

# Curriculum Policy

September 2023

**'Because Children Deserve Better'**

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### 1. Our Curriculum Vision

**Our Values: POSITIVE RESILIENT DIFFERENT PASSIONATE COLLABORATIVE**

Our curriculum is a unique curriculum model that supports the holistic development of all our **different** learners. It is our priority that our learners have a **positive** experience of education and engagement in learning and that their wellbeing is actively promoted. We have carefully considered what is important for our learners to experience and the detailed components they need to practice in isolation, before bringing them together into composite tasks. The child is the central point of our curriculum (the 'Pivot') and our curriculum is a series of actions that support the child to develop, grow and thrive. We are committed to providing a curriculum that is built on hands on and practical experiences that brings learning to life and supports learners to become **resilient** adults of the future. We have a **collaborative** approach; each learner has a designated Key Person with a focus on developing strong relationships with both the learner and family. We are **passionate** that our curriculum is a unique model which is built up of the learning areas from the Independent School Standards and our Golden Thread of; Reading, PSHE, Zones of Regulation, Extended Writing and **What Learners Must Know and Not Forget**.

### 2. Legislation and Guidance

This policy refers to the DfE's statutory guidance of:

- National Curriculum in England: Primary Curriculum 2015
- National Curriculum in England: Secondary Curriculum 2014
- SEND Code of Practice: 0-25 Years 2020
- Careers Guidance and Access for Education and Training Providers 2023
- The Independent School Standards Guidance for independent schools 2019

It also considers the Independent School Inspectorate (ISI) Framework for the Inspection of Association of Independent Schools (2023).

### 3. Our Intent

'I know therefore I can...'

Our curriculum is an intentional curriculum which has been codified so that nothing is left to chance. We have created a bespoke curriculum, containing the knowledge and experiences right for our learners. It is not overloaded, but it is detailed, so that pupils can practice, practice, practice to master previous and current learning.

It is a priority that all our learners have a positive experience of education and engaging in learning. Our approach is designed to raise both the academic performance and social, emotional and mental health of all our young people. We are committed to preparing our

pupils for the opportunities, responsibilities and experiences of life in British Society and to promote the fundamental British Values, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Our learners have a variety of different needs who all require a nurturing and therapeutic approach to their education which is reflected in our detailed and sequenced planning. We are dedicated to providing a nurturing and therapeutic approach to education whilst having aspirational expectations of their academic progress and success. Our curriculum supports pupils to make connections; building schema and supporting the best progress, possible.

**Substantial knowledge** is the specific, factual content for the subject, which must be connected into a careful sequence so that learning makes sense and builds on prior learning. This is **What Learners Must Know and Not Forget**.

**Disciplinary knowledge** is the 'how' and what learners 'do' with the substantial knowledge. This is the application of their knowledge – acting as an 'expert' in the subject. It is important that this is not taught as a separate strand and is related to the substantial knowledge sequence of learning.

Our Pivot Curriculum is a unique model which is built up from Our Golden Thread, the Independent School Standards and carefully considered schemes and subscriptions which complement our unique offer.

Independent School Standards	Links to the National Curriculum	Our Pivot Curriculum Pivots Golden Threads (PGT)
Linguistic	English, Reading, Writing, spelling and Grammar (SPAG) and Spoken Language	Phonics Catch up in KS2 Drop Everything and Read (DEAR) (PGT) The Writing Revolution (PGT) Spelling and Grammar (SPAG) Our Vocational Offer
Mathematical	Maths	White Rose Maths (KS2) Our Vocational Offer
Scientific	Science	Our Vocational Offer Anatomy and Physiology (AQA Unit Awards)
Human and Social	PSHE, Geography, History and RE (Humanities)	PSHE Association (PGT) Zones of Regulation (PGT) Careers and Employability Health and Social Work Experience Our Vocational Offer
Physical and Aesthetic	Physical Education	Sports Leader Enrichment Off-site Learning and Enrichment Swimming Our Vocational Offer
Creative	Art and Design and Music	Charanga Music (KS2) Expressive Arts Music Production Our Vocational Offer

Technological	Computing, Design and Technology (DT)	Touch Typing Creative Craft Cookery Our Vocational Offer
<b>Mental Health and Wellbeing:</b> Zones of Regulation, Enrichment, Mindfulness, Life Skills, Duke of Edinburgh, Forest Schools, Wilderness Therapy		

#### 4. Our Golden Thread

Our Golden Thread is built up of components of Pivot's key priorities and is a key aspect of making our curriculum unique for our learners. We have thought carefully about how our Cultural Capital and Our Golden Thread will enable our learners to engage and learn things that are outside of their daily experience. It builds on our ethos to practice, practice, practice to master previous and current learning; making links and connections. We decide on the knowledge that our pupils need and consider how we are preparing pupils to live and thrive in culturally and ethnically diverse modern Britain. We do this through Our Golden Thread, educational visits, enrichment experiences and outcomes; constantly promoting the Fundamental British Values. Our **Golden Thread** highlights our dedication to provide a nurturing and therapeutic approach to education whilst having aspirational expectations of their academic progress and success.

