

**Five  
Rivers**<sup>®</sup>

# FIVE RIVERS CHILDCARE LTD

## Five Rivers Virtual Education Curriculum Policy & Procedure

*'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'*

Policy Owner	Head of Virtual Education
Authoriser	Head of Education
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# 1. Online Curriculum Policy

## 1.1 Policy Statement

This document is a statement of the aims, values and strategies used for the development of our curriculums undertaken within Five Rivers Virtual Education. The policy aims to take into account diversity of

beliefs and needs and provide equality of opportunity. This policy should be read alongside the Anti-bullying policy, Child Protection policy and the Complaints procedure policy.

The various individual curriculums at Five Rivers Virtual Education mean that all of the planned activities organised are to promote a pupil's engagement, learning and development. It supports the National Curriculum, as well as providing a nurturing wrap-around programme of learning, tailored to the individual and sometimes complex needs of all pupils.

We aim is to develop happy, confident and responsible pupils who aspire to achieve their full personal and academic potential. We do this by supporting our learners to overcome the barriers to education they are experiencing. We welcome all to our caring and therapeutic learning environment where every pupil is encouraged to be more than they ever thought they could be.

At Five Rivers Virtual Education we:

- Value every individual, ensuring they realise their potential.
- Aim to provide inspirational and engaging learning.
- Strive to overcome the barriers to learning to ensure all pupils can achieve.
- Aim to deliver engaging teaching and learning to inspires the learner to develop as an individual and progress academically.

The Five Rivers Virtual Education curriculum is constantly reviewed and adapted to ensure it meets the needs of the pupils we teach.

## 1.2 Terms and Definitions

The below table sets out a number of terms and definitions used within this document:

Term	Definition
SMSC	Social, Moral, Spiritual and Cultural
PSHE 1.1	Personal, Social and Health Education
EHCP	Education, Health, Care Plans
SEMH	Social, Emotional and Mental Health

## 1.3.Data Protection

Five Rivers Child Care supports the objectives of the General Data Protection Regulation(GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

Every member of Five Rivers Child Care has an obligation to ensure that the information the process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

## 1.4.Disclosure of Information

Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

## 2 . Online Curriculum

### Intent

This online policy sets out in detail the Curriculum *intent* for the Five Rivers Virtual Education online school and the services, resources, approaches and opportunities for its *implementation* and the ways that we will measure, recognize, and celebrate the *impact*.

We deliver full-time, part-time, blended learning and quick response online education packages nationally. Our education offer is available for any pupil from any part of the country.

Five Rivers Virtual Education offers short, mid and long-term one-to-one and small group based online education to learners between the ages of 6-18. Whether a pupil is awaiting a placement from a school or service, or is without an integration plan, Five Rivers Virtual Education offers immediate support for a pupil's educational and personal development.

Five Rivers Virtual Education offers long term online learning to pupils should they require more time. In some cases, pupils will take their national examination with us.

Five Rivers Virtual Education is 100 percent online, but we view it very much as a learning community in which pupils, staff, parents, carers, and stakeholders are made to feel welcome, valued, and safe. We work together to produce the best possible outcomes for our pupils. Every pupil is unique with their own special talents, and we help develop these in a calm, respectful and caring online environment. We provide every pupil with a bespoke learning programme which will support their next steps. Our highly skilled and experienced teachers help transform pupils' perception of their own strengths and abilities.

The Five Rivers Virtual Education online curriculum offer is a collaborative process, devised in conjunction with parents/carers and relevant professionals, the pupil, and our specialist teachers.



## 2.1 The Ammonite Curriculum Model

Our online curriculum will give the opportunity for all pupils to experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, where appropriate, based on the Five Rivers Education ammonite curriculum model .



