
CURRICULUM POLICY



PILGRIM
PATHWAYS
SCHOOL

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1. Our Vision

The Pilgrim Pru 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
- We seek to meet the vision and aims through a development plan focused on the 4 Key Judgements in the Ofsted Framework as well as spiritual, moral, social and cultural development.

2. Introduction

The Pilgrim Pru aims to provide a balanced curriculum which is flexible and can be adapted to the individual needs of each child. It aims to follow the requirements of the National Curriculum and take into account local authority policies and guidance. The curriculum is designed to cater for individual needs and develop the full potential of every individual pupil. Improvement in pupils' independent learning skills and strategies will be sought as will an increase in the pupils' rate of learning. The curriculum will actively seek to address the learning deficits of individual pupils and provide continuity in specific subject areas from Foundation Stage to Key Stage 5.

3. Assessments

Information from home schools is sought re assessments on individual pupils. These assessments are recorded and used for data purposes, personal learning plans and general lesson planning. Class teachers carry out ongoing formal and informal assessments throughout the year to check the pupils' understanding of work in progress and to inform lesson planning.

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 safeguarding procedures are in place e.g. secure room for exam papers and the centers are regularly inspected by the various exam boards. Exams taken at KS4 & 5 are usually English, Math's, Science, but there can be very varied AS and A level subjects taken. It depends on the individual pupil and 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, Arts awards and the Jamie Oliver award.

5. Implementation

Responsibility for determining the content and delivery of the curriculum is shared between the Head Teacher, the staff and the Management members who appoint a committee to deal with curriculum matters.

Curriculum Areas

The curriculum of the Pilgrim Pru is divided into the following areas:
Literacy, Numeracy, Science, ICT, Art, Music, PE, PHSE, Modern Foreign Languages.

Subject Deliverers

Members of the teaching staff are allocated a particular responsibility for one or more of these curriculum areas, taking into account their areas of expertise and interest where possible.

Focus Areas

The Pilgrim Pru Development Plan sets out in general the curriculum focus areas. Each hospital school has its own specific curriculum focus areas, which are more detailed, and which are in the individual hospital school development plans.

6. Monitoring

The Head Teacher and Teachers in Charge monitor the delivery of the curriculum and the head carries out lesson observations, learning walks and work scrutiny's to monitor the quality of teaching, leaning and assessment.

The termly progress report 'The Difference We Make' captures academic achievement along with progress of social, emotional and mental health progress and engagement and behavior scores. This report gives a summary of the overall progress of each pupil and gives a detailed picture to the management committee.

Management Committee Members Individual Responsibilities

Each Committee Member (excluding those who are members of teaching staff) has a particular area of the curriculum in English Science Math Art in which he/she takes a special interest. The management committee member should meet with the Teacher in Charge of each unit at least once a year in order to discuss how it is being taught in the Pru. Management committee members come into the Pru and make a report on their visits to the full management committee.

7. Complaints Procedure

Complaints by parents in relation to the curriculum of the Pilgrim Pru will be dealt with in the first instance by the Teacher in Charge. The complaints procedure is posted on the Pilgrim Pru website. 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. Parents who are dissatisfied with the Management Committee' decision may take up the matter with the Local Authority. Parents will be advised of the complaints procedure policy.

8. Delivery of Curriculum

Pilgrim Pru comprises four hospital centers, each centre has a very specific client group and there are teachers in each centre accommodating the various key stages from Early Years Foundation Stage to Key Stage 5.

Addenbrooke's Hospital

Age range – 4 to 18. There is a teacher in charge of primary education, a teacher in charge of secondary education with a teaching assistant each. Each teacher in charge works to their curriculum development plan. The majority of teaching has to be on a one-to-one basis hence lessons are individualized and differentiated. There is no set length of time for a lesson but all work is structured to National Curriculum guidelines. The main subjects covered are literacy, numeracy/english and math. Science is taught where possible by a specialist science teacher who also works in the sister units and IT is used cross-curricular.

The Croft

Age range – 5 to 13. There is a teacher in charge with two teaching assistants. Each teacher in charge works to their curriculum development plan. Teaching where possible is done as a class with differentiated tasks but the nature of the client group determines whether there has to be one to one teaching. Lessons take place in the mornings as the pupils have therapy sessions in the afternoons. Main subjects covered are literacy, numeracy, art, science and IT. Progress is measured weekly using a variety of indicators such as academic achievement, Social, emotional and mental health and engagement and behavior. Progress is monitored on a termly basis in 'The Difference We Make'

The Darwin Learning Centre

Age range – 11 to 18. There is a teacher in charge with one full time and a parttime teaching assistants and two part-time teachers teaching Maths and Science across the units. Learning is personalized to suit the needs of each individual student and aims to support their recovery and reintegration back to mainstream education. The main subjects covered are English, Math, Science, Art, PSHE, PE. AQA Unit Awards are used to support a wide variety of subject areas, students have the opportunity to take arts awards and the Jamie Oliver award. The Darwin Centre is registered for public examinations and those pupils who are eligible take their exams at the normal times.

The Phoenix Centre

Age range – 11 to 18. There is a teacher in charge with two part time teaching assistants and two part time teachers. Teaching may be class based if age grouping permits or it may be on a one-to-one basis. Each pupil has a personalised learning plan and students are kept up to date with the work set by their mainstream schools. A wide variety of subjects are catered for but English Math Science Art, PSHE and SMSC are the core subjects. The Phoenix Centre is a registered exam centre so public exams GCSE and AS and A level are accommodated.

9. Developing the Learning Environment

The Pilgrim PRU 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. Extra – Curriculum

As all of the Pilgrim PRU's pupils are hospitalised the education staff see any extra curriculum activities as being extremely important to their wellbeing.

Where and when possible various speakers are invited to the differing centers e.g.

Winter Comfort, Actors, Artists, Poets.

Pupils are taken to art galleries, museums, cinemas and theatres.

There are educational visits to nature reserves, National Trust grounds, and Animal sanctuaries.

Pupils make things like blankets for charity or make money for charities by donating proceeds from craft stalls or washing cars.

Pupils also entertain people in the community by singing and recitations.

11. Pastoral Care

The Pilgrim PRU sees the necessity of all pupils feeling valued, respected, cared for and secure. This benefits their well-being enormously and aids their recovery. Education staff work very closely with medical staff in caring for the pupils' emotional, medical, physical and educational needs. Each pupil has a key medical worker and a key educational worker. This may be a teacher or a teaching assistant. Education staff attend clinical team meetings to ensure they are abreast of any medical issues or developments re their pupils. Personalised Learning Plans also aid relationships to be forged and strengthened. All pupils are encouraged to have a voice and a say re their treatment and schooling.

12. Developing the Teaching Environment

The Pilgrim PRU aims to provide the quality of and opportunities for teaching through

- Providing support for teachers to achieve their Performance Management objectives e.g. courses, resources, advice from colleagues, non-contact time
- Providing professional development opportunities, whether in-house or external
- Ensuring the necessary resources are readily available
- Protecting the work-life balance for teachers e.g. monitoring numbers of meetings or lesson observations.
- Ensuring PPA time is in place
- Ensuring that there is a minimum number of interruptions to class teaching during the school day.
- Developing the Curriculum in consultation with the staff and ensuring this is written in specific centre development plans.
- Ensuring that additional adult professional support is available when necessary.