Golden Thread that runs through the curriculum	Reading	PSHE	Zones of Regulation	Extended Writing	What Learners Must Know and Not Forget
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The aspects of our Golden Thread:

- Reading
- PSHE
- Zones of Regulation
- Extended Writing
- **What Learners Must Know and Not Forget**, supports our learners with developing the essential skills that they need for accessing our curriculum, and personal and academic success.

These five aspects are carefully planned and built into all subjects and lessons; they support pupils to practise and apply skills across all areas of the curriculum. The Golden Thread can be presented in small and manageable chunks of learning to encourage our learners to try new things and take risks in safe environments (disciplinary knowledge). We have carefully considered what is important for our learners to experience and learn and this is reflected in our comprehensive Subject Long Term Plans.

#### The Principles of Our Golden Thread

Reading:

- Exposure to different text types, across a range of different subjects, is an essential element of our Reading Golden Thread, to give Pivot pupils the best opportunities to make progress in their reading fluency and comprehension.
- Focusing on reading in as many different subjects and contexts, as possible, is an approach to encourage and motivate our learners.

- 'Drop Everything and Read' (DEAR) is an approach that is consistently implemented across the whole academy, so that pupils and adults can sit alongside each other and read for enjoyment, without any additional pressure of comprehension or assessment; essential for fostering a life-long love of reading.

#### PSHE:

- Many of our learners require a nurturing and therapeutic approach to their education and we consider it essential that PSHE is at the heart of our curriculum, as a Core Subject, and as an aspect of Our Golden Thread.
- We consider it essential, and our responsibility, to incorporate the PSHE learning opportunities of Health and Wellbeing, Relationships and Sex Education (RSE) and Living in the wider world, into our curriculum.
- We are mindful that the consequence of us not covering these crucial areas, is that our learners are likely to gather their information and develop opinions based on unreliable and inappropriate sources. We want to cover these essential PSHE areas, where possible, through real life contexts which is why we feel that building opportunities into daily classroom practice is most effective.

#### Zones of Regulation:

- All of our learners are explicitly taught the Zones of Regulation curriculum to support them to develop strategies for regulation, prosocial skills, self-care and overall wellness.
- Pupils build up a personal toolkit of skills to use to support them to self-regulate; it is essential that this is regularly built into all subjects and lessons, as part of our Golden Thread.
- Our highly skilled central team, including our Director of SEND, Lead SENCo, school SENCos, ASC Lead, Therapeutic Lead and Social Worker, all provide support to our schools on embedding Zones of Regulation into our curriculum.
- Teachers explicitly plan opportunities to support the development of Zones of Regulation into their lessons, so that the strategies become embedded, for both staff and pupils.
- Once pupils understand their feelings and Zones, they can use strategies to manage their different Zones to meet goals related to academic tasks and maintaining healthy relationships.

\*Our Pivot 6 pupils do not take part in Zones of Regulation due to the limitation of their 20-week programme.

#### Extended Writing:

- Our learners require regular opportunities to write at length so they can build up their stamina and independence in writing across the curriculum.
- Our aim is to ensure that writing skills are regularly taught across all curriculum subjects and that this is evident in planning and classroom practice, to support our learners to build up stamina and persistence in their writing.
- We also recognise that writing about things that they are interested in is motivating; a student may be reluctant to write in an English lesson but eager to write in History, so we need to expose them to as many different writing purposes as possible.

#### What Learners Must Know and Not Forget:

- We have clearly identified the important knowledge that learners must learn in each subject, within Our Pivot Curriculum.
- We recognise that because our curriculum is unique and our Golden Thread has been specifically designed to include PHSE and Zones of Regulation, in addition to the academic areas of reading and extended writing, it is crucial that the curriculum clearly identifies what the essential aspects of learning are for each subject.
- 'What Learners Must Know and Not Forget' is clearly identified on each Long-Term Planning document for each subject. We are committed to regularly reviewing these, to ensure that we get our substantive and disciplinary knowledge absolutely right for each subject.
- Mapping out the links between each subject to ensure that Our Pivot Curriculum builds on prior learning, and provides opportunities for learners to apply skills and knowledge across the wider curriculum, in addition to the subject where they've acquired the new knowledge, is regularly reviewed in our regular Subject Network groups.

