

The Harbour School Cosham Campus Curriculum Map

INTENT	<p>The Harbour School's Curriculum is designed to meet the needs of pupils with diverse needs who are unable to attend mainstream school. A Trauma Recovery Model illustrates our core ethos and approach of relate, engage, learn, achieve. A learning culture which:</p> <ul style="list-style-type: none"> • is relevant, engaging, enjoyable, ambitious and inclusive. • develops growth mind set approaches so pupils feel safe to take risks and safe to learn from mistakes. • is outward looking to the local, national and international community. 				
Curriculum Structure designed to support pupils on different pathways					
Pathways	Engagement/Re-engagement	Nurture/Readiness to Learn	Academic/Vocational	Reintegration/Transition	
<u>Cosham Campus</u>					
<u>KS3</u>					
Core - English, Mathematics, Science, Emotional Literacy, Religious Education and Relationship and Sex Education					
Foundation - Cookery, IT, Geography, History, Art, Music and Sport					
Enrichment - RE, Cultural Capital, British Values, local visits, projects, enterprise, charity support etc.					
<u>KS4</u>					
Core - English, Mathematics, Science, IT, Emotional Literacy, BTEC Personal Growth and Wellbeing					
Options - Two from the following: GCSE Geography, GCSE History, GCSE Art, BTEC Sport, BTEC Music, BTEC Cookery.					
Enrichment - RE, Cultural Capital, British Values, RSHE: Careers Information Advice and Guidance (IAG), local visits, projects, enterprise, charity support etc.					
<ul style="list-style-type: none"> • Tracking Documents- Subject tracking documents are used for both deliverer and pupil to clearly log and outline their progress against their targets and flight paths. 					
Teaching, Learning and Assessment					
Every Lesson Counts: Challenge; Explanation; Modelling; Practising; Feedback; Questioning Diamond Teaching and Learning Model: Pupil Pathway: Tracking Documents: Work Evidence: Data Interventions (eg Circle Time, Talk About, Emotional Coaching, Mentoring, Precision Teaching) Resources					
Evidence: Report: Analyse: Refine					
Learning walks, work scrutiny, work evidence, data collection, data drops, staff feedback, staff support, staff learning, accredited outcomes Staff workload: 3 data drops and analysis, focus on learning walks, feedback Plan - Do - Review					

IMPACT	<p>Pupils feel safe and happy</p> <p>Pupils engage in meaningful learning</p> <p>Pupils make expected progress over time from their starting points</p> <p>Pupils develop skills and knowledge across the curriculum</p> <p>Pupils are prepared for the next stage in their education, training, employment and life</p> <p>Pupils achieve the best possible outcomes</p> <p>Pupils acquire the knowledge and cultural capital they need to achieve in life</p>
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