

BRYN TIRION HALL

SCHOOL



School Curriculum Policy

Reviewed October 2016

Reviewed December 2017

Revised October 2018

Revised October 2019

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Introduction

We believe at Bryn Tirion Hall School (BTHS) by supporting growth in the children's holistic development, we will, in turn, impact upon their learning potential and educational attainment. This will help these children create the secure attachments that they so deserve, enabling them to become the next generation of talented and emotionally secure young adults. At BTHS, we provide opportunities for all pupils to achieve the best outcomes and reach their potential. Our school is a safe, caring and nurturing space and is inclusive and a positive place to be, with the trust and the quality of relationships, key to changing lives for the better. We provide a 'level playing field' for our pupils, where the challenges they have faced don't obstruct the opportunities they could experience. We have the desire and capability to help pupils re-engage in learning and change their future. We are a community of learners, continually reflecting, developing and progressing.

Aims

At BTHS, our curriculum involves academic learning and an extended curriculum that helps develop those attitudes and behaviours that allow our pupils to re-engage in learning again. We aim to provide:

- All children with a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account
- Access to a highly personalised curriculum which takes account of the National Curriculum/Areas of Learning as well as being relevant to individual needs
- Essential skills such as literacy, numeracy and ICT and the role these form for progress in both academic achievement and skills that facilitate social mobility and success in adult life
- Pupils will access a range of 'wider skills' necessary for modern life and work. These include critical thinking and problem solving, planning and organising, creativity and innovation and personal effectiveness
- A focus on the core difficulties that lie at the heart of trauma informed behaviour. We work closely with our therapy and psychology team to develop a curriculum that best meets the individual needs of our pupils

In planning and delivering a curriculum, the school will endeavour to take into account the social and emotional needs of each pupil and understand that:

- Pupils learn best when offered a range of learning experiences
- Pupils learn best when a range of appropriate teaching strategies are employed
- Pupils learn best when they understand the purpose of what they are doing and have ownership of the learning activities and the curriculum as a whole
- Pupils learn best within a well-planned developmental curriculum which has continuity and progression as its core
- Pupils learn best when they know that there is a partnership between home and school

- Pupils learn best when the activity they are undertaking is differentiated, as necessary, to meet their needs
- The quality of a pupils' learning is determined by the quality of our teaching
- Pupils learn best when lessons are engaging, enabling and motivating

Pupils should:

- Learn to be adaptable, how to deal with and solve problems in different situations, how to work independently and as a team member
- Begin to acquire a set of moral values such as honesty, sincerity, personal responsibility, on which to base and improve their own behaviour
- Be expected to behave in an acceptable way and learn to become responsible for their own actions
- Care for, respect and take pride in their school work and their peers and staff
- Learn to communicate their knowledge, feelings and thoughts in the appropriate way
- Know how to apply the basic principles of health, hygiene and safety

Pupils should be given opportunities to learn the skills and knowledge in the following areas:

- Mathematics and Numeracy - think and solve problems mathematically in a variety of situations
- Languages, literacy and communication - read, write and listen for a variety of purposes
- Science and Technology - develop an enquiring mind using a scientific approach to problem solving and develop and use technological skills
- Humanities - know about geographical, historical and social aspects of the local and wider environment and have some knowledge of the beliefs of the major world religions
- Health and Wellbeing - develop agility, co-ordination and confidence in movement
- Expressive Arts

How our Curriculum works

- Pupils are placed in class groups and follow a timetable which focusses on academic as well as social and emotional development. Some pupils may be taught on a 1-1 or very small groups basis depending on the activity and or pupil/grouping
- School starts the day with tutor time in order to get pupils into the correct mind-set for learning and to remove potential barriers to learning. This is followed by six lessons of 40 to 45 minutes with breaks for morning and lunch
- Traditional subjects taught through the National Curriculum will be incorporated into schemes of work for their subject/class
- Schemes of work are planned and developed with regard to requirements of the National Curriculum, Qualifications and Curriculum Development Authority, (QCDA) Qualifications Wales, whole school focus on literacy, numeracy and ICT

