

The Harbour School Vanguard 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
	<p>Vanguard</p> <p style="text-align: center;">Core: Emotional Literacy Core: English and Maths – GCSE, Functional Skills EL3, L1, L2</p> <p>KS4 Vocational Courses/ Entry 3, Level 1 and Level 2- Carpentry, Mechanics, Catering, Public Services, Land Based Studies, Sport, Hair and Beauty, Outdoor Education (Literacy and Numeracy will be embedded into these subjects)</p> <p style="text-align: center;">Princes Trust- Engage/Personal and Social Development/Attendance/ Attainment =Enterprise Projects, Active Citizenship, Personal and Social Development, Preparation for work, Life Skills, Skills for School</p> <p>Threads: Cultural Capital; British Values: RSHE: Careers Information Advice and Guidance (IAG): Life Skills; Reading; Outdoor Learning; Enrichment- visits, projects, enterprise, charity support, outdoor learning, gardening etc</p>			
	<p>Vanguard Engage</p> <p style="text-align: center;">Core: Emotional Literacy Core: English and Maths- GCSE, Functional Skills EL3, L1, L2</p> <p>KS4 Vocational Courses/ Entry 3, Level 1 and Level 2- Carpentry, Mechanics, Catering, Public Services, Land Based Studies, Sport, Hair and Beauty, Outdoor Education (Literacy and Numeracy will be embedded into these subjects)</p> <p style="text-align: center;">Princes Trust- Engage/Personal and Social Development/Attendance/ Attainment =Enterprise Projects, Active Citizenship, Personal and Social Development, Preparation for work, Life Skills, Skills for School</p> <p>Threads: Cultural Capital; British Values: RSHE: Careers Information Advice and Guidance (IAG): Life Skills; Reading; Outdoor Learning Enrichment- visits, projects, enterprise, charity support, outdoor learning, gardening etc</p>			
	<p>Vanguard Outreach</p> <p style="text-align: center;">Core: Emotional Literacy Core: English and Maths - GCSE, Functional Skills EL3, L1, L2</p> <p style="text-align: center;">Princes Trust- Engage/Personal and Social Development/Attendance/ Attainment =Enterprise Projects, Active Citizenship, Personal and Social Development, Preparation for work, Life Skills, Skills for School</p> <p>Threads: Cultural Capital; British Values: RSHE: Careers Information Advice and Guidance (IAG): Life Skills; Reading; Outdoor Learning</p> <ul style="list-style-type: none"> • Learning for Progress Plan- All staff to use consistently to ensure planning for embedded Literacy and Numeracy across all subjects, EL, Culture Capital, British Values and Life Skills • Tracking Documents- Subject tracking documents are used for both deliverer and pupil to clearly log and outline their progress against 			

	<p>their targets and flight paths. Literacy and Numeracy FS tracking document used in every subject for every pupil to ensure subjects are planning for the practice of skills learnt.</p>
	<p>Teaching, Learning and Assessment</p>
	<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>
	<p>Evidence: Report: Analyse: Refine</p>
	<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>
<p>IMPACT</p>	<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>

The Harbour School Vanguard - Curriculum

Vanguard				Vanguard Engage		Vanguard Outreach	
Focus on: Emotional Literacy English and Maths Vocational Courses Princes Trust Threads Enrichment				Focus on: Emotional Literacy English and Maths Vocational Courses Princes Trust Threads Enrichment		Focus on: Emotional Literacy English and Maths Princes Trust Threads Enrichment	
Engage /Re-engagement.	Nurture / Readiness to learn	Academic / Vocational	Reintegration / Transition	Engage /Re-engagement	Nurture / Readiness to learn	Engage /Re-engagement	Nurture / Readiness to learn
<ul style="list-style-type: none"> Pupils can be on any pathway. Consistent attenders to the school site. May require additional support in lesson (PSS). Pupils will be required to follow the main onsite timetable. 				<ul style="list-style-type: none"> Pupils are likely to be on Engage/ Re-engage or nurture/readiness to learn pathways. Require additional support with attendance- Inconsistent attendance to the school site. Likely to require additional support such as a Pastoral Support Plan (PSP) Will benefit from an alternative provision outside of the classroom environment. Will likely engage in an active/adventurous provision. Timetables are likely to be bespoke to meet the needs of the pupils and support with their education. 		<ul style="list-style-type: none"> Pupils are likely to be Engage/ Re-engage or nurture/readiness to learn pathways Require additional support with attendance- Persistent non-attenders (PNA) Likely to require additional support such as Pastoral Support Plan (PSP) Pupils are likely to have other agencies involved (YOT, CAMHS, Police, Early Help, Social Care etc). Will benefit from an alternative provision outside of the classroom environment often reduced class sizes off-site. Timetables are bespoke to meet the needs of the pupils and support with their education. 	