

# Curriculum Policy

September 2024

**‘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 (Key Skills, PSHE, Online Learning and Zones of Regulation for our Links, POP and Nurture pathways).

## 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).

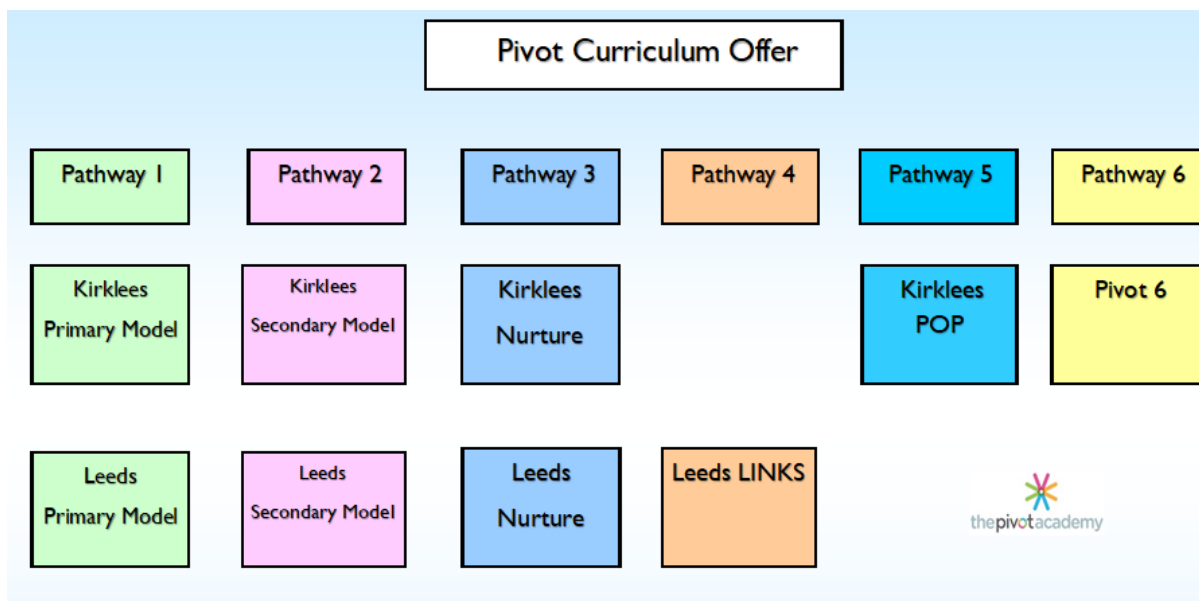
## 3. Our Intent

'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.

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 at each pathway. Our curriculum is built up of six pathways (**see Appendix A**); each pathway has a comprehensive curriculum rationale, curriculum offer and qualifications and detailed planning.



*(more information can be found in Appendix A)*

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. 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	Phonics Catch up in KS2: Rapid Reading and Rapid Plus

	Grammar (SPAG) and Spoken Language	Drop Everything and Read (DEAR) <b>(PGT)</b> The Writing Revolution <b>(PGT)</b> Spelling and Grammar (SPAG) Our Vocational Offer Key Skills (POP, Nurture and LINKS)
Mathematical	Maths	White Rose Maths (KS2) Our Vocational Offer Key Skills (POP, Nurture and LINKS)
Scientific	Science	Our Vocational Offer Anatomy and Physiology (AQA Unit Awards) Biology
Human and Social	PSHE, Geography, History and RE (Humanities)	PSHE Association <b>(PGT)</b> Zones of Regulation <b>(PGT)</b> Careers and Employability Health and Social Enterprise Work Experience Our Vocational Offer Duke of Edinburgh Key Skills (POP, Nurture and LINKS)
Physical and Aesthetic	Physical Education	Sports Sports Leader Enrichment Off-site Learning and Enrichment Swimming Bushcraft Duke of Edinburgh 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.