- Staff will have a creative and innovative approach in their development of schemes of work and aim for pupils to maximise their access to as full a curriculum as possible. Staff meet on regular basis to review curriculum areas and develop them
- The curriculum includes literacy, numeracy and ICT across all subjects and progression through it. Teachers, either as a class tutor or subject teacher, are responsible for developing and evaluating the progress in literacy, numeracy and ICT skills of individual pupils and understand the importance of literacy, numeracy and ICT in relation to raising standards of work in their own subjects
- Effective differentiation is used with a variety of differing teaching and learning methods and material used to suit individual needs. Literacy intervention is available for learners with reading ages below their chronological age and staff have training for planning for individual needs including ADHD, Trauma informed practice, communication
- Entry to all study is based on academic suitability appropriateness, regardless of sex, race, disability, religion or belief. Relationships and Sex Education is part of PSHE
- All pupils have personal targets through IEP's for therapeutic goals which are tracked and monitored using Pupils Attitude to Self and School (PASS) and literacy, numeracy, ICT and wider skills
- Senior Leadership Team (SLT) map progression in literacy, numeracy and ICT across year groups and ensure coherence and consistency in the application of these skills across subject areas and teaching staff
- SLT monitors all staff planning which ensures pupils will have access to a broad and balanced curriculum and progression through the curriculum is consistent.
- Work scrutiny and lesson observations will be carried out by SLT on a regular basis in order to monitor effective teaching and learning and ensure consistency in marking and feedback to pupils
- SLT will conduct regular reviews of the school curriculum and the effectiveness of its implementation, delivery and impact

Our curriculum is planned in three stages and pupils achieve the aims of this policy through the following:

Nurture

Nurture provision is available and pupils follow a bespoke curriculum aimed to support their transition to main school classes if and when appropriate. The Nurture provision follows a topic bases/thematic approach including PSHE, SRE and RE.

Key Stages 2

Primary Curriculum in which pupils follow core curriculum of English, Maths, ICT, Science, Humanities, Art & Design, Physical Education, PSHE, Relationships and Sex Education (RSE), One World, Religious Education, Independent Living Skills, External Leadership, Music and Welsh

Key Stages 3

Pupils follow a core curriculum of English, Maths, ICT, Science, Humanities, MFL, Art & Design, Physical Education, PSHE, Relationships and Sex Education (RSE), Careers and Work-Related Experience (CWRE), One World, Independent Living Skills, External Leadership and Religious Education. This includes Careerousel and Princes Trust Award where all pupils in Year 9 and below are given the opportunity to access a variety of taster sessions in a range of industries to introduce them to opportunities and career possibilities as well as skills building in literacy, numeracy, ICT and wider skills. These are completed in block sessions of approximately 6 weeks over each half term.

Key Stage 4

Pupils continue to follow the core curriculum, but include GCSE subjects, vocational - Agored units, Open Awards in Science and the Prince's Trust Achieve programme. GCSE subjects available are PE, ICT, RE, Art and Design, Science, English, Maths, and Welsh. Pupils continue to access Independent Living Skills and External Leadership which may include vocational qualifications if appropriate. However pupils are able to choose a subject of interest for GCSE if they request. Some pupils will complete vocational qualifications in construction, ICT, Sports Leadership, work experience or work related education. Pupils in year 10 and 11 have the opportunity to access alternative provision at least one day per week from the following:

- G2G CIC - Computer Programming/IT/3D Printing/Agored Units
- Cornerstones - Construction Skills/NVQ
- Sports Leadership – NVQ level 1-3
- Individual Work Placement
- College

