

## The Harbour School Reintegration and Tuition Curriculum Map

<b>INTENT</b>	<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"> <li>• is relevant, engaging, enjoyable, ambitious and inclusive.</li> <li>• develops growth mind set approaches so pupils feel safe to take risks and safe to learn from mistakes.</li> <li>• is outward looking to the local, national and international community.</li> </ul>			
Curriculum Structure designed to support pupils on different pathways				
Pathways	Engagement/Re-engagement	Nurture/Readiness to Learn	Academic/Vocational	Reintegration/Transition
<b><u>Medical Tuition</u></b>				
<b><u>KS 1/2</u></b>				
<b>Core</b> - English, Mathematics, Cross-curricular Learning, Emotional Literacy & IT through all subjects.				
<b><u>KS 3/4</u></b>				
<b>Core</b> - English, Mathematics, Science, Emotional Literacy & IT through all subjects.				
<ul style="list-style-type: none"> <li>• 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.</li> </ul>				
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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