

# Curriculum Policy

## Thames View Bridge School

READY

RESPECTFUL

SAFE



Partnership Learning



**Ratified by Governors:**

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**To be reviewed:**

## **1.0 Principles upon which the curriculum is based**

Our curriculum model will provide stretching opportunities for all pupils so that they can progress at a challenging rate commensurate with their intellectual capacities and aspirations. All pupils will have wrap-around support to allow them to develop at an individualised pace and to have the right challenges at the right time.

Partnership Learning and Thames View Bridge School believe in excellence. We want to create a specialist, literacy focused environment that will facilitate excellent progress academically, therapeutically and socio-behaviourally, preparing pupils for full, independent lives.

Common characteristics of many learners referred to Thames View Bridge School will be that they have had significant difficulties coping with the mainstream school setting, their poor record of educational engagement, poor literacy skills, their persistent academic underachievement, frequent inappropriate behaviour and regular exclusion from school. We will aim to address these issues through a high quality alternative learning experience, centred on transforming the lives of learners through a personalised learning pathway, a therapeutic approach and multi-agency support.

## **1.1 Our curriculum aims to:**

- Provide systematic and consistent teaching and modelling for behavioural, emotional and social development.
- Provide an on-going Primary model in Key Stages 2 and 3 to create a more stable base for pupils who need time to build up trust with relevant adults.
- Provide a broad and balanced education which is practical, relevant and interesting, to motivate and engage pupils.
- Have the flexibility to let each pupil have their own personalised timetable to meet all of their needs.
- Include emphasis on literacy across the school.
- Offer all core subjects as a priority to provide a solid foundation in English, Maths and Science.
- Offer individual lessons in PE, Creative Arts and Food Technology with specialist teachers across the school.
- Provide project and theme-based learning including cross-curricular Humanities, PSHE, Citizenship and World Awareness.
- Offer vocational and work related learning experiences, including bespoke Work Related Learning sessions and Work Experience in Key Stages 3 and 4.
- Offer the use of ICT, built in to all subjects within the curriculum.
- Build upon previous skills and experience to extend the knowledge of pupils, using practical activities and structured play where appropriate.
- Offer a progression, through small steps, for the development of skills and concepts.
- Ensure equality of opportunity within the school, regardless of race, gender, religion or class.
- Be presented in the most appropriate way for groups and individuals to access, to enable maximum participation.
- Promote the spiritual, moral, social and cultural development of pupils.
- Take into account individual differences and additional difficulties, using specialist input from outside school where necessary.
- Provide opportunities for working in a range of groupings which could include individual or paired, small group and whole class where possible.
- Provide opportunities for mixed age group teaching when pupils are of the same academic ability in a certain subject.
- Make use of the immediate and wider environment, visitors to school and visits to sites of educational value.
- Be regularly reviewed and modified as appropriate to children's needs and in the light of research and developments.
- Promote strong values, including those identified as British values

## Thames View Bridge School – Curriculum Policy

- Offer a variety of relevant academic and vocational accreditations at Key Stage 4. At Thames View Bridge School, we will offer a variety of recognised accreditations and cover all academic levels to accommodate the various abilities of pupils and to make sure that all pupils achieve success and gain appropriate qualifications in the subjects they are taking. These will include: GCSE, BTEC, ASDAN, Functional Skills and Entry Level certificates. All KS4 pupils will be assessed for, and provided with, official special examination arrangements (scribes, readers, extra time etc) as necessary.
- Prepare pupils for the opportunities and responsibilities of adult life.

### 2.0 Literacy across the school

Thames View Bridge School will prioritise the development of literacy in all of its aspects, including oral language competence, as these are vital for self-esteem, academic success and improved life chances.

To demonstrate the importance we place on literacy development across our school, the Headteacher, a qualified English teacher (ages 11-18) will lead initially on literacy, oracy and language across the curriculum, leading staff training and monitoring closely the progress pupils make.

