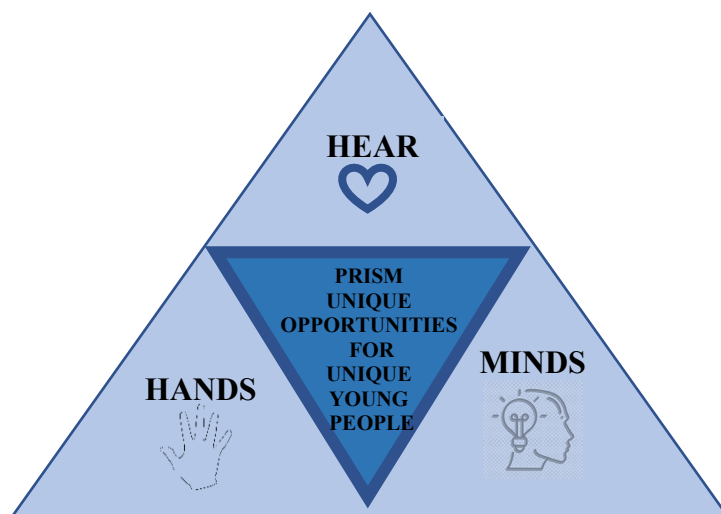




Prism Curriculum Offer



At Prism we have an holistic approach to meeting the needs of our unique learners, with our curriculum matching our hearts, hands and minds approach. This supports our vision of 'unique opportunities for unique young people'. Our fundamental belief is that every pupil has the potential for growth. We believe that by having high expectations and aspirations, all our pupils can learn and achieve.

Our Aim

We aim to provide a curriculum that allows pupils the opportunity to learn and develop in a supportive and creative environment, in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy.

The aim of our curriculum is to ensure all pupils have access to a curriculum that will support them to become confident, independent learners well prepared with their next stage in education or adult life.

Curriculum INTENT

The school is committed to providing a broad and balanced curriculum. Opportunities for pupils to develop functional skills, social, emotional and independence skills and skills for working life as appropriate promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development. We want our curriculum to engage pupils as active participants in their education. The promotion of social, moral, spiritual and cultural development is delivered throughout all subjects. Our approach helps develop well rounded learners and follows our **STRIVE values**

- Social
- Tolerant
- Resilient
- Independent
- Versatile
- Emotionally Intelligent

Curriculum IMPLEMENTATION

We believe that a carefully planned and structured curriculum is the foundation upon which excellent learning and development is built. Our curriculum is designed and implemented to repair and build on emotional intelligence allowing them develop on our other STRIVE values. It also allows them to develop their knowledge of different subjects from individual starting points so that it builds on prior knowledge and fills in gaps. Due to the nature of the SEND needs of pupils attending

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PRISM we believe our adjusted curriculum gives breadth and balance whilst meeting individual needs and successfully prepares pupils for the next stage in their education, employment and as active and responsible citizens.

Subject Leaders know their subjects well and carefully construct a curriculum that promotes understanding through a wide range of topics. Lessons are suitably differentiated so that pupils are able to achieve, or go beyond, their potential.

Baseline

Each pupil is 'baselined' on entry to our school on their social, emotional and personal development (hearts), their abilities with functional skills (hands) and other key skills and knowledge (minds) to establish their starting points. Dependent on their starting points we look to personalise their curriculum access to meet individual needs.

Learning at Prism is cross curricular covering the strands of Hearts, Hands and Minds. In particular the skills and subject knowledge associated with communication, language and literacy and using mathematics and IT for daily living are cross curricular areas as well as being listed under the specific strands below.

Hearts Strand

Through a focus on personal, social and health education, and citizenship, RSE and RE knowledge and understanding we aim to develop students who are

- tolerant
- Respectful
- Confident
- Assertive
- Independent
- Resilient
- Emotionally intelligent

young adults with a sense of self belief, self-worth and belonging who feel nurtured and safe and have a purpose and sense of achievement.