## 5. Our Implementation

### Our Pedagogy

At Pivot, we believe that achievement is likely to be maximised when teachers consistently:

- share overviews of learning and sequences of learning so that links can be made (within a unit, and across units over the year);
- call attention to and regularly review main ideas, including **What Learners Must Know and Not Forget**;
- recognise that learning needs to be built on secure practical and concrete experience;
- use high quality modelling effectively to demonstrate expected outcomes;
- use effective scaffolding materials to support learning;
- introduce, teach and use appropriate subject specific vocabulary;
- build in independent enquiry based over-learning and practice to cement deeper learning;
- carry out regular checking to enable children to recall material thus demonstrating learning embedded in long term memory;
- build in opportunities for time to stop, wonder, question, think and reflect;
- refer to and encourage learners to use Zones of Regulation strategies and personal toolkits
- ensures planning reflects that deeper learning takes place when small steps of new information build on concrete experiences and clear models followed by opportunities for independent practice to embed learning into long term memory. 'If nothing in the long-term memory has been altered, nothing has been learned' Sweller et al (2011);
- plan for regular opportunities for oracy throughout to learn through talk and to learn to talk;
- modify classroom environments, to meet the needs of the pupils in the class, so that the classroom climate inspires and motivates all learners;
- promote strong partnerships with parents and carers.

## Our Approach

Our KS3 and KS4 Model	
<p><b>Our Environment</b></p> <p>We offer a calm and nurturing environment where pupils feel safe to learn and make mistakes. Each lesson, day and week offers new opportunities and a 'fresh start'. By embedding the Zones of Regulation approaches throughout our practice, we support learners to connect and regulate their emotions enabling them to access the learning opportunities. Our class sizes are small with high adult to pupil ratios where every learner can be provided with the support they need to successfully access the curriculum. We have a number of defined calm spaces around our academies. All of our learning environments are purposely created to be 'low stimulation' to prevent sensory overload.</p>	<p><b>Personalised Learning</b></p> <p>Our learners have different learning levels, so lessons are carefully planned and highly differentiated. Provision is focused on individuals' needs and pupil voice is key to this. We focus on developing the whole pupil, and visual, bespoke timetables to suit the needs and preferred learning opportunities of the learners are in place for all. As many of our learners thrive in practical and experiential learning activities, we offer a multitude of outside learning and enrichment opportunities. Our highly skilled team of Intervention Mentors deliver a wide range of academic and social and personal development intervention programmes. Our ASC and Therapeutic Leads, from the Central Team, offer a number of different therapies and counselling options (e.g. Lego Therapy, Drawing and Talking Therapy, CBT). Our Pastoral and Welfare Leads deliver wellbeing and initiatives as part of our curriculum and ensure that important daily meet and greets, regular check ins, planned 'talking times' and ad hoc additional emotional support happens when learners need it. We have dedicated therapeutic and intervention spaces where all of this work takes place.</p>
<p><b>Planning</b></p> <p>Each subject has a detailed long-term plan which includes the subject vision, an overview of key themes and detailed substantive and disciplinary knowledge of <b>What Learners Must Know and Not Forget</b>. Medium Term planning includes planning for Our Golden Thread, pre-learning assessments and includes the next steps for individuals (linked to SEND documentation); there is an expectation that this is completed for each group/class of learners. Short Term Planning is more flexible and teachers can adapt this to make it work for their own teaching styles but it must promote Our Golden Thread and reflect <b>What Learners Must Know and Not Forget</b>.</p>	<p><b>Careers Guidance and Support</b></p> <p>Our careers guidance is embedded into our curriculum offer, and has the flexibility to ensure that all pupils' needs can be effectively met. Careers education will be a focus throughout all key stages; our academies work in partnership with C&amp;K Careers who offer students independent and impartial advice to ensure students are given all options and opportunities. We encourage students to raise their own expectations and be aspirational for their own career path. Our support helps them with forging a personalised pathway for their future. Pupils, at Kirklees, can work towards a careers-based NCFE Qualification.</p>

## **Pivot 6 Model**

### **Pivot 6 (20 week Curriculum)**

The focus of the Pivot 6 curriculum is two-fold. Firstly, it aims to fill common knowledge gaps for students who have experienced interruptions to their education, and to stretch and challenge those who are academically able. The second aim is to explicitly teach and model the behaviours for learning which are necessary for successful reintegration back into mainstream education. The curriculum has a strong focus on Numeracy, Literacy, PSHEE, Humanities, Creativity and Sport. We also incorporate a full timetabled offer of pastoral sessions to support the academic and behaviour curriculum. All delivery is based on nurture principles and quality-first teaching.