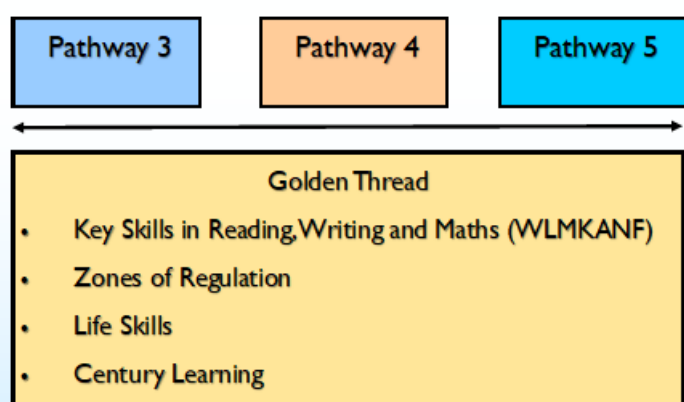
Golden Thread that runs through the curriculum	Reading	PSHE	Zones of Regulation	Extended Writing	What Learners Must Know and Not Forget
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The aspects of our Golden Thread:

- 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.

Pathways 3, 4 and 5 have an amended Golden Thread to meet the needs of the learners within our bespoke curriculum pathways.



*(further information can be found in Appendix A)*

### 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.

#### 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 and ongoing formative assessment to check what learners know and use this information to plan what to do next, in lessons
- build in regular retrieval opportunities to enable learners to recall and apply previous learning 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;
- create high quality classroom environments so that the classroom climate inspires and motivates all learners;
- ensure that classroom displays reflect current learning and support learners to practise and apply the skills they have been modelled and taught;
- promote strong partnerships with parents and carers.



## 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. Where possible, each of our learners leaves Pivot with a portfolio of qualifications to support their journey into adulthood.

