



South Somerset Partnership School Curriculum Design

Vision	<p>At South Somerset Partnership School we work hard to enable all of our young people to:</p> <ul style="list-style-type: none">• Build resilience and independence to enable them to access and be successful in their next destination.• Feel safe and secure so that they can attend, engage with and enjoy the curriculum, support and activities.• Identify and fill any gaps in our young people's core knowledge and skills to enable them to make their next steps with confidence.									
Philosophy	<p>We believe that all of our young people have the capacity to succeed and achieve in the world. Our young people have arrived with us having experienced a variety of difficulties within their mainstream provision and our first goal is to build positive relationships and to identify and understand any unmet needs.</p> <p>We believe that all of our young people deserve to access a curriculum that is aspirational and engaging and meets the academic and the social emotional and mental health needs for all our students. At the heart of this is personalised learning based on the interests and needs of each young person as an individual.</p> <p>We aim to provide a safe and secure base where all are welcomed and supported to build their skills, resilience and confidence so that they can reach their full potential.</p> <p>We work collaboratively with all stakeholders to obtain the best outcomes for all our young people</p> <p>Young people will leave SSPS with a portfolio demonstrating what they have achieved during their time with us.</p>									
Intent – our curriculum design principles and what we intend for the young people to learn:	<p>Our Curriculum Framework is built upon three foundations:</p> <div data-bbox="325 968 2153 1365" style="background-color: #1a3d54; color: white; padding: 10px; text-align: center;"><p>The foundations of our curriculum</p><table border="1" style="width: 100%; border-collapse: collapse;"><thead><tr><th style="background-color: #1a3d54; color: white; text-align: center; padding: 5px;">Understanding myself</th><th style="background-color: #1a3d54; color: white; text-align: center; padding: 5px;">Understanding others</th><th style="background-color: #1a3d54; color: white; text-align: center; padding: 5px;">Understanding the world</th></tr></thead><tbody><tr><td style="text-align: center; padding: 10px;"></td><td style="text-align: center; padding: 10px;"></td><td style="text-align: center; padding: 10px;"></td></tr><tr><td style="text-align: center; padding: 10px;">We want our children and young people to understand the science of how their brain works and how it is connected to the emotions they experience and the actions they exhibit. This knowledge of themselves is crucial to help them to develop the self-esteem they need to find their place in the world.</td><td style="text-align: center; padding: 10px;">We want our children to understand that life is all about connections and interactions with people who are like them and different to them. We teach them about diversity and equity and how to treat others with respect in a practical way, giving them a range of oracy tools to help them with future positive relationships.</td><td style="text-align: center; padding: 10px;">We want our children and young people to understand the world around them at different scales: local, national and global. This curriculum teaches them the impact for good that they have the potential to release in their local setting, as well as broadening their horizons and aspirations beyond what they have always known.</td></tr></tbody></table></div> <p>Our framework is built upon 5 core areas of learning which form the building blocks of what we teach across the school:</p>	Understanding myself	Understanding others	Understanding the world				We want our children and young people to understand the science of how their brain works and how it is connected to the emotions they experience and the actions they exhibit. This knowledge of themselves is crucial to help them to develop the self-esteem they need to find their place in the world.	We want our children to understand that life is all about connections and interactions with people who are like them and different to them. We teach them about diversity and equity and how to treat others with respect in a practical way, giving them a range of oracy tools to help them with future positive relationships.	We want our children and young people to understand the world around them at different scales: local, national and global. This curriculum teaches them the impact for good that they have the potential to release in their local setting, as well as broadening their horizons and aspirations beyond what they have always known.
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	Social & Relational Learning	English – Reading	English – Technical writing	Maths – Number fluency	Understanding the World
	<p>We recognise that learning to live well with myself and with others is one of the most important things we can learn. Social and relational learning includes formal lessons such as PSHE, RSE and PE. At South Somerset Partnership School, we also have informal learning such as tutor time, nurture breakfast and group games and activities. These structured sessions, provide opportunities for young people to develop a sense of belonging, learn to understand themselves, to build resilience, independence and self-esteem and to learn to work and play with others safely.</p>	<p>Reading is a crucial element of our curriculum. All teachers find opportunities to expose and engage young people in reading. Where young people are not fluent readers, phonics through Little Wandle is delivered through a daily structured approach. Many of our young people face challenges when faced with having to read, this is woven in across the curriculum to ensure it is non-threatening and accessible for all. The use of short texts, interactive technology are used to engage young people. Rich texts are chosen which enrich and enhance the cross-curricular themes for younger children and teach essential vocabulary.</p>	<p>Young people are given daily opportunities to practice the function of writing. The focus is around letter formation, spelling, constructing accurate sentences. Many of our young people find the mechanics of writing difficult, regular practice across the curriculum is effective in giving our young people every opportunity to practice this skill. We focus on 4 areas to support young people in writing:</p> <ul style="list-style-type: none"> - Writing to entertain (stories, descriptions, poems and plays) - Writing to inform (information texts and recounts) - Writing to argue (persuasive writing and balanced discussions) - Writing to explain (Instruction texts and explanation texts) 	<p>Mathematics is built upon the building blocks of number knowledge. Young people must internalise a range of number facts to be able to manipulate and use numbers in more complex ways. Number is taught throughout the day in structured Maths lessons as well as during unstructured and through cross-curricular learning. Many of our young people have gaps in knowledge and teachers adapt maths teaching to meet individual needs. To ensure that all young people are building on prior knowledge and focusing on number fluency.</p> <p>Other areas of Mathematics is taught through Understanding the World topics.</p>	<p>Everything else we teach at South Somerset Partnership School is taught through Understanding the World. For our youngest children, this is taught in cross-curricular themes. For young people in key stage 4 who are working towards specific qualifications, this is taught in both single specific subjects such as Science, Food technology but also in a blended approach which focuses on the world of work, careers and vocational learning. Science, Geography, History, Religion and World Views, Art, Design and Technology are all important subject disciplines that enable us to understand the richness of the natural and human world where we live.</p>
Feeling successful	<p>Young people at SSPS have not always experienced a high degree of success in their lives and have become disengaged from learning. Many have experienced significant trauma and continue to experience challenges outside of school.</p>				