This strand is baselined through observation, questioning, self-value scales, mirror work, art therapy workbooks, PHSE assessments through the pshe-association.org.uk

Hands Strand

This focuses on functional, physical, vocational, work-related learning, leadership and life skills through developing knowledge and understanding in communication, RSE, citizenship, PHSE and maths for living as well as developing knowledge and understanding through topic-based learning as appropriate in PE, music, art and design, design and technology, geography and modern foreign languages. Through this strand we aim to develop students who are

- Able to communicate well
- Understand personal care, health and hygiene
- Resilient
- Patient

And who develop skills in

- Social interaction and relationships
- Life skills such as cookery, travel and daily living maths
- Personal planning
- creativity

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- physical and sports activities
- leadership
- vocational understanding

and who have developed routine coping strategies

This strand is baselined through observation, questioning, self-assessment scales, subject specific baseline assessments

Minds Strand

This focuses on functional, problem solving, critical thinking, leadership and progression planning skills through developing knowledge and understanding in the functional skills of

- literacy
- numeracy
- IT

as well as developing knowledge and understanding through topic-based learning covering the aspects of STEM (science, technology, engineering and mathematics) and history

This strand is baselined through observation, questioning, self-assessment scales, subject specific baseline assessments

Curriculum Impact

Following our vision of ‘**unique opportunities for unique young people**’, pupil progress is measured based on ‘flight paths’ their individual starting points. This builds firm foundations for progression to the next level of their learning. With a strong focus on understanding each individuals needs as a learner with SEMH and developing their personal and social skills, knowledge and understanding, we are confident that this approach to learning through our curriculum will

- enable pupils to develop social, emotional and relationship skills
- enable pupils to develop into well rounded and resilient learners.
- enable pupils to fulfil their potential.
- enable pupils to develop lively, enquiring minds and the ability to question and argue rationally.
- meet the needs of pupils of all abilities at the school.
- ensure that the sequence of learning builds on previous knowledge whilst supporting future progression.
- allow pupils to acquire an appreciation and respect for their own and other cultures.
- develop pupils ready for their next phase of learning and beyond.
- successfully prepare pupils for employment, further education or training

To Assess the ‘Impact’ of our curriculum on pupil progress we use a range of types of assessment. By collecting, interpreting key data we can use the information to give a deeper appreciation of what our pupils know and understand, their skills and capabilities, and what their learning enables them to do, any regression linked to trauma and personal circumstances and their next steps for learning.

Assessment will:

- complement and support the key aims of Prism
- be fit for purpose and manageable;
- be supported by professional judgements that are consistent and reliable.

Assessment information is used for a range of purposes, including:

Diagnostic	Formative	Summative	Evaluative
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To identify strengths and areas for improvement and to inform next steps	To use assessment information to make specific improvements in learning	To acknowledge, record and report pupils' overall performance and achievement at a point in time	To inform curriculum planning and to provide information for monitoring and accountability
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Curriculum Progression at Prism

All pupils will have a progress file that is personalised to reflect their preferred learning style, and progress from individual baselines. This will celebrate their successes and achievements.

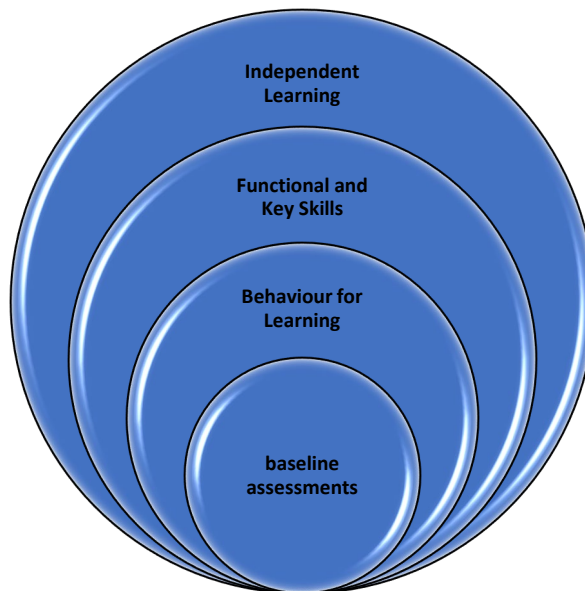
Pupils can use their Progress File to:

- record and update their interests, skills, achievements and qualifications;
- help understand themselves better;
- develop and amend individual action plans and career plans;
- access information to help with exam revision and career choices;
- produce, store and update information for their CV and personal statement.

KS3 years 7 – 8

Getting Started – overcoming adversity, understanding self and learning to learn

Club Site Only



Where possible students are joined into learning groups but for some all learning or some subjects may need to be on a 1-1 basis through a key worker. Our aim is to integrate these students into small groups as soon as possible. Our class sizes will never be more than 12 though pupils' classes may join together in whole or in part for activities where it is risk assessed that this is of benefit to those pupils e.g. football, music. By keeping class sizes small we can ensure appropriate differentiation for personalised learning.

