-'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

River Valley School

Policy Owner	Headteacher
Authoriser	Head of Education
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Table of Contents

1. Policy 3

1.1 Policy Statement 3

1.2 Terms and Definitions 3

1.3 Data Protection 3

1.4 Disclosure of Information 4

1.5 Trauma Informed Education (TIE) Model 4

2. Curriculum Procedure 6

2.1 Intent 6

2.1.1 Respectful 7

2.1.2 Independent 8

2.1.3 Confident 8

2.2 Implementation 8

2.2.1 Meeting pupils' needs 10

2.2.2 Extra-Curricular & PE 11

2.2.3 PSHE 11

2.3 Impact 12

2.4 Organisation and Planning 12

2.5 Placements at River Valley School 13

2.6 The Role of the Head Teacher 13

2.7 Curriculum Monitoring and Review 13

2.8 The Curriculum Wheel 15

1. 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 River Valley School. The policy aims to consider 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 curriculums mean that all 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 24- hour 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
EBI	Even Better If
EHCP	Education, Health, Care Plans

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.

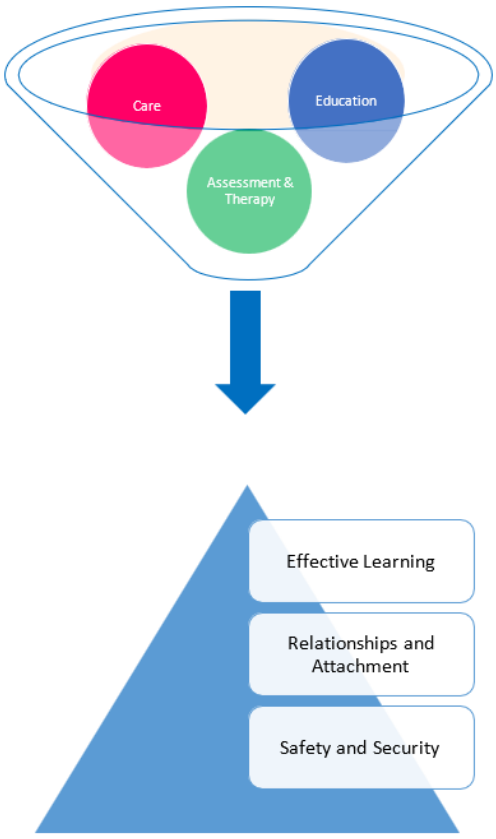
Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy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