As most of our pupils will have missed large sections of their education, and some will have Speech Language and Communication Needs (diagnosed or not), almost all pupils will have difficulty with some aspect of learning to read and write. Pupils may have phonological difficulties, including those with dyslexia; they may have difficulties in decoding words and in reading comprehension. Most pupils will have problems understanding or producing written text, although systems using pupils' visual strengths can support literacy. In addition, we are aware that the vast majority of our pupils will be anxious about their literary skills and will use a number of strategies to avoid reading and writing, yet many will be highly competent at using ICT and we will build on these skills.

All pupils will be introduced to strategies for vocabulary development. New vocabulary will be represented through visual memory (images) and auditory memory (sounds). The meanings of words will be explored through mapping definitions and semantic links (the words linked with it). We will use multisensory learning, which should help particularly those with dyslexia. This will involve the use of visual, auditory and kinaesthetic learning to enhance memory and learning of language.

Words will be linked to our school half-termly project/theme topic or in specific subject areas. These will be displayed and repeated by all staff so as to become the norm.

Within English lessons across Thames View Bridge School, all pupils will undertake training in intensive literacy programmes tailored to their needs. One such programme, the 'Talk for Writing' programme <http://www.talk4writing.co.uk> will be used as part of our literacy focus across Key Stage 2 and, where appropriate, Key Stage 3. Talk for Writing is a curriculum programme for raising standards of writing. It builds on 3 key stages: imitation, innovation and independent application. Talk for Writing makes extensive use of classroom talk to help children become familiar with a range of text genres. For each genre, this familiarisation is extended through 'talking the text', shared and guided teaching, and pupils' independent writing of the same type of text. Talk for Writing is powerful because it enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version. The programme is highly recommended by our partner outstanding SEMH special school (Maplefields) who have a number of case studies showing significant progress pupils have made using the system across their whole school. We understand that:

'Some elements of Talk for Writing have...not been validated by systematic investigations but, together, they appear to be impacting upon school practices in ways that teachers find effective and that pupils find

appealing. Continuing evaluation work will indicate the ways in which Talk for Writing, and the Primary Writing Project as a whole, make a significant contribution to raising writing attainment...'

[http://www.primarywritingproject.org.uk/wp-content/uploads/2015/05/TalkforWriting\\_Review\\_of\\_related\\_research.pdf](http://www.primarywritingproject.org.uk/wp-content/uploads/2015/05/TalkforWriting_Review_of_related_research.pdf)

We will, therefore, only use this programme as part of our intensive literacy recovery/interventions.

All teachers across all subjects will be expected to deliver opportunities for all pupils to work on their speaking and listening skills, using a variety of strategies including talking frames, role play, drama games, and debating. Where appropriate, technology can be used to support such activities. Pupils could, for example, create podcasts, raps or school radio shows. Parents will also be encouraged to take part in speaking and listening activities with their children. Scripted, talking homework will be encouraged in all areas. Breakfast, break and lunch times at school will also be used to their full potential, with staff mixing at tables with pupils to encourage social interaction and active listening.

### **3.0 Numeracy across the school**

Numeracy is a proficiency which is developed mainly in Mathematics but also in other subjects. It is more than an ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. It requires understanding of the number system, a repertoire of mathematical techniques, and an inclination and ability to solve quantitative or spatial problems in a range of contexts. Numeracy also demands understanding of the ways in which data are gathered by counting and measuring, and presented in graphs, diagrams, charts and tables

Thames View Bridge School is committed to raising the standards of numeracy of all of its students, so that they develop the ability to use numeracy skills effectively in all areas of the curriculum and the skills necessary to cope confidently with the demands of further education, employment and adult life.