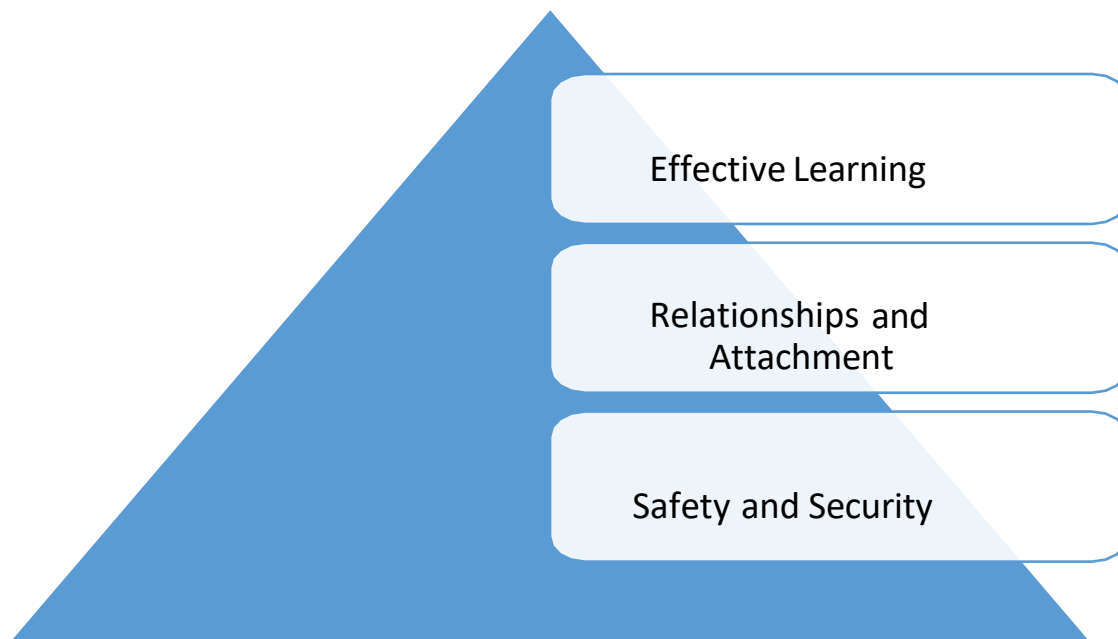
- The ammonite curriculum model is child centered and works to narrow the attainment gap .
- As relationships with staff develop and trust grows the pupil will increasingly access more areas of learning.
- The ammonite curriculum model supports a broad-based curriculum that ensures all seven areas of learning can be accessed.
- The ammonite curriculum encourages engagement in learning with its flexible approach to learning.
- Each pupil will have an individual curriculum planned to their individual needs.
- Numeracy and literacy are vital skills that underpin our curriculum.
- Each lesson will include numeracy and literacy opportunities.
- A pupil's progress is evidenced using formative and summative assessment methods.
- Online work is evidenced in pupils folders.

## 2.2 The Trauma Informed and Therapeutic Model

Online education provided by Five Rivers Virtual Education follows a therapeutic model of learning which places equal emphasis on academic, social, emotional, and personal development as measures of success. We recognise the benefits of structured academic teaching whilst dealing sensitively with individual needs through our therapeutic curriculum.

We understand the majority of pupils referred have had multiple exclusions from mainstream and other specialist provisions. Our pupils can experience trauma and SEMH barriers to learning and as a result, have significant gaps in their learning. Every pupil is routinely assessed on entry and follows a bespoke learning package designed to address their academic, social, and emotional needs.

Trauma informed education is an integrated approach to providing education to pupils who have experienced traumatic or adverse life experiences. It centres upon the collaboration to create safety and secure attachments for our pupils to provide them with the necessary foundation to develop their skills and learn effectively.



## 2.3 The Proactive Approach



All staff are trauma informed +Proactive trained. The +ProActive Approaches ethos is one of understanding, empathy and building trust and relationships so teachers can support their pupils with behaviours that impact on their quality of life. The aim is to lower stress and anxiety for the pupils we teach. The goal of improving quality of life, making children feel safe, and helping them to thrive is achieved by teaching the staff how to understand what is driving the behaviour they see from their pupils and how to build healthy, therapeutic relationships. Ultimately, this will improve outcomes and placement sustainability for the pupils we teach.

+Proactive helps staff to identify, understand and respond confidently to behaviours through training in the following areas –

- Child Development
- Attachment
- Understanding Trauma
- Understanding Shame
- Primary Prevention Strategies
- Secondary Prevention Strategies
- Post Crisis Support

## 2.4 The THRIVE Approach



Thrive is a trauma-informed approach to improving the mental health and wellbeing of children and young people.

