



'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'

# Curriculum Policy & Procedures

*Endeavour House*

|                        |                   |
|------------------------|-------------------|
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# 1. Policy

## 1.1 Policy Statement

At Endeavour, we recognise that children have adverse childhood experiences, therefore we seek to enable the children to succeed, despite their starting point. We aim to provide an inclusive curriculum taking every opportunity to celebrate children's successes and their cultural diversity in our school. We have high expectations for our children, hence provide for the children's social, emotional, and academic development. *"We encourage the children to read the words and read the world (Freire, 1972) so that they can be successful in their society."*

Our commitments:

- To use a trauma informed approach to learning
- To seek excellence in teaching and learning
- To provide children with opportunities to learn to read and read to learn
- To develop a critical mind and use evidence to justify their approach
- To provide a safe place and a safe space to foster learning and achievements
- To support children to fulfil their potential

This document is a statement of the aims, values and strategies used for the development of our curriculum undertaken within EHS. The policy aims to take into account diversity of beliefs and needs and provide equality of opportunity paying regards to the protective characteristics set out in the 2010 Equality Act. This policy should be read alongside the Anti-bullying policy, Child Protection policy and the Complaints procedure policy.

The varied curriculum mean that all of the planned activities organised are to promote learning and development. It includes activities meeting the formal requirements of the National Curriculum, as well as essential opportunities to provide a nurturing programme, tailored to the complex needs of all pupils. We ensure that all pupils receive a broad, balanced education that considers the individual differences of the pupils' backgrounds, abilities and needs to make the education relevant to their individual circumstances. We aim to teach our pupils how to develop into happy, confident and responsible people, who can trust and co-operate with others while developing their understanding and skills so that they can reach their full potential.

## 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 |
| SEMH | Social, Emotional, Mental Health      |
| EHCP | Education, Health, Care Plans         |
| PEP  | Pupil Education Plan                  |
| SOW  | Scheme of Work                        |

### **1.3 Data Protection**

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

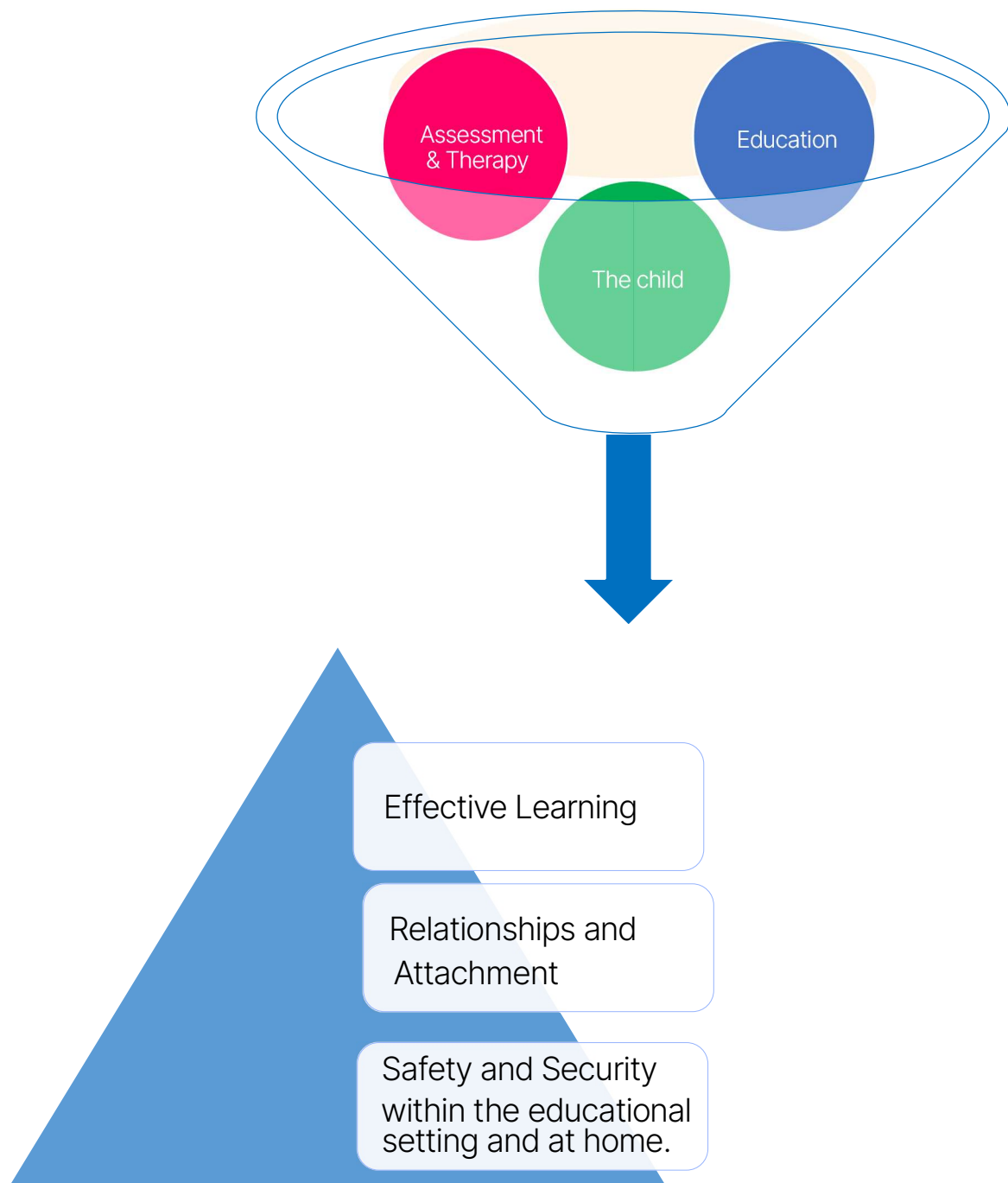
Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention Policy.