	<p>Young people are given the opportunities to feel successful on a frequent basis; we do this by encouraging them to demonstrate the range of learning and skills they have achieved at SSPS. For our youngest children, we celebrate all success through positive praise and rewards. Young people in key stage 4 have the opportunity to work towards GCSE examinations. They earn AQA awards which celebrate success along the way. Where young people are not ready to sit GCSE examinations, they work towards Functional skills and Entry Level accreditations.</p>
Broadening horizons 	<p>Often it is the case for our young people at SSPS that their knowledge of the wider world is limited. A core part of our curriculum is planning opportunities that will broaden their understanding of the world in terms of its diverse geography, history and world views.</p> <p>For our primary children, the Understanding the World curriculum, broadens opportunities, provides a hook to encourage and foster curiosity, enquiry, interests and motivations.</p> <p>We structure our curriculum in short thematic units where they are encouraged to explore what is happening in the wider world. Each subject is woven around a theme which helps to build synergy and meaningful links. We identify the core knowledge that is necessary for young people to learn in each curriculum subject.</p> <p>Young people are introduced to potential careers that they could aspire to outside of their current range of experiences.</p> <p>Physical Education, outdoor learning and community-based learning enables young people to be active, understand the importance of being healthy and build the resilience to try new activities. Visits to a wealth of local places of cultural significance help to bring the curriculum and their subsequent learning experiences to life.</p>
Oracy opportunities 	<p>Young people arrive at SSPS with limited oracy skills which is often linked to an underdeveloped vocabulary bank or a lack of confidence in their own skills as a reader and learner. We recognise that being able to engage positively and appropriately with other people is often based on confidence in speaking and listening. As such, our young people will be given diverse opportunities to develop their oracy skills across the curriculum. This might take the form of debating and discussion skills in Understanding the World themes or through PSHE, giving a presentation in English or becoming confident speakers who are able to express themselves well in and out of the classroom.</p>
Applying core skills 	<p>After meeting young people's social, emotional and mental health needs, our core purpose is to ensure that they develop the skills they need in reading, writing and maths. We undertake baseline assessments to identify gaps in young people's knowledge and meet these in a bespoke way.</p> <p>Young people are encouraged to engage in reading activities throughout the curriculum. Our youngest children have daily phonics (Little Wandle). As young people become fluent and more confident readers, the focus shifts to explicit vocabulary instruction. Young people are encouraged to read texts together, and they have opportunities to listen to adults read to them.</p> <p>Our aim is that our young people will be able to express themselves clearly in both written and spoken communication.</p> <p>In Maths the core focus is number fluency, ensuring that young people develop a strong understanding of number.</p>
Disciplinary thinking 	<p>We recognise that each national curriculum subject is a rich, deep subject discipline in its own right. Through a thematic approach we ensure that core knowledge (skills) are taught to ensure that we build on prior learning and give opportunities to re-cap and over-learn to ensure that children remember and retrieve what they have learnt.</p> <p>We use the language of 'thinking like a ...' to help young people understand how each subject discipline works and the language associated with it.</p>
Implementation – how we teach our intent:	<p>At South Somerset Partnership School, our focus is geared towards next steps whilst acknowledging the starting points of our young people on arrival; their gaps in learning, and self-esteem and thoughts of themselves as learners. Our curriculum is designed to meet need on entry, settle and support them, challenge and empower them to move in readiness for their next steps.</p>

