



PHOENIX BAY

CURRICULUM POLICY

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1. Aim

At Phoenix Bay School, we aim to empower, motivate, and inspire ALL our students to overcome barriers to learning and reach their true potential. Providing our students, a sense of autonomy which allows them to have a voice, to feel safe and to thrive within their educational setting.

2. Intent

Phoenix Bay school offer an innovative curriculum to inspire and empower all our students. It has been specifically developed to meet the needs of young people with social, emotional, and mental health difficulties (SEMH). Providing individual pathways with an alternative educational approach based on the young person’s needs, together with vocational routes to ensure our student’s feel inspired and motivated to invest in their individual futures.

Our curriculum design ensures that the needs of individual and small groups of students can be met by responsive, Quality first teaching, supported by targeted academic and pastoral interventions to ensuring our students make progress, positive change, and achieve regardless of their start point.

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| <ul style="list-style-type: none">• Support the development and growth of every individual, considering their varied starting point, experiences, and environmental factors. |
| <ul style="list-style-type: none">• Develop a sense of safety and security. |
| <ul style="list-style-type: none">• Inspire a love of learning and achievement. |
| <ul style="list-style-type: none">• Prepare students for a positive next step in life, whether that be reintegration to mainstream education, further education, work, or training. |

The over-all aim of our curriculum is to:

3. Implementation

Students at Phoenix Bay are assessed soon after entry to inform and tailor their curriculum offer. This helps define key priorities based upon their starting points and therefore what the focus of their personalised curriculum will be.

Our initial assessment will consist of the following factors:

- Impacts of trauma
- Environmental circumstances
- Specific learning needs
- EHCP outcomes
- Gaps of Learning
- Historic attainment
- Historic attendance
- Ability to work in a group
- Ability in making positive relationships
- Involvement in out of school anti-social behaviour
- Aggressive and violent behaviour

The curriculum at Phoenix Bay school across all key stages, has been developed to allow for the flexibility and personalisation required to respond to the individual needs of every student. All curricular areas aim to support students' SEMH needs by providing learning opportunities in which students can develop social skills, self-control, self-awareness, and skills for learning through highly engaging, creative, and knowledge-rich content.

Our timetable is divided into seven areas:

Core Learning	Dedicated to English, maths and science
Reading	Whole school and individual reading (in addition to reading that happens throughout the school day)
Topic	Topic based curriculum promotes leaning in a range of academic subjects that are carefully linked to support and embed knowledge.
SEMH	The SEMH lessons support the development of emotional wellbeing, communication and interaction skills whilst bringing together PSHE, Sex and Relationships Education and Citizenship.
Standalone lessons/ Vocational	Subject such as PE. A selection of vocational courses, e.g. Hospitality/Social Media and Content Creation
Retrieval and reflection	This time is used for students to develop positive relationships with their key worker, reflect and recall on learning and celebrate progress.

Our curriculum follows the national curriculum, vocational experiences and opportunities that best meet the needs of our students are in place to enrich and extend learning. We make our lessons as interesting and hands on as possible to engage previous reluctant learners. We consider students interests and we listen to student voice and promote individuals' aspirations through sessions with their keyworker. We develop targets for each individual pupil towards their aspirations and this is embedded into school life.

Our curriculum is made up of themes. It is our belief that a thematic approach allows pupils to understand big concepts and to think critically by uniting the knowledge and skills developed within each subject discipline.

*(An example of this is our theme **Endangered Environments** whereby students learn about the geography, science, and history of the rainforest before bringing their understanding together to consider the challenges and debate that surrounds deforestation. Subject areas are taught discreetly but the threads of the theme are interwoven to deepen understanding.)*

Phoenix bay curriculum provides a broad, balanced and differentiated curriculum that supports every individual academic, emotional and vocational development. We endeavour to promote students' spiritual, moral, social, cultural, mental, and physical development.

Considering how Phoenix Bay can support our students and what targets they need to meet to achieve their goal. We will use Student Voice to identify what aspects of school can be better and successfully enhance students experience at school.

To ensure that the social and emotional needs of our students are met, Phoenix Bay uses the 6 nurture principals and a trauma informed approach forming the foundation our curriculum and teaching and learning pedagogy.

Nurture Principals

- Young people learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children

Trauma Informed Approach

- Develop our setting to become a calm and safe environment.
- Provide our students with daily access to emotionally available adults, who believe in them, and can relate to them with empathy, compassion, and positivity.
- Support students experiencing painful life events, by helping them process, work through and make sense of what has happened.
- Ensure that staff always interact with children with kindness and compassion.
- Ensure a culture of mutual respect. Which staff and students interact in a way that makes them feel valued as individuals throughout their day.
- Empower our student to make positive choices and take ownership of their progress and achievements.

We aim to prepare students to have positive experiences when we welcome them to school each morning, support our young people to manage the demands of the social school day successfully, and provide enrichment opportunities where students can practice positive social skills and spend quality time with peers and key worker before finishing their day. Every class at Phoenix Bay will have an allocated learning mentor, who depending on the requirements of the individual, will deliver tailored therapeutic pastoral interventions such as:

- Positive behaviour management
- Thera-play
- Emotional Literacy
- Counselling/ Mentoring
- Resilience
- Positive relationships
- Music intervention
- Art intervention
- Animal Therapy

To support staff, students, and parents/carers in recognising both pastoral and academic progress, we measure social skills, ability to understand and manage emotions, and developmental deficits, in addition to measures for academic development. Considering student progress against the objectives set out in their Education, Health and Care Plan (EHCP), Academic progress data production of individual flight paths for all students in reading, writing and mathematics, Boxall Profile data and intervention reports.

4. Impact

Our innovative curriculum, promotes learning, achievement, develops confidence and ensures positive behaviour, motivation, and self-worth, enabling children to return to mainstream education. Phoenix Bay students feel safe to make mistakes, to be challenged and to try new key skills to support them in life. Vocational experiences and opportunities to develop in a range of areas allows for the development of the whole individual.

For our students their achievements will be reflected in their improved academic skills and self-confidence. For some of our students, their achievements will be to overcome personal difficulties that they face, and our trained staff are always accessible to listen and help where they can.

Phoenix Bay recognise for many of our students their strengths will not always lie in academic success, so we ensure all the achievements made by our students are celebrated. Respectful behaviour and willingness to have a go at things without giving up are examples of progress and growth that should also not be overlooked.

Where appropriate our students collaborate with one another and are supported to develop mutual respect and tolerance of different strengths, personalities and needs. Getting along with a wide range of people and effective communication are key to our students' future success in the wider world.

5. Cultural Capital:

Equipping students for the future

- We aim to equip our students with the right skills to reach their final destination, whatever that might be, and to enable them can make appropriate choices to improve their health, benefit society and the environment; that *they* can make a difference.
- We take seriously our duty to teach students to use and apply mathematics for themselves, an important skill in promoting their economic well-being and interpreting information to help them be healthy and stay safe.

Author	Ross Banks
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