Thrive assesses the developmental stage of a young person. This assessment supports the online teaching team to create an appropriate curriculum for their child taking into account not only their academic ability, but also their current development age in SEMH. Our online school has dedicated childhood and young people practitioners qualified to carry out Thrive assessments, when required.



## 3. Online Curriculum

### 3.1 Procedure

- Upon receipt of a referral Five Rivers Virtual Education gains information from all relevant parties to inform the planning for the pupils learning.
- We listen to the needs and concerns of the pupil and empower them to contribute to and take responsibility for their learning and progress where appropriate.
- We adopt a step-up approach to re-engaging the pupil with learning, the pace of which is determined by the individual needs of the pupil.
- We conduct baseline assessments when appropriate to assure the pupil can access the learning planned and to identify targeted strands of the national curriculum for learning. Where appropriate a Thrive assessment is carried out to inform of the SEMH support a pupil may need.
- We adopt a pupil-led step-down approach when appropriate, to ensures a smooth transition is experienced by all pupils. We ensure that we collaborate with the relevant bodies and meet the needs of the pupil during this transition period, often collaborating in a blended learning agreed programme with schools, colleges, vocational programmes and other education providers.

## 4. Online Curriculum Implementation

### 4.1 The Aims of the Online Curriculum

The online school aims to implement a curriculum that:

- Will be engaging, enjoyable, accessible and meet the needs of all learners.
- Will make pupils feel safe and secure in their learning environment.
- Provide and/or collaborate with other education providers to create a broad, balanced and differentiated curriculum as appropriate for the needs of each individual pupil.
- Cater for the needs of pupils of all genders and from all ethnic and social groups.
- Identify SEMH needs and abilities using EHCP documents Thrive and other relevant documentation.
- Facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally, enabling them to become responsible, useful, thinking, confident and considerate members of the community.
- Recognise the crucial role which parents and carers play in their children's education and make every effort to encourage parental and care staff involvement in the educational process.
- Respond to a young person's SEMH and academic needs and create individualised timetables to enable them to have high aspirations and show progression.
- Treat children with dignity and respect.
- Will adhere to the independent school standards.
- Develop successful learners and positive, confident citizens.
- Have a positive impact on the outcomes for all pupils.
- Constantly review pupils' progress to ensure that the curriculum meets the pupils' needs.
- Aspire to equip a pupil with the knowledge and skills, both socially and emotionally to return to mainstream school if possible.
- Promote the core personal values of respect, independence and confidence throughout our curriculum-

#### Respect

- Understand own and other cultures, beliefs, and traditions
- Understand the meaning of community and how to be a valued member of the community
- Recognise injustice, prejudice and discrimination and learn to challenge these
- Develop respect for self, as well as others and use encouraging vocabulary for all

#### Independence

- Become problem solvers, and learn to support others
- Develop thinking and planning skills
- To be able to keep themselves safe
- Be able to ask questions, appreciate information and learn from mistakes
- Be willing to try new things.

#### Confidence

- Develop emotional awareness
- Develop safe and secure friendships and relationships

- Develop healthy confidence, self-esteem and self-image
- Understand the many aspects of a healthy and happy lifestyle

## 4.2 Curriculum Engagement

Although a significant percentage of our referred pupils are able to join our online school after a short internal induction, some of our pupils may require a staggered approach to enable them to flourish in education. We take a whole school approach to monitoring pupil engagement (attendance, behaviour, engagement with learning and therapy) and respond to instances of poor engagement with appropriate strategies tailored to pupils' individual needs. We do not fixed term exclude. We aim to engage pupils via individual interests and motivating factors. We build trust and positive relationships between pupils and staff at a pace which best supports this.

### 4.3 The Online Curriculum Offer

The online curriculum has been planned to ensure opportunities to access all areas of learning in a broad and balanced manner. Each pupil will follow an individual curriculum designed to meet their individual needs which gives them the opportunity to access the seven areas identified in the ammonite curriculum model, where required.

