

**Newham PRUs
New Directions
CURRICULUM OFFER**

ACADEMIC YEAR 2016/17

Our core values are:

Respect, Progress, Enjoyment of Learning, Responsibility, Tolerance

V.1 (Updated July 2016)

The Curriculum Offer

At both Newham PRUs we recognise that some of our students may have disengaged from learning and achievement in their previous schools. We aim to re-engage them in the learning process and continually strive to meet the needs of all students.

Our staff provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning.

Our Key aim is to remove barriers to learning through an individualised response to our student needs. We passionately believe in giving young people every opportunity to learn and succeed in our friendly and supportive school.

Vision statement

The Newham PRUs have a shared vision, focused on delivering outstanding education and supporting the individual needs of all our pupils. We will work together with our pupils to find solutions and enable enriched learning experiences and a broad range of outcomes.

Objectives

We undertake to:

- Raise the levels of attainment for all pupils, enabling them to enjoy their learning and achieve their personal best.
- Develop confident, disciplined and enquiring learners, who are able to make informed choices, achieve economic well-being, and make a positive contribution to the school and wider community.
- Foster self-esteem and personal responsibilities, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Provide a safe and happy work place.
- Enhance and extend the curriculum through involvement of the wider community.

Ethos

The ethos and atmosphere underpin the agreed aims of the PRU. In the course of their daily work the staff will contribute to the ongoing development of this ethos through:

- Providing diverse high quality learning experiences, underpinned by consistent approaches and routines
- Providing pupils with interesting, meaningful, purposeful tasks
- Taking a shared responsibility for every child's learning and welfare
- Challenging under achievement
- Providing a calm and effective working environment, in which each pupil can achieve her/his maximum potential
- Providing a welcoming environment where pupils feel valued as individuals; where courtesy, kindness and mutual respect are fostered
- Adhering to the classroom routines
- Providing positive role models
- Providing a fair, disciplined environment, in line with our behaviour policy
- Maintaining purposeful and informative planning, record keeping and assessment documents, in line with our assessment policy
- Developing links with the wider community
- Valuing and celebrating pupils' success and achievements

Curriculum Design

Initial design of course is based on Foundation Learning Curriculum. To personalise the learning we also offer GCSEs.

Around 80% of students entering New Directions have speech language and communication needs. New Directions has in place a Communication Strategy. Literacy strategy is key in supporting students develop their literacy skills with initiatives, such as D.E.A.R, reading schemes and 1-2-1 literacy programmes.

The curriculum is designed to support students to achieve in small chunks of learning – ie all students undertake exams on a regular basis 3x times a year – climbing the ladder of success from Entry level 1 to higher Level 2/GCSEs.

Students are assessed when they arrive to establish their speech language and communication needs, levels of literacy and numeracy and to determine the level they start on the ladder of achievement.

Only a small number of students currently access GCSE in English and Maths as these courses have extensive programmes of study that need two full years of teaching to cover. All our students come to us with large gaps in their learning and so it takes a highly personalised programme to try and bridge these gaps.

Students have poor perceptions of themselves as learners and further work is to be developed around meta-cognition and self –regulation, social communication and developing learning skills.

Emotional Literacy is delivered as part of mentoring using various resources.

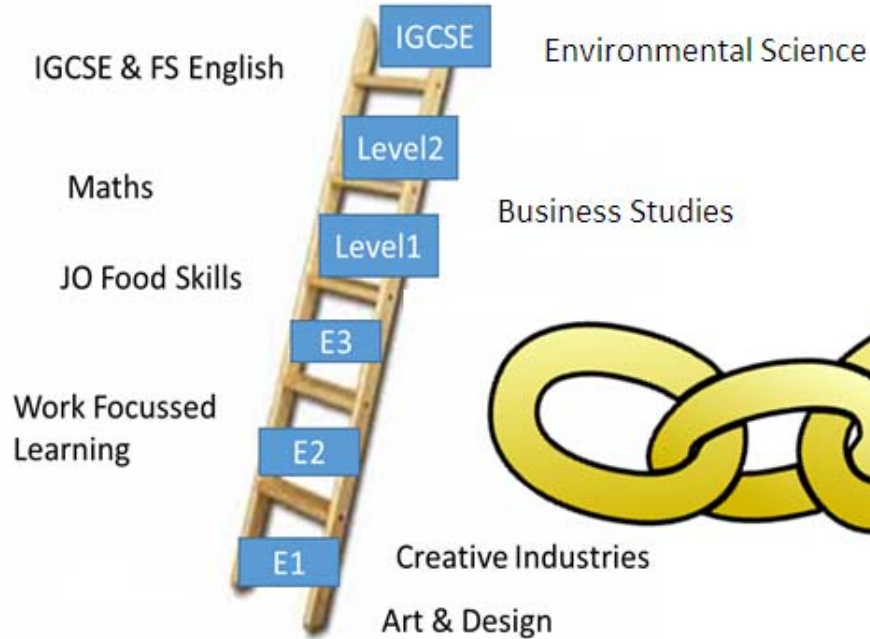
Assessment and Progress

All students are assessed every 6-7 weeks using the AM7 assessment tracker on SIMS. Subject targets are set with each student as part of their Academic Personal Learning Plan. Additional support is identified with the support of specialist agencies (EP/SALT/CP) to develop further Target Monitoring and Review Plans.