Primary aged children work in small groups following a thematic approach to the curriculum. This is focused around a key topic within Understanding the World which provides a blend of key knowledge across multiple subjects. Topics are planned to provide key vocabulary, exposure to challenging and appropriate texts and to build on prior learning.

This approach to the curriculum continues with young people in year 7 and 8.

In English there is a core focus on Reading fluency, phonics being taught for children who are at an early reading stage. In Maths, number fluency is a core focus.

As young people move into Year 9, there is a more formal approach to English, Maths and Science, ensuring that their learning is planned from robust baseline testing and assessment. We are aspirational for all young people and our aim is to work towards GCSE examinations in year 11. The curriculum is personalised and tailored to individual needs, a small group having a community based nurture curriculum which meets specific provisions within their EHCP.

Some young people are not ready to sit GCSE examinations, where this is the case, functional skills and entry level qualifications are offered.

A key focus of our curriculum is PSHE and RSE, this forms part of our social and relational curriculum. This starts when young people first arrive with the offer of nurture breakfast, providing a safe, small and nurturing opportunity to develop a sense of belonging, a key part of these sessions is to build trusting relationships, for young people to settle, to share any worries and to prepare for learning. Student voice is captured during these structured sessions and this time provides opportunities to discuss, debate and explore topical, community and local contextual themes.

Our thematic approach to teaching and learning ensures that all young people have the opportunity to develop their reading, writing and spoken communication skills, alongside developing their numeracy skills. Students are encouraged to explore the world around them and develop an understanding of other people's perspectives to their own.

Through collaborative planning, staff are aware of the range of disciplinary language that young people need to acquire and use these key terms appropriately to help students see the links between different subjects and ensure that understanding is embedded.

Impact – how we know that our curriculum is successful:

Young people will consistently be engaged with learning on a pathway that is best suited to their learning and SEMH needs. They will have formed positive relationships with adults and peers and have a clear idea of their next steps. The pathway they are following is flexible and through assessment points throughout the year, this is reviewed and tailored to meet their needs.

Young people will be actively engaged in learning which will be monitored through lesson visits and there will be less incidents of challenging behaviour. Young people will develop a sense of self-worth and this will be evident through Thrive assessments.

Young people will successfully transition from SSPS with a portfolio that demonstrates their achievements on an academic and practical level.

Young people will have made progress in reading, writing and maths, which will be measured through reading tests and examinations alongside the schools assessment steps.

Young people will move onto their next destination, which will be relevant for them with successful transition.