



## **JOSEPH PAXTON CAMPUS**

### **WIRRAL HOSPITALS' SCHOOL**

### **CURRICULUM POLICY**

**Amended Nov 23 Ref 64.23 (in line with New Assessment Policy)**

**Review Date Nov 24 (in line with New Assessment Policy)**

Adopted Summer 22 Ref 31.22

Review date Summer 25-26

We review our curriculum every 3-4 years. This policy was co-produced by the whole staff.

#### **Our School**

We are a secondary provision for young people aged between 11-16. We are a 'Hospital School' and are part of the NAHE 'National Association of Hospital Education'. We are an alternative provision. Students do not need an Education Health Care plan to access our setting, but they do need a medical referral. Our DFE status is a 'Community Special School' as there is no specific status for a Hospital School.

Students are referred by their mainstream school. We hold 6 admissions panels per year. Our cohort is therefore in continual flux.

We are an alternative therapeutic school, serving young people and families on the Wirral. Our roll is for 80 students. Our students have highly complex needs. Students have been medically and/or CAMHS assessed as unable to access mainstream education. Over 50% of our students are pupil premium. They suffer from mental health issues, gender dysphoria, some are diagnosed as co-morbid with ASC and ADHD in addition to their unrelated mental health needs, and others are also co-morbid with multiple physical medical conditions. A significant number of our students also suffer from conditions such as selective mutism, sensory issues and language disorders. As a result of these medical issues, they are at an increased risk of isolation, limited social mobility and limited employment, which in turn increases the risk of ongoing mental health issues.

Our school is exempt from league tables and qualitative measures such as Progress 8, Attainment 8 and the EBacc. We do however, calculate and publish a variety of figures which we publish both internally, for year on year comparison, and externally on our school website. Wherever possible we compare our headline figures to national data for hospital schools, PRUs and APs.

## **The overall intent of our school**

### **'Working together to make everything better'**

The curriculum is designed to support both the academic progress and the mental health of our students. Supporting students' mental health comes first and is non-negotiable. This is the reason students are with us instead of in mainstream schooling. At the same time, we recognise that academic progression itself can support student mental well-being by providing a sense of continuing progress and the satisfaction that comes with attainment.

We aim to support and guide every student holistically to grow into happy and confident learners. We are about recognising the strengths and skills of the young people we meet and listen to their needs in order to plan a person-centred curriculum. We are about providing well researched and evidence-based interventions to develop social interactive skills, to help our pupils adapt to their environment and develop greater independence skills. We provide a safe place that recognises the need for adapted sensory needs, flexible delivery and the constant awareness that cognitive readiness enables cognitive progression.

We believe in building each individual child's 'Culture Capital.' This is achieved through academic rigour and a commitment to developing the skills and knowledge required for all aspects of life in our 'Learning for Life Curriculum'. We therefore value and build into our delivery plans many opportunities for learning outside of the classroom, creating authentic cultural and work-related experiences. From a life that has been 'minimised' due to poor mental health, we offer experiences to build the core needs of resilience, self-regulation and independence. This will then foster the life-skills to gain employment and for our young people to feel 'visible', valued and able to be participating members of society as informed and questioning young adults.

## **What we do differently?**

We put the young person first.

Our daily routines are flexible enough to respond to the needs of the young person **'that day.'**

We have the capacity to give each student a child-centred, multidisciplinary approach to develop a bespoke educational experience.

There are many examples of children with extremely complex needs who have not received one-to-one funding; however, as a school we recognise the needs of the child and go above and beyond to help the child, protecting their mental, emotional and physical well-being.

Staff understand the needs of our young people and have the knowledge of how they learn best and what strategies to use to ensure ALL lessons are accessible for ALL learners. As a staff we are reflective practitioners and are proud to tap into each-others' skill sets to continuously improve our teaching methods. We recognise

the types of teaching environments our pupils require to enter the classroom stress and worry-free.

We have designed, and maintain, a low arousal environment.

We recognise the importance of good parent-child-school relationships. Everyone's expectations are managed through clear lines of communication.

We listen to and value all of our staff.

Everyone at JPC has an important and essential part to play in the development of our young people.

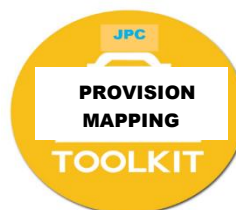
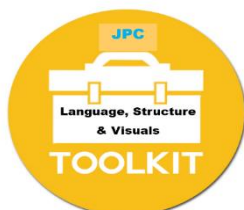
### **Implementation**

Partnership is key.