We will do this by:

- appointing a Maths lead teacher who is aware of the mathematical techniques used in other subjects and provide assistance and advice to other departments, so that a correct and consistent approach is used across the school. They will provide information to other subject teachers on appropriate expectations of students and difficulties likely to be experienced in various age and ability groups. They will also liaise with other teachers and attempt to ensure that students have appropriate numeracy skills by the time they are needed for work in other subject areas.
- ensuring that all teachers are aware, through data, of the numeracy needs of the classes they teach
- ensuring that teachers address numeracy issues in their planning, teaching and marking and are familiar with strategies for developing numeracy skills in their subject.
- ensuring consistency of practice including methods, specific vocabulary and notation
- monitoring teacher planning that differentiates to meet all pupils' capabilities and needs.
- familiarising all staff with the key numeracy strategies used to enhance students' skills and make them aware of their responsibilities and contributions to the development of student Numeracy in their area.
- providing a wide variety of opportunities to use numeracy within cross-curricular and project work.

## Thames View Bridge School – Curriculum Policy

- assisting in the transfer of students' knowledge, skills and understanding between subjects and encourage students to explore Mathematics in other contexts.

### 4.0 ICT to improve learning

Confident use of ICT is an essential skill for participation in today's society.

Thames View Bridge School aims to ensure that all staff and students can competently and confidently make effective use of ICT which can enhance teaching and learning across all subjects and ages, within lessons and outside the classroom (independent learning). We believe that ICT can be used to improve access to learning for pupils with a diverse range of individual needs and can help to raise standards in literacy and numeracy. Effective use of ICT can enable learning to take place more easily beyond the bounds of the formal school organisation and outside of the school day; enhancing the quality of such experiences.

ICT will be embedded as a key aspect of pedagogy across the school; all classrooms within the school will be equipped with high quality ICT equipment for pupils. Thames View Bridge School will maximise the benefit of its investment in ICT to support the delivery of the highest quality teaching and learning and we will ensure, in conjunction with Partnership Learning's specialist ICT team, that the continuing professional development of school staff and school leaders enables them to reach high standards of competence in ICT.

Thames View Bridge School will enable pupils to develop their ICT capability through:

- regular use of ICT planned within all subject areas.
- quality ICT hardware available to all pupils in all classrooms.
- teacher planning that differentiates to meet all ICT capabilities and needs.
- a wide variety of opportunities to use ICT within cross-curricular and project work.
- providing opportunity to use school ICT programmes and facilities outside normal curriculum time and through the use of internet facilities from home. We will provide training for parents in school as necessary, so that they have the skills and knowledge to support and monitor their children.
- where necessary promoting the use of ICT adaptive technologies to support students to be as independent as possible.

### 5.0 Curriculum Planning

To support teachers' planning of units of work:

- The curriculum will be reviewed annually across the whole school.
- All curriculum planning will support the pupils to make excellent progress academically but also to address their complex social emotional and mental health needs.
- Units are planned based upon individual needs to provide progression at each stage. Adaptations to long term plans are made by class teachers to meet the needs of their particular group. These adaptations are reviewed periodically by the leadership team.
- Short term plans identifying learning objectives, appropriate activities to teach these and specific vocabulary to be used, as well as providing resources and guidance to enable colleagues to teach the unit effectively are the responsibility of the class teacher. Relevant homework is set as necessary.
- Team planning sessions will be held during staff meetings.

## Thames View Bridge School – Curriculum Policy

- The leadership team will monitor learning and teaching as well as teachers' planning files. They will also seek pupils' views on a regular basis.
- Subject leaders should write and review annually a Development Plan for their subject identifying action points. This will be informed by their monitoring activity and take account of new initiatives. Subject leaders should review policies annually and update or rewrite as necessary.

### 6.0 Whole School Projects

To enthuse pupils, and to give our overall curriculum a clear focus, as well as a sense of unity, we will have half-termly themed projects across all ages and in all subjects. Thames View Bridge School believes that thematic learning can be vital, particularly when working with pupils who have social, emotional and mental health needs. As recommended by our outstanding partner SEMH school Maplefields (*Also See research by School 21.*) We will use our project work to develop oracy, learning skills, a real love of learning and social skills; all vital areas for our pupils.

All project work will link with specific, tangible criteria as tracked in the Classroom Monitor Foundation Learning objectives. Teacher planning will map the project work directly to the relevant objectives.