### **1.4 Disclosure of Information**

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

### **1.5 Trauma Informed Education (TIE) Model**

TIE is an integrated approach to providing education to pupils who have had traumatic or adverse life experiences. It centres upon the collaboration between Five Rivers core services; Education, and Assessment & Therapy and works from the ground up to create safety and secure attachments for our pupils to provide them with the necessary foundation to develop their skills and learn effectively.



- Gain information about the pupil before the placement begins to ensure a bespoke education package is prepared for them from day one
- A&T clinician to provide training for education team to ensure consistent understanding of trauma presentations
- Regular communication between professionals and parents/carers around the presentations of the pupil including daily handovers between home and school and communication around incidents so the pupil can feel the integrated approach



## Security

Consistent response to pupil behaviour from school and home in line with individual behaviour profile rather than a standardised approach



## Relationships & Attachment

Meet the pupil prior to first day at school to begin the process of relationship development and ease potential anxiety.  
Initial induction plan to support the transition of the pupil into a new education environment, which can then inform the creation of a formal bespoke timetable.  
Consistent and predictable timetable and rota of education team developed in collaboration with pupil so they always know who will be supporting them in advance.



## Effective Learning

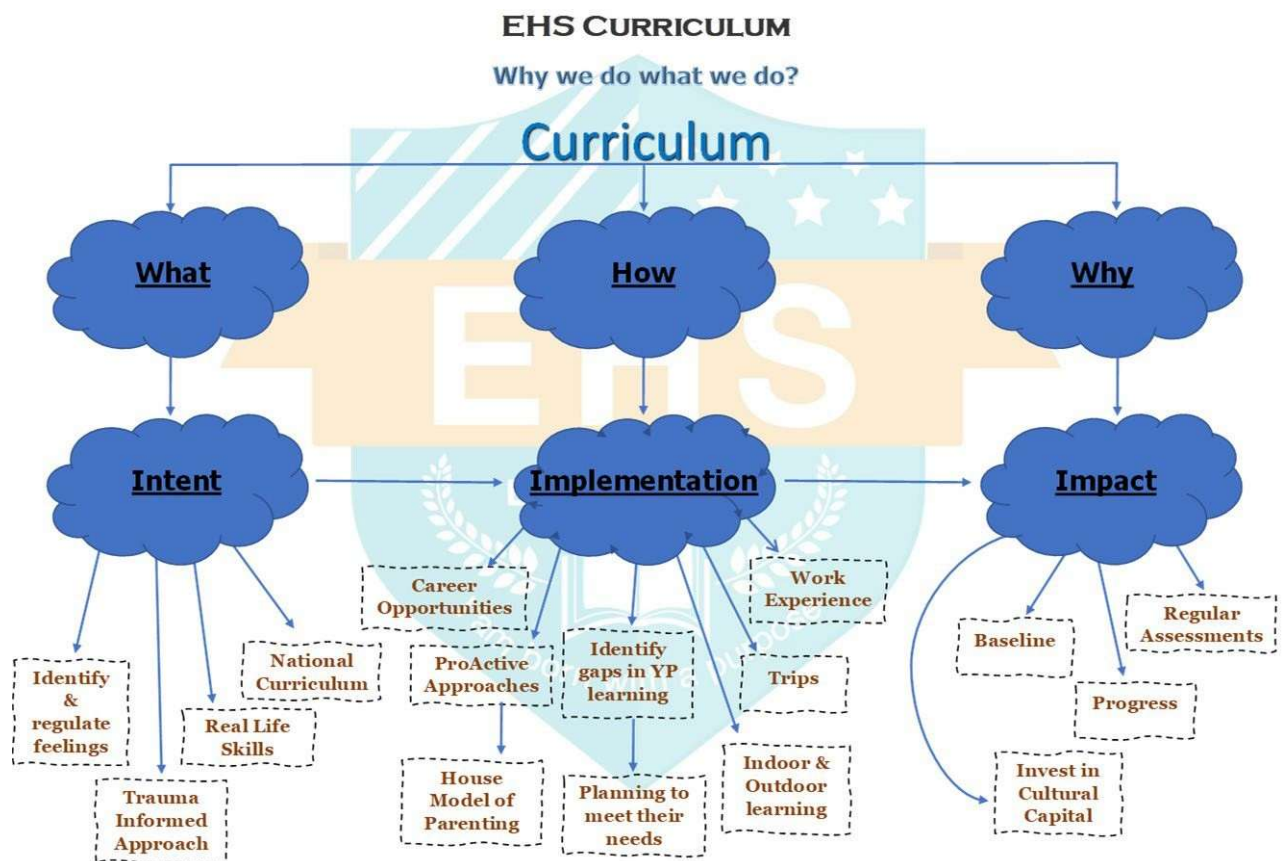
1:1/2:1 support for all pupils to ensure a high level of support that is tailored to their needs.  
Bespoke timetable to meet the needs of the pupil.  
Conducting baseline tests to establish a pupil's academic abilities and level of need so work is appropriate to their stage of development.  
Promote long-term engagement. Alternative learning provisions incorporated within the personalised timetables.  
Individual rewards and incentives for all pupils to develop their motivation for learning.

# Progress and Achievement

## 2. Curriculum Procedure



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.



## 2.1 Intent

Our curriculum is the means by which we achieve our objectives of developing successful learners and positive, confident citizens.

