



PILGRIM
PATHWAYS
SCHOOL

CURRICULUM POLICY [027]

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1. Our Vision

The Pilgrim Pathways School (PPS) will work to ensure that the education learners receive is of the highest quality, is tailored to meet their individual needs and designed to give them the skills to improve their life chances. It aims to support the reintegration of learners into full time education in school, further education or employment. The development of learners’ self-esteem, personal integrity and citizenship is at the heart of all work.

We aim to:

- Develop learners’ educational and personal potential in a safe, stimulating and supportive learning environment
- Support learners to make good progress in lessons
- Prepare learners for successful reintegration into school, further education or employment
- Develop learners’ self-esteem, personal integrity and citizenship
- Identify and change aspects of behaviour that are contributing to difficulties experienced in school
- Support mainstream schools in the development of effective strategies to aid pupils to flourish on their return
- In collaboration with Multi-disciplinary team colleagues from the wards, we seek to prepare our young people for the next stage of their journey through a robust PSHE, spiritual, moral, social and cultural and wider curricular and therapeutic offer.

2. Introduction

The Pilgrim Pathways School offers a highly bespoke curriculum, as broad and balanced as possible, to match the needs of each learner and which takes into account their educational journey prior to their inpatient admission.

All pupils who are enrolled in the Pilgrim Pathways School follow one of our five Curriculum Pathways (see Appendix A). These Pathways are designed to allow the flexibility to help pupils who need additional support and to provide others with more in-depth study and challenge. Curriculum planning at the Pilgrim Pathways School, is a highly dynamic and individualised offer which remains adaptive to changing needs determined largely by the pupils’

physical and psychological well-being and medical treatment. Pupils move between the Curriculum Pathways depending on these needs. As in mainstream schools, teachers aim for pupils to achieve the standard or National Curriculum level appropriate to their age and ability. However, these expectations are qualified by initial and continuous assessment.

3. Assessments

The assessment process at the Pilgrim Pathways School includes:

- a) Initial assessment for learning aiming to ascertain levels of working and wider functioning in order to ensure that the curriculum is appropriately matched at the point of entry into the PPS.
- b) On-going formative and targeted diagnostic assessments to ensure that the learning remains appropriately challenging through periods of recovery and decline in health.
- c) Summative assessments through national examinations

At the PPS, we believe effective assessment:

- Offers pupils an opportunity to explore what they know, understand and can do to improve
- Enables staff to adapt teaching responsively
- Helps to inform parents and carers and stakeholders of pupil progress in the most holistic sense

Initial Assessment

The nature of initial assessments are driven by individual needs and circumstances, always building on developing positive engagement with learning.

These are designed to:

- a) Be appropriately targeted to the age and stage of the pupil
- b) Form the basis of a starting point for teaching and learning
- c) Ensure that the pupil is following the curriculum pathway most appropriate to their needs and journey.

For all our pupils, we gather information about the 'whole child' from a wide range of sources to inform our assessment for learning. Details on how we gather this information can be found in Appendix A (Addenbrooke's) and Appendix B (Ida Darwin site: Croft, Darwin and Phoenix). This helps us to ensure that our curriculum offer: maximises engagement with learning, educational progress in the broadest sense through building relationships with our school staff in a safe and contained educational setting.

Short Term Pupils

For short term pupils, initial assessment information is gained from creative engagement activities & learning conversations with the pupils in order to identify any gaps or weaknesses in skills, knowledge and understanding.

Longer Term Pupils

For long term pupils, assessment information is obtained, where possible, from enrolled schools or education providers on admission. For most pupils, more current initial assessment are also needed, especially if they are joining the PPS having had long periods of absence from school or may have suffered a decline in their abilities due to their illness. The most appropriate approach to assessment is chosen for each individual pupil based on their individual circumstances.

Examples of assessments which may be used, include:

- Teacher devised tasks structured around key skills and concepts (often based around individual hobbies or interests)
- A range of diagnostic tools and resources from the faculty engine rooms e.g. KS3 tests created by AQA for Years 7-9
- Past exam papers/extracts
- Exam style questions
- Games/quizzes/stories

On-Going Assessment

Outcomes from initial assessments are used to inform medium term Individual Learning Goals. These are reviewed and updated with progress notes regularly, at least, termly. Where possible, progress is evidenced based and indicates a standardised level of working or grade, for example, at KS4 an extended piece of writing or some exam style questions may be used. Where this is not possible, a narrative description of progress is given. Alongside learning aims, small steps in progress towards learning aims are outlined in daily lesson logs where the objectives and outcomes for each individual pupil for each lesson are evaluated and recorded.

