



"Bringing out the Best in Everyone"

Pebble Brook School

Curriculum Policy

(Please refer to school website)

Signed _____ dated _____

Chair of Governors

Date Approved /Ratified	Summer 2023
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Date of next review	Ongoing
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PEBBLE BROOK SCHOOL WHY WE DO WHAT WE DO – A RATIONALE

Pebble Brook School is a secondary school for young people with certain challenges that can affect their learning and development. We all have things that challenge us but for our pupils they are more specific and often with a medically defined description including a speech and language disorder, autism, ADHD, or a global development issue.



Some of our pupils also face the challenge of a low level physical disability or a sensory impairment. We also have some pupils with a medical condition such as epilepsy. Less than 5% of our pupils have Social Emotional and Mental Health defined as their condition and we also have around the same percentage with Down's Syndrome.

The above paragraph does not quite fit with our values and ethos that centres around individuality. All our pupils are individuals and respected as such by all staff in our approach to learning and we hesitate to apply any sort of label.

Our challenge is to maximise Preparation for Adulthood. Preparing for the next steps as a pupil leaves secondary school education through a relevant and appropriate curriculum.



Curriculum at Pebble Brook School

Now that we have entered the post COVID, post lockdown world, we have worked continuously to update, adapt and restructure our curriculum. During these times we developed a greater understanding of our pupils as young people and wanted to develop a curriculum and related practice that fully supports the transition from an early secondary school pupil to a young adult.

Our pupils missed many opportunities not being together, day after day, in a school. We have analysed gaps that have occurred and this is why we have adapted our curriculum in the way described below.

Our school vision and values has a key section, one we call 'In Reality'.

We want our pupils to maximise their independence and to be ready for the next steps in their lives. We believe that to achieve this we should have the following at the forefront of all we do:-

- Literacy skills (English Curriculum)
- Numeracy skills (Maths Curriculum)
- Social Development
- Emotional Development
- Life Skills
- Citizenship
- British Values
- Spiritual, Moral, Social and Cultural Development
- Behaviour for Learning and Life
- Careers and Employability
- Social Interaction
- Social Resilience.
- Personal and Social, Health and Economic Education.
- Religious Education



SIRS – Social Interaction Social Resilience

This particular curriculum has been devised by our school therapy team and is implemented weekly across the whole school and also includes additional input for identified cases. It is unique and we believe will support all our pupils in a very important part of their development.

Further to the above, we add breadth and balance to our curriculum to ensure a range of learning opportunities, all of which can link closely to Preparation for Adulthood.

Please note that content and intent for all our curriculum subjects are available via the hyperlinks at the foot of this section of our website.

- Science
- PE
- Computing
- Technology including Food Technology
- Art
- Music
- Drama
- Modern Foreign Language (Makaton signing)
- Humanities
- Horticulture
- Painting and Decorating
- Plumbing
- Bricklaying
- Small Animal Care
- Our World
- Health and Social Care
- Sport

Curriculum outside the Classroom

- Hospitality in our school café
- Car maintenance
- Farming and cultivation
- Work Experiences



All the above areas of learning are part of every pupil's learning experiences across the school year. We ensure that all is taught and assessed in the correct proportion and at the appropriate time.

All areas have been analysed for INTENT. Why exactly are we covering this learning and what impact do we hope to have?

Putting it into Practice.

Documentation (all available on our website):

- [Curriculum Yearly Overview plan with Statement of Intent](#). Used by subject teachers for planning and the basis of their assessments. It emphasises what we cover, when we cover it and why we do it. All Statements of Intent relate

to our school vision and values, especially the 'In Reality' section mentioned above.

- Preparation for Adulthood – three stages of development in each area of Preparation for Adulthood (Social Development, Emotional Development, Life Skills, Citizenship, British Values and SMSC). The small steps taken by all young people are far too broad, intricate and changeable to justify a 'step by step' approach. We have created three broad, graduated areas that all pupils should pass through as they prepare for adult life as they get to 19 years of age. The three levels and subsections have been defined and designed by school staff.
- Skill Curriculum – expansion of the areas of development within Preparation for Adulthood. These are attitudes, ideas and practical knowledge listed on one curriculum that will enable progress in our Preparation for Adulthood documentation. Written and prepared by school staff.
- Progress Reporting – the summary document used to collate individual development in key areas. It is a key document used by all staff so that each member of staff is clear as to where every pupil is in key areas and where they should be going next.
- Education, Health and Care Plan (EHCP) – all are brought up to date by our school EHCP Co-ordinator and contain relevant targets as well as personal ambitions and interests. They are the foundation for personalisation.



In Practice

All our curriculum subjects are taught in 45 minute lessons across a day of seven lessons. Our curriculum subjects are planned and delivered using our schemes and overview.

Assess – where are the pupils now?

Plan – prepare the appropriate content of the lesson

Do – deliver the lesson

Review – reflect on how it went and return to assess.

We **record and evidence** individual pupil progress using our online system known as 'Earwig'. This system holds a wealth of intricate information on subject progress and is maintained by each subject teacher.

Equality and Diversity in our curriculum

The following are taken from our school stated objectives.

1. To promote cultural understanding and awareness, valuing and celebrating various cultures and religious beliefs amongst different ethnic groups within our school community

Who? All students, staff and Governors.

How? Day to day ethos of the school. Our curriculum, specialised groups e.g. 'Girls Group', assemblies, family involvement (open days, celebrations, Friends of Pebble Brook School (FoPBS) and linking to local community groups, e.g. Islamic Centre, community café.

2. To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities

Who? School staff

How? Any residential trips, sports events and community events, e.g. litter picking, are open to all pupils and are actively promoted as opportunities for all pupils.

3. To diversify the curriculum in all areas to ensure the positive representation of all protected characteristics across so that our students see and can be seen

Who? All staff and Governors.

How? Curriculum analysis. We have recently rewritten our curriculum and have carefully considered the intent, content and implication in terms of equality and diversity. There are positive representations across the curriculum, prevalent in PSHE, PE, Skills and RE.