The core values upon which we have based our curriculums on are as follows:

- We will treat each pupil with fairness and honesty, providing equal opportunities for all pupils
- We will provide a personalised curriculum that teaches co-operation, self-respect and respect for each other, and the wider community
- Each pupil is unique with individual strengths and challenges; we will value these differences and work with them to develop into confident and successful citizens
- To support each pupil to develop intellectually, emotionally, physically, socially and morally in order to become independent, successful, confident, responsible and considerate members of society
- To provide a happy and safe learning environment where pupils can develop key skills such as critical thinking, reading, reasoning, and questioning and not be afraid to join in
- To support them to regulate their emotions using Playfulness, Acceptance, Curiosity and Empathy (PACE)
- To develop a critical mind and use evidence to justify their approach
- To develop pupils' confidence, self-esteem, self-image and resilience so that they can progress through education with the necessary life skills to become successful adults
- To promote a positive attitude towards learning in order to ensure continued progress and achievement towards academic and life goals
- To encourage respect for oneself and others, regardless of individual beliefs, cultures and backgrounds, to work co-operatively and live happily alongside one another

With our curriculum, we aim to enable children to pursue **excellence**, be **helpful** and grow in **self-belief**. This is done through developing respect, independence and confidence that is achievable and relevant for that child. At a level appropriate to each pupil's stage of development and ability, pupils will develop the below knowledge, understanding and skills:

### Respectful

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

### Independent

- Become problem solvers, and mentors
- Develop thinking and planning skills
- Be able to ask questions, appreciate information and learn from mistakes
- Be willing to try new things.

Confident

- 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.

## **2.2 Implementation**

### **2.2.1 Key stage 1 to Key stage 5**

Our curriculum inspires our pupils and provides development and learning opportunities, ensures learning takes place, develops key relationships, and makes sure children feel secure, in line with National Curriculum documentation.