Summative Assessment

Summative assessments are often used to establish achievement of a learning aim or the attainment of accreditation criteria, for example GCSE coursework or a Functional Skills test. This may take several forms such as a paper supplied by the enrolled school, a teacher devised test or a task supplied by the awarding body.

4. National Requirements

When necessary public examinations will be arranged relevant to specific key stages. The teachers in charge of KS4 and KS5 pupils are exams officers and their centers are registered for the taking of public examinations. Various exam boards are utilized including IGCSE and the International baccalaureate. All Examination board procedures are followed e.g. secure room for exam papers and the centres are regularly inspected by the various exam boards. Exams taken at KS4 & 5 depend on the individual needs and goals of the pupils, and where relevant, the curriculum on offer from their home school. Students are also given the opportunity to take other accredited awards such as the AQA Unit Awards or Arts awards.

5. Implementation

Responsibility for determining the content and delivery of the curriculum is shared between the Senior Leadership Team, the staff and the Management Committee members who appoint a Curriculum and Standards Committee to deal with curriculum matters.

Specialist Subject and Key Stage Teaching

We aim to ensure that pupils receive subject and key stage specialist teaching wherever possible. We recognise the importance of teaching phonics and strategies for Early reading and all primary pupils receive support from staff who have been trained in this area and all pupils studying for GCSEs are taught their coursework by subject specialist teachers. Occasionally, due to the nature of illness, physical limitations and the very wide range of curriculum requirements placed on a small number of staff, we recognise that subject and key stage specialist teaching isn't always possible and in such circumstances, the PPS teaching staff support continuity of learning through collaboration and support from colleagues and the enrolled school to facilitate the delivery of the curriculum aims and objectives. Staff use a range of best practice strategies such as activating prior learning, modelling, explicit instruction, guided and independent practice and structured reflection in their lessons

Curriculum Focus:

The curriculum focus on offer is determined by the individual medical or psychological needs of the pupil, and is adapted daily depending on their current functioning and educational journey and which Curriculum Pathway best meets their needs at that point. While some of our pathways focus on re-engagement in education and learning through relationship building and accessing the wider curriculum, others focus on identifying gaps in pupils' knowledge through robust assessments and devising individual educational goals to address these and maximize progress, Aside from our re-integration pathways (pathway 5) where children principally access a home school curriculum offer, staff initially support a focus on the core subjects (English Maths and Science) while offering as broad a curriculum as possible through: (with the multi-disciplinary teams) the wider health or therapeutic offers on the wards (with a particular focus on PSHE, RSE amongst others), a cross curricular approach where the wider curriculum is included in the English Maths and science delivery and other opportunities during teaching time, and for our mid-long term pupils: through termly or half termly and 'collapsed' curriculum days

Additional Support:

We aim to provide immediate and dynamic support to our pupils through a range of bespoke strategies, which may include:

- 1:1 teaching
- Adaptation of curriculum e.g. additional lessons, targeted support
- Quality First Teaching strategies
- Targeted resources

- Liaison between the PPS Teachers in charge or PPS SENDCo and the enrolled school SENDCo where greater need is identified
- Use of formal assessments and screening tools where deemed appropriate, and, in consultation with the multi-disciplinary team on the wards
- Bespoke reports and advice shared with enrolled schools upon discharge to support reintegration

6. Monitoring Progress

The head teacher and teachers in charge of each centre monitor the delivery of the curriculum. Weekly Line management lesson monitoring, learning walks, and work scrutiny all used to monitor the quality of teaching, learning and assessment.

Management Committee Members monitor progress through: scrutiny of the headteacher's report, the school annual reports, termly Curriculum and Standards meetings and regular monitoring visits with the teachers in charge.

Progress at the Pilgrim Pathways School is a highly personalised measure for each individual young person and reflects any fluctuations due to the unpredictable nature of physical or mental health illness and its effect on cognitive abilities and can take many forms, for example, improvements in levels of concentration, engagement, academic, social emotion or communication. Evaluation of progress takes into account a range of factors, including medical need, abilities, prior attainment and current presentation and evidence is often captured in a narrative form. However, where necessary, for example when assessing GCSE course work, staff at the Pilgrim Pathways School align any assessment of progress with national benchmarks - this information helps to support accreditation and a seamless transition from the Pilgrim Pathways School for pupils returning to their enrolled school or college, or when transitioning to a new educational placement.

