


Name of Policy	Curriculum Policy
School Lead	Head teacher
Governor Lead	FGB
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Context

The Pilgrim school is a Department for Education designated hospital school. This means that it is constituted as a community special school but it can accept pupils onto its role who do not have an Education and Health Care Plan by virtue of a decision made by a medical practitioner.

In terms of our curriculum offer this means:

- The school is exempt from delivering the National Curriculum;
- The school is statutorily guided to deliver an alternative provision curriculum as defined by DfE guidance (DfE (2013) *Alternative Provision*, Statutory guidance).
- The school complies with statutory guidance medical education Department for Education (2013) *Ensuring a good education for children who cannot attend school because of health needs*

The guidance states that hospital schools should provide a good education; with a focus on the core subjects of English, Maths, Science (including IT) and a broad, balanced curriculum. This should allow pupils to make progress that is comparable to their peers in mainstream school settings.

Aims:

- The curriculum builds hope in individual pupils and in the school community as a whole.
- The curriculum allows pupils to make good progress in a range of academic subjects including the core subjects of English, Maths, and Science (including IT).
- The curriculum allows pupil's personal development to increase positively. This is given substantial importance.

- The curriculum helps pupils to make a successful transition to their next phase of learning either a return back to mainstream school or a post 16 destination.

A Hopeful Curriculum:

The school curriculum promotes the positive psychological concept of hope. This concept is drawn upon from the theories of Rick Snyder, Shane Lopez and Dante Dixson. Hope is a specific mode of thinking that has 4 component parts:

- Goal Setting – in a space between certainty and impossibility;
- Pathways thinking- the journey to complete goals but specifically the ability to navigate obstacles by taking a different direction;
- Summoning the mental energy necessary to reach those goals;
- Surrounding yourself with cheerleaders who can spur you on.

The curriculum is structured to produce sources of hope according to socio-cognition theory (See A. Bandurra):

- Mastery experiences in the academic and personal development curriculum;
- Hearing the vicarious experiences of others through visits and stories in the curriculum.
- A positive voice – through our talk with pupils and staff. In addition, the school is building a positive psychology vocabulary with children.
- Positive, nurturing and caring relationships.

Academic Curriculum:

The function of a school is to build hope in pupils and their families so that pupils gain the necessary knowledge to understand and enjoy the world, live happy, successful and fulfilling lives, take responsibility as active citizens and participate fully in the UK and global economy.

This means that pupils at KS3 will study academic disciplines of Mathematics, English, Science, PSHE, IT, Humanities (History, Geography, RE) Technology, Healthy Lifestyles, Music with Drama, Art and a Modern Foreign Language.

At KS4 all pupils will study English, Mathematics, Science and PSHE at a level of attainment that is suitable for them and as much of that content as their health will allow. Pupils will then be able to choose from a range of options including areas of aesthetics and arts, IT and computing, vocationally related qualifications, humanities and social sciences, physical education, technology and a Modern Foreign Language.

The qualification of choice at KS4 is GCSE, however, pupils are also given the opportunity to study qualifications at a lesser level if:

- The pupil is demonstrating achievement that is significantly below the standard required for GCSE being mindful that GCSE is a general education qualification.
- The pupil has missed significant amount of schooling meaning it is unlikely that they will be able to cover the content that a GCSE qualification requires.
- The pupil has significant health or SEND needs that means it is unlikely that they will be able to sit the GCSE exam, even with exam arrangements in place.
- The alternative qualification is being taught concurrently with the GCSE qualification to increase certainty regarding accreditation

- The alternative qualification is being used as a bridging qualification to GCSE or to demonstrate achievement and potential to the pupil and their family.

Personal Development Curriculum:

The function of a school is to build hope in pupils and their families so that pupils gain the necessary knowledge to understand and enjoy the world, live happy, successful and fulfilling lives, take responsibility as active citizens and participate fully in the UK and global economy.

- Pupils will be taught the psychology of hope, mental health and well being via the WOW (Well – being on Wednesday) Course;
- Pupils will be taught social, moral, spiritual and cultural education in a variety of ways including morning tutorials and afternoon personal reflection.
- Pupils will be taught fundamental British Values;
- Pupils will be taught citizenship.
- Pupils will have the opportunity to broaden their world through a series of planned trips and visits.

Roles

The policy will now state the roles of different stakeholders at the school:

Governing Body:

- The governing body will annually approve the curriculum policy;
- The governing body will ensure that the curriculum is aligned to the National Curriculum Headline Outcomes.
- The governing body will ensure that pupils at the school could, if they were at the school for sufficient time and were not suffering from ill health, access the breadth of the National Curriculum in core subjects of English, Maths, Science.
- The governing body will hold leaders to account that there is an appropriately qualified staffing structure to deliver the curriculum.
- The governing body will ensure that leaders are held to account for providing a curriculum that provides value for money.