Endeavour House does not provide a curriculum aligned with national expectations for Key Stage 5 children. Instead, our focus for pupils in Key Stage 5 is on a bespoke curriculum tailored to their individual needs. We aim to meet their academic requirements within a familiar setting while also supporting their social, emotional, and mental health needs.

As a result, our curriculum is designed to address any gaps that students may have from Key Stage 1 to 4 and to help young people develop essential life skills that will prepare them for living in the wider world. The education we offer primarily focuses on helping pupils achieve qualifications in English and Maths. Additionally, the Key Stage 5 curriculum will include continued PSHE (Personal, Social, and Health Education) and career guidance, along with a broad range of subjects, including support for college courses.

The seven areas of learning within our curriculum cover:

- Numeracy
- Literacy
- Skills for life
- Science and Technology
- Physical Education and Well being
- Creativity
- The World Around Us

The curriculum is divided into key stages (1, 2, 3, 4 & 5). There is a balance of indoor and out-door activities. There is an emphasis on reading and developing communication and language skills, beginning at where the children are at and aim to close the gaps. The children's personal, social emotional development and physical development are taught through the well-being and physical development of the curriculum. We recognise that pupils are active learners, and they learn through their senses. Through exploration, investigation, experimentation, listening & watching as

well as through play. It is important that our pupils have opportunities to interpret their environment, learn to make choices for themselves and grow in confidence understanding their value in our school community.

English, Mathematics and Science are taught in stand-alone lessons and within other subjects where possible (Cross Curricular).

The use of ICT is embedded within our curriculum as needed. It is an essential resource which support pupils' engagement, allow for independent work and sometimes reduce the risk of failure, which may often result in behaviour problems.

The need for a high staff/pupil ratio at the school is in recognition of the specific needs of our pupils and the importance of flexibility within or outside the school environment. The teaching process is enhanced by the range of adult supported opportunities available to us, during the school day.

We start the day in a structured manner. Although structure and consistency are vital, there are opportunities built into the timetable where pupils may have a choice of an agreed activity (Monthly school council assemblies, Thursday's key worker sessions and Friday reward afternoons), or individual time with someone to support. This balance is constantly monitored and reviewed to ensure we are responding appropriately to needs and likes as they arise.

All core and foundation subjects take place at varied times of the day. However, certain lessons maybe re-shuffled/embedded at different times, due to the nature and concentration levels of our pupils. This will vary, depending on the pupils present at EHS. Each child at EHS has their own timetable. This is tailored towards the needs and capabilities of the pupil. We at EHS believe that 'One size does not fit all'.

At EHS we provide enrichment activities integrated within the curriculum. The local community is a rich resource, which we utilise wherever possible, for example, for Humanities; historical, geographical and religious research and investigation.

### 2.2.2 Meeting pupils' needs (Creating a hook)

Tasks and activities are planned with reference to the pupils' needs and interests. The challenge is to re-engage disaffected and insecure pupils in education. We therefore choose approaches and resources within curriculum areas which will appeal to them and encourage them to persevere even when it becomes challenging for them. Based on prior knowledge, we know that the majority of pupils with concentration and behavioural issues find their learning experience frustrating, which can lead to confrontational situations. This has proven that creating a hook for the pupils has enhanced engagement, as well as increased attainment.

We also have a very careful admissions policy allowing us to collect as much information on each pupil as possible giving us (and the pupil) time to get to know them in more detail through staged entry into the school. This also allows us to prepare an individual behaviour support plan which relates clearly and directly to their abilities, needs and interests.

### 2.2.3 Extra Curricular & PE

EHS also offer the opportunity for any extracurricular activities in which the pupils wish to embark upon, such as swimming. Pupils will have the opportunity to undertake private swimming, and/or tennis lessons, which is embedded in their educational timetable.

Furthermore, as a part of our pupils' bespoke timetables, PE is also implemented and covered on a weekly basis. Each half term, the pupils undertake different activities that stretches their physical, mental well-being, creating more confident, well rounded and physically healthy young people. The activities offered are as follows:

- Tennis,
- Basketball,
- Table Tennis
- Ice Skating
- Swimming
- Trampolining
- Gym
- Athletics
- At Lambourne End Farm activities include: abseiling, archery, zipwire climbing, rafting, crossbows, teambuilding, fencing

The head teacher obtains various links in and around the city and therefore can outsource various experts/coaches in their chosen fields, to offer a wider range of fun and engaging activities. The head teacher also believes that all pupils need to experience a variety of sports, in order to broaden their minds.

