

## The Harbour School 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.</p> <p>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.             <ul style="list-style-type: none"> <li>• is outward looking to the local, national and international community.</li> </ul> </li> </ul>
<b>IMPLEMENTATION</b>	Curriculum Structure
	<p style="text-align: center;"><b>Core:</b> Emotional Literacy <b>Core:</b> English and Maths</p> <p><b>Threads:</b> Cultural Capital; British Values: RSHE: Careers Information Advice and Guidance (IAG): Life Skills; Reading; Outdoor Learning <b>Enrichment:</b> visits, projects, enterprise, charity support, outdoor learning, gardening, family lunches <b>KS2 and 3</b> Cross Curricular Creative Curriculum, year 9 accredited pathways <b>KS4</b> Vocational Courses BTEC: <i>Ascentis Courses:</i> Functional Skills: <i>Stepping Stones:</i> GCSE</p> <p style="text-align: center;">Campus Curriculum Maps: Long and Medium-Term Planning: Tracking Documents</p>
	Teaching, Learning and Assessment
	<p>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</p>
	Evidence: Report: Analyse: Refine
	<p>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</p>
<b>IMPACT</b>	<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>