Journey Independent School Curriculum Rationale

At Journey Independent School, our students access a high quality, broad and balanced curriculum, providing them with the skills and knowledge that enables them to take advantage of opportunities in later life, promoting responsibility and experience. This mission shapes our curriculum and most importantly, understands that 'one size doesn't fit all'. Our wider curriculum is inspired by the national curriculum delivered in a pupil centred approach that supports the educational needs of our students and extends beyond the classroom in out of school visits to extend and apply what is learnt in school. Complementing our academic offering of core subjects English, Maths and Science, students access therapeutic provision across the arts, humanities and technology with outdoor learning, to keep them safe and healthy, encourage personal growth and inspire success.

1. **INTENT**

- Model and nurture positive relationships to build resilience and responsibility
- Provide a broad, balanced and inclusive curriculum that prepares pupils to make a successful, safe, and confident transition into life after learning
- Quality First Teach to ensure a differentiated approach to overcome barriers
- Is efficiently resourced to support progress in core subjects
- Strives to eliminate gaps in prior learning, skills and cultural capital
- Creates enrichment opportunities so all do more, know more and remember more
- Self-regulate their emotions and behaviour to learn with increasing independence
- Provides aspirational pathways accessible to all interests and abilities
- Empowers all to reach their academic potential
- Teach every pupil to read and keep them reading

Our curriculum is underpinned by the pedagogy of The Inclusive Classroom, developing a culture of differentiation that permeates the whole lesson, taking into account how the child is feeling, how they're supported, and how comfortable they feel being independent. This involves the eight main elements [according to Sobel and Alston, 2021] of:

- Room - The learning space needs to reflect and promote engagement, allowing space for different ways of learning and recognising children's different learning needs.

- Relationships - Relationships are key to successful inclusive teaching. The adults in the room need to really know their children and the different ways of relating to them.

- Resources - Resources imply minimal, simple and effective materials that support personalised access to learning rather than make up for it.

- Response - At the heart of differentiation is the response the adult in the room makes to each child and the responses that they subsequently elicit.

- Relevance - To include, engage and inspire children; the curriculum must feel relevant to them and their interests. This may involve adapting the curriculum to the children, rather than expecting them always to bend their interests to fit it.

- Resilience - This is about how far children feel able to make errors, and feel confident to try again, and the ways they develop to do this independently.

- Retention - This refers to how far children are prompted for independence, so that they can retain and apply their learning, rather than be encouraged to become prompt-dependent.

- Recall - This is the key element of effective and differentiated questioning, using prompts to support children to recall their learning.

2. IMPLEMENTATION

How does our Curriculum intent translate into practice at Journey Independent School to support our learners to success? We use a three wave approach to intervention of:
Wave 1: Universal Provision - Quality First Teaching for all pupils - Qualified teachers deliver a broad and balanced curriculum to ensure Quality First Teaching, and we utilise their creativity and our beautiful outdoor site to make learning innovative and engaging.
Wave 2: Targeted Support - Targeted group interventions for pupils who need added support who aren't making necessary progress
Wave 3: Intensive, individualised support - Highly personalised interventions for pupils with significant or persistent difficulties.

We use high staff to student ratios to ensure a supportive, nurturing learning environment where our students feel safe. 1:1 assistance allows for either in classroom support or bespoke interventions to aid personal growth against targets or accelerate academic progress.

Our students are supported through the following phases of learning, as per The Inclusive Classroom model:

Transition: Entering the classroom and preparedness to learn
Considering the room, supporting routines with visual aids, predictable, anxiety-free routines, top tips for building confidence and self belief, pre- and over-learning.

Whole-class engagement: delivering and receiving instructions
Ensuring communication is understood; avoiding giving too many instructions at a time; supporting instruction with gesture and facial expression; providing written instructions; using visuals and symbols to support instruction; avoid confusing chat; using targeted questioning and allowing thinking time.

Individuals working as a class
Differentiation by support, process, outcome and assessment; managing distraction; making writing easier using cloze exercises, visuals for notes, individual whiteboards, use of IT, reconstructing sentences and sentence stems.