There are robust systems in place to ensure regular and dynamic reviews to monitor and support a holistic overview of pupil progress, these include:

- a) Daily morning briefings in all settings
- b) Weekly Ward Round meetings (Croft, Darwin and Phoenix)
- c) Weekly leadership review of individual pupil progress via Line Management and/or centres' tracking systems
- d) 6 to 8 week multi-disciplinary team progress meeting (CPA) (Croft, Darwin, Phoenix)
- e) Regular communication with the home school or other education provider (when possible)

The aim of these are:

1. To provide an open forum and safe environment for teaching staff and leaders to participate in pupil focussed discussions
2. To reflect on, and proactively manage, the educational provision for each young person/cohort to ensure that provision remains bespoke, personalised, flexible and responsive
3. To identify issues/barriers to learning and ensure that effective intervention strategies are in place to overcome these
4. To identify and address SEND needs
5. To communicate progress and changes in need and collaborate with home schools or other education providers to secure the best outcomes for the young person post discharge
5. To reflect on, and share good practice and celebrate successes
6. To highlight anything that the organisation or the wider multidisciplinary teams can do to improve provision and outcomes

7. Complaints Procedure

Complaints raised in relation to the curriculum of the Pilgrim Pathways School will be addressed in the first instance by the Teacher in Charge. If the complainant is still unhappy, the matter will be referred to the Head Teacher and then

to the Management Committee, Curriculum Committee which will investigate the matter and make recommendations for the full Management Committee to consider. Complainants who are dissatisfied with the Management Committee's decision may take up the matter with the Local Authority. The complaints procedure is posted on the Pilgrim Pathways School website.

8. Curriculum Delivery

The Pilgrim Pathways School comprises of four hospital centers. Each centre support pupils with differing educational needs which are affected by: physical and mental health, medication and treatment, and the impact of life events leading to their hospitalization. Across the school, we deliver the curriculum to pupils who are in Early Years Foundation Stage to Key Stage 5, but whose attainment may be significantly affected by mental or physical illness or treatment. The flexibility of our five curriculum pathways model (Appendix A) ensures that teaching staff are able to:

- Personalise the curriculum, designing their own subject curriculum to meet individual needs and engage all learners
- Provide focused support and greater challenge where needed, helping to ensure that all learners have the opportunity to make progress and achieve, particularly in the key areas of English, Mathematics and Science.
- Design coherent learning experiences that are relevant and meaningful to learners by making connections between subjects, events and activities
- Use the curriculum to support a set of skills rather than as an end in itself
- Use a variety of teaching and learning approaches to engage and motivate learners, and to maximise impact on learning. For example, approaches that are learning rather than content focused, thematic approaches to learning based on the individual pupil's interests.
- Use ICT to help pupils manage their own learning, such as through a virtual learning environment

9. Developing the Learning Environment

Pilgrim Pathways School aims to improve the range, quality and number of learning opportunities by;

- Linking units of work to enhance inter-subject understanding
- Allowing and encouraging the pupils in having a role in decision making re their learning
- Creating high quality displays
- Using visits and visitors to enhance learning
- Using paired and group work where appropriate
- Problem solving and using real-life examples
- Making learning objectives and success criteria explicit and visible
- Pupils accessing their learning in a variety of ways e.g., Drama, discussion
- Marking for learning
- Identifying 'next steps' for learning and full discussion with the pupils.

10. Wider Curriculum Offer

As all of the Pilgrim Pathways School's pupils are hospitalised the education staff acknowledge the importance of any wider curriculum activities and offer as being key to support children's self-esteem, self-confidence and general mental health through experiencing as broad and normative learning opportunities as possible.

We work with staff on the wards to deliver these wider learning opportunities. On the Ida Darwin site, these include visits and activities off site (on some units through the weekly recreation group) for example to art galleries, museums, cinemas and theatres and to activities promoting physical activity such as ice skating, Clip'n Climb or trampolining.

Where possible, visitors to the wards also provide pupils with access to the wider curriculum through engagement with athletes and sports community outreach (e.g. Cambridge United community outreach, Kick), musicians (Baroque group in schools, music therapy), artists and poets (as part of art week, the Junction film project), science (The Reptile Man).

We also support our pupils and engaging with the PSHE and SMSC curricula in practical ways through engagement with the local and broader community with visits from: local charities and outreach services, the police, the chaplaincy service amongst others.

As both visitors to hospital settings and visits out of the hospital depend on the pupils' physical and mental health and Infection Control (IC) measures within the hospitals, the PPS makes use of virtual experiences (e.g. Hebridean Whale and Dolphin Trust digital floating classroom) or hands on resources (e.g.: Museum discovery boxes) to offer those wider learning experiences where visits to or out of the ward are not possible.