Our Teachers, Teaching Assistants and Learning Mentors all play a crucial role in focusing on the students' needs. Teachers have a wide knowledge, high level of skill of differentiated needs that enables them to be responsive to each individual student. They are effective in supporting progression and provide the very best learning experience.

*'Non-selfish way of teaching'*

We have developed and use our bespoke JPC Teaching and Learning toolkit and Provision Mapping Interventions.



### **Curriculum Structure**

#### **Key Stage 3**

In Years 7, 8 and 9, students are placed in Tutor Groups and work in these groups for all subjects. The groups are determined by age, ability and social and emotional need. The Year 7/8 class is a joint class. Therefore. Year 7/8 is a 2-year rolling programme.

<b>Subject</b>	<b>Lessons per week</b>
English	4
English is informed by the National Curriculum Guidance.	
Maths	4
Maths is informed by the National Curriculum Guidance.	
Science	3
Science is informed by the National Curriculum Guidance.	
Physical Education	1

Students do not need to get changed into PE kit. Curriculum design is about self- improvement rather than competitive sports.	
Technology (Food / DT)	2
Alongside the National Curriculum Guidance; lessons focus on developing life skills and creativity.	
Art	2
Art is informed by the National Curriculum Guidance. We also see the mindfulness and therapeutic values of art and our time commitment to this subject allows for the flexible approach and nurture element of this subject.	
Music	1
Music is informed by the National Curriculum Guidance. We also reflect the need to use music as a therapeutic tool and some schemes of work reflect this side of pedagogy.	
Performing Arts	1
Performing Arts is taught using language and skills development from our 'Social Thinking Programme.' Students can study the Trinity Bronze Arts Award.	
Learning for Life (PSHEE, Cz, CEIAG, RSE, RE, Mentor Time)	3
Students have one classroom-based lesson per week. This is taught by a teacher and covers the statutory requirements of the PSHEE, Citizenship, RE and Careers. Students are then with our Learning Mentors twice a week. Mentor time supports the 'learning beyond the classroom' elements and experiences of the curriculum required to build Culture Capital.	
Humanities (History and Global Studies)	3
History is taught for two hours a week as a discrete subject and is informed by the National Curriculum. Global Studies is taught for one hour a week and is informed by aspects of the Geography National Curriculum and the wider study of cultures.	
Computing & ICT skills	1
Computing & IT is informed by the National Curriculum Guidance and Oak National Academy.	

## Key Stage 4

In Years 10 and 11, students' Tutor Groups are determined by ability and social and emotional need. They work in these groups for all subjects except for their options.

Students will follow a set of core courses. This core will be supported by a range of optional courses. Our cohorts are small and vary significantly, so we offer options tailored to meet the needs and interests of each cohort.

### Year 10:

Subject	Lessons per week
English	4
AQA English Language and optional English Literature GCSE	
Maths	4
AQA GCSE	
Science	4
AQA Science Trilogy GCSE or Edexcel Level 1/2 BTEC in Applied Science	
Physical Education	1
Curriculum design is about self- improvement rather than competitive sports.	
Learning for Life (PSHEE, Cz, CEIAG, RSE, RE, Mentor Time)	3
WJEC Personal and Social Pathways Entry Level 3	
3 Option blocks (3 lessons for each option)	9

### Year 11:

Subject	Lessons per week
English	4
AQA English Language and optional English Literature GCSE	
Maths	4
AQA GCSE	
Science	4
AQA Science Trilogy GCSE or Edexcel Level 1/2 BTEC in Applied Science	
Physical Education	1
Promoting physical activity beyond the school gates.	
Learning for Life (PSHEE, Cz, CEIAG, RSE, RE, Mentor Time)	3
WJEC Personal and Social Pathways Entry Level 3	

3 Option blocks (3 lessons for each option)

9

### Option Subjects

Class of 2023

Class of 2024

Fine Art GCSE	
Food Prep. & Nutrition	GCSE
Sports Leaders	Award
Music	GCSE
History	GCSE
Animal Care	BTEC
Business Studies	GCSE
Photography	GCSE
Health & Social Care	BTEC

Fine Art	GCSE
Food Prep. & Nutrition	GCSE
Sports Leaders	Award
Performing Arts	Technical Award
Business Studies	GCSE
Animal Care	BTEC
History	GCSE
Photography	GCSE
Health & Social Care	BTEC Technical Award

Changes to our option subjects are done through consultation with all students. We also have to respond to national changes. Our options are grouped so that students can do a mixture of GCSE subjects with external examinations, BTECS and Technical Awards with a focus on vocational coursework and courses that offer a Level 1 and Level 2 pathway.