Individuals fitting into a group of learners

Inclusive group work that supports turn-taking, use of specific roles, sensory management, working with a talk partner, monitoring and supporting groups, feedback and sharing.

The last five minutes
What did they really learn? Evaluation utilising a critical friend; 'read aloud'; focused editing; peer evaluation and IT. Successful end of lesson routines with pre-warnings, clear task endings, tidying up as a learning experience and awareness of transition anxiety.

Finally, other ways in which our curriculum is implemented to ensure efficacy are:

- Close collaboration between primary and secondary provision to utilise appropriate resources for students who are well below age related expectations
- Recall tasks in lesson drifts
- VI students access to enlarged texts at the appropriate-sized fonts
- Dyslexic students have access to readers and scribes to help navigate text
- Coloured reading overlays/paper to support reading
- Reading and spelling interventions across the school targeted at those not meeting age-related expectations or to accelerate progress.

A regular termly Quality Assurance through collaborative book looks, learning walks and observations feeds into our CPD programme to ensure that training meets the needs of staff to enhance delivery and interventions with students.

3. OUR CURRICULUM:

The Academic-Therapeutic Hybrid Provision

The curriculum at Journey demonstrates a strong commitment to addressing the social, emotional, and behavioural needs of students, ensuring a holistic approach to their development. A key feature of this is the Journey Growth Programme, which is thoughtfully embedded within the timetable to support students' emotional and social growth. These lessons are tailored to respond to the individual needs of students, providing them with essential tools to build self-regulation skills, enhance emotional literacy, and overcome personal barriers to success. By focusing on these areas, the programme complements academic learning and plays a vital role in fostering overall student development.

Our teachers and learning support assistants work collaboratively to sensitively deliver mandated PSHRE lessons, explicit emotional regulation techniques and respond to immediate need. We tailor individualised growth lessons to our students in groups, small or 1:1 interventions, such as Hidden Chimp strategies in lower school and in uppers, identified need such as the knife crime project. Teachers and Learning Support Assistants utilise our site to conduct walking-talking therapies outdoors, encourage development through play and nurture strong relationships that break down barriers. These positive connections are the foundation of our curriculum, continuing into the classroom to re-engage the disengaged.

In upper school, we use a young person emotions programme to assist our students in self regulation through 1:1 interventions during check in or growth sessions covering:

Identification of Zones of Regulation

Anxiety Management

Anger Management

Distraction Techniques

Coping Strategies

Lower School: Ash [KS1] Maple [KS2]

The curriculum is thoughtfully designed to address the diverse and often complex needs of its students. It prioritises inclusivity of all SEND, high expectations, and a focus on equipping students with the skills, knowledge, and resilience necessary to succeed academically and personally. The intent reflects a clear ambition to provide a supportive yet challenging educational experience that is both well-structured and adaptive to individual needs.

Every term, students complete a detailed One Page Profile with adult support. This process ensures a holistic understanding of each learner alongside their EHCPs, identifying their strengths, interests, and any barriers to learning. Utilising Zones of Regulation to prompt conversation and reflection on personal triggers, enabling staff to effectively engage in reflective dialogue with the learner, prompting them to think deeply about their academic barriers and how we can best support their learning style. This approach enables the setting of clear, individualised goals and forms the foundation for a curriculum tailored to their specific academic and emotional needs, and allows practitioners opportunity to revisit and reassess students' needs to ensure a pedagogical approach that scaffolds and supports their emotional and academic growth whilst in the provision. From this information, growth and PSHE sessions can then be tailored to fit the immediate needs of all students and ensure that they are equipped with development of skills to self-reflect, self-regulate and have a growth mindset to fully understand their barriers and the range of strategies they can employ to ensure they can be successful in the learning environment.

Maths:

Morning sessions are devoted to core Maths and Literacy (English writing and reading), with learning carefully planned to ensure sequential development and appropriate challenge. The use of the White Rose Maths programme provides a structured, mastery-based approach that builds fluency, deepens understanding, and allows for the systematic addressing of prior misconceptions as well as addressing gaps in learning. Lessons are delivered in small groups, enabling teachers to scaffold learning effectively and provide immediate, personalised feedback to support progress.

