

FEDERATION: HOLISTIC TEACHING & LEARNING OVERVIEW

To Empower learners to become successful

Our 2 FEDERATION KEY PRINCIPLES are:

* Success for all our students – ADAPTING & DESIGNING learning in its broadest sense to enable ACHIEVEMENT

* Inclusion – LISTENING, UNDERSTANDING & SUPPORTING our students so that they can engage with learning to ASPIRE & ACHIEVE SUCCESS

These principles are central to all that we do in our schools – they are foundations to our ethos.

THE INTENT: Every student at our Pupil Referral Units across the Federation is on a personal educational learning pathway with positive destinations – whether that is to return to mainstream, onto SEND provision or POST 16 courses of their choice, apprenticeships, employment etc. All the staff are qualified, experienced and committed to ensure that this is achieved. Our students are with us for varying amounts of time (depending upon many individual factors). One of our AIMS is to provide a holistic curriculum that enables each student to achieve the success that they deserve – nurturing their talents and aspirations along the way.

THE CURRICULUM IS DESIGNED to:

- **RE-ENGAGE** all students to become positive learners and feel safe at school.
- **INSPIRE** and motivate all students to foster a curiosity to learn and better themselves as individuals for their future placements.
- **ENABLE** all students to make progress from their individual starting points to achieve a range of qualifications & a better understanding of themselves and the impact that they might have on others.
- **ENCOURGE** all students to lead healthy and safe lifestyles by making positive choices for themselves and others around them.
- **SUPPORT** all students to develop their skills, behaviours and attitudes that will enable them to be successful in the next phase of their educational career pathway.
- **REVIEWED** throughout the year – so that students can have access to new courses, new AP etc to enable bespoke learning to happen.

Staff have a clear understanding of SEND, emotional literacy, attachment theory, child development, behavioural trait management etc. Staff work collegially together to plan and deliver suitable ways for each student to access all that is offered, so that each student can ‘turn their lives around’ and become positive members in our various communities.

The PSHE, RSE curriculum and embedded SMSC fully supports the development of each of our students and each PRU fulfils the statutory obligation under equality legislation.

The PRINCIPLES that underpin our pedagogy of our Individual Learning Plans are:

- Positive relationships are the KEY to success (they are quickly established and maintained). (Staff model positive behaviours and language for students to follow.)
- All learning sites (and the use of selected AP) have the sense of safety to enable our students to explore and learn through quality interactions.
- All behaviours are a form of communication and must be understood to be secure positive ones and address socially undesired ones.

INDIVIDUAL LEARNING PLANS are made based on the student’s aspirations & needs that are ascertained from on entry Induction Programme.

ON ENTRY – some students may have already started a qualification course that is not offered, BUT, the school will try its best to accommodate the continuation of the course – eg. DT, MFL, History, Geography. Depending on the date of entry – the chils will continue to follow the original exam syllabus.

BEHAVIOUR PSPBs and positive relational behaviours are made and shared with staff, students and their parents/carers. These are reviewed and amended throughout the time at school.

MH&WB of all students is paramount to the ethos of our PRUs by using in house delivery in each lesson (CAMHS Tier Level 1&2), Mindfulness, Well-being weekly etc; access to external agencies – School Counsellor; CAMHS; YES etc

ENRICHMENT - Independent Living/ Nurture groups; Mindfulness; Bike Maintenance; Bricklaying; Multi-Craft Construction; Charity Work; WEX; etc. CED is funded directly from the National Lottery Bid.

THE CURRICULUM INTENT:

KS4: For all students to access the wide range of curriculum areas to either return to mainstream or gain 5+ qualifications and a positive POST 16 destination.

QUALIFICATIONS OFFERS: ENRICHMENT; WORK EXPERIENCE; 1:1 IAG & CAREERS

SUBJECTS	GCSE	BTEC/TECHNICALS	OTHER
ENGLISH	ENGLISH; ENG LIT		FUNCTIONAL SKILLS: E/L1/L2
MATHS	MATHS; N&M Stats		FUNCTIONAL SKILLS:E/L1/L2
SCIENCE	SINGLE; DOUBLE; SEPARATE		
PSHE	Non exam subject: RSE based		
ART	ART		ARTS AWARD: Entry 3 & L1
FOOD		L1/L2	FOOD HYGIENE SAFETY
PE		L1/L2 Award/Cert Cambridge National	SPORTS LEADERS
IT users		L1/L2 Award/Cert HLTM	ICT used per subject area
RE	Short course		

MUSIC	Music		
		L1/L2	Construction/ Animal Care etc
IAG & Careers education	1:1 KS 4; Small group KS3		
College courses arranged per year.		L1/L2	Construction/ Animal Care etc
WEX	When appropriate to support ILP at KS 4.		Employment & Employability Entry L3/L1
MOVING ONWARDS	Guidance, support for all applications for Yr 11s into PSOT 16 destinations	Support for student and family for Managed Moves back into mainstream / SEND provision	

KS3:

ENGLISH – reading, writing: creative writing; poetry; functional; spelling; grammar

MATHS – N&M; Time; Shape & Volume; algebra; Time; Time schedules

SCIENCE – integrated Sciences: practical's: B/C/P: the environment we live in;

ART – 3D, texture, tone, colour, artists research: ILP student interests

PE – invasion games, net games, athletics, OAA, Personal fitness etc.