Head teacher with the senior leadership team will:

- Ensure that the school curriculum policy is fit for purpose and reviewed on an annual basis.
- Ensure that there is an annual review of staffing to ensure that the curriculum can be delivered.
- Ensure that there is an effective timetable so that the curriculum can be delivered.
- Ensure that staff are recruited who are competent and qualified to deliver the curriculum
- Ensure that receive quality continuing professional development so that the curriculum can continued to be effectively delivered.
- Ensure that the curriculum is quality assured through “deep dive” processes.
- Ensure that the curriculum as a whole and the teaching environment reflect the hope curriculum model.
- Ensure that the curriculum achieves the best possible outcomes for educational attainment, well-being and transition.

Executive Assistant Head Teacher will:

- Work with the PSHE co-ordinator to ensure that there is a well established and rigorous PSHE program.
- Work with the headteacher to ensure that there is an effective tutor time program that promotes Hope; Social, Moral, Spiritual and Cultural education; Fundamental British Values, and Citizenship.
- Work with the school Community to identify hopeful heroes that can be explored through the curriculum.

Curriculum Leaders and those with responsibility for subject areas:

- Ensure that the curriculum is planned both key stages to reach specified end points – through the Line of Sight document, schemes of work and schemas, to provide endpoints.
- Ensure that planning of the curriculum at unit level is completed with end points (schemas) in mind.
- Ensure that the sequence of learning at both unit level and Key Stage and between Key Stages is sequential so that pupils learn through progressively more challenging content.
- Ensure that the curriculum is planned to the hope curriculum model specifically so that pupils learn the stories of hopeful heroes and a hopeful vocabulary.
- Ensure that key knowledge for units of work are located in schemas and that these are the basis of retrieval practise – through the use of retrieval plans.
- Ensure that the curriculum is planned so that is in alignment with the teaching and learning policy - the use of retrieval practise, the use of Assessment for Learning and metacognition strategies. This is how the curriculum will be implemented.
- Ensure that, working with the senior leadership team, that the curriculum area that they are responsible for is evaluated through a deep dive and that an action plan is produced.

Teaching Staff will:

- Plan their lessons so that pupils work towards appropriate endpoints (schemas) over time;
- Use the schemas in their subject to identify the key knowledge that pupils need to learn and demonstrate fluency in.
- Use the schemes of work so that pupils learn a logical sequence of curriculum over time that progressively gets more challenging.
- Ensure that hope is built in lessons by showing pupils that the content they have to learn is defined, by linking the content they are studying to personal goals where possible and using assessment for learning strategies so that a mastery mindset is encouraged.
- Deliver tutorials and aspects of the personal development curriculum so that hope is developed.
- Use the teaching and learning policy so that the implementation of the curriculum is done well.

Appendix 1: Delivery Model in the Base.

Timings of the School Day:

0830 – Staff briefing

0830 – Pupils met by learning mentor. Opportunity for breakfast snacks.

0855 – Tutor Time begins

0915 – lesson 1

1015 – lesson 2

1115 – 1135 – break

1135 – 1235 lesson 3

1235 – 1315 – lunch

1315 – 1415 – lesson 4

1415 – 1515 – lesson 5

1515 – 1530 – Tutor Time 2 – reflection

Appendix 2: Curriculum Delivery Model (Base)

Subject:	KS3	KS4	KS4 Qualifications
English	4 x 1 hour lessons	5x 1 hour lessons	GCSE (AQA) English Language, GCSE (AQA) English Literature, Functional Skills Literacy
Maths	3 x 1 hour lessons	4x 1 hour lessons	GCSE (Pearson) Maths, Functional Skills Numeracy
Science	3 x 1 hour lessons / week.	5 x 1 hour lessons / week	GCSE Combined Science / Entry Level Certificates
PSHE	1 x 1 hour lesson / week	2x1 hour lessons	
Art	2 x 1 hour lessons / week	3 x 1 hour lessons / week	GCSE Art
IT	2 x 1 hour lessons / week	3 x 1 hour lessons / week	BTEC (L2) IT Users.
Well Being on Wednesday	2 x 1 hour lessons / week	2 x 1 hour lessons / week.	NA
Humanities	3 x 1 hour lessons / week	3x 1 hour lessons	GCSE (AQA) History; GCSE Psychology
Vocationally Related Qualifications	N/A	3x1 hour lessons	BTEC Vocational Studies (L1)
Music incorporating drama	1x 1 hour lesson / week in half term blocks	3x 1 hour lessons	Rock School Music / Performing Arts
Healthy Living / Sport	1 x 1 hour / week	3 x 1 hour lessons	BTEC Introductory (Level 1) Sport
Modern Foreign Languages	1x 1 hour lesson / week in half term blocks	3 x 1 hour lessons	GCSE French or German(AQA)
Technology	1 hour / week on a	N/A	N/A
Life lessons	1 hour / week – Prince's Trust Enterprise Award and citizenship activities	N/A	N/A
Additional qualification options	N/A	2 hours/ week if pupils unable to access English Lit	Foundation Project Qualification