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Not all students join Prism for the whole of Key Stage 3 and it would be inappropriate for us to place them on a learning path/ class based on a Key Stage year e.g. Yr7, Yr8, Yr9 so their curriculum access is based on their base line assessment and the length of time they have attended the school. Where pupils enter in years 8 and 9 Behaviour for Learning will have a high priority in their route and function and Key skills learning will need to be personalised to prepare them for the KS4 curriculum.

INDUCTION		PERSONLISED PLAN – TOWARDS INDEPENDENCE			
ENTRY		AREAS	Yr 1 of ENTRY Where do I start?	Year 2 Which route for me?	Year 3 Focused learning KS4 preparation
HANDS FUNCTIONAL SKILLS	Baseline Assessments	PHSE RSE PD RSE CITIZENSHIP	CARING FOR SELF CHOICES KEEPING SAFE PERSONAL EXPECTATIONS	CARING FOR OTHERS RELATIONSHIPS EXPECTATIONS OF OTHERS ANIMAL CARE SAFETY	CARING FOR THE COMMUNITY WORK RELATED LEARNING – TEAM WORK
		CLL LIFE MATHS	PRE-ENTRY STUDIES	ENTRY 1 STUDIES	ENTRY 1 STUDIES
		PERSONAL CARE	AQA UNIT AWARD	AQA UNIT AWARD/ ENTRY LEVEL	Entry Level Functional Skills
MINDS KEY SKILLS/ KNOWLEDGE & UNDERSTANDING	Baseline Assessments	LIFE SKILLS	AQA UNIT AWARD	AQA UNIT AWARD/ ENTRY LEVEL	D OF E BRONZE
		NUMERACY STEM HISTORY LITERACY SPORT & PHYSICAL DEVELOPMENT MUSIC WRL CREATIVE SKILLS	AQA UNIT AWARD	AQA UNIT AWARD	BTEC Entry Level Vocational Studies.

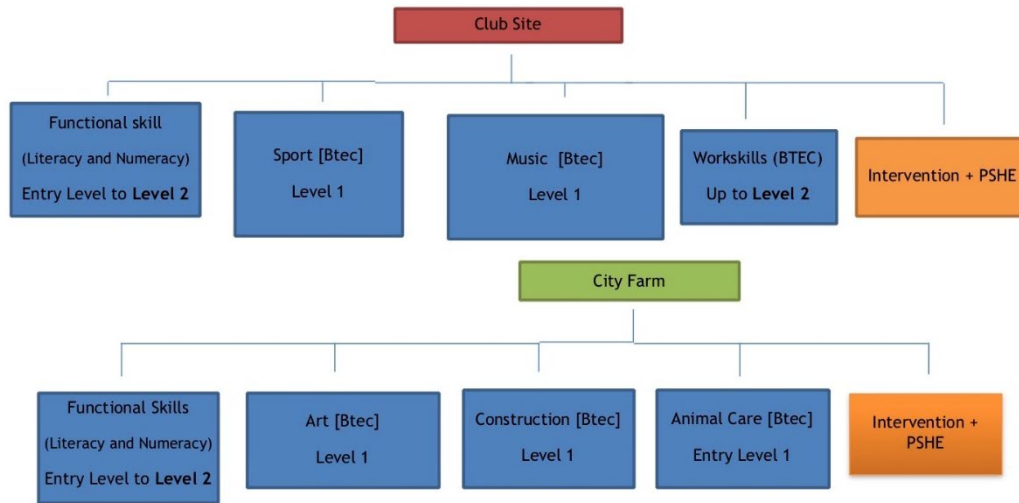
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Prism Curriculum Offer

KS4 years 10 - 11

Moving On – application of learning to real life situations on the farm, in construction, in music or in Physical Development



Where pupils enter Prism at KS4 in year 11 this is only in exceptional circumstances and it is expected that after a period of induction they will be ready to study under our Moving on curriculum

KS5 – Sixth Form

Widening Horizons – building on skills, knowledge and understanding in KS4 to support students move on to apprenticeships or further studies.

Pupils who remain into the sixth form are pupils where they need to complete their BTEC studies outlined above due to only having 1 year in KS4 at Prism or, in exceptional cases, where they are at high risk due to an appropriate next placement is unavailable and a further qualification in animal care, construction, art, music, sport or work skills can be delivered.

Katie Corfield – 01.05.2023

**To be reviewed with 2-year period, or earlier if necessary*

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