Extended Curriculum

External Leadership

- Support pupils in an outdoor environment beyond the classroom walls
- Promote skills of learning independence, resilience, perseverance, risk management, social skills, healthy attitudes, confidence, communication, self-awareness, reflective problem solving and critical thinking whilst learning in a controlled and challenging atmosphere
- Activities include water skills, bush craft, climbing, independent travel, archery, camping, first aid and more
- Qualifications on offer are First Aid, Royal Life Saving Society, Drowning Prevention, Canoe Wales/British canoeing Kayak, canoe, SUP, Foundation Bushcraft, National Outdoor Learning Award, In-house certification for archery, basic expeditions, bush craft and climbing

Independent Life Skills

- Pupils have the opportunity to learn important real world skills which include personal hygiene & appearance, sewing, laundry, housekeeping, managing money, food management, transport, health and legal issues
- 'Shaz's Café' is available to all pupils who achieve positive behaviour recognition awards. Pupils take turns to work in the café, gaining skills for employment and future life
- Promote skills of learning of independence, resilience, perseverance, social skills, healthy attitudes, confidence, communication, self-awareness, problem solving and critical thinking

Planning in the Curriculum

- Subject Curriculum Overviews
- Class Curriculum Overviews
- Medium Term Plans
- Short Term Plans (not compulsory)

Assessment (see assessment policy)

The role of the Therapy and Psychology Team

- To contribute to the curriculum in order to improve all children's experiences of learning and supporting good practice
- Provide group/class therapy through Zones of Regulation, Games Therapy and Lego Therapy lessons
- Provide staff with the knowledge base that allows them to meet the individual needs of pupils through the curriculum and individual education plans
- Provide individual sessions with pupils (after a referral process)

Post 16 Learning

Introduction

The post 16 curriculum at BTHS will offer pupils the opportunities to develop their own personal interests throughout the curriculum. Due to developmental delay and time out of school during previous placements, most pupils have not acquired the academic standards or social and emotional expectations anticipated for their chronological age. Remaining for post 16 at Bryn Tirion Hall School will enable pupils to consolidate attitudes, knowledge and skills learned in previous years. By offering an extended stay of two years at 6th form, our young people are more likely to achieve a higher standard of qualifications – L1&2 resits and potentially Level 3 qualifications – alongside gaining a host of other work-related learning, independent living skills and employment skills to enrich their portfolio of experience and qualifications, all of which will make their transition into the world of work and independent living much smoother.

Aims

Pupils in the Sixth Form at BTHS will continue to access both academic learning and an extended curriculum to help develop those attitudes and behaviours essential for successful job opportunities and/or further/higher education. The curriculum will enthuse and motivate the young person and instil in them the confidence and aspiration to progress onto a range of stimulating pathways - including further education, higher education and employment or training when they leave.

How post 16 curriculum works

- The Sixth form curriculum offer at BTHS will be a structured, personalised programme of innovative opportunities tailored to each of our pupils
- The curriculum will build on personal, social and independence skills, with the emphasis on preparing these young people for life beyond school
- Sixth form is a maximum of 2 school years with a selection of pupils staying at Bryn Tirion Hall School after aged 16 years
- Pupils will be taught individually or in small groups
- School starts the day with tutor time in order to get pupils into the correct mind-set for learning and to remove barriers to learning.
- Schemes of work are planned and developed with regard to requirements of the National Curriculum, Qualifications and Curriculum Development Authority, (QCDA) Qualifications Wales, pupils individual needs and literacy, numeracy and ICT
- Staff will be creative and innovative in their development of schemes of work and approach to these pupils especially in order to maximise their access to as full a curriculum as possible. Staff meet on regular basis to review curriculum areas and develop them
- The curriculum includes literacy, numeracy and ICT across all subjects and progression through it. Teachers, either as a class tutor or subject teacher, are responsible for developing and evaluating the progress of literacy, numeracy and ICT skills of individual pupils and understand the importance of literacy, numeracy and ICT in relation to raising standards of work in their own subjects
- Effective differentiation is used with a variety of differing teaching and learning methods and material used to suit individual needs. Literacy intervention for learners with reading ages below their chronological age and staff have training for planning for individual needs including ADHD, Trauma informed practice, communication
- Entry to all study is based on academic suitability appropriateness, regardless of sex, race, disability, religion or belief. Relationships and Sex Education is part of PSHE
- All pupils have personal targets through IEP's for therapeutic goals which are tracked and monitored using Pupils Attitude to Self and School (PASS) and literacy, numeracy, ICT and wider skills using IEPs
- Senior Leadership Team (SLT) map progression in literacy, numeracy and ICT across post 16 (if necessary) and ensure coherence and consistency in the application of these skills across subject areas and teaching staff
- SLT monitors all staff planning which ensures pupils will have access to a personalised curriculum