11. Wellbeing and pastoral offer

A majority of pupils attending the Pilgrim Pathways School on both sites experience mental health difficulties for a range of reasons, often as a result of trauma either through lived experiences or as a result of diagnosis and/or medical treatment. All staff understand the principles of attachment theory in the classroom or within the context of a 1:1 teaching situation, and acknowledge the need to provide a 'secure base' (Bowlby, 1958) in order for the pupils we teach to feel safe, able to re-engage in learning and to make progress.

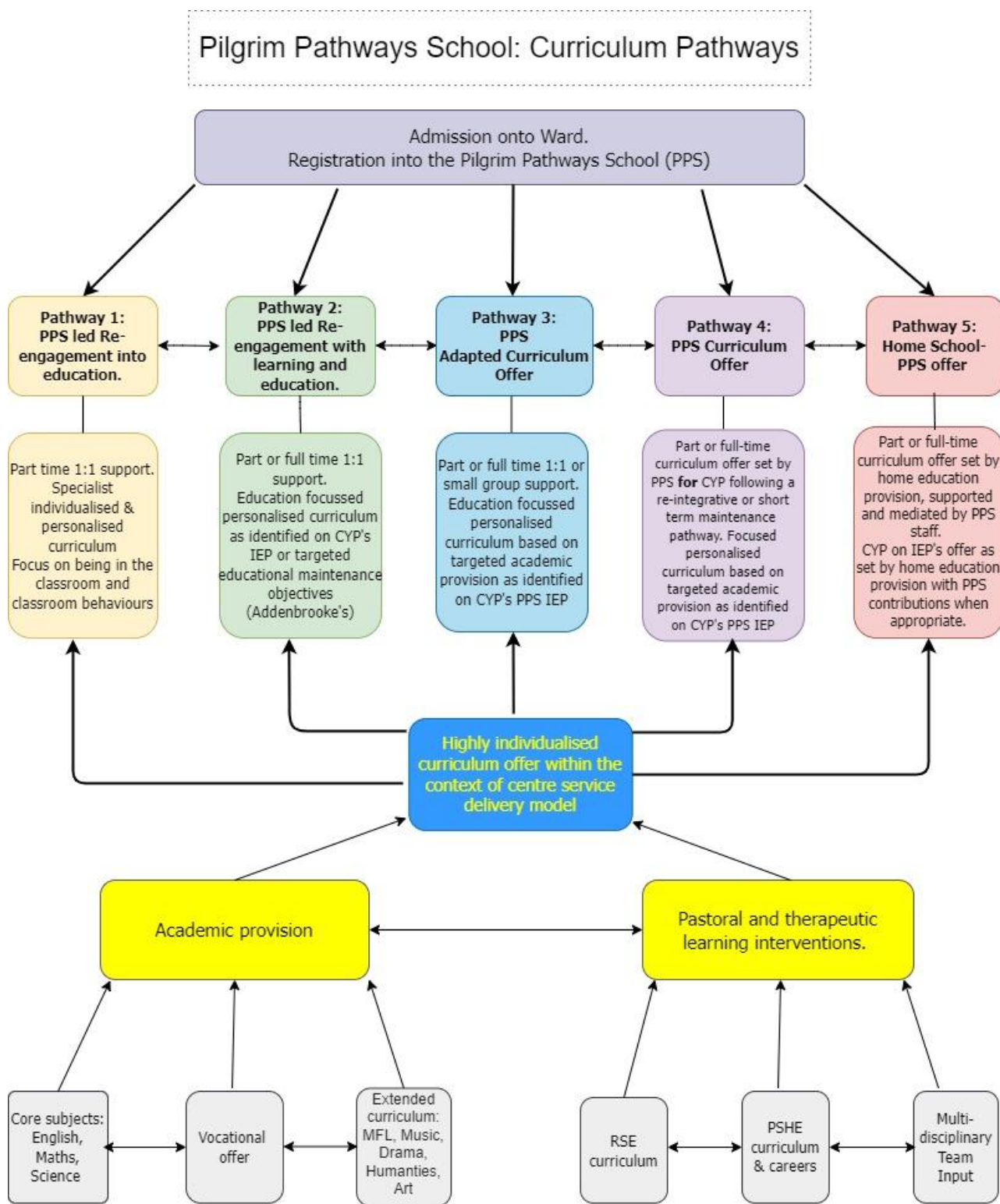
We use trauma informed practice in all our centres, foster the building of safe relationships with adult which promote engagement or re-engagement with learning (e.g. AMBIT model), and work with the multi-disciplinary teams on the ward to develop and use teaching, relational and behavioural approaches which best meet the varying needs of individual pupils (e.g. PECS, Autism Aware practice, 1,2,3 Magic).