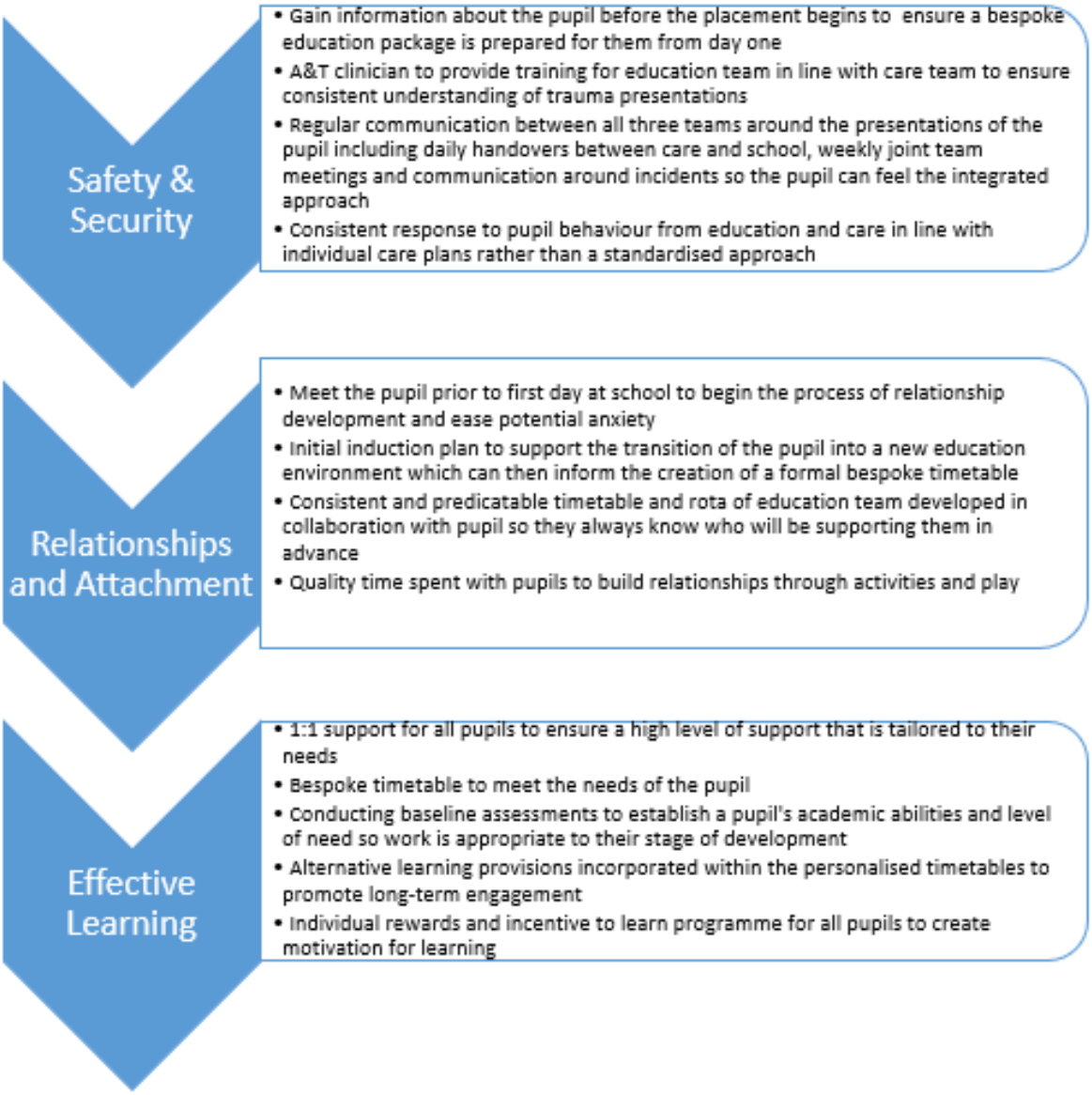
1.4 Disclosure of Information

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, Care 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.




Safety & Security
• 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 in line with care team to ensure consistent understanding of trauma presentations
• Regular communication between all three teams around the presentations of the pupil including daily handovers between care and school, weekly joint team meetings and communication around incidents so the pupil can feel the integrated approach
• Consistent response to pupil behaviour from education and care in line with individual care plans rather than a standardised approach
Relationships and 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 predicatable timetable and rota of education team developed in collaboration with pupil so they always know who will be supporting them in advance
• Quality time spent with pupils to build relationships through activities and play
Effective Learning
• 1:1 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 assessments to establish a pupil's academic abilities and level of need so work is appropriate to their stage of development
• Alternative learning provisions incorporated within the personalised timetables to promote long-term engagement
• Individual rewards and incentive to learn programme for all pupils to create motivation for learning

2. Curriculum Procedure

2.1 Intent

Our curriculum is how we achieve our objectives of developing successful learners and positive, confident citizens.

The school aims to implement a curriculum that will;

- Give priority to re-engaging students so they feel safe, confident, and better able to access a curriculum tailored to their needs.
- Cater for the needs of young people of all genders and from all ethnic and social groups.
- Identify SEMH needs and abilities using EHCP documents, thrive and an achievement continuum.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, enabling them to become responsible, useful, thinking, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment as appropriate within the school or community setting.
- Ensure that there is a match between the child and the tasks they are asked to perform.
- Provide a broad, balanced and differentiated curriculum as appropriate for the needs of each individual pupil.
- 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 needs and create and individualised timetable to enable them to have high aspirations and show progression.
- Treat children with DIGNITY and RESPECT.
- Our curriculums are the means by which we achieve our objectives of developing successful learners and positive, confident citizens.
- Have a positive Impact on the outcomes for all pupils.