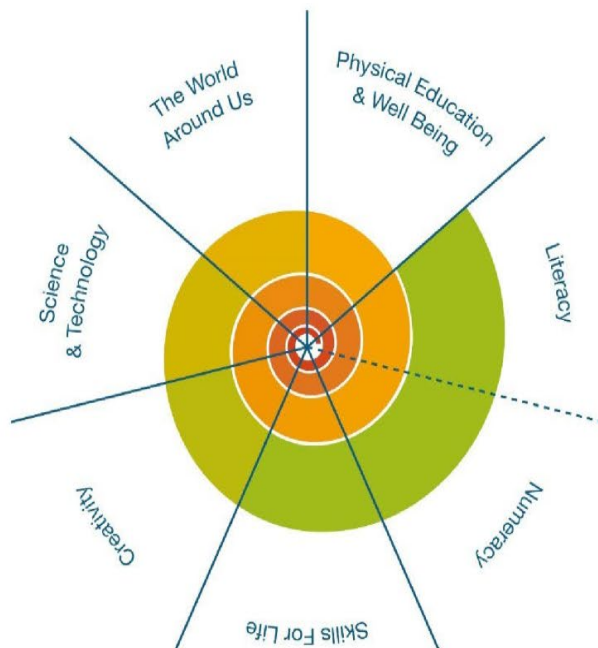
The seven key areas of learning are:

1. The world around us
2. Physical education and wellbeing
3. Science and technology
4. Creativity
5. Skills for Life
6. Numeracy
7. Literacy

Where required, social emotional and mental health additional needs will be suitably met alongside specific learning needs.



The ammonite diagram represents the education curriculum for Five Rivers Child Care. Our children have been impacted by trauma and we place them at the very centre of the curriculum spiral. We segment our curriculum into seven key sections and support each child to progress through each, building the skills and confidence for them to access life and learning beyond their time in our schools or 1 ACE alternative education outreach provision.



English and mathematics is delivered as part of the curriculum in stand-alone lessons and is embedded within other subjects. The timetabling of subjects and number of lessons will vary, depending on the pupil’s needs and stage of engagement. Each pupil has their own timetable. This is tailored towards the needs and capabilities of the pupil. ‘One size does not fit all’.

We aim to accommodate specific requests for subjects and interests outside of our offer using our Five Rivers network or approved partner agencies.

We offer the following subjects in each of the key areas of learning-

Online Curriculum Offer						
Numeracy	Literacy	Science and Technology	Creativity	The World Around us	Physical Education And Wellbeing	Skills For Life
KS1-KS5 National Curriculum mathematics	KS1-KS5 National Curriculum English Language	KS1-KS5 National Curriculum science	KS1-4 National Curriculum Art and Design	KS1-4 National Curriculum History	PSHE, RSE and British values	Functional Skills - English
	KS1-KS5 National Curriculum English Literature		KS1-4 National Curriculum Design and Technology	KS1-4 National Curriculum Geography	KS1-5 PE (Personal Trainer)	Functional Skills - maths
	Phonics		KS1-4 National Curriculum Graphic Communication	SMSC – Social, moral, spiritual and cultural education.	THRIVE	Functional Skills - Digital
			KS1-4 National Curriculum Music			

## 4.4 Online Curriculum Resources

To support and enhance learning all of our pupils' and their families' have access to a range of online learning resources and are encouraged to use them independently. These online resources include –

- Century Tech
- Edshed
- GCSE Pod
- Purple Mash
- KS4 Live drop-in sessions for mathematics, English and Science

## 4.5 Base Line Assessments

Pupils will take online baseline academic assessments upon joining our online school. If this is not possible a teacher assessment will be undertaken. If required, a SEMH Thrive assessment will be carried out by our trained practitioners.

For more detail please see the Online Assessment Policy.

## 4.6 Pupil Portfolios

We provide a portfolio that showcases pupils' work, progress, achievements and voice to support the pupils' next steps back into mainstream education, employment, higher education, further education, apprenticeship or work placement.

## 4.7 Online National Examination Centre

Five Rivers Virtual Education is an accredited online exam centre for functional skills examinations. We teach all national examination specifications from entry level awards to GCSE's.

## 4.8 Careers and Next Steps

Our online 'Next Steps' programme offers bespoke careers and transition advice to all pupils in line with National Curriculum guidelines.

## 4.9 PSHE, RSE, SMSC and British Values.

Personal, social, health education, relationships and sexual education are an integral part of our curriculum for all key stages and can be taught as stand-alone lessons or embedded in activities during lessons in line with statutory guidance. This will be age appropriate and sensitive to the individual pupil's SEMH needs. The themes/topics change regularly.