In Key Stage 2 and Key Stage 3, this will involve specific timetabled lessons with class tutors leading activities that include elements of History, Geography, RS, PSHE, World Awareness, life skills, vocational skills, cooking, gardening and ICT but may also include the creative arts and core subjects. The themes (such as 'New Beginnings', 'Healthy Lifestyles' and 'The Environment') will be developed at staff meetings where team planning takes place. Assemblies will link to the project, key words will be displayed all around the school and Friday afternoon whole school activities, trips and visiting groups will contribute to the theme.

In Key Stage 4, teachers will be expected to discuss the theme at form time and, where relevant, include links within subject areas. There are also 5 timetabled lessons where pupils will be able to work on themed areas (if they are not taking an extra option); this may be within the ASDAN framework and lead to accreditation. Vital areas of PSHE, such as relationships education will be timetabled within these lessons.

### 7.0 Curriculum Structure

As many of our pupils will be working well below expectations, for a number of the reasons stated above, we will have pupils working towards 'Stages' (rather than Year/Age targets). This is to help bolster self-esteem and will become the language of the school.

It will also help us to have mixed year groups for certain lessons; where pupils are working at similar stages but are in different years.

Stages relate to year expectations. For example: a pupil working at stage 5 would be working at a year 5 level in terms of expected attainment. Pupils will master each stage by achieving a series of set objectives and these are recorded in Classroom Monitor.

Thames View Bridge School – Curriculum Policy

AGE	YEAR GROUP	EXPECTED STAGE	ACCREDITATION
5		S1	
	1		
6		S2	
	2		
7		S3	
	3		
8		S4	
	4		
9		S5	
	5		
10		S6	
	6		Entry Level Grades
11		S7	
	7		
12		S8	
	8		
13		S9	
	9		
14		S10	GCSE grades
	10		
15		S11	
	11		
16			
	12		
17			
	13		
18			
19			

ENTRY LEVEL	GCSE	BTEC
EL1		
EL2		
EL3		
	1	LEVEL 1
	2	
	3	
	4	
		LEVEL 2
	5	
	6	
	7	
	8	
	9	

**Key Stage 2 Primary Model (a large proportion of lessons taught by the class teacher, some specialised teaching).**

Flexibility for some Year 6 pupils to join KS3 for certain lessons.

Subject Area	Hours taught per week out of 25 (5 hours per day)
English / Literacy	4
Maths	4
Science	2
PE	2
Creative Arts (Performing Arts /Drama / Music/ Art)	3
Friday afternoon activities (Trips / visiting groups / whole school activities etc) and assembly	1
Food Technology /Horticulture	2
Friday afternoon activities (Trips / visiting groups / whole school activities etc) and assembly for parents	1
School theme project work which will include elements of the above and subjects listed below	6
ICT	
Humanities (Geog / His / RS)	
PSHE/Citizenship / World Awareness	
Life Skills / Social Skills	

Our Key Stage 2 classes will aim to be very safe, therapeutic and nurturing. Many of our pupils will have trust issues with adults and these can take a great deal of time to overcome. One teacher and at least one member of support staff will be based for the vast majority of time with this group. The Primary curriculum will be organised into units of work as described above. Aspects of literacy, numeracy and ICT are taught within all subjects. The Lessons will be highly differentiated and modified in relation to a pupil’s specific needs as identified on their Educational Healthcare Plan and subsequent annual reviews. Teachers will be mindful of individual learning styles and work with students to maximise their potential across all areas.

The elements of PSHE and Humanities taught within project work and across all lessons will be tracked and reviewed termly.



**Key Stage 3 Primary Model (a significant proportion of lessons taught by the class teacher, some specialised teaching).** Flexibility for some Year 9s to join certain subjects in Year 10.