### 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.

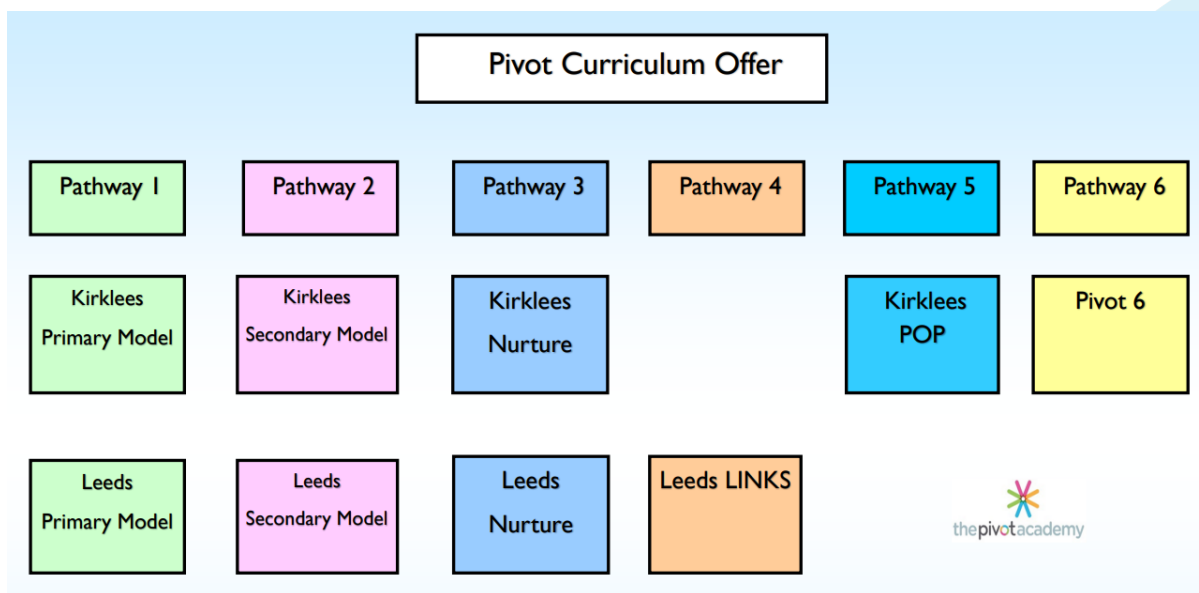
## 6. Linked Policies

- Assessment Policy
- RSE Policy
- SEND Policy



## 7. Linked Documents

### Appendix A: Curriculum Pathways and Offer



Qualifications						
	Pathway 1 (Primary)	Pathway 2 (Secondary)	Pathway 3 (Nurture)	Pathway 4 (LINKS)	Pathway 5 (POP)	Pathway 6 (Pivot 6)
Leeds	Primary n/a	<b>GCSE/FS:</b> English Maths  <b>AQA Unit Awards</b>	<b>FS:</b> English Maths  <b>AQA Unit Awards</b>	<b>GCSE/FS:</b> English Maths PSHE  <i>Other GCSEs are offered, through Academy 21, to meet the needs of learners.</i>		
Kirklees	Primary n/a	<b>GCSE/FS:</b> English Maths Science Biology Business  <b>OfQual:</b> Touch Typing  <b>NCFE:</b> RS&H Employability Health & Social Care Creative Craft Sport  <b>Leadership Skills Foundation:</b> Sports Leaders  <b>Duke Of Edinburgh:</b> Bronze Award  <b>Outdoor Education/IOL:</b> L2 Bushcraft Skills  <b>AQA Unit Awards</b>	<b>FS:</b> English Maths  <b>AQA Unit Awards</b>		<b>GCSE/FS:</b> English Maths PSHE  <i>Other qualifications are offered, to meet the needs of learners.</i>	<b>GCSE/FS:</b> English Maths Science  <b>OfQual:</b> Touch Typing  <b>NCFE:</b> RS&H Employability Creative Craft Sport  <b>Leadership Skills Foundation:</b> Sports Leaders  <b>AQA Unit Awards</b>  <b>External:</b> L1 Construction L1 Multi-Skills E13 Motor Vehicle L1 Personal Dev. (horses) EL Essential Digital L1-3 Equine Training Cave—Sports Leaders

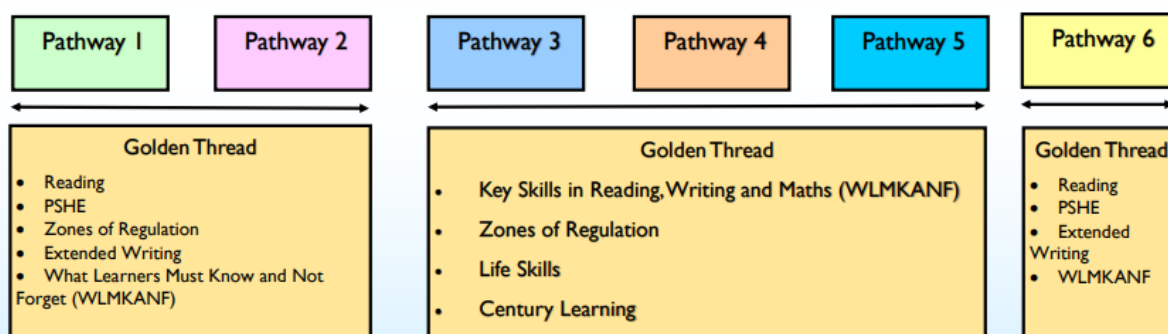
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We decide on the knowledge that our pupils need and consider how we are preparing pupils to live and thrive in culturally and ethnically diverse modern Britain. We do this through Our Golden Thread, educational visits, enrichment experiences and outcomes; 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.



### Pathway 1

This pathway is built around half-termly curriculum questions, alongside fictions and non-fiction texts to drive learning forwards. However, our approach is flexible and our learners are invited to suggest subjects and themes that they would like to explore and study. The voice of the child informs medium-term planning and although a new theme is generally introduced each half-term, this is flexible as we respond to the needs and interests of our learners. Long-term planning identifies the key knowledge and skills that we consider important for our learners to learn.

English is taught within the context of the curriculum themes; 'Writing for a Purpose' supports writing, Pearson Rapid Readers supports early reading and phonics for those learners who require supporting with reading fluency and the Pearson reading scheme compliments the early reading scheme and is used to teach reading. DEAR (Drop Everything and Read) approach encourages reading for enjoyment. Maths is taught discretely, following the White Rose Maths scheme of work. Drop Down Days enable full days to be dedicated to one particular; the subject for each half term is identified on medium term planning. We recognise that our learners need predictability and consistency in their days. Timetables offer regular, short sessions of learning with regular breaks and times to eat and regulate. In this pathway, learners are taught the majority of the curriculum by the same teacher/instructor.

