

Curriculum Policy

Content, Provision and Approach

Bankside College

Bankside College is a specialist service providing education for young adults aged 16-25 with a diagnosis of autism with mild or complex learning difficulties. Many of our young people have experienced significant childhood trauma, which often has resulted in long periods of absence from College, breaks in formal education, multiple placement breakdowns and gaps in attainment. In addition, this means that, some young people have significant difficulties in developing positive relationships and also experience barriers to learning as a result of their additional learning needs. All students have Education Health Care Plans (EHCP), and all students experience difficulties which has an impact upon their learning. For the majority, this is the first formal education they have attended in a considerable time. The majority, therefore, arrive below age related academic expectations. We work closely with our placing authorities and parents to agree and facilitate appropriate transitional learning plans.

We are aspirational for all students. Many students have not experienced success and it is important that we create a safe learning environment where students are able to flourish and achieve more than they believed to be possible. Learning opportunities are personalised, recognising the vastly differing needs and starting points of our students.

Bankside College Curriculum Intent

Bankside college is an Options Autism educational setting and fully develops the organisation's vision, mission and promise:

- **Vision:** *'We build incredible futures by empowering vulnerable children and young adults in the UK to be happy and make their way in the world.'*
- **Mission:** *'Everyday we improve the lives of those we educate and look after, their families and communities through a relentless focus on learning and caring.'*
- **Promise:** *'We are kind to each other....we work together.....and we make things happen.'*

Within this framework, Bankside College's curriculum intent and core purpose is defined below:

'We build incredible futures by empowering young people to develop their **independence, self-esteem and confidence** through a relentless focus on learning and caring.'

Therefore, our curriculum intent is constructed to meet students' personalised learning and social development needs. We are committed to develop students' individual strengths and talents. Our curriculum is also mindful that our students need to be fully involved in preparing for their next steps towards independent living, employability and community inclusion.

Bankside College Curriculum Implementation

The curriculum is broken into 3 different routes. The routes are not defined by age, but by need and achievement; allowing students to move flexibly between routes at any point during their college career. Each route covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a 'learning flow' between the three.

Individual learning needs are further met through bespoke intervention programmes for enhanced personalisation.



Prior to joining Bankside College, clinical, pastoral and teaching staff will work closely with each student, their family, previous educational settings and other professionals to determine their most appropriate and aspirational curriculum. All students will experience learning across all three strands, but the sequence and complexity of each student curriculum pathway will be personalised.

Preparation for Adulthood

All students will follow a bespoke pathway that individually prepares students for their next steps. This pathway includes the following aspects:

Preparation for Adulthood sits at the heart of the teaching and learning at Bankside College. Carefully chosen qualifications supplement and enhance the bespoke teaching and Learning allowing individuals to take part in highly motivational and relevant experiences.

Teaching and Learning

At Bankside College we use a variety of teaching styles to ensure that every child makes the optimum amount of progress and to ensure that all learning styles are catered for in lessons.

At Bankside College all lessons are prepared so that the Students have the best possible levels of engagement. We plan for the clearly structured lesson that includes a clear start, outlining objectives and engaging the students in the learning. We then provide a variety of personalised activities to engage and enthuse the students. These are then concluded at the end of the session. Assessment for Learning happens throughout the lessons to ensure that learning is purposeful.

At Bankside College we provide suitable learning opportunities for all students by matching the challenge of the task to the ability and learning style of the students.

We achieve this in a variety of ways by:

- Setting common, open ended tasks to elicit a variety and depth of response
- Grouping students by ability and then setting tasks of increasing difficulty, scaffolding where appropriate
- Providing practical opportunities for learning
- Using visual stimuli and artefacts to promote interest
- Using Learning Support Mentors to support the work of the Students in class
- Using trips and visitors to further understanding
- Using appropriate communication systems to allow maximum engagement
- Use of appropriate augmentative technology to support

Enhancing the Teaching and Learning

- At Bankside College teaching staff are encouraged to capture students' interest and broaden their experiences through using trips and visitors in college.
- Students' achievements are celebrated regularly through Curriculum Newsletters, displays in classrooms and shared areas around the college.

Key Skills

Bankside College believes that all Students need to make good progress in these skill areas in order to develop their true potential.

- Communication
- Problem Solving
- Reflective learners
- Working with others
- Independent thinking skills
- Creative thinking

Planning

At Bankside College learning takes place through making learning meaningful to the individual Student. We look at the whole child and focus on the realistic outcome for that young person. The learning is then personalised to the individual.

At Bankside College we plan our curriculum in three phases.