- Work scrutiny and lesson observations will be carried out by SLT on a regular basis in order to monitor effective teaching and learning and ensure consistency in marking and feedback to pupils
- SLT will conduct regular reviews of the school curriculum at post 16 and the effectiveness of its implementation, delivery and impact for individual pupils

Accreditation

Our current suite of qualifications and Sixth Form offer is shown below:

Awarding body	Registered centre	Subjects currently offered	Qualification currently offered	Post 16
Pearson	Y	English	GCSE	GCSE - AS/A
WJEC	Y	Maths, PE, Art, ICT, Science – any other	GCSE	GCSE
Open Awards	Y	Science	L1 and L2	GCSE - AS/A
ASDAN	Y	CoPE	E3-L2	L2/3
Princes Trust	Y	Variety of Units including participation in exercise	E3-L2	L2/L3
Sports Leaders	N	PE via St Christophers School	L2	L3
City & Guilds	N	Bricklaying via Cornerstones	L1	L2
ECDL	N	G2G - ECDL	L1-2	L1-3

We are committed to finding the right qualifications for, and teaching to, our pupils' needs. These will be established with the input of the pupil and their parents/carers. There will be an individual timetable and programme for each pupil.

All pupils will leave Bryn Tirion Hall School Post 16 with a Record of Achievement file and where appropriate a CV, detailing their achievements and work experiences. It will also contain their external accreditations, exam certificates and awards.

Curriculum Enrichment

Awarding Body (if applicable)	Qualification/Experience
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<p>NWSMP LEVELS 1-3. RLSS REC CANOE WALES WSA (Water skills academy) FSS In house endorsed by BMC</p>	<ul style="list-style-type: none"> • DROWNING PREVENTION (in house) • HEALTH & SAFETY AT WORK • EMERGENCY FIRST AID AT WORK • FIRST AID AT WORK PAEDIATRIC. • REMOTE EMERGENCY FIRST AID. • KAYAK & CANOE FOUNDATION • SUP EXPLORER • FIRE AWARENESS • FUNDAMENTAL BUSHCRAFT SKILLS In house • INDOOR CLIMBING • FOOD HYGIENE. In house
<p>Independent Living Skills</p>	<ul style="list-style-type: none"> • life skills • SRE • money skills • using facilities in the community • healthy living • cookery skills
<p>Learning to Drive</p>	<ul style="list-style-type: none"> • DVLA Theory Test

Volunteering - Work Experience

Every member of sixth form will be encouraged to volunteer or be involved in work experience. We aim to ensure that all pupils have the opportunity to experience an appropriate work placement. These work placements can be on a group or individual basis, supported or independent, depending on the individual needs of the pupil.

Independent Travel Training

Those pupils who would benefit from travel training in the community, using local buses and bus routes to develop independence skills will be targeted and follow individual programmes in the community with or without support, depending on the individual pupils.

Links with External Partners

Careers and Higher Education 'Pathways' Programme - Our Pathways programme is a robust suite of employability –focused education and experiences, balancing career-based advice and guidance with work experience/volunteering, guest speakers, industry visits and careers fairs.

External partners – we are working alongside a number of organisations who are in support of our development and can support us collaboratively to ensure we maximise the range of opportunities we are able to offer all our pupils, including our new Sixth Form.