#### Kirklees Primary Model

English	PE (including	Enrichment/Life
Early Reading and	swimming)	Skills
Phonics	Bushcraft	Equine
DEAR	Food	ZOR
Maths	Technology (DT)	
PSHE	Humanities/	
Science	Expressive Arts/ICT	
	(rotation)	

#### Leeds Primary Model

English	PE (including	Enrichment/Life
Early Reading and	swimming)	Skills
Phonics	Food Technology	ZOR
DEAR	(DT)	
Maths	Humanities	
PSHE	Art	
Science	Music	

#### Golden Thread

### Pathway 2

This pathway is designed to support learners who are in KS3 and KS4, who will be able to achieve some Level 1 Functional Skills or Level 2 Functional Skills and GCSEs. This bespoke curriculum builds on learning from Pathway 1, but is also flexible enough to meet the needs of learners who join Pivot straight into Pathway 2. It contains knowledge and experiences right for our learners; it is not overloaded but it is detailed, so that teachers have a strong starting point from which to plan from. The aim is that learners, through what is taught in subject lessons and alongside The Golden Thread opportunities in the wider curriculum, practice, practice, practice to embed previous and current learning in a variety of contexts. In this pathways, learners stay in their own form room but subject specialist teachers and instructors come to them to deliver each subject lesson. As many of our learners thrive in practical and experiential learning activities, we offer a multitude of outside learning and enrichment opportunities. Careers guidance, offers impartial advice and encouragement to learners; we encourage learners to be aspirational for their own career path.

#### Kirklees Secondary Model

CORE:	OPTIONS (i):	OPTIONS (e):
GCSE/FS English	NCFE: Health and	L1 Construction
Rapid Plus (Early Reading)	Social Care, Sport ,	L1 Multi-skills
GCSE/FS Maths	Creative Craft, and	E13 Motor Vehicle
GCSE Science	Enterprise	Training
NCFE Employability	GCSE: Art, Biology	L1 Personal Develop-
NCFE RSHE	DfE Bronze	ment (horses)
Work Experience	Outdoor Ed L2 Bush-	EL Essential Digital
	craft Skills	Skills

#### Leeds Secondary Model

CORE:	OPTIONS:
GCSE/FS English	AQA Unit Awards (PSHE,
GCSE/FS Maths	Humanities, Careers, Science,
	Music, Art, ICT and Food
Work Experience	Technology)

#### Golden Thread

### Pathway 3

Pathway 3 offers a nurturing curriculum to support learners who are still working towards academic outcomes in KS1 and KS2. This pathway focuses on the key skills of English, Maths and PSHE alongside life-skills to prepare learners for adulthood. We are aspirational for all of our learners and if a learner is able to achieve a qualification in Functional Skills or achieve an AQA Unit Award, we are aspirational in our expectations, and will support them to achieve this. Despite working at stage appropriate levels in English, Maths and PSHE; the statutory aspects of RSE are always taught. Our Pathway 3 learners are taught in primary model classrooms with the same teacher/instructor and support staff working with them for the majority of the time. Learners receive a very nurturing and therapeutic approach to education, alongside an academic curriculum which teaches skills in very small steps to support learners to stay engaged and embed new learning. Careers guidance, offers impartial advice and encouragement to learners; we encourage learners to be aspirational for their own career path.

Kirklees  
Nurture

Leeds  
Nurture

FS Key Skills (English, Maths and PSHE)	Century Online Learning (any bespoke qualifications)	<b>AQA Unit Awards:</b> Science, Sport, Humanities, Art, Food Technology	FS Key Skills (English, Maths and PSHE)	Online Learning (any bespoke qualifications)	<b>AQA Unit Awards:</b> Humanities Art, PE, Music , Food Technology
Preparing for Adulthood Life Skills	ZoR Bushcraft Equine		Preparing for Adulthood Life Skills	ZoR	

Golden Thread

### Pathway 4

Our Learning, Inclusion, Nurture, Knowledge and Social Skills (LINKS) pathway supports learners who struggle to attend school because of anxieties or emotional difficulties that may be associated with their special educational needs and disabilities (SEND); this is known as Emotional School Based Avoidance (ESBA). School refusal due to unmet SEND is not the same as general non-attendance for physical illness or truancy, as the child often wants to be in school, but is struggling to cope with the demands of it. We provide a small group setting, which is in a building separate from our other school sites, to support learners to attend and build relationships which are key to enable trust and promote attendance. Our LINKS curriculum is based on a nurture model of key skills (English, maths and PSHE) and Life Skills. Within Life Skills, learners have opportunities to experience PE, creative arts, food technology and a variety of enrichments. We aim for each learner to achieve up to 5 GCSEs alongside experience essential life skills and enrichments to support their social skills and mental health. We provide a well-rounded learning experience which meets the needs of our learners. Learners experience online learning (provided by Academy 21) alongside additional individual and small group sessions on and off site. Careers guidance offers impartial advice and encouragement to learners; we encourage learners to be aspirational for their own career path.