#### 2.2.4 Skills for Life

Also linked to our curriculum, is a complex set of RE and PSHE SOW, which covers a multitude of areas from festivals (Eid al-Fitr) and celebrations (Christmas, Easter) to safeguarding and preventing issues (extremism and knife crime).

We believe at EHS, that it is extremely important to prepare our pupils for the real world and give them an insight into what happens and what to expect when they join sociality, during the next phase of their life... 'Life After EHS'. Our PSHE SOW informs the lessons planned on a weekly basis linked to: Health and Wellbeing; Relationships & Living in the Wider World.

Moreover, in order to promote SMSC and British Values further, we host a number of opportunities, to allow our pupils to exercise the freedom of speech. These are as follows:

- A school assembly is held every morning. Monday and Thursday assemblies are linked to the SMSC calendar and our Word of the Week. Tuesday's assembly is for singing, Wednesday's assembly alternates between What's in the News, Thrive and school council. Finally, Friday's assembly is our celebration assembly, where we focus on our pupils' amazing achievements throughout the week.
- EHS has a school council, which consists of a school counsellor and a staff member overseeing the meetings - incorporating democracy, so that they can obtain more of a voice in all decisions made within the school.

#### 2.2.5 How will this work?

- School councillor (on or offsite) will meet with the rest of the school community and have a meeting once in a month.
- The School Council meets with the rest of the school community to talk about what has gone well and what could be improved. Pupils are encouraged to share their ideas and any issues they are facing.
- The Council listens carefully, takes notes, and gathers all the ideas and concerns to share with the Headteacher to see what can be agreed and acted upon.
- Issues and ideas can include things like resources needed for lessons, new games in class and for playtimes, trip suggestions, or any other important matters pupils want to raise.

#### 2.2.6 What can a meeting be called for?

Once the school council has held a discussion and has come to a decision, the headteacher/Senior Leaders will then hold a further meeting with the teaching staff to come to a conclusion. Once this has been made, the headteacher will report back to either the council during the following school assembly, or to the pupil that a decision

has been made for i.e., for a further actions. Once the council and/or the teaching staff have made their decision, this cannot be retracted.

## 2.2.7 Example Timing of the School Day

| Monday – Friday                                              | Time:                          |
|--------------------------------------------------------------|--------------------------------|
| Check in                                                     | 09:00 – 09:15                  |
| Assembly                                                     | 09:15 – 09:30                  |
| Lesson 1 (Reading)                                           | 09:30 – 09:55                  |
| Early Morning Work (EMW)                                     | 09:55 – 10:10                  |
| Break                                                        | 10:10 – 10:25                  |
| Lesson 2                                                     | 10:25 – 11:05                  |
| Lesson 3                                                     | 11:05 – 11:45                  |
| Lesson 4<br>Or 1 <sup>st</sup> Lunch                         | 11:45 – 12:25<br>11:45 – 12:45 |
| 2 <sup>nd</sup> Lunch<br>Lesson 4 (if 1 <sup>st</sup> Lunch) | 12:25 – 13:25<br>12:45 – 13:25 |
| Lesson 5                                                     | 13:25 – 14:05                  |
| Lesson 6                                                     | 14:05 – 14:45                  |

## 2.2.8 Timetable example

Example of EHS Whole School Timetable

| Time                      | Monday         | Tuesday           | Wednesday                  | Thursday              | Friday           |
|---------------------------|----------------|-------------------|----------------------------|-----------------------|------------------|
| 9:00-9:15                 | Check in       | Cooking           | Guided Reading<br>Assembly | Check in              | Guided Reading   |
| 9:15-9:30                 | Assembly       |                   |                            | Assembly              |                  |
| 9:30-9:55<br>Lesson 1     | Guided Reading | Careers           |                            | Guided Reading        | Assembly S       |
| 9:55-10:10                | EMW Spelling   |                   | Farm                       | EMW Science in Action | EMW Times Tables |
| 10:10-10:25               | Break          |                   |                            |                       |                  |
| 10:25-11:05<br>Lesson 2   | English        | English           | Farm                       | English               | Science          |
| 11:05-11:45<br>Lesson 3   | Maths          | Music             | Farm                       | PE                    | Ice Skating      |
| 11:45-12:25<br>Lesson 4   | PSHE           | Lunch until 12:45 | Farm                       | English               |                  |
| 12:25-12:55<br>12:55-1:25 |                | RE                |                            |                       |                  |
| 1:25-2:05<br>Lesson 5     | Digital Skills | Geography         | Art                        | Maths                 | Reward           |
| 2:05-2:45<br>Lesson 6     | Science        | Maths             | Maths                      | Keyworker Time        | Reward           |