This mastery-based framework ensures that learning is carefully sequenced, allowing students to build a deep, conceptual understanding of mathematical concepts over time.

White Rose Maths emphasises the use of the concrete, pictorial, and abstract (CPA) approach, which is especially effective for our students that are requiring additional support when learning and visualising unfamiliar concepts. Students begin by working with concrete materials, such as manipulatives and counters, to explore mathematical ideas in a hands-on way. This is followed by pictorial representations, such as diagrams and models, which help to bridge the gap between tangible objects and abstract numerical concepts. Finally, students progress to abstract representations, enabling them to consolidate their understanding and confidently apply their skills.

The programme also focuses on reasoning and problem-solving, providing students with regular opportunities to apply their mathematical knowledge in meaningful and varied

contexts. Through carefully structured lessons, students develop critical thinking skills, explore multiple strategies for solving problems, and gain confidence in justifying their answers.

This approach ensures that gaps in prior learning are addressed systematically while fostering fluency and deeper understanding. By embedding reasoning and problem-solving into the curriculum, students are equipped to use their mathematical skills in real-life scenarios and across the wider curriculum. White Rose Maths supports students in developing resilience and confidence in mathematics, empowering them to achieve academic success.

Literacy:

Literacy delivery places a strong emphasis on developing both writing and oracy skills, recognising that verbal communication is a critical foundation for written expression. Each writing unit begins with opportunities for students to explore and develop ideas verbally, encouraging them to articulate their thoughts and experiment with language before committing their ideas to paper. Writing units are structured around these texts, helping students to understand and analyse specific written features and replicate different text types. Lessons follow a consistent sequence: analysing features of exemplary texts, collaborative planning and practice, SPaG (Spelling, Punctuation, and Grammar) enhancement, drafting, and refining. This structured approach allows students to develop technical accuracy while encouraging originality and engagement with the material. The inclusion of rich literature ensures exposure to diverse perspectives, fostering empathy and a love of reading and writing.

For example, during a "Gothic Horror" theme, students may participate in group discussions to describe eerie settings or collaborate in exploring vocabulary to build tension in their writing in different genres. Role-playing and storytelling exercises allow students to experiment with character perspectives and plot development, while structured debates and class discussions help refine their ability to communicate effectively and confidently. These oral activities not only enhance idea generation but also help students internalize sentence structures and vocabulary, bridging the gap between spoken and written language.

For students lacking confidence in literacy and those with specific additional needs, targeted strategies such as sentence starters, guided verbal scaffolding from teachers, and peer discussions help build confidence in expressing their ideas. This verbal rehearsal supports their transcription skills, ensuring a smoother transition from spoken to written work.

Teacher modeling further enhances this process by demonstrating how to transform spoken ideas into written text, highlighting techniques such as using descriptive language, varying sentence structures, and building coherence in narratives. Resources like word banks and structured writing frames complement these efforts, supporting students as they independently draft and refine their work.

This integrated approach to oracy and literacy ensures that students develop the ability to articulate, organise and extend their ideas verbally before translating them into well-structured and engaging written pieces. This strategy not only enhances their writing outcomes but also builds confidence in their communication skills, preparing them for academic and real-world success.

Reading

The intent of reading lessons, as guided by the national curriculum, is to develop skilled, confident readers. The guided reading lessons focus on different text types that are both engaging and age-appropriate to ensure all learners develop skills like comprehension, fluency and vocabulary, develop analytical skills while also building confidence, stamina for reading and independence. The purpose of guided reading lessons is to foster a love for reading, linked to all areas of the curriculum as well as reading for pleasure.

Humanities

The humanities curriculum is designed to ensure students can apply their learning to real-world contexts, making their studies both relevant and engaging. Geography lessons, for example, integrate practical tools such as Google Maps to help students visualise and explore unfamiliar locations. This digital resource allows students to investigate physical and human geographical elements, such as terrain, climate, infrastructure, and settlement patterns, fostering a deeper understanding of the world around them. For many of our students, who may never leave their local area, this is invaluable in developing an understanding of the world outside of their own experiences and prompt them to explore beyond what they initially thought was achievable. Through these activities, students not only develop their geographical skills and understanding, but also enhance their ability to interpret and analyse spatial data and develop the ability to process and understand information in written and digital formats, preparing them for real-life applications of these concepts.