These include but are not limited to:

	Workshops/courses
The Denbigh Workshop	Employability and Confidence building
Farmurban	Hydroponics
TQG	various STEM
ASNEW	Mental Health, confidence
NT/Chirk Castle	
Groundworks	Agored to L2, Green Team traineeships, days out, no max age
Airbus	
Glyndwr Uni	Fingerprints, animals/horses northop
MPTC	Course
Kronospan	
Big Ideas Wales	
ARC Enterprises	Horticulture Bersham garden, wellbeing
BHT	
Cheshire Wildlife Trust	Dee Estuary Coastliners
Princes Trust	Award, Certif, Diploma up to age 19
Technocamps	STEM
Coleg Cambria, Northop, Deeside, Yale	Courses, visits
Young Chamber	various industry talks/visits
WCBC	KIT
FCC	KIT
Careers Wales	One to one meetings, advise
Wisdom of Equus	
WCBC Education	
Try Your Hand at Tennis	Mold Tennis Club/Coaching Awards, Princes Trust
The Business of Music	Liverpool British Music Experience
Learning Through Leisure	<p>YMCA Ball Skills – Football</p> <ul style="list-style-type: none"> • Sports Leaders Level 1 • AC Leisure Activities for a Healthy Lifestyle • AC Planning and Financing a Sporting Event • Badminton Level 1 • Hockey Level 1 <p>8 Workshops</p> <ul style="list-style-type: none"> • Relationship Health • Exploitation • Radicalisation & Online Safety • Dealing with Emotions • Budgeting • Careers <p>13 Work Experiences</p> <ul style="list-style-type: none"> • Urdd Football Festival at Airbus FC • Badminton Festival at Deeside LC • Wheeled Sports Festival at Deeside LC • Hockey Festival at Mold Alun HS • Basketball Festival at Coleg Cambria • Handball Festival at Deeside LC

	<ul style="list-style-type: none"> • Beach Rugby Festival at Talacre • Cycling Festival at Ysgol Merllyn • Tennis Festival at Deeside LC • Cricket Festival at Deeside LC
Art and Soul Tribe	Art, Music, Princes Trust
MD Productions	Drama, Music Princes Trust

Trips and Residential

Each year sixth form pupils will be invited to participate in a residential holiday/trips continuing to develop and encourage their global awareness.

Moving On

Staff will work closely with each individual pupil and Careers Wales to ensure a smooth transition to future placements for our pupils.

Linked Documents
<p>School Assessment Policy</p> <p>Making the most of learning: Implementing the revised curriculum</p> <p>Review of Qualifications and curriculum 2013-2014</p> <p>Successful futures – Donaldson Report</p> <p>A Curriculum for Wales – a curriculum for life October 2015 Curriculum update – developments to May 2018</p> <p>Digital Competency Framework updated 2018</p> <p>Skills framework for 3 to 19-year-olds in Wales</p> <p>Education in Wales: Our national mission 2017-21</p> <p>Relationships-and-sexuality-education-in-schools-guidance.pdf</p> <p>Keeping learners safe</p> <p>How to develop thinking and assessment for learning in the classroom Nov 2010</p> <p>National Literacy and Numeracy Framework: Curriculum for Wales 2008 version</p> <p>National Literacy and Numeracy Framework: To support schools in introducing the National Literacy and Numeracy Framework March 2013</p> <p>Digital Competence Framework: draft Curriculum for Wales 2022 version</p> <p>Careers and the world of work: a framework for 11 to 19-year-olds in Wales</p> <p>Professional standards for teaching and leadership 2017</p> <p>A guide to Curriculum for Wales 2022</p> <p>Equality and Diversity Policy</p> <p>Careers and Work Related Education</p> <p>SER and SDP</p> <p>https://www.qualificationswales.org/english/get-involved/consultations-and-surveys/closed-consultations-and-surveys/post-16-learner-journeys/</p> <p>https://gov.wales/post-16-education-and-skills</p>