Our subjects are grouped into three faculties;



#### English, Creativity and Humanities

Art, English, Humanities, Global Studies, Music & Performing Arts, Photography



#### STEM

Animal Care, Business Studies, Health & Social Care, Maths, Physical Education, Science, Technology and Food



#### Learning for Life

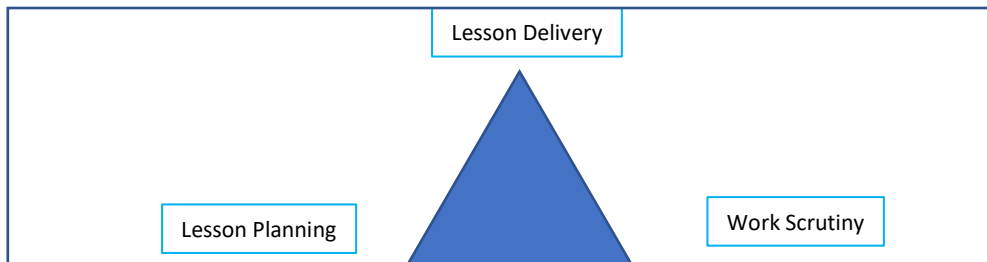
PSHEE, Citizenship, Careers, Religious Education

The design and sequence of individual subjects can be found in subject area documents.

Schemes of work consider the varied starting points our students join us from their previous setting. Therefore, our schemes of work are dynamic and responsive to the changing make up of our cohort as the academic year progresses. Our enquiry questions may change in depth or focus if students have already covered that area.

We are rigorous in holding our students accountable for their learning. We achieve this by adapting our teaching methods and using our 'JPC teaching toolkit'.

## Impact



Regular scrutiny and dialogue with staff and students ensure we can measure the impact of curriculum delivery. Scrutiny is directed from both Senior Leader level and Peer work.

We will use information from a wide variety of sources. This will be analysed and help to inform us of when and how to set targets for improvement or change.

- Data from academic results.
- Data from non-academic activities and resilience.
- Re-engaged to learning.
- Re-engaged to communicating with peers and participating in daily school life.
- Able to participate in enrichment and extra -curricular activities.
- Successful post-16 transition.

As students join us right up to the Autumn term in Year 11 it is worth noting that our work on understanding a student's processing, inference and sensory needs is about helping them with the next steps in their journey in equal measures to taking qualifications.

We therefore, measure both the impact of what a young person has learned and also what they have achieved and accomplished in terms of the development of themselves as a whole. Above all our impact can be found in the positive and transformative experience we give to our young people and their families.

Our mission statement is both our overriding ethos and holistic ambition:

**'Working together to make everything better'**

## Abbreviations for Wirral Hospitals' School

ASC	Autistic Spectrum Condition
AWL	Assessment Without Levels
CEIAG	Careers Education Information Advice Guidance
CPD	Continued Professional Development
Culture Capital	- Events and experiences young people are exposed to, enrich their lives
Cz	Citizenship
DT	Design Technology
E+M	English and Maths
EHCP	Education and Health Care Plan
GCSE	General Certificate of Secondary Education
HOH	Head of House
ICT	Information Communication Technology
IT	Information Technology
JPC	Joseph Paxton Campus
KS3	Key Stage 3
KS4	Key Stage 4
LA	Local Authority
LFL	Learning For Life curriculum
LGBT+	Lesbian, Gay, Bisexual, Transgender
MFL	Modern Foreign Languages
NEET	(Students) Not In Education, Employment or Training
PP/PPG	Pupil Premium/ Pupil Premium Grant
PFWL	Preparation for Working Life
PSHEE	Personal Social & Health Education & Enterprise
QA	Quality Assurance
RSE	Relationship and Sex Education



SALT	Speech and Language Therapist
SEN	Special Educational Needs
SEMH	Social, Emotional and Mental Health
SIDP	School Improvement Development Plan
SLD	Specific Learning Difficulties
SLT	Senior Leadership Team
SMSC	Spiritual, Moral, Social, Cultural
STEM	Science, Technology, Engineering & Maths
T&L	Teaching and Learning
TA	Teaching Assistant
WHS	Wirral Hospitals' School
WLT	Wider Leadership Team