

The Harbour School Bridge and Stamshaw 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. 		
IMPLEMENTATION	Curriculum Structure designed to support pupils on different pathways		
	Pathways	Engagement/Re-engagement	Nurture/Readiness to Learn
	<p>CORE: Emotional Literacy (<i>including NCFE Level 1 Personal and Social Development</i>), English (<i>GCSE and Function Skills EL1, EL2, EL3, L1 and L2</i>), Mathematics (<i>GCSE and Function Skills EL1, EL2, EL3, L1 and L2</i>), Ascentis Accreditation (<i>Vocational and Progression Level 1 and 2</i>), Keywork and Family Support</p> <p>ADDITIONAL SUBJECTS: Creative Arts, Adventure Activities (<i>NGB Skills Awards</i>), Healthy Lifestyles, Natural History, Celebrating Difference and Diversity, Sport and Residential Experiences</p> <p>ENRICHMENT: College Courses, Work Experience, Careers Guidance, Music and Theatre Events, Family Learning Opportunities, Visits to Places of Interest e.g. London, Brighton and Other Cities, Museums, Sporting Events, Exhibitions, Wildlife Parks, Sites of Historical Significance, Short Projects e.g. Comic Relief, Community Arts Projects, Year 11 Events and Celebrations</p>		
	Teaching, Learning and Assessment		
	Every Lesson Counts: Challenge; Explanation; Modelling; Practicing; 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 Pupils engage in meaningful learning Pupils make expected progress over time from their starting points Pupils develop skills and knowledge across the curriculum Pupils are prepared for the next stage in their education, training, employment and life Pupils achieve the best possible outcomes Pupils acquire the knowledge and cultural capital they need to achieve in life</p>	