Our Intent at River Valley School is to provide the best quality of education and care for vulnerable and challenging children through a vibrant personalised curriculum which fully prepares pupils for their future economic wellbeing and to nurture outstanding personal development. We are dedicated to the educational and emotional success of children and to ensure that their timetable is tailored to meet their individual needs, to enable them to reach their full potential. Educational attendance and success are the underpinning values for positive change in the child's development which leads to a positive integration into the community and adulthood.

River Valley School offers a holistic approach to education and staff involved in the care of the child work consistently in their approach to ensure the child is supported to reach their optimum potential.

Pupils have an individual, phased programme that is developed to enable the child to progress and develop whilst ensuring that their needs are met. River Valley School offers a nurturing and holistic environment and each part to the school day, the teaching methods and the physical environment are designed to assist in the therapeutic care of emotionally traumatised children.

All of our children are baseline assessed when it is appropriate, and their levels are compared to the age-related expectations. Information from previous placements and education provisions are also considered.

Our curriculums are 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, friendship 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 confident and successful citizens.
- To help 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 thinking, reasoning and questioning and not be afraid to join in.
- To develop pupils' confidence, self-esteem, self-image and resilience so that pupils can progress through education with the necessary life skills to become successful adults.
- To promote a positive attitude towards learning 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.

We aim to develop pupils to be respectful, independent and confident through a curriculum that is achievable and relevant. At a level appropriate to each pupil's stage of emotional development and ability, pupils will develop the below knowledge, understanding and skills:

2.1.1 Respectful

- 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.

2.1.2 Independent

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

2.1.3 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

We have pupils from 6 – 18 so cover key stages 1, 2, 3 and 4.

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 NC documentation. GCSE`s, Functional Skills, ASDAN Personal Development Qualifications, NCFE vocational qualifications and AQA awards can be achieved, dependent on age and attainment. The seven areas of learning within our curriculum cover:

- Numeracy
- Literacy
- Science and Technology
- The World Around Us
- PE and Wellbeing
- Creativity
- Skills for Life



Across all the key stages, the curriculum will be implemented with a priority placed on the re-engagement of students. These students may have been out of education for a prolonged period, or have had adverse experiences within education, that act as a barrier to them accessing learning.

Before the curriculum starts for a student, they will learn to feel safe, confident and ready to access the curriculum set for them.

An SEMH assessment will be completed at the start of the student's time with River Valley School. This will enable targets to be set to address their SEMH needs and the trauma they may have experienced within their life as well as previous educational difficulties. Once a pupil feels safe, builds trust and their self-esteem has increased then they will feel more confident and ready to learn.

It is also divided into three prime areas: (Communication and Language, Personal, Social Emotional Development (PSED) PHSCE and Physical Development) and four specific areas (Maths, Literacy, Expressive Arts and Design and Understanding the World). We recognise that pupils are active learners, and they learn through their senses. Through exploration, investigation, experimentation, listening and 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. Project/Topic based work is also carried out to ensure enjoyment, creativity and establish cross curricular links within the curriculum.

The use of ICT is an essential resource for our pupils to encourage engagement, allow for independent work and reduce the risk of failure or barriers to writing, which may often result in behaviour problems. This is evident in the schemes of work and short-term planning.

The curriculum is planned and delivered following an initial settling in period and induction timetable along with baseline teacher assessments.
AQA unit awards will be encouraged throughout the curriculum to recognise achievement and development of skills.

Pupils are taught in groups no greater than 5 and will entirely depend on the needs of the children. The staffing ratio is decided based on the pupils needs, a meeting with the SLT prior to admission and consultation with the placing Local Authority. The need for a high staff/pupil ratio is recognition of the specific needs of our pupils and the importance of flexibility within or outside the school environment.

We start and end the day in a structured manner which allows for the transfer of information from the home setting, sets the agenda for learning clearly, and allows reinforcement of messages of community and belonging. Although structure and consistency are vital, there are opportunities built into the timetable where pupils may have a choice of activity for reward or for therapy, 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.

