**The Valiant School**

**Curriculum statement of Intent , Implementation and Impact**

**INTENT**

Every pupil admitted to The Valiant School has been on a unique educational journey. We are committed to being a positive and stabilising setting that bridges to continued education, whether that be another mainstream school or a specialist setting.

Pupils are with us for varying amounts of time. 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.

We aim to provide a nurturing and supportive environment where our pupils can all become successful learners. Each pupil’s individual needs are addressed through adaptive teaching strategies to enable full access to a quality education.

**The curriculum is designed to:**

Re -engage all pupils as learners

Enhance the self – perception of pupils as learners and important members of their community

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.

* English, mathematics, science and PHSE is the core curriculum provision.
* High focus on PHSE and developing pupil’s social, emotional and mental health within supporting pupils’ spiritual, moral, social and cultural development.
* Allow pupils to explore subjects beyond the core curriculum in a thematic approach - there is a broad and balanced curriculum opportunity of all national curriculum foundation subjects within a topic theme.
* Computing and PE are not always linked to the topics and are taught in discrete lessons.
* Support all pupils to lead healthy, active and safe lifestyles
* Support all pupils to develop the skills, emotional resilience and positive attitudes to learning 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 Valiant School. 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:

* Positive relationships are the priority
* Children’s learning is understood developmentally
* The school provides a nurturing environment that ensures 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 Valiant School fulfils all our statutory obligations under equality legislation.

**Implementation**

In any one classroom at The Valiant School we will have children from different mainstream primary schools, we recognise they will have experienced very different curriculums before joining us, and they may be returning or moving onto another setting with a different curriculum again. Therefore, we have designed a rich curriculum that will focus on core learning fundamentals with reading at the heart of everything, immersed heavily in STEM and PHSE to ensure our children are not disadvantaged learners and enable them to keep up with their mainstream peers.

We have two main mixed age classes, known as phase 1 (EYFS & KS1) and phase 2 (KS2), the curriculum is designed to provide learning that is highly adpated to meet the needs appropriate to each child’s stage of development and the Valiant School recognises that many of the children may not be working at age related expectations for attainment, but will always strive for the highest expectations of progress for every child to achieve their greatest potential.

A robust induction process ensures the sharing of transfer information from their own or previous school, parents, carers and baseline assessments of maths and English. This allows an accurate plan to meet the needs of every individual child.

The national curriculum is integrated into the school’s values and planned across half termly thematic topics for phase 1 (Early Years & Key stage 1) phase 2 (Key stage 2):

Table to show the Valiant School Values and curriculum links.

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| Child friendly values statements | Intent & impact | Specific curriculum links (art, music & IT throughout all areas) |
| Be Me | Value and understand themselves as individuals, become independent learners and emotionally independent though ability to co and self-regulate. | PHSE , SMSC, emotion coaching |
| Be Healthy | Healthy lifestyles – body and mind | PHSE, SRE, PE, science , emotion coaching |
| Be Curious | Explore, investigate, enquire to make sense of the world around them and beyond their own lives | Science, geography, history, RE, DT, careers, music , art, |
| Be Kind | empathy, understanding and care of themselves, others and their local, national and international communities | PHSE, SRE, |
| Be Brave | emotional resilience and self recognition and raise self esteem through hard work and recognising success. | PHSE, SRE, emotion coaching |

The Valiant School Core Curriculum Entitlement

* English, including phonics.
* Mathematics
* Science
* PHSE
* Computing
* PE
* Foundation national curriculum subjects, geography, history, music, art, RE, Design Technology are taught through a topic theme.

English :

Phonics : Twinkle Phonics is used to teach phonics. Children will be supported to adapt to their mainstream school’s phonics scheme on transition back to their own school.

Reading : Topics are devised around a key text, sequences of lessons are devised from Focus Education English schemes of work linked to fiction, non-fiction and poetry.

Every child receives daily individual reading with an adult.

Daily shared whole class reading linked to topic or for enjoyment.

Writing : sequences of lessons are planned within the English schemes of work and linked to the key topic texts with opportunities to write in a range of fiction and non-fiction genres. Spoken language, grammar and spelling are also integrated into each English topic scheme of work.

Maths : White rose maths scheme is used for sequences of maths lessons appropriate to the child’s stage. Initial assessments and information shared from school determine the starting point.

Science : knowledge is taught alongside working scientifically and enquiry skills in each topc theme. Plymouth Science Scheme of work is used and adapted for the progression and sequences of learning.

PHSE : prioritised for increased timetabled lessons and opportunities linked to all areas of SMSC and SRE.

Computing : NACCE scheme of work , timetabled every week.

PE : Getset4PE scheme of work, timetabled every week.

Foundation subjects : within each topic there are objectives covering geography, history, DT. Art and music used throughout the topic to enable the children opportunity to express themselves in different media alongside specific substantive and disciplinary objectives for these subjects.

Religious Education : the Valiant school has adopted the Stoke agreed syllabus for RE and is also planned into thematic topic links.

**Half termly Topic Themes**

Heroes

Once upon a time

All creatures great and small

Inventions

Ay Up Duck

For further details, please see the links to the curriculum documents below.

**Responsibilities**

It is the responsibility of the staff at the school to deliver highly effective education to all pupils who attend. Alongside the formal, academic curriculum, pupils are also taught how to appropriately manage their emotions and to co and self -regulate their behaviour .

All staff follow the primary curriculum in order to support pupils to make better than expected progress in reading, writing and maths. Pupils’ work is recorded, marked and fed back to them to support their progress in learning. Specific interventions are in place for those pupils who need additional support as identified through gaps in their learning.

There are also regular opportunities each term for parents to talk with their child’s lead staff to discuss the progress of a pupil and to visit the school for events which showcase the achievements of their child though out the term.

There is a designated member of the management committee of the school responsible for curriculum. The headteacher/ head of school will meet with this member at least once a term to monitor and evaluate the quality of the curriculum.

**Impact**

Student achievement and attainment is a key measure for impact. See the assessment, marking and record policy for more detail on how pupils are assessed.

Impact aims and Additional evaluations of curriculum impact :

Pupil Engagement will be high – sharing learning, pupil voice, attendance, SEMH / boxhall progress measures / scaling.

All pupils will make accelerated progress from starting points and feel their own success in their learning – pupil progress information, sharing learning pupil voice and books.

All pupils will make progress in their SEMH development and how to live a healthy life – sharing learning in PHSE (pupil voice, observations, pupils work), analysis of behaviour logs, boxhall data and individual emotional development targets.

All pupils will have the skills, attitudes and behaviours that enable successful reintegration in a mainstream school – number of pupils that successfully move back to their own a or a new setting/ phase of education.