Data shows that students make rapid progress in their levels in Maths and English.

Aim to achieve  Attend to achieve

Ladder of Success



Attendance is Key



New Directions: Groups 1-2 (Nurture Groups)

CORE

- Intensive literacy support
- English – GCSE/Functional Skills
- Maths – GCSE/Functional Skills
- ICT – Functional Skills
- Art – BTEC/GCSE Short course
- Food – BTEC
- Env. Sci/LBS – BTEC
- Business Studies – BTEC

Vocational Offer includes:

For Year 10/11 students we will also try and personalise – a vocational offer

Year 11 & 10

- Motor Mechanic
- Construction
- Drama
- Sports Leadership
- Hair and Beauty
- Creative Industries
- Hospitality/ Catering

Support

- Personal Learning Plan- Academic and Pastoral – to track learning and progress
- Personalised programme to meet individual needs and interests
- Small classes – maximum 6
- Emotional Literacy Programmes– including resilience
- Study Skills support
- Multi-agency support with enhanced interventions and support through Target Monitoring and Review Plans(TMR)
- Baseline assessments (English, maths reading age, Behaviour)
- Screening: SDQ/Speech and Language/Other
- Allocated class teacher for 10 hours per week with Full-time HLTA
- School home liaison - SSO
- Sign-post support from other specialist agencies – for key partnership work, including EP, YOT, CFCS, Families First, Agency for impartial careers advice, LAC – virtual school, SENCO

OUTCOME

Other Alternative Provision Post 16 pathways: College Pre – Apprenticeship programmes Employment Apprenticeships

New Directions: Groups 4-6

CORE

- Intensive literacy support
- English – GCSE/Functional Skills
- Maths – GCSE/Functional Skills
- ICT – Functional Skills
- Art and design – BTEC/Short course GCSE
- Food – BTEC
- LBS – BTEC
- Business Studies - BTEC

Vocational Offer includes:

For Year 11 students we will also try and personalise – a vocational offer

Year 11 & 10

- Construction/trade skills
- Motor Mechanics
- Sports Leadership
- Hair and Beauty
- Creative Industries

Support

- Personal Learning Plan- Academic and Pastoral – to track learning and progress
- Small classes – maximum 8-10
- Emotional Literacy programmes– including resilience
- Study Skills support
- Multi-agency support with enhanced interventions and support through Target Monitoring and Review Plans(TMR)
- Baseline assessments (English, maths reading age, Behaviour)
- Screening: SDQ/Speech and Language/Other
- Access to different subject teachers with support of TA/HLTA if needed.
- School home liaison - SSO
- Sign-post support from other specialist agencies – for key partnership work, including EP, YOT, CFCS, Families First, Agency for impartial careers advice, LAC – virtual school, SENCO

OUTCOME

Other Alternative Provision Post 16 pathways: College Pre – Apprenticeship programmes Employment Apprenticeships

Subject	Accreditation
English	Edexcel functional Skills/Cambridge IGCSE
Maths	Edexcel functional Skills/Cambridge IGCSE
PSD inc employ	BTEC level 1
Art	Btec E3-Level 1 plus Short course GCSE
Food	Btec level 1&2
Env Sci/LBS	Btec E3-Level 1
PLT Registration and breakfast – morning Registration and Form Tutorial time - afternoon	N/A
WFL offsite	Motor Mechanics – City and Guilds Sports leadership - TBC Construction/Trade skills – TBC Hair dressing – City and Guilds
Options reward	N/A

Each period = 40 minute

Sample Timetable

	8:45 - 9:00	9:00 - 9:20	9:20 - 10:00 Period 1	10:00 - 10:40 Period 2	10:40 - 11:00	11:00 - 11:40 Period 3	11:40 - 12:20 Period 4	12:20 - 1:00	1:00 - 1:30	1:30 - 2:10 Period 5	2:10 - 2:50 Period 6
M O N	M O R N I N G B R I E F I N G	P L T			B			L	P L T		
T U E					R			U			
T H U R S D A Y					E A			N C			
F R I D A Y					K			H			

Work Focussed Learning Day– on site

			Session 1					Session 2	
W E D		PLT	9.20 - 10.40	Break 10:40-11:00	11.00 – 12.20	LUNCH 12.20 – 1.00	PLT 1.00- 1.30	1.30	- 2:50

