and Using Maths, English & ICT.

These skills are developed through 12 modules covering topic areas such as; sport and leisure, home management, the environment, health & survival, world or work, science & technology and expressive arts.

Students with a keen interest in a specific area can complete an ASDAN Short Course solely in the area of their choice.

The AQA Unit Award scheme is a 'unit' based approach which allows specific, independent units to be chosen and completed. The unit approach is often more accessible to students with limited confidence and whom have a negative feeling towards education by providing them with a 'can do' culture and allowing them to see quicker results than with alternative longer qualifications. They are an ideal stepping stone to other qualifications.

Monitoring & Evaluation of Curriculum

On admission to LHS all students are assessed to gauge their English and maths level of attainment and to highlight the specific areas to be targeted within these subjects.

Functional skills trackers are completed to track progress for each student within each qualification they work towards. Summative assessments are then completed when the student has covered all relevant content and records of qualifications kept.

Regular assessment allows students and teachers to know and understand their progress, achievements and targets. Assessment takes place in a number of ways, both formative and summative, these include: Peer & self-assessment, subject tests, completion of AQA Units.

The implementation of the school marking and feedback policy ensures continuous monitoring and development of spelling, punctuation and grammar.

Progress though the ASDAN Personal Development Programme is recorded on a spreadsheet which will keep track of challenges completed and credits gained. A decision can then be made on which level of the bronze, silver, gold a student will receive. The online aspect of the ASDAN programme gives additional opportunities for stretch and challenge activities which can work alongside class work or as independent tasks.

The completion of content for the ASDAN Award of Personal Effectiveness is monitored through internal verification days where student's progress is highlighted, and next steps

identified to ensure all students working towards the award are on track to cover content and skill set.

Classroom practice is monitored by the Education Coordinator as well as peer feedback from tutors, feedback from registered child care officers in the homes, homes managers, social workers and parents. Young people have a termly student voice which gives them the opportunity to talk open and honestly about their education provision, lessons, subjects and staff.

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