

The Centre School Curriculum

The Centre School offers a positive educational experience that cultivates high self-esteem and ensures that all members of the school community can take advantage of both a formal and extended curriculum offer which allows them to make good progress and prepare them for the next stage of life.

Curriculum Vision and Principles

Curriculum content and experience for students with emotional and social difficulties should emphasise personal development and essential life skills, with opportunities for work focused learning. (DfE, 2006)

The underlying principle of the curriculum at The Centre School is a relentless belief that all learners are capable of success, with the ultimate aim being to develop learners who are equipped to meet the challenges of a rapidly changing world with confidence and success, based on their individual starting points and future goals and aspirations.

Our aim is to:

- Provide a clearly structured learning environment in which learners and staff feel safe;
- Provide a stimulating, structured and relevant learning experience with a wide range of opportunities for learners to experience success and to achieve personal goals; and
- Develop the social skills and the practical life skills that learners need to function effectively and contribute positively to life outside the school

In short, the main aim of our curriculum is to enable young people to become successful learners, confident individuals and responsible citizens.

Aims

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What is a successful learner within the context of The Centre School?

- A successful learner will participate in all opportunities offered to them and begin to understand that learning can happen in a wide variety of contexts.
- A successful learner will be able to transfer skills learned from one area of the curriculum to another. They will be able to use skills gained to help them progress.

- A successful learner will begin to understand that literacy and numeracy underpin their learning and they will take a keen interest in assessments, targets and progress.
- A successful learner will understand that progress and targets are individual, and all efforts are valued and recognised no matter how small the steps towards identified goals seem to be.
- A successful learner will be motivated and take pride in their work.
- A successful learner will develop the Astrea dispositions
 - Empathy
 - Aspiration
 - Contribution
 - Happiness
 - Resilience

How does our curriculum enable learners to become confident individuals?

The Centre School recognises that our students are not confident about their abilities, particularly with regard to literacy and numeracy. We aim to:

- Instil confidence in small ways and in different areas. We recognise areas in which a student may feel confident and encourage them to use skills gained in other areas which they find more difficult
- Give students opportunities to learn in environments in which they do feel confident e.g. developing reading skills in the kitchen whilst cooking
- Enable students to experience opportunities to learn a wide variety of skills
- Give all students opportunities to experience some success each and every day
- Celebrate success in a wide variety of ways
- Ensure that confidence building underpins everything that we do. Students that are experiencing difficulties and problems need to know that they can get help
- Build confidence of parents/carers in the school so that students know home is supportive of the school and our work.

What do students learn that helps them to become responsible citizens?

- Many of the extended learning activities take place in the community. Students learn at an early stage that the use of public facilities brings with it a need to understand what is and what is not acceptable behaviour.

- All students experience work placements and learn to understand key issues around the world of work; e.g. Health and Safety.
- Students participate in community projects e.g.
 - painted rooms in a local hall
 - provided Christmas lunch for a group of elderly people

The Centre School Commitment

The purpose of the curriculum is to ensure that learners leave The Centre School work ready and suitably qualified. In meeting this need, The Centre School offers learners:

- Learning opportunities that provide them with the functional skills needed for everyday life beyond school
- Quality first teaching that enables all learners to make progress
- A learning environment that promotes an understanding that in any establishment, there must be clear boundaries, discipline and routine
- Opportunities to be successful and achieve the best they can, given their starting points, both in and out of the classroom setting
- Appropriate adult relationships that offer positive feedback, interaction and role modelling
- A variety of learning experiences across a wide range of settings
- Opportunities to explore emotions and an understanding of how behaviour impacts on others
- Education that values diversity

How does the curriculum promote the values and ethos of The Centre School?

- Pupils have opportunities, daily, to work in small groups with adults
- The Centre School rewards progress in a wide variety of ways to ensure all members of the community feel valued
- The Centre School aims to use its resources creatively to meet the learning needs of all pupils whilst providing rich and varied opportunities for classroom based and extended learning activities
- Pupils are encouraged to take an active role in the functioning and running of the school and to make suggestions for improvement

The Core offer

All learners are able to have access to the curriculum: core and options. The core offer includes: English, Maths, Science, Basic skills, and PSHE. In addition, pupils select 3 options from the following list: Art, History, Cooking, PE, Public Services and Design and Technology. Students are able to choose different options in Years 7,8, 9 and Years 10 but in year 11,12 and 13 the focus is on Btec Gateway qualifications.

