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The PLACE Independent School
Creative Curriculum Policy

Creative learning encourages a climate for young people to explore how to apply their knowledge in original ways and with purpose.

Principles

We are committed to providing quality and excellence through an exciting, stimulating environment that stretches and develops the child as a whole and to provide an education which will develop social skills and encourage young people to become more active citizens within the school community and beyond.

***Tell me and I forgot,
 Show me and I remember,
 Involve me and I understand***

Aims:

The PLACE Independent School, Creative Curriculum aims to:

- Provide a broad and balanced curriculum.
- Embrace the PLACE attachment model to develop young people educationally emotionally and socially.
- Build up young people's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Embed key skills in order to prepare young people for real-life and everyday situations.
- Provide opportunities to apply knowledge and learning in practical ways.
- Provide a multi-sensory approach to alternative curriculum that will incorporate

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and embed key aspects of the National Curriculum especially Literacy and Numeracy.

- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- To use the outdoor learning to access and deliver more traditional learning in a covert style
- Develop Excellence and Enjoyment.
- Shape our curriculum to meet the needs of our young people
- Stimulate our young people’s natural curiosity and to give them the confidence to be curious
- Allow our young people to take risks
- Teach skills through what interests our young people – Essential Learning
- Closely monitor and assess progression in attainment and application of skills
- Help our young people to transfer skills between different areas of the curriculum in order to encourage flexibility and resourcefulness and to enable them to use their strengths in one area to overcome challenges in another
- Ensure our young people are active, motivated and enthusiastic learners
- Allow time to engage, reflect and review – including peer and self-evaluation;
- Use a wealth of relevant resources – in classrooms, outdoors, in the local community and the wider area, including visits and visitors
- Allow our young people to demonstrate their learning in different ways – through photographs, posters, products, presentations, performances
- Creative and subtle approach to learning which avoids triggers to emotional dysregulation associated with previous negative learning experience or responses to authority figures.
- An attachment based learning ,facilitated by the whole staff team using PLACE principles to develop the emotional social and intellectual resilience for young people who currently cannot access main stream school.

Curriculum

The PLACE Independent School Creative Curriculum has been developed to incorporate learning in the outdoors as its key principle.

Learning in the outdoors can make significant contributions to literacy, numeracy and health and wellbeing.

In literacy there are opportunities to use different texts: the spoken word, charts, maps, timetables and instructions.

In numeracy there are opportunities to measure angles and calculate bearings and journey

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times.

In health and wellbeing there are opportunities to become physically active in alternative ways and to improve emotional wellbeing and mental health.

Therefore, outdoor learning offers many opportunities for learners to deepen and contextualise their understanding within curriculum areas, and for linking learning across the curriculum in different contexts and at all levels.

Each teacher is responsible for the planning of the Creative Curriculum and all education staff are responsible for the delivery.

Although links can be made with all subjects, the following subjects are taught as dedicated, discrete sessions: See Appendix 1.

Maths (including functional skills)– Maths skills are key to developing everyday core skills are revisited and embedded

English Key Skills and functional skills- Phonics, Guided Reading and Handwriting are taught as discrete subjects as they build up basic skills in line with termly based reading topic.

Environmental Sciences - Foundations of each topic linked to outdoor learning with topic areas embedded across curricular. Science skills are embedded to this area of the curriculum.

Humanities – incorporated mainly cross curricular with the exception of some specific topics.

PE – delivered by qualified teaching staff

Emotional Literacy - delivered in Keyworker sessions weekly

British Values, PHSE and SMSC are incorporated daily and embedded into whole school learning. Drop down days will be delivered throughout the school year to introduce specific topics.

Functional Skills – Maths, English, ICT qualifications from Entry 3 to Level 2.

Vocational Subjects – various subjects from Entry 3 to Level 2 – see Appendix 2.

At KS4 the focal of curriculum will be on functional skills and vocational qualifications. This will be allocated and identified from the school qualification offer and allow for personalisation of curriculum to each young person. If a young person wishes to study a course which is not on our offer list The PLACE Independent School will endeavor to provide access this learning by buying in the qualification and qualified delivery staff or linking up with other education establishments whom already offer the course and securing a place for our learner.

Enrichment Experiences/Links with Parents and the Community.

Teaching staff are encouraged to broaden the experience of the topics for the young people through **trips, visitors into school** and **shared experiences of the wider school community**, e.g. involvement with parents and school links etc.

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Young people’s achievements are celebrated regularly through the school newsletters, I can folders, displays in classrooms and reports to Parents/carers and agencies.