Planning takes place at a variety of levels:

- Long term plans- Sequences of Learning
- Medium term plans- providing structure, teaching ideas and resources
- Short term plans- teachers individual plans for their students

Long Term Planning

At Bankside College we agree a long-term plan for each curriculum area. This indicates what topics and key skills that are to be taught in term. This is created through a sequence for learning grid prepared by Subject Leaders. The teaching staff then use this information to support with the planning for their students. We encourage teachers to make sure that the learning is sequential whilst remaining purposeful and meaningful to the individual.

The sequences of learning identify:

- The core skills which are used as the basis for cross-curriculum learning.
- The 'seed' to inspire the term's learning.
- The main subject areas to be covered in relation to curriculum coverage.

Teachers refer to documents. Records are kept to ensure coverage and progression occurs. Curriculum Newsletters are shared with parents to inform them of the learning that their child will experience that term.

Medium Term Plans

At Bankside College our medium-term plans give guidance on the objectives and teaching strategies that we use when teaching.

For all subjects, teachers identify a sequence of core lesson objectives to be covered as part of their termly coverage. Teachers are encouraged to be flexible, and may choose to stagger or block lessons as they feel is most appropriate to the needs and interests of their class.

The following curriculum documentation supports planning:

- Detailed units of work
- Qualification assessment criteria
- Educational and Health Care Plan targets
- Therapeutic targets

Short Term Weekly Planning

At Bankside College short term planning is unique to the teacher leading the class. These plans are created by the class teacher and used to personalise the learning for the Students.

The weekly planning includes:

- Specific learning goals and learning outcomes/success criteria, clearly showing progression in learning and skills across the week
- Core learning goal, key skills areas and success criteria (differentiated skills descriptors).
- Outline teaching input.
- Outline differentiated tasks for groups of Students.
- Assessment opportunities

Progression and Continuity in the Curriculum

At Bankside College we ensure progression and continuity in the curriculum by:

- Use of planning documentation
- Regular discussion in planning teams to review planning and discuss standards
- Assessment for Learning strategies and record keeping are used
- Moderation of standards achieved in teams

Assessment

- Bankside College has policies for Assessment and Monitoring of the curriculum.
- Students have termly PLP targets that are reviewed and shared with Students and parents
- Students have their own tracking record in Reading, Numeracy and communication and are assessed
- We follow the principles behind 'Assessment for Learning' and encourage students who are able to, to self/peer evaluate their learning as appropriate
- Inherent in our Curriculum is to promote the principles of motivation, enquiry, problem solving, creative thinking, reasoning, evaluating, self awareness, empathy, social skills and communication through the Curriculum as a whole.

Reporting on Student Attainment

At Bankside College all work carried out by the student is monitored and evaluated.

- A written college report is made available to parents annually
- Education, Health and Care Plan reviews happen yearly and contain an Education report in addition to the end of year report
- The Governing Body receives regular reports on Student attainment

Target Setting

- At Bankside College all Students are set 'next learning steps' in their learning through teachers' marking and feedback to students.
- Using previous attainment information and baseline assessment information we are able to set targets for students and monitor progress in Numeracy, Writing and Reading Comprehension
- The college maintains comprehensive tracking data for all students against their EHCP targets and in Literacy and Maths.

Gifted and Talented Students

At Bankside College we have a commitment to meeting the needs of all students, including those with a high level of ability in one or more areas. It is our responsibility to maximise the skills, strengths and talents in all students, enabling them to reach their full potential whilst also understanding and ameliorating the limitations linked to SEND. Gifted and talented students are recognised as having particular special needs and the curriculum will be extended to make it challenging and engaging for students who have been identified as being Gifted and Talented.

Monitoring and Review

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the teaching and learning in college with the support of the Deputy Head Teacher.

Learning walks happening monthly with a clear focus so that we are best able to monitor the learning in college and make assessment of impact linked to identified targets.

At Bankside College we sample students' work and ensure we agree students' levels of attainment and evaluate the quality of our teaching and its impact on students' attainment and ensure consistency within our college.

At Bankside College we foster positive attitudes and relationships both inside and outside school. We play an active part in our community and work closely with parents and carers who are invited into college at regular opportunities to share in learning experiences and celebrate achievements.

At Bankside College we follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention and development, offering equal opportunities for all. Our staff are appointed regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

At Bankside College we aim to reduce and remove inequalities and barriers that may already exist. No child should be disadvantaged. Curriculum opportunities are planned to show positive role models who have overcome barriers in order to achieve. This could include celebrating athletes who have triumphed over barriers and inequalities and celebrating the work and achievements of individuals from a range of different backgrounds, ages, ethnicities and genders who have achieved great successes.