For a day placement, communication with the home environment is essential and handovers are made to parents and carers regularly. Each child`s timetable reflects their interests, needs and abilities therefore may encompass a wide range of activities.

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 River Valley School and each pupil has their own timetable. This is tailored towards the

needs and capabilities of the pupils based within that environment - 'One size does not fit all'. We offer different curriculum pathways at River Valley School; the 'Aspire' and the 'Achieve' pathway. Class teachers will work closely with individual children and young people to ensure that the curriculum offer is ambitious, high quality and effective in preparing them for their next steps. Whilst at River Valley school, these pathways are reviewed regularly and are adjusted based on pupil engagement, needs and abilities.

Alternative providers who are our partners in education, will be used to enhance curriculum options as identified in initial and ongoing assessments of the pupil's needs both SEMH, vocational and academic.
All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff must make amendments to planning in order to optimise learning opportunities when they arise.
Management and allocation of resources as well as whole school curriculum enrichment opportunities are the responsibility of the Headteacher.
Cross curricular project work is also an opportunity to provide enrichment activities integrated within the curriculum. The local community is a rich resource, which we utilise wherever possible, for example, for life skills, embedding of maths and English, historical, geographical and religious research and investigation.

Personal, social, and health education are an integral part within our curriculum for all key stages and will be taught as stand-alone lessons in addition to being embedded in other activities.
Careers guidance will be in line with the Careers, Education, Information, Advice and Guidance policy work experience opportunities will be available across all the key stages, where appropriate.

2.2.1 Meeting pupils' needs

Tasks and activities are planned with reference to the pupils' needs, interests and abilities. Their stage point on the achievement continuum is registered and how they may engage in learning identified. The challenge is to re-engage disaffected and insecure pupils in education. Therefore, we have to choose approaches and resources within curriculum areas which will appeal to them and encourage them to persevere with studies even when it becomes challenging for them.
An example of this, is the handwriting initiative. From previous experiences, we know that the majority of pupils with concentration and behavioural issues, find writing very frustrating, which can lead to confrontational situations. Therefore, we look for the best way to engage following an interest or passion of the child including pens specifically chosen for the needs of the child and paper that meets sensory needs.

River Valley School has a very careful admissions policy, allowing us to collect as much information on each pupil as possible. A visit between the Lead Teacher and the student will take place prior to placement, giving River Valley School, and the pupil, time to get to know each other in more detail through staged entry into the provision and a settling in induction timetable which concentrates on meeting SEMH needs. This also allows us to prepare an individual behaviour support plan which relates clearly and directly to their abilities, needs and interests.

2.2.2 Extra-Curricular & PE

The school staff team also offer the opportunity for any extra-curricular activities, in which the pupils wish to embark upon. This may include community volunteering, fundraising, and work experience which is embedded into their educational timetable.

As a part of our pupils' eclectic individual timetables, PE is embedded regularly and can take place in several different ways including with a personal trainer to encourage a feeling of self-worth and physical fitness. The pupils undertake different activities, to suit their needs and interests, that stretch their physical and mental well-being, creating more confident, well-rounded, and physically healthy young people.

2.2.3 PSHE

River Valley School offers a comprehensive PSHE RSE curriculum, which covers a multitude of areas from festivals (Eid al-Fitr) and celebrations (Christmas, Easter) to safeguarding and Prevent issues (extremism and knife crime).

River Valley School believes 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 in social situations and as a cohesive member of the community, during the next phase of their life, outside of their time with River Valley School. The coverage of the curriculum is displayed in a pupil's individual timetable. The themes/topics change weekly/half-termly/termly

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

- Lunchtimes and breaks are spent by staff with the young people; conversations are encouraged on a multitude of relevant subjects to strengthen SMSC and Fundamental British values understanding.
- Student voice allows the young people at the end of every teaching session to offer opinions and ideas that could enhance their learning and gives them opportunities to create space in their own curriculums to become an advocate for causes such as LGBTQ, transgender awareness, and equality. To become eco warriors, community volunteers, and to have an input into creating a space they want to feel safe and learn in.