Leeds LINKS KS3

Leeds LINKS KS4

English	PSHE	Life Skills	GCSE/FS English Language	GCSE PSHE	Life Skills
Early Reading Phonics	Science	ZoR	GCSE/FS English Literature	Humanities	Work Experience
DEAR	Humanities		Early Reading and Phonics	Life Skills	ZoR
Maths			GCSE/FS Maths	Science	

Golden Thread



### Pathway 5

Our POP curriculum is built up of three key aspects; POP Golden Thread, Preparing for Adulthood Key Skills and Century Online Learning. Although we are confident that this curriculum is broad, diverse and flexible to meet the needs of our POP learners, we do have a wrap-around system for learners who may need additional support to fill gaps in early learning and for those who have strengths in particular subject areas. When learners join our POP, building relationships is the priority. This is often done in the learner's home, where they feel most comfortable but we have a flexible approach. We do have the option of learners working from our POP classroom (non-school based) and at various off-site facilities, but we are always mindful that leaving the house is a significant step for some of our learners. Baseline Assessments are completed as soon as possible; again, being mindful that some of our learners have been out of education for a significant length of time so we approach these in a sensitive manner. We are mindful of cultural capital and ensure that we expose our learners, where possible and appropriate, to new experiences. An example of this is working towards a POP learner visiting the theatre with many smaller steps in between, to support them to achieve this. Another example is exposing a learner who only visits fast-food restaurants to new places to eat in different parts of town or within department stores or bookshops.

Once assessments are completed and practitioners have a better understanding of the academic levels, interests and aspirations of learners alongside listening to the voice of both learners and their families, a bespoke curriculum can be written around our POP curriculum framework. Our curriculum is focused on the development of crucial life and academic skills; preparing our learners for adulthood. However, it is also flexible to meet the individual needs of learners by working in partnership with our schools and offering individual pathways such as Sports Leadership qualification and a range of NCFE qualifications alongside the options on Century learning. Careers guidance, offers impartial advice and encouragement to learners; we encourage learners to be aspirational for their own career path.

#### Kirklees POP

GCSE/FS Key Skills (English, Maths and PSHE)	Online Learning (bespoke qualifications can be offered)
Preparing for Adulthood Life Skills	ZoR

#### Golden Thread

### Pathway 6

The focus of the Pivot 6 pathway is two-fold. Firstly, it aims to fill common knowledge gaps for learners 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 Literacy, Numeracy, PSHE, Humanities, Creativity and Sport. We also offer a range of pastoral sessions to support the academic and behaviour curriculum. All delivery is based on nurture principles and quality-first teaching.

Pivot 6 Learners are taught at a Provision at Bradley (which includes learners who are based in Bradley) and in a provision at Kirklees Upper. The aspiration is for all learners to leave with at least 5 qualifications (from our core offer) and with other qualifications that link to the prior learning and interests of the learners.

#### Option 1 (Bradley)

CORE:	OPTIONS (i):	LI-3 Equine
GCSE/FS English	Touch Typing OfQual ICT	Training Cave—Sports Leaders
GCSE/FS Maths	NCFE Creative Craft	
Entry Level Science	PE (including Sports Leaders)	
NCFE Employability		
NCFE RSH		
	(Maximum 8 qualifications)	
	<b>OPTIONS (e):</b>	

#### Option 2 (Kirklees Upper)

CORE:	OPTIONS (i):	OPTIONS (e):
GCSE/FS English	NCFE: Health and Social Care, Sport, Creative Craft, and Enterprise	LI Construction
GCSE/FS Maths	GCSE: Biology	LI Multi-skills
Entry Level Science	Outdoor Ed L2 Bushcraft Skills	E13 Motor Vehicle Training
NCFE Employability	GCSE Project	LI Personal Development (horses)
NCFE RSH	(Maximum 8 qualifications)	EL Essential Digital Skills

#### Golden Thread

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