Subject Area	Hours taught per week out of 25 (5 hours per day)
English / Literacy	4
Maths	4
Science	2
PE	2
Creative Arts (Drama / Music/ Art)	3
Work Related Learning	1
Food Technology / Horticulture	2
Friday afternoon activities (Trips / visiting groups / whole school activities etc) and assembly for parents	1
School theme project work which will include elements of the above and subjects listed below	6
ICT	
Humanities (Geog / His / RS)	
PSHE/Citizenship / World Awareness /Social Skills / Life Skill 9	

Our Key Stage 3 classes will aim to continue to be safe, therapeutic and nurturing, although less time will be spent with the class teacher and more specialist teaching will take place. At least one member of support staff will, however, still be based for the vast majority of time with this group. The curriculum will be organised into units of work as described above. Aspects of literacy, numeracy and ICT will be taught within all subjects. The Lessons will be highly differentiated and modified in relation to a pupil's specific needs as identified on their Educational Healthcare Plan and subsequent annual reviews. Teachers will be mindful of individual learning styles and work with students to maximise their potential across all areas. The elements of PSHE and Humanities taught within project work and across all lessons will be tracked and reviewed termly.

Key Stage 3 pupils will have weekly Work Related Learning classes. The Compass tracker will be used by the school to help devise careers schemes using the Gatsby Benchmarks. <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>.

Some younger pupils may join with some KS2 lessons if appropriate. Similarly, Year 9 pupils who are academically able may be able to join KS4 groups for certain lessons; even starting GCSE subjects early in relevant cases.

**Key Stage 4 Secondary Model (a significant proportion of lessons taught by specialist teachers).**

Possible specialist interventions and chances to do certain lessons supported in mainstream.

Subject Area	Hours taught per week out of 25 (5 hours per day)
English / Literacy	4
Maths	4
Science	2
PE	2
Vocational qualification: Horticulture and Food Technology (Catering)	3
KS4 OPTIONS (Performing Arts, Art and Design, Health and Social Care + other available accreditations)	6
Work Related Learning (including preparation for college, work experience and work shadowing).	1
Friday afternoon activities (Trips / visiting groups / whole school activities etc) and assembly for parents	1
School theme project work which will include elements of the above and subjects listed below. This may lead to further accreditation such as ASDAN. Some of this time may be used for alternative support and/or extra options.	2
ICT	
Humanities (Geog / His / RS)	
PSHE/Citizenship / World Awareness / Life Skills / Social skills	

Our Key Stage 4 classes will still have significant time with their class teacher and at least one member of support staff will be based with this group as much as possible. The majority of core and option subjects, however, particularly those leading to recognised accreditations, will be taught by specialist teachers. As the school develops, all pupils will be able to choose two or three option subjects, depending upon their specific skills and interests. Due to capacity issues in the first year and by analysing the strengths of our small cohort of Year 10 pupils, we are providing three options which suit them; Health and Social Care, Art and Performing Arts. Also, project work will include life skills and short courses devised around individual strengths and interests that can lead to ASDAN or other relevant qualifications. Vital areas of PSHE, such as relationships education will be timetabled within these lessons. The elements of PSHE and Humanities taught within project work and across all lessons will be tracked and reviewed termly.

## Thames View Bridge School – Curriculum Policy

The curriculum will be organised into units of work as described above. Aspects of literacy, numeracy and ICT will continue to be taught within all subjects. Work will be clearly differentiated for each student. The Lessons will be modified in relation to a pupil's specific needs as identified on their Educational Healthcare Plan and subsequent annual reviews. Teachers will be mindful of individual learning styles and work with students to maximise their potential across all areas.

Key Stage 4 pupils will have weekly Work Related Learning classes and opportunities for relevant Work placements. The Compass tracker will be used by the school to help devise careers schemes using the Gatsby Benchmarks.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

There will be a focus on broadening horizons for students by linking with the wider community to raise aspirations.

In the first year of opening, options offered will be:

Art and Design  
Performing Arts  
Health and Social Care

As well as vital areas of PSHE, Project lessons will focus on practical life skills including food technology and horticulture which may lead to recognised accreditations.