Our overall goal is to create an environment which allows our pupils to achieve their own academic and vocational targets, as well as SMSC values. (This includes working in an integrated way, with care and clinical teams with our integrated care/education placements) to: ensure 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 where they will be better able to;

- Progress towards their academic age-related expectations and formal exams, where appropriate
- Increase social and emotional awareness

- Address previous trauma and plan for a positive future (mentally and emotionally), by following Thrive identified strategies or strategies as identified by the clinical team.
- Be allowed to build and maintain positive and meaningful relationships with both staff and peers in the school and with our external providers
- 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 Impact

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 the assessment tool and within schemes of work and workbooks.
- 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/work folders – 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 feedback given
- Pupil voice – All pupils are asked on a daily basis on their thoughts and feelings, relating to how they feel the lessons went what they would like to see in school and what resources/activities would they like the school staff to purchase/create for future use. Also, during the day, various topic and themes are covered, ranging from what's going on around the world, to in the local area that week.
- Pupils using their knowledge in the wider setting - From what the pupils have learned, they are then able to transfer their knowledge/skills they have 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 if applicable.

2.4 Organisation and Planning

The curriculums have been planned to ensure that National Curriculum requirements are met, and that progress is made in the key areas of learning:

- Literacy
- Numeracy
- Science and technology
- Skills for life
- Creativity
- Physical education and well-being
- The world around us

Planning is organised on several levels; long term curriculum planning to ensure once settled there is progression in all curriculum areas throughout the Key Stages; medium

term plans to indicate which subjects and topics are to be taught and when, as well as which skills will be developed. Each subject is carefully planned through schemes of work and mapped across the curriculums.

Planning is adapted on a regular basis to consider the individual needs of the pupils.

2.5 Placements at River Valley School

- Transition (entry to college, mainstream, etc)
- Formal Functional skills and/ or GCSE qualifications
- Vocational qualifications, ASDAN and AQA unit awards
- Mentoring/nurture
- 1:1 and 2:1 tuition
- Employability supported programme
- Apprenticeships (as an aspiration)
- Support in their current schools

2.6 The Role of the Head Teacher

The role of the Head Teacher:

- Ensure appropriate coverage of the curriculums
- 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 River Valley School 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.

2.7 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 curriculums are regularly reviewed by the Head Teacher, head of education, and education advisor to the board (to quality assure) in consultation with all River Valley School. Opportunities to liaise with educational staff in the local area and across the Five Rivers organisation, will be taken whenever possible.

The Head Teacher will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives, which reflect the aims of the 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

- Where appropriate, the individual needs of pupils' requiring therapy, and/or medical support or interventions are met, and the curriculum adapted to meet these needs
- 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 Lead Teacher 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

The Head of Education will ensure that:

- 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 published in the prospectus and in the report to parents/carers and social worker 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.

Arrangements for monitoring and evaluation; Curriculum Monitoring and Review

The Head of Education will receive a termly report from the Head Teacher on:

- Attendance
- Academic progress
- Progress in other areas
- Patterns in crisis incidents
- Other areas of performance as needs arise

The standards achieved and the progress of each pupil in key stages to cover;

Data and analysis of outcomes (including any concerns) relating to QA events

- Planning Scrutiny
- Lesson Observation
- Peer Observations
- Pupil Voice
- Pupil Data &/or Reports
- Work Scrutiny
- School Forum
- Analysis of All Available Data Sets
- Appraisal/Performance Management
- Evidence of the impact of any intervention packages

- The views of the staff team about the action required to improve standards

2.8 The Curriculum Wheel

Each pupil at River Valley School will follow a curriculum which gives them access to identified aspects of the curriculum wheel.

Access will be through discrete subject areas e.g. English and Maths; some access will be in through cross curricular programmes e.g. scientific through projects at external providers; Human and Social through targeted ASDAN/PHSE work, Physical with a personal trainer or PE related activities.