In addition to geographical analysis, lessons explore the cultural and historical aspects of locations, encouraging students to investigate how physical geography influences societal development. For instance, students might examine how river systems have historically shaped trade and settlement patterns or how cultural landmarks reflect the identity of a region. By blending Geography and History in this way, with elements of Art, Science and Drama across a range of learning activities, students gain a more comprehensive view of the interconnectedness of global issues.

During a unit exploring the progression from the Stone Age to the Iron Age, students delve into the lives of early humans, investigating how technological advancements transformed societies over time. To bring these concepts to life, students engage in practical activities such as constructing Mesolithic-style houses in the local area, giving them a tangible understanding of the challenges and innovations of early human settlements.

Additionally, students create their own Stone Age artwork, replicating techniques and styles used by ancient people. This allows them to explore the cultural and symbolic significance of early art, deepening their appreciation of how humans expressed their experiences and beliefs throughout history.

Group discussions further enhance the learning experience, as students collaboratively share their findings, debate differing perspectives and develop critical thinking skills. These conversations encourage active participation and the ability to articulate ideas effectively, preparing students for academic challenges and real-world problem-solving.

These real-world applications not only consolidate classroom learning but also make history meaningful and memorable for students. By actively participating in recreating elements of the past, they develop critical thinking and problem-solving skills, ensuring that their learning is both sequential and comprehensive. Through these experiences, students gain a deeper

connection to history, understanding its relevance to the world today and fostering a sense of curiosity and engagement with the subject.

Science

Science lessons are thoughtfully integrated with thematic learning, enriching the curriculum and providing students with a comprehensive, real-world understanding of scientific principles. The Science curriculum is designed to spark curiosity and promote practical engagement with key concepts. A broad range of topics are covered, ensuring that students gain a well-rounded scientific education developing scientific skills.

The Science curriculum places a strong emphasis on the process of testing and recording hypotheses through experimentation. Students are encouraged to engage in hands-on scientific investigations, where they develop their own questions, predict outcomes, and systematically test their hypotheses. For instance, students might explore the concept of forces by building simple machines and observing how variables affect the results, documenting their findings along the way. They are guided to use scientific methods for recording observations, collecting data and analysing the outcomes.

The study of new concepts is closely tied to this process, allowing students to test their understanding of scientific principles in real-world scenarios. As they work through experiments, students are given the opportunity to make predictions, compare their results with expectations, and reflect on how their findings either support or challenge their hypotheses. This approach helps students build critical thinking skills and a deeper, more active understanding of scientific ideas. By regularly engaging in experimental activities, students gain confidence in their ability to test and refine their knowledge, fostering a sense of ownership over their learning and an appreciation for the scientific method.

These experiential learning opportunities play a crucial role in enhancing student engagement, ensuring that lessons are both meaningful and memorable. By linking Science to other humanities subjects, such as Geography, History and Art, the curriculum provides a rich, interconnected learning experience. This approach not only deepens students' academic understanding but also inspires a lifelong interest in the subjects they study. The integration of practical, real-world applications ensures that students can connect their learning to the world around them, further supporting their academic progress and personal development.

Art

Art is an integral part of the curriculum, offering students opportunities for creative expression while linking closely to the thematic topics explored each half term. Through these themes, students investigate the work of a range of artists from around the world, as well as a range of different art styles from different time periods, learning to identify key features and techniques. They are encouraged to replicate and draw inspiration from these artists, incorporating elements into their own artwork. This approach not only deepens their understanding of artistic methods but also allows students to develop their skills in sketching, painting, line work, and sculpture, using a variety of media.

The Art curriculum is intentionally designed to engage students, particularly those who may be reluctant learners. Art provides a therapeutic outlet for many students, offering them solace and a means to express emotions that may be difficult to verbalise. As such, it plays a crucial role in supporting students' emotional well-being. Students are encouraged to

explore their personal experiences and emotions through their art and this often opens pathways for therapeutic conversations. Through creating and reflecting on their artwork, students can share concerns and anxieties in a supportive and non-judgmental environment, helping them process their feelings.

A key feature of