

## Darwin and Phoenix Centre: Curriculum Intent

### Key Stages 3-5

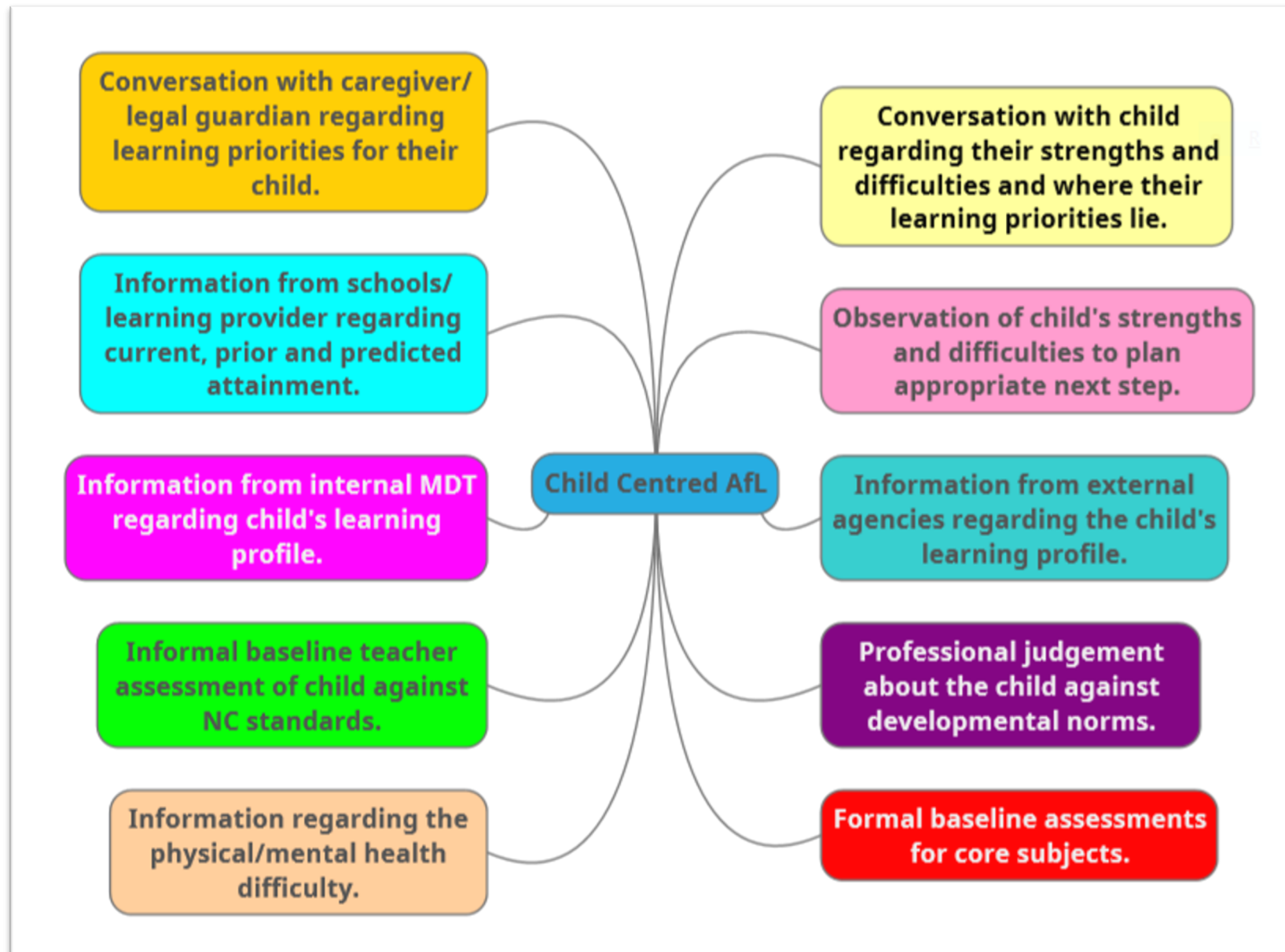
Darwin Learning Centre Curriculum Intent  
*'To nurture re-engagement with life through education.'*

Phoenix School Curriculum Intent  
*'To promote normality through education - minimizing the impact of illness on achievement, progress and well-being.'*

At the Darwin and Phoenix Centres we engage in a robust assessment for learning protocol at admission in order to determine:

- the best pathway for the young person
- the most impactful curriculum for the young person
- the optimal educational goals for admission for the young person

This assessment is undertaken with a variety of stakeholders, triangulating prior and current educational attainment, aspirational future trajectory and health needs. The infographic below details the process.



At the Darwin and Phoenix Centres young people generally will follow one of three pathways from admission to discharge. These pathways are fluid and adaptable to the changing needs of the young person. But a broad outline is below.

#### **Reintegration Pathway**

Students come from either a learning environment or employment which meets their needs and to which they intend to return. This intent is matched by the educator or employer who also feel they can meet the young person's need. Extensive liaison between the educator/employer and the education and multidisciplinary teams begins at admission and continues frequently throughout the admission, with the young person having the opportunity to continue with their existing curriculums (studies/work based learning), with a view to smooth transition post-discharge. Adjustments and recommendations are made by the educator/employer in line with clinical and specialist educational advice.