In addition, during their inpatient admission and enrollment at the Pilgrim Pathways School our pupils have access to the following interventions and support. Access to these is determined by clinical need and availability or approaches used on the individual ward. Where appropriate, the school staff support the delivery of and pupil participation in these.

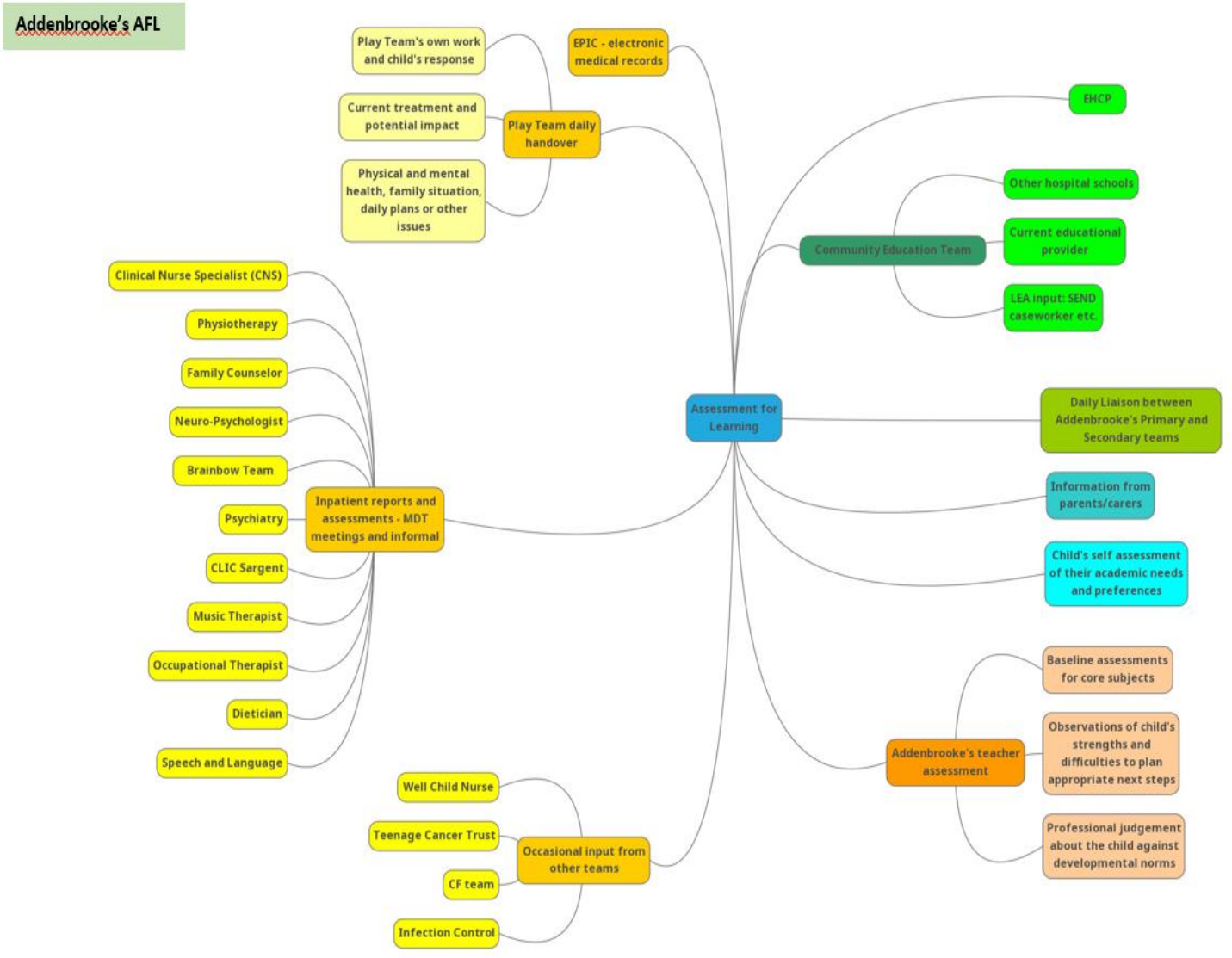
These include, but are not limited to:

- Family, Music, Art, and Drama Therapies, DBT, CBT
- Psychology
- Psychiatry
- Individual time with Mental Health Practitioners
- Play therapy
- Occupational Therapy
- Groups: Functional skills, Social skills, Daily Living skills

Appendix A: Pilgrim Pathways school Curriculum



Appendix B: Addenbrooke's Initial Assessment for Learning Visual



Appendix C: Ida Darwin Site (Croft/Darwin/Phoenix) Initial Assessment for Learning Visual