NOTE: All pupils from age 14 onwards will complete the Gateway Qualification in Progression which covers English, Maths and Vocational units.

Where appropriate, learners in Year 10 onwards are able to access Work Experience opportunities.

Through the Extended Curriculum, learners are able to achieve credits towards the gateway qualification scheme, which ensures all learners are able to achieve a Diploma at a level appropriate to their ability. The government directive states that learners should have reached at least Level 1 by the age of 19. Therefore, it is imperative that the curriculum offer reflects this as a minimum expectation for all learners. Furthermore, learners can select from a range of subjects in order to follow a route to formal accreditation according to ability and suitability: Entry Level, Level 1 and 2, GCSE or Btec.

Core Subjects	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Basic Skills	X	X	X	X	X	X	X
English	X	X	X	X	X	X	X
Maths	X	X	X	X	X	X	X
Science	X	X	X	X	X	X	X
PSHE	X	X	X	X	X	X	X
Options Block							
Cooking	X	X	X				
History	X	X	X				
Art	X	X	X				
Public Services	X	X	X				
PE	X	X	X	X			
Design and Technology	X	X	X	X	X		
GCSE English			X	X	X	X	X
GCSE Maths			X	X	X	X	X
FS English			X	X	X	X	X
FS Maths			X	X	X	X	X
Btec Gateway Sports					X	X	X
Btec Hair and Beauty				X	X	X	X
Btec Construction				X	X	X	X
Btec Science				X	X	X	X
Btec Public Services				X	X	X	X
Btec Art				X	X	X	X
Btec cooking				X	X	X	X
Extended Curriculum	X	X	X	X	X	X	X

Quality First Teaching

Good teachers are at the heart of a good school. Staff at The Centre School understand the importance of providing a safe, inviting, stimulating and inclusive classrooms, as the underlying principle on which high quality lessons are built. With this in mind:

- Teachers plan opportunities for work that develops creativity and values the spoken word alongside the written
- Teachers respond to all learning opportunities with flexibility and creativity
- Assessment *for* Learning and assessment *of* Learning is an integral part of the learning journey
- All areas of the curriculum are planned, monitored and evaluated
- Develop a wide range of teaching approaches
- Create an ethos of high expectation and aspirations

Approach to Literacy and Numeracy Development

All staff at The Centre school, regardless of their subject specialism, understand the importance of developing literacy and numeracy across the school to help students achieve their full potential. The staff recognise how important literacy and numeracy is as an enabler for adults and children to access and make sense of their world. Instructors constantly provide opportunities and embed in their lessons and throughout the day different components of literacy and numeracy such as money handling.

Entitlement, Access and Inclusion

All learners are entitled to a broad and balanced curriculum relevant to their individual needs; these needs vary at times. The Centre School acknowledges and responds to this within its curriculum model by offering a balance of traditional, academic and specialist subjects, according to need and ability of the young person.

All learners will be enabled to access learning through quality first teaching. This is reflected in the planning, delivery, environment, use of resources and support which take account individual learning needs and progress based on prior attainment.

Opportunities within the curriculum are inclusive, where suitable learning challenges take into account each learner's diverse needs. We have an inclusive practice and ethos in which each learner is a valued member of the school community.

- The extended curriculum is personalised and involves learners partaking proactively in their own learning
- Provides pupils to develop their life skills such as money management, independent travel, citizenship etc

Assessment and Progress

At The Centre School, learners are assessed through teacher assessment to ensure they are building on prior knowledge and attainment. In order to raise esteem and motivation, some accredited subjects are taught from year 9 at an Entry level, with the intention that learners can progress - as appropriate - to GCSE, Btecs, and beyond. All learners have equal opportunity within the curriculum, based upon their needs, stage, interests, and motivators. This supports our belief in personalised learning. In this way, the **potential** of the individual learners remains central to the core aim of the educational offer.