In addition to this we involve parents/carers and the wider community in the following ways:

- Tailoring drop down days themes to national, local and school events e.g. National no pen day, NSPCC board game day, Olympics.
- Inviting members of the community/parents to share experiences e.g. nurses, farmers etc.
- End of term Reports broken down into areas for celebrating success.
- Charity fund raising (local)

Creative Curriculum Planning

Long Term Plans: These take the form of a Curriculum Overview for the academic year for upper and lower Key Stage 2 & 3 and one plan for KS4 and 5.

Medium Term Plans: These take the form of individual subject Schemes of Work. These are broken down into Key Stages Upper and lower KS2 & 3 and KS4 Levels from Entry level 3 to Level 3. KS2 & 3 is then planned on a termly basis to give a short overview of what will be taught. KS4 SOW shows the outcome requirement as this can be delivered in a flexible manner based on the young person’s needs.

Short Term Plans – These take the form of individual lesson plans.

Assessment

Summative and formative assessment takes place throughout the academic year in line with The PLACE Independent School Assessment, Recording, Reporting and Tracking Policy.

Equal Opportunities

We aim to give all young people, irrespective of age, gender, sexual orientation, gender reassignment, religion, disability or race equal opportunities to make maximum progress. It is expected that all young people will be given opportunity to make maximum progress. It is expected that all young people will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support young people’s learning at all levels including and Able and Talented and young people identified with Special Educational Needs (SEND).

Roles and Responsibilities

The Head Teacher and school proprietor have overall responsibility for The PLACE Independent School Creative Curriculum, supported by the subject teacher and the

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challenge and support committee.

The subject teacher is responsible for overseeing the delivery of the Creative Curriculum through:

- Regular formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage.
- Observing learning and teaching to ensure progress is being made within the topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.
- Speaking with the young people about their learning.

All education staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Review

This policy will be reviewed in line with the School Development Plan.

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Appendix 1

The Place Independent School is committed to offering a broad and balanced curriculum at all stages of education.

Linguistic

TPIS curriculum is focused on improving and developing all learners' communication and functional skills. In terms of their linguistic capabilities we work in a number of ways. At Key Stage 2 and 3 this is through the delivery of phonics, SPAG and book themed planning. At Key Stage 4 and 5 this is through the delivery of BKS Functional skills in English. TPIS intends to offer GCSE English from September 2020 for learners able to undertake the course.

Furthermore as many of the vocational subjects we offer are in some part assessed through assignments/controlled assessment and/or a terminal examination our approach to developing pupils' skills in listening, speaking, reading and writing runs throughout the KS4/5 curriculum.

Mathematical

Our curriculum provides our learners with numerous opportunities to develop and refine their numeracy skills. Learners are encouraged to use practical activity, exploration and discussion to enhance their knowledge and understanding of maths. This starts in the early stages of KS2 and continues through to the end of KS5. The delivery of numeracy is not just confined to maths lessons, but is embedded in the delivery of other appropriate subject areas and project based learning. Students' progress in KS4 is tracked by termly BKS online assessments and in years 10 & 11 students sit mock functional skill exams. TPIS intends to offer GCSE Maths from September 2020 for learners able to undertake the course.

Scientific

All learners are offered access to a Science curriculum that is concerned with increasing their scientific knowledge. We pay particular attention to developing learners' understanding of nature, the properties of materials, space and the nature of forces. At KS4 and 5 the teaching & learning is focused on developing the skills associated with science as a process of enquiry, for example, observing, forming hypotheses, conducting experiments and recording their findings. At TPIS much of this work is undertaken through project work and science theme days including educational visits.

Technological

The TPIS curriculum offer learners an opportunity to study ICT at Key Stage 4 and 5 as both a separate subject and embedded within vocational subjects. We offer the ICT functional skill qualifications to our learners. Teaching and learning is also concerned with developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. From September 2020 learners who study construction will work with a range of tools, equipment and materials to complete both assignments and practical projects and will

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develop these skills further.

Human and Social

All learners are provided with lessons in Humanities and citizenship these subjects are often delivered as a project as part of PSHE.

At TPIS, PSHE is considered an integral part of the curriculum, and is planned for and implemented accordingly across all Key Stages. PSHE is an important tool for teaching and developing non oppressive practice.

- At KS2 and 3 PHSE is timetabled as an individual subject in addition to being taught cross curricular.
- At KS4 and 5 PSHE is taught cross curricular, for example, within the functional skills course and individualised incorporating the Princes Trust Award.
- External links and partnerships also provide PSHE education.
- It is also linked to our IAG Framework

Physical

We offer learners a wide range of physical activities on a weekly basis at all Key Stages. All learners have half day of timetabled physical activity each week. At KS4 learners have access to a Pearson BTEC in Sport and Active Leisure and Pearson BTEC in Animal Care. We offer learners daily opportunities to be physically involved in the care of animals.

