

The Harbour School Tipner 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 				
IMPLEMENTATION	Curriculum Structure designed to support pupils on different pathways in Upper KS2 and KS3				
	Pathways	Engagement/Re-engagement	Nurture/Readiness to Learn	Academic/Vocational	Reintegration/Transition
	Emotional Literacy embedded throughout Nurture: sensory and structured play National Curriculum: English and maths Reading for pleasure and Destination Reader STEM and Art National Curriculum rotation of themes (See Long Term Plan Below) Enrichment: charity; Cultural Capital PE Outdoor Learning and Adventurous Activities Life Skills – First Aid; Cooking; Budgeting; Independent Living Skills RSHE Year 9 Entry Level Functional Skills Eng and Maths Short Stay School and Alternative Provision Offer				
	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	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			