PSHE – RSE, drugs; the community; safe relationships; knife crime; bringing in guest visitors: T3; C.Card; School Nurse; Knife project; careers

IT – minecraft, gaming, IT safety, coding, cyber bullying impact/affects.

FOOD – basic preparations & techniques, dietary planning, recipe/dish selection, presentation, (cooking for others – when RA allows due to COVID) etc

MUSIC – play a musical instrument – keyboard, drums, guitar; singing; music appreciation, basic musical techniques etc. recording and digitalising music etc

Other qualification subjects to consider in the future:

DT; Catering & Hospitality; ASDAN/Princes Trust/ AIMs Awards etc.

Alternative Provision – depending what is on offer in the areas.

IMPLEMENTATION: Our child centred curriculum is delivered in small groups of mixed ability, gender, ages etc as it must also take into account external factors – MACE/CSE, YOT, Police, ASBOs etc. The delivery of our holistic curriculum must be flexible to accommodate a wide range of social and academic needs. The robust induction process ensures that prior information & experiences are shared with staff to enable them to start to build those essential positive relationships, keeping all safe and begin to establish ILPs. Staff assess students on entry using a range of methods to ascertain gaps in their prior learning and plan future learning.

THE FEDERATION CORE CURRICULUM:

- English
- Maths
- Science
- PSHE
- Art
- Food
- PE
- Opportunities for offsite learning – as available in each district and budget allowances.

IMPACT: The main measure of the impact that our holistic curriculum are:

HOLISTIC CURRICULUM AREA OF IMPACT:	IMPACT MEASURE:
STUDENT ACHIEVEMENT & ATTAINMENT	Target setting and progress data Book scrutiny and discussions with students and staff Exam qualifications data Discussions with SIP and other PRUs
REWARDS	Positive points tracker Well done Wall and well done postcards sent home Positive phone calls home from Keyworkers 'Learn to Earn' pressey box rewards Reward trips
POSITIVE DESTINATIONS	Managed Moves back into Secondary school in the districts POST 16 & 18 destinations – remaining in education, employment etc 0%NEETS Successful transition onto SEND provision with an EHCP
INCREASE IN ATTENDANCE AND ENGAGEMENT	Attendance tracker Lesson walks & book scrutiny Student and Parent/Carer Voice Test results in subjects
REDUCED NEGATIVE BEHAVIOURS	Reduction in Exclusions; V&A; SCIP; Safeguarding referrals, My Concern log Student and Parent/Carer Voice

INCREASE IN DUAL REGISTERED PLACES – preventing P.Ex	Increase in DUAL registered students on roll Reduction of permanently excluded students on roll Staffordshire County Council discussion for PAN & pathways into PRUs
STAFFING – qualified and maintain quality CPD	HR files & SCR CPD records and CPD tracker In-house ‘grow your own’ staff CPD to maintain quality of provision output

COVID and 2 national lockdowns: This global pandemic has had an impact on our students and staff. Our holistic curriculum provision has been reviewed, evaluated and adapted to try to fill the necessary gaps that teaching remotely has caused – when most of our learning was built around Face2Face positive interactions.

POSITIVE CHANGES THAT HAVE BEEN GENERATED:	IDENTIFIED GAPS:
An increase in IT hardware logged out to students: 15+ DFE laptops; 8 Tablets; 8 rebuilt laptops; An increase in IT laptops logged out to staff; temporary use of school computers, printers at home under lockdown.	Review budget for IT on and off site. Offer IT provision on entry for each student? Offer IT remote learning to parents/carers on entry in case of other Lockdowns? Incorporate IT platforms into the Induction process – My Maths, Century Intelligence, Achieve 3000 etc.
All classroom staff are competent users of TEAMS to plan and deliver interactive T&L.	Increase quality speakers; cameras etc into each classroom
EOTAS students having an increase access to subjects via remote learning.	All staff can deliver EOTAS curriculum – if/when required.
BLENDED learning plans and Timetable for students and staff.	Not learning must be F2F.
Home Visits as welfare checks, distribution of work/ letters/ communications etc. on a weekly basis, rather than as a one off part of the Induction process	No Initial home visit to establish school-home working relationships with SLT and families. To resume when RA allows.
Centralised Welfare, T&L engagement & attendance, teacher planning, reward points trackers for all to use live.	Practical skills have needed to be reworked in Science, Food, PE and Art as a priority on students returning to F2F lessons.

Each curriculum area has reviewed/is reviewing its content from 2019-21 to then plan for future delivery. The staff in the PRUs are used to having limited GLHs to deliver their curriculum area, so the impact of the lockdowns has not had such a massive affect as it may have done in our mainstream schools in the districts. Staff are used to assessing on entry and adapting their curriculum plans to meet each student’s needs.