

Curriculum Vision



Curriculum Intent



Every pupil admitted to The Gillford Centre has been on a unique educational journey.

We are committed to being a positive and stabilising setting that works towards continued education, whether that be another mainstream school or a specialist setting.

Pupils are with us for varying amounts of time: some individuals will have a very short time with us (30 days) while others can remain in excess of 1 year dependent on the availability of provision.

Our curriculum therefore needs to be flexible, personalised and designed to enable pupils to progress to the next stage on their educational journey.

Our aim is to provide a curriculum that enables each child to shine: to nurture their individual talents and raise aspirations.

The curriculum is designed to:

- Re -engage all pupils as learners
- Enhance the self - perception of pupils as learners
- Inspire and motivate pupils, fostering a curiosity to learn
- Enable all pupils to make progress from their individual starting points and to have success in learning underpinned by a focus on developing pupils' social development, emotional wellbeing and mental health
- Focus on developing pupil's social, emotional and mental health
- Have a strong curriculum focus on the facilitating subjects of English and Mathematics
- Allow pupils to explore subjects beyond the core curriculum in a thematic approach in our Primary Provision

Curriculum Intent continued



- Support all pupils to lead healthy and safe lifestyles
- Support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate to and be successful in the next phase of their education
- In- depth understanding of attachment theory, child development and neuroscience underpins and informs all aspects of The Gillford Centre. Using this evidenced based research and theory ensures the greatest outcomes for our learners (for both academic and personal development).
- The principles that underpin our pedagogy and all curriculum learning are:
- Relationships are key
- Children's learning is understood developmentally
- The Gillford Centre provides a symbolic secure base creating the sense of safety to enable pupils to explore and learn
- All behaviour is communication
- The importance of transition in children's lives

The PSHE curriculum and embedded SMSC will ensure that The Gillford Centre fulfills all our statutory obligations under equality legislation.

Implementation



In any one classroom at The Gillford Centre we will have pupils from state-maintained schools and academies, who have experienced very different curriculums before joining us, and who may return or move on to another setting with a different curriculum.

We have mixed age classes of children, many of whom are not working at age related expectations. It is therefore crucially important that our curriculum is flexible enough to enable us to meet a wide range of needs.

A robust induction process ensures prior information is shared involving previous school and parents/carers.

Each pupil who enters The Gillford Centre will be assessed on entry. Pupils complete baseline assessments in Maths and English alongside other baseline assessments, allowing staff to develop a personalised curriculum that fills any gaps they have in prior learning, and allows them to move at their own pace, whatever their starting point, using the National Curriculum as a starting point for our curriculum.

Our curriculum follows the National Curriculum in each subject to give a broad and balanced curriculum based on knowledge and skill progression

Impact



The primary measures of the impact of our curriculum will be student engagement, achievement and attainment. Our assessment policy contains the detail of how we assess pupils. We will further evaluate the impact of our curriculum in the following ways:

Aim	Impact Measurement
Support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in a mainstream school	Number of students successfully reintegrated to the next phase of their education
Enable all students to make progress from their individual starting points, and to have successes in learning	Analysis of pupil progress data Qualitative data on pupil progress eg book scrutiny
Engage all students in learning	Observations of learning Student voice Attendance Daily tutor time in KS3 and KS4
Support all pupils to lead healthy and safe lifestyles	Observations of learning in PSHE lessons Student voice Analysis of behaviour Physical Education Outcomes SEMH Tracking
To monitor and evaluate the curriculum to meet the pupils' needs	Pupil voice questionnaires Staff feedback Book scrutiny Learning Walks Lesson Observations Comparison with other similar schools Formative and Summative Assessment