There are a range of qualifications that young people can access as they work towards reintegration back into mainstream education. Careers and Vocational education form a vital part of the Pivot 6 offer, tailoring independent careers advice to the needs of the learners.

### **Key Stage 2 – Primary Model**

Half termly curriculum questions, alongside suggested fiction and non-fiction texts to drive the learning, are in place. However, our approach is flexible and our children are invited to suggest subjects and themes that they would like to explore and study. The voice of the child informs the Medium-Term Planning. A new topic/theme is generally introduced every half term; however, this is flexible as we respond to the needs and interests of our children. Long term planning identifies the National Curriculum outcomes that we have considered important for our children to experience and learn. These, alongside objectives from PSHE Association and Zones of Regulation, drive our text based, creative curriculum.

English is taught within the context of curriculum aspects. 'Writing for a Purpose' supports writing, Optima Precision Teaching supports reading and phonics and the DEAR (Drop Everything and Read) approach encourages reading for enjoyment. Pearson Rapid Phonics supports children who didn't reach the expected standard at the end of KS1 and is used to plug the gaps in learning. The Pearson reading scheme compliments the phonics scheme and is used to teach reading.

Maths is taught discretely, following the White Rose Maths scheme of work. Teachers use this to identify differentiated targets for children, working in different year groups and at various development stages, whilst working on the same overall mathematics theme.

Drop Down Focus areas are identified, each half term, to enable focused learning on a topic/theme from the National Curriculum depending on the needs and interests of children in the class (e.g. volcanoes).

We recognise that our children need predictability and consistency in their days. Timetables offer regular, short sessions of learning with regular breaks and times to eat and regulate. End of Unit (half-termly) 'Celebration Cafes' celebrate work and achievements and are a time for parents to share these with their children and class teams.

We subscribe to Charanga Music, Twinkl and White Rose Maths.



## 6. Our Curriculum Offer

Speaking and Listening (literacy and numeracy) across the curriculum

Independent School Standards	Leeds Lower	Leeds Upper	Kirklees Lower	Kirklees Upper	Pivot 6
Linguistic	English	English AQA	English Pearson/ AQA/NCFE	English Pearson/ AQA/NCFE	English AQA/ Edexcel
	SPAG	SPAG	SPAG	SPAG	SPAG
	Early Reading and Phonics	Reading Fluency (identified through assessments)			
			Vocational Offer (details below)		
Mathematical	Mathematics	Mathematics AQA/ Edexcel	Mathematics Edexcel/ Pearson/ NCFE	Mathematics Edexcel/ Pearson/ NCFE	Mathematics AQA/ Edexcel
			Vocational Offer (details below)		
Human and Social	PSHE	PSHE AQA UAS	PSHE RSE NCFE	PSHE RSE NCFE	PSHE RSE NCFE
	Humanities	Humanities AQA UAS	Humanities AQA	Humanities AQA	Humanities
		Careers and Employability AQA UAS		Careers and Employability NCFE	
				Health and Social NCFE	
		Work Experience		Work Experience	
			Vocational Offer (details below)		
Scientific	Science	Science AQA	Science AQA	Science AQA	Science; Anatomy and Physiology (AQA Unit Awards)
			Vocational Offer (details below)		

Speaking and Listening (literacy and numeracy) across the curriculum

Independent School Standards	Leeds Lower	Leeds Upper	Kirklees Lower	Kirklees Upper	Pivot 6
Creative	Art				
	Music				Music Production
		Expressive Arts (Art/Music/Drama) <b>AQA UAS</b>	Expressive Arts (Art/Music/Drama)		Music (AQA Unit Awards)
			Vocational Offer (details below)		
Technological	ICT		ICT Touch Typing (OfQual)	ICT Touch Typing (OfQual)	ICT Touch Typing (OfQual)
	DT				Creative Craft (wood) <b>NCFE</b>
		Creative Craft (cookery and construction) <b>AQA UAS</b>	Creative Craft (cookery) <b>NCFE</b>	Creative Craft (cookery and construction) <b>NCFE</b>	Creative Craft (cookery) <b>NCFE</b>
			Vocational Offer (details below)		
Physical and Aesthetic	PE	PE <b>AQA UAS</b>	PE <b>NCFE</b>	PE <b>NCFE</b>	Boxing/ Personal Training/ Fitness Coaching
			Sports Leader <b>Sports Leaders UK</b>	Sports Leader <b>Sports Leaders UK</b>	Sports Leader <b>Sports Leaders UK</b>
			Vocational Offer (details below)		