*See also:*        *TVBS Assessment Policy*  
                      *TVBS Assessment flowchart*  
                      *TVBS Assessment timetable*  
                      *TVBS PSHE and SMSC Policy*

### **8.0 Provision for pupils with additional SEND needs**

The inclusive context at Thames View Bridge School means that teachers regularly come into contact with pupils who have a variety of special educational needs and disabilities in addition to their Social Emotional and Mental Health needs. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Special educational provision is underpinned by high quality teaching and is compromised by anything less. Classroom teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or other specialist staff.

We aim to have very small class sizes (maximum 8 pupils) with specialist teachers and support staff, who are experienced and trained to work with pupils who have a variety of SEND needs (in addition to SEMH).

We use a systematic cycle of planning, action, review and evaluation to monitor the progress of identified students.

We adopt a graduated response of action and intervention to develop ways of overcoming barriers to learning and setting targets for improvement.

A 'person-centred planning' approach ensures that children and young people are genuinely involved in all aspects of planning and that students express their views and are always fully involved in the decision making processes.

We encourage active participation of parents / carers in all decisions; enabling them to share their knowledge about their child which helps us to support them and gives the parents confidence that their views are valued.

We liaise effectively with all outside agencies and other relevant stakeholders.

## Thames View Bridge School – Curriculum Policy

We provide cost effective, flexible deployment of resources to ensure all students' needs are met and they are used to maximum effect.

We prepare students for adulthood, employment and independent living.

This policy will operate in conjunction with other school, Local Authority and National policies.

As a specialist SEMH school, all pupils at Thames View Bridge School will have been identified as having Social Emotional and Mental Health issues as their primary need. This will be clearly stated in their Educational Health Care plan (EHCP). A number of pupils will have additional special needs.

The definition as set out in the Special Educational Needs (SEND) Code of Practice (2015) is as follows:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person who has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age, or

Requires provision different from or additional to that normally available to pupils of the same age.

Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The effectiveness and appropriateness of the policy will be continuously monitored by the Headteacher in conjunction with the Governing Body. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents/carers as partners, statutory reviews, referrals for further statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development. For further details see Thames View Bridge School SEND Policy.

*For further details see Thames View Bridge School SEND Policy.*

## 9.0 Enrichment programme

We believe an extended school day is particularly important for pupils attending Thames View Bridge School to ensure they can access the training and support to equip them for living their adult lives in their 'home' community. A full range of after-school and, homework clubs e.g. study skills, social skills, music, arts, crafts, food technology and sports activities will be offered to enrich pupils' learning opportunities. These opportunities may be undertaken in partnership with our partnership Trust schools.

All options will be available to all of our pupils across all key stages, however, guidance towards the most appropriate choices may be necessary for certain pupils, particularly the Gifted and Talented pupils and those needing intensive extra support.

- We aim to raise the levels of pupils' enjoyment and achievement by offering access to extended school enrichment activities
- We are committed to offering all our families access to extra-curricular opportunities for their children, after-school, on Saturdays or during the holidays
- Parents / carers / pupils are consulted as to their needs in respect of after school provision (via questionnaire / consultation during school council)
- Every effort will be made to match our provision to needs of pupils
- Continuous effort will be made to secure the funding necessary to provide the level of support needed by our pupils
- Funding will be allocated to offer the "best match" possible
- Every effort will be made to offer appropriate opportunities for all ages / abilities with staff allocated to support this
- When demand exceeds availability pupils will be offered opportunities on a rotation basis
- We also aspire to offering some form of "residential experience" on at least one occasion during pupils' school career.

Once the school is at full capacity a range of other enrichment activities will be available during the year, including:

- Duke of Edinburgh's Award Scheme
- Volunteering
- Residential visits, in the UK
- Field trips
- Visits to galleries, museums, theatres and concerts
- Individual music lessons
- Music, Dance and Drama Performances

All of the above may be offered in partnership with our outstanding partner school to make the widest range of options available whilst ensuring value for money. Pupil attendance, participation and achievement in enrichment activities will be recorded and will contribute to their annual assessment.