We believe that it is important to prepare our pupils for the real world and give them an insight into what happens and what to expect when they join in social situations and as a cohesive member of the community, during the next phase of their life.

We promote SMSC and British Values across our curriculum and in our everyday communications with the pupils we teach.

Promoting British Values across the Online Curriculum			
We promote <b>democracy</b> by	We promote <b>mutual respect &amp; tolerance</b> by	We promote an <b>individual's liberty</b> by	We promote <b>the rule of law</b> by
<ul style="list-style-type: none"> <li>• Having clear rules and behaviour expectations, which are based on our common values.</li> <li>• Encouraging pupils and adults to actively engage with each other to create a harmonious learning environment.</li> <li>• Learning about the country we live in. For example, following age-appropriate reporting of current affairs by regularly viewing BBC Newsround.</li> <li>• Ensuring a pupils voice is always heard.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting respect for individual differences,</li> <li>• Helping pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life.</li> <li>• Challenging prejudicial or discriminatory behaviour.</li> <li>• Demonstrating and promoting respect for others.</li> </ul>	<ul style="list-style-type: none"> <li>• Educating all pupils to make safe choices.</li> <li>• Supporting pupils to develop their self-knowledge, self-esteem and self-confidence.</li> <li>• Encouraging pupils to take responsibility for their behaviour.</li> <li>• Modelling freedom of speech through pupil participation, while ensuring protection of vulnerable children and promoting critical analysis of evidence.</li> <li>• Challenging stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting the importance of laws.</li> <li>• Promoting the understanding that laws are there to protect us, the responsibility this involves and the consequence when laws are broken</li> <li>• Teaching pupils' how to distinguish between right and wrong.</li> </ul>

## 5. The Impact of the Online Curriculum

### 5.1 Success Criteria

The educational team will identify the success of each pupil and the impact that their personalised curriculums have had, using the following methods:

- SMSC assessments (Thrive).
- Academic attainment.
- Formative and summative assessments.
- Pupils attitude to learning.
- Pupils work.
- Pupils' progress.
- Pupils' voices.
- Pupils' evaluations.
- Pupils knowledge, skills and understanding.
- Achievement of objectives set from lessons.
- Achievement of targets set from PEP and EHCP reviews.
- Improvement of attendance and engagement.

### 5.2 Curriculum Monitoring and Reviewing

Reviewing planning and policies is an essential practice to ensure that pupils' are receiving an education that meets their needs. Our curriculums are continually reviewed by the teachers, Headteacher and the Head of Education as part of our quality assurance process.

### 5.3 The Role of the Headteacher

- Ensure the curriculum meets pupils' needs.
- Monitor pupil progress.
- Keep informed and communicate National Curriculum developments.
- Monitor and review where appropriate planning, progress and teaching strategies.
- Ensure that each pupil has a voice.
- Ensuring the safety of all staff and pupils.



#### 5.4 The Headteacher Will Ensure:

- All statutory elements of the curriculum, and those subjects which the online school chooses to offer, have aims and objectives, which reflect the aims of the online school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology
- The amount of time provided for teaching the curriculum is adequate.
- The procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations, and what is required to help them improve.
- The Headteacher is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- It is the responsibility of the Head of Education to ensure that reference is made to this policy in other associate policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.
- Other staff will ensure that the school curriculum is implemented in accordance with this policy

#### 5.5 The Head of Education Will Ensure:

- They consider the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- National Curriculum tests (where appropriate) and teacher assessment results are reported to parents/carers and social workers and progress towards meeting agreed targets is described.
- They participate actively in decision-making about the breadth and balance of the curriculum.
- Issues are always presented to pupils in a balanced way.

The Head of Education will receive reports from the Headteacher which includes information about the following:

- Attendance
- Academic progress
- Progress in other areas
- Planning Scrutiny
- Lesson Observation
- Peer Observations
- Pupil Voice
- Pupil Data &/or Reports
- Work Scrutiny
- Planning scrutiny
- Analysis of All Available Data Sets
- Appraisal/Performance Management
- Other areas of performance as needs arise.