Independent School Standards	Leeds Lower	Leeds Upper	Kirklees Lower	Kirklees Upper	Pivot 6	
Speaking and Listening (literacy and numeracy) across the curriculum	Mental Health and Wellbeing	Zones of Regulation	Zones of Regulation	Zones of Regulation	Zones of Regulation	Nurture principles
		Enrichment	Enrichment	Enrichment	Enrichment	Enrichment
		Mindfulness	Mindfulness	Mindfulness	Mindfulness	Mindfulness and Relaxation Beauty therapy (AQA Unit Awards)
		Life Skills	Life Skills	Life Skills	Life Skills	Re-Tracking
				Duke of Edinburgh	Duke of Edinburgh	Lego Therapy
				Forest Schools	Forest Schools	Self-Esteem Group
				Wilderness Therapy	Wilderness Therapy	Life Skills
				Vocational Offer (details below)		

### The Kirklees Vocational Offer

- Construction (Elite Training)
- OAA/Bushcraft
- Multi-Skills Construction (Leeds College of Building) – bespoke offer
- MVT (Elite Training)
- DofE
- Health & Social Care
- Gym/Sports Hall
- Film Studies
- Non-Contact Boxing
- Swimming
- Independent Travel
- Design Technology (Creative Craft)
- Swimming
- Outdoor Education

Qualifications		
NCFE	Level 1 Award: Health and Social Care, Children and Young People Settings	600/1211/0
	Level 1 Certificate: Sport	601/2623/1
	Entry Level 2 Certificate: Essential English in Everyday Life	610/0651/8
	Entry Level 3 Certificate: Essential English in Everyday Life	610/0653/1
	Entry Level 2 Certificate: Essential Maths in Everyday Life	610/0654/3
	Entry Level 3 Certificate: Essential Maths in Everyday Life	610/0655/5
	Level 1 Award: Creative Craft	601/3360/0
	Level 1 Award: Employability	601/4680/1
	Level 1 Award: RSHE	603/4763/6
Sports Leaders	Level 1	N/A
AQA	GCSE English Language 8700	601/4292/3
	GCSE Maths 8300	601/4608/4
	GCSE Biology 8461	601/8752/9
	Functional Skills Level 1 English	603/4284/5
	Functional Skills Level 2 English	603/4285/7
	Functional Skills Level 1 Maths	603/4257/2
	Functional Skills Level 2 Maths	603/4258/4
	Unit awards	
Edexcel	On Demand Functional Skills Level 1 English	603/4289/4
	On Demand Functional Skills Level 2 English	603/4290/0
	On Demand Functional Skills Level 1 Maths	603/4267/5
	On Demand Functional Skills Level 2 Maths	603/4268/7

## 7. Our Impact

Our curriculum has an ambition for high achievement of pupils irrespective of background and starting points.

Achievement is represented in these key areas:

### Impact 1: Standards

- Baseline assessments are completed and inform starting points.
- Individual targets inform targeted support and progress is regularly reviewed (Boxall, EHCP targets).
- Formative assessment informs planning and intervention.
- Children make progress in line with their peers or even better than from their starting point.

### Impact 2: Learning Values

“We put the child at the centre of everything we do”

Our values (**POSITIVE, RESILIENT, DIFFERENT, PASSIONATE, COLLABORATIVE**) are evident in daily practice including learners choosing to, and adults encouraging learners to, make the right choices in their learning and conduct. British values are clear to see and staff and learners promote these.

### Impact 3: Personal Development

Children’s attendance increases due to the ‘hook’ of the learning experiences and the dynamic and relevant teaching. Children demonstrate The Pivot way in their day-to-day learning. Personal development is assessed using Boxall and this informs planning and teaching.

Inspired by hope for the future we want the children to:

- leave with a broad wisdom and an articulate voice;
- grow in confidence, both in their skills and abilities and confidence to express their opinions and voice;
- have hope and resilience to overcome challenges;
- apply their skills and abilities to contribute to their community locally, nationally and globally both now and in future challenges;
- be ambitious about what they can achieve.

## 8. Linked Policies

- Assessment Policy
- RSE Policy
- SEND Policy