Aesthetic and Creative

At TPIS we recognise the importance of providing a curriculum that fosters and develops students' aesthetic and creative skills. This is done in a number of ways. Art and Drama are embedded within all subject areas across all Key Stages including functional skills courses. Music is being developed within KS2 and 3. Key Stage 4 and 5 learners have access to Pearson BTEC Art and Design qualification. We are developing various activities that help pupils to foster creativity such as African drumming, DJ & MC workshops, dance workshops, photography. Drop down days are incorporated for all Key stages to encourage creativity.

Spiritual, moral, social and cultural development

Learners are encouraged to reflect upon their own attitudes and values, in both PSHE and other lessons. See TPIS SMSC policy.

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Appendix 2
Qualifications for Sept 2020

Qualification Ref:	Awarding Body	Course Title/ Type	Delivery Days and Times	Length of course
500/9112/8	Pearson	Functional Skills ICT Entry Level 1	1 session a week	1-2 years
500/9104/9	Pearson	Functional Skills ICT Entry Level 2	1 session a week	1-2 years
500/8500/1	Pearson	Functional Skills ICT Entry Level 3	1 session a week	1-2 years
500/9468/3	Pearson	Functional Skills ICT Level 1	1 session a week	1-2 years
500/9468/3	Pearson	Functional Skills ICT Level 2	1 session a week	1-2 years
603/4269/9	Pearson	Functional Skills Math Entry Level 1	3 sessions a week	1-2 years
603/4265/1	Pearson	Functional Skills Math Entry Level 2	3 sessions a week	1-2 years
603/4266/3	Pearson	Functional Skills Math Entry Level 3	3 sessions a week	1-2 years
603/4267/5	Pearson	Functional Skills Math Level 1	3 sessions a week	1-2 years
603/4268/7	Pearson	Functional Skills Math Level 2	3 sessions a week	1-2 years
603/4286/9	Pearson	Functional Skills English Entry Level 1	3 sessions a week	1-2 years
603/4287/0	Pearson	Functional Skills English Entry Level 2	3 sessions a week	1-2 years
603/4288/2	Pearson	Functional Skills English Entry Level 3	3 sessions a week	1-2 years
603/4289/4	Pearson	Functional Skills English Level 1	3 sessions a week	1-2 years
603/4290/0	Pearson	Functional Skills English Level 2	3 sessions a week	1-2 years
603/5003/9	Pearson Edexcel	BTEC Level 1 Introductory Award in Art and Design	1.5 sessions a week	1-2 Years
601/8542/9	Pearson Edexcel	BTEC Level 1 Introductory Certificate in Art and Design	1.5 sessions a week	1-2 Years
603/5132/9	Pearson Edexcel	BTEC Level 1 Introductory Award in Construction	1.5 sessions a week	1-2 Years

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601/8543/0	Pearson Edexcel	BTEC Level 1 Introductory Certificate in Construction	1.5 sessions a week	1-2 Years
603/4881/1	Pearson Edexcel	BTEC Level 1 Introductory Award in Hair and Beauty	1.5 sessions a week	1-2 Years
603/4882/3	Pearson Edexcel	BTEC Level 1 Introductory Certificate in Hair and Beauty	1.5 sessions a week	1-2 Years
603/5014/3	Pearson Edexcel	BTEC Level 1 Introductory Award in Health and Social Care	1.5 sessions a week	1-2 Years
601/8539/9	Pearson Edexcel	BTEC Level 1 Introductory Certificate in Health and Social Care	1.5 sessions a week	1-2 Years
603/5020/9	Pearson Edexcel	BTEC Level 1 Introductory Award in Sport	1.5 sessions a week	1-2 Years
601/8568/5	Pearson Edexcel	BTEC Level 1 Introductory Certificate in Sport	1.5 sessions a week	1-2 Years
603/2107/6	Pearson Edexcel	BTEC Level 1 Introductory Vocational Skills	1.5 sessions a week	1-2 Years

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Potential Offer for 2022

Qualification Ref:	Awarding Body	Course Title/ Type	Delivery Days and Times	Length of course
	Pearson	GCSE English Language	3 Day GCSE Programme	2 Years
	Pearson	GCSE Maths	3 Day GCSE Programme	2 Years
	AIM	Level 2 Hospitality and Catering Award	2-3 day programme	1-2 Years
	AIM	Level 2 Building and Construction Award	2-3 day programme	1-2 Years
	AIM	Level 2 Service Enterprises Award	2-3 day programme	1-2 Years
	AIM	Level 2 Health and Social Care Award	2-3 day programme	1-2 Years

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