#### **Blended Pathway**



Students come from a learning environment or employment which somewhat meets their needs and to which they may intend to return if sufficient adjustments can be made. This intent is matched by the educator or employer who also feel they can meet need with sufficient specialist support or advice. Extensive liaison between the educator/employer and the education and multidisciplinary teams begins at admission and continues frequently throughout the admission with the student having the opportunity to continue with their studies/work based learning where this is appropriate, with access to a personalised curriculum which includes alternative academic and therapeutic options with a view to smooth transition post-discharge.

#### **Pilgrim School Pathway**

Students come from a learning environment or employment which does not meet their needs and to which they do not intend to return. They may also come from non-elective home education, school refusal or be NEET. Extensive liaison between the young person, their family and the relevant local authority begins at admission, in order to develop a bespoke pathway to (re)-engage the young person with education or employment in a phased, personalised and sustainable way. The education and multidisciplinary teams work together throughout the admission with the young person to develop suitable studies/work based learning where this is appropriate, with access to a personalised curriculum which includes alternative academic and therapeutic options.

We do not follow a set curriculum. Each young person's curriculum is determined individually and negotiated with them, their parents, health professionals and their education provider (where one exists). For the core subjects, we ascertain a starting point by considering their confidence against their competence and finding an engaging and appropriate starting point. Examples of such starting points are outlined in, but not limited to, the matrices below.

<b>Competence – Confidence Matrix: English (Key Stage 3, 4 and 5)</b>				
English	Less Confident			More Confident
Less Competent	Word games and puzzles Reading recovery strategies Phonics Dyslexia Screener	Nurturing Literacy approaches	Personal, therapeutic and recovery based writing projects	AQA unit awards in core skills: Bitesize achievable goals reward based
	Literacy Interventions e.g. Clicker 7 Word Shark	Thematic work around personal interest	Arts Award Author Research	Entry level functional skills
	1:1 English support for areas of development	AQA unit awards in core skills: Bitesize achievable goals reward based	Functional Skills Level 1	Functional Skills Level 1
	Entry level ½ or City and Guilds Functional Skills for core skills and confidence building	Reading for Pleasure: comics, favourite authors, arts award.	Peer group reading, writing and editing work	Functional Skills Level 1/2 to build up confidence with analysis of language and non-fiction writing.
	Entry level 3 or City and Guilds Functional Skills for core skills and confidence building	Social skills and confidence building by opportunities to engage in the Supporting weaker readers project.	AQA unit awards negotiated objectives in line with teacher assessment of need	RSC Bronze Arts Award: Shakespeare
More Competent	Writing for purpose: seek authentic opportunities for the learner to write. Young Writer's competitions	GCSE English Language and Literature with adjustments to board to enable learner to select texts to be studied.	GCSE English Language and Literature in line with home school or with student autonomy to choose the texts.	GCSE English Language and Literature Level 3 Unit Awards in the study of an author for extension. HPQ as an extension project. EPQ an an extension project. A level English literature and language

<b>Competence – Confidence Matrix: Science (Key Stage 3, 4 and 5)</b>				
<b>Less competent</b>	<b>Less confident</b>			<b>More confident</b>
	Word games, puzzles and crosswords etc.	Nurturing practical science experiments (eg. Mixtures floating and sinking)	Visit / trips on personal interests and topics	Entry Level AQA unit awards in core knowledge (cells, matter, energy)
	Discussions on personal interests in science	Basic topic work on personal interests (eg. a poster, labelled picture)	Researching a topic of interest (a PowerPoint, small piece of written work)	Higher level AQA unit awards (Level 1 or 2)
	Videos / documentaries on chosen topic of interest.	Researching a topic of interest (a PowerPoint, small piece of written work)	GCSE combined science (e.g. AQA Trilogy) GCSE in one science (just biology or physics)	GCSE Combined science (e.g. AQA Trilogy) Higher level AQA unit awards (Level 3) OCR technical Lv2 Science
<b>More competent</b>	Practical work on the topic of interest (making models, simple practical work)	Higher AQA unit awards in a topic of interest (Levels 1, 2 or 3) Linking to wider curriculum topics. OCR technical Lv2 Science	GCSE in one science (e.g. just biology or physics) GCSE combined science (e.g. AQA Trilogy) A -Levels	Higher GCSE's in the single sciences (biology, chemistry and physics) A-Levels

<b>Competence – Confidence Matrix: Maths (Key Stage 3, 4 and 5)</b>			
<b>Less competent</b>	<b>Less confident</b>		<b>More confident</b>
	Number games and puzzles e.g. Mobi, Sudokus, Pairing game, Rush Hour  Dyscalculia Screener	Peer group work e.g. logical thinking puzzles	Corbett Maths  My Maths  Maths watch
	Number interventions e.g. Number Shark, My Maths puzzles - frogs etc.	Access Maths Test 2 for AFL	
	AQA Unit awards in core skills: Bitesize achievable goals - reward based.	Functional Skills Level 1	My Maths for more independent learners
	Entry Level 1 & 2 Functional Skills for core skills and confidence building or City and Guilds	Bootcamp topics	Functional Skills Level 2
<b>More competent</b>	Entry Level 3 Functional Skills for core skills and confidence building or City and Guilds	GCSE Maths Foundation Level	GCSE Maths Higher Level  GCSE Statistics  GCSE Additional Maths  FSMQ OCR  Maths Challenge Competitions  A level Mathematics