## 2.3 Impact

Our overall goal is to create an environment which allows our pupils to achieve their own academic targets, as well as SMSC values. This includes working in an integrated way, with care and clinical teams to:

- Progress towards their academic age-related expectation.
- Increase social and emotional awareness.
- Pupils that have had long/sustained periods of time out of education, will be presented with the opportunity to follow a personalised educational timetable, studying the 7 areas of learning.
- If needed, pupils can address previous trauma and plan for a positive future (mentally and emotionally), by working closely with their assigned Five Rivers clinical psychologist.
- Allow pupils to build and maintain positive and meaningful relationships with both staff and peers.
- Re-establish trust in adults and their intentions.
- Increase self-esteem and belief in their abilities.
- Develop further communication skills and the ability to verbalise needs.

### 2.3.1 How will we identify the impact?

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

- *Assessment and attainment – staff are able to link each lesson's success criteria (regardless of their outcome), that each pupil obtains on a daily/termly basis through teacher assessment, and other commercial assessment tools. This is then recorded/monitored on each pupil's 'Pupil Profile'.*
- *Pupils attitude towards learning – Staff will constantly assess how each pupil presents themselves, when the work/daily timetable is presented/discussed.*
- *Work produced in books/lessons – The marking that is undertaken, will provide staff with the opportunity to assess each pupil's efforts and the presentation of their work. This is then marked, according to the school's marking policy and evaluated with two successes and next steps are set/communicated on the evaluation sheet.*
- *At the back of English and Maths books are specific, measurable targets which are set each term and added to when a target has been achieved independently. When a target is met, it is evidenced with the date met next to the target. Once the target has been met three times, a new target is set.*
- *Pupil voice – All pupils are asked on a daily (pre-start of their school day), weekly (during the scheduled assemblies) and on a termly basis (via the official pupil voice electronic documents), on their thoughts and feelings, relating to how they feel in school and what resources/activities would they like the school staff to purchase/create for future use. Also, during the assemblies, various topic and themes are covered, ranging from what's going on around the world, to what's happening in school, that week.*
- *Pupils using their knowledge in the wider setting - From what the pupils have learnt, they are then able transfer their knowledge/skills developed. For example:*

*'Hygiene' (PSHE); from the associated lessons, they are then able to understand why it's key to remain clean and lead/maintain a healthy lifestyle.*

- Review of objectives and targets set from PEPs and annual EHCP reviews.

## **2.4 Organisation and Planning**

The curriculums have been planned to close learning gaps and work towards National Curriculum requirements, and that progress is made in the key areas of learning:

- The World Around Us
- Science and Technology
- Creativity
- Skills for Life
- Numeracy
- Literacy
- Physical Education & Well Being

Planning is organised on several levels: long term curriculum mapping to ensure progression in all curriculum areas throughout Key Stages 1 to 5. Medium term plans to indicate which subjects and topics are to be taught, as well as which skills will be developed. For English and Maths weekly plans are also written. The planning for all areas of the curriculum has clear learning objectives and success criteria, questioning, key vocabulary and is structured so that lessons have a starter/recap; main teaching, independent work and end with a plenary. Each subject is carefully and individually planned through schemes of work and mapped across the curriculums.

Planning is adapted on a regular basis to take into account the individual and whole group needs of the pupils.

## **2.5 The Role of the Headteacher**

The role of the Headteacher:

- Ensure appropriate coverage of the curriculum.
- Monitor pupil progress.
- Keep up to date with national developments.
- Regularly review planning, progression and teaching strategies.
- Manage resources and appropriate differentiation.
- Ensure planning & learning is tailored to each pupil's stage of development & individual needs.
- Keep EHS staff informed of short, medium and long-term plans, developments and strategies across all key stages.
- Ensure that each pupil has a voice via the numerous pupil voice opportunities.

## **2.6 Curriculum Monitoring and Review**

Reviewing planning and policies is an essential practice to ensure that pupils are receiving the highest quality of education available. Our bespoke curriculum is regularly reviewed by the headteacher and senior leaders, in consultation with all EHS staff. Opportunities to liaise with educational staff in the local area and across the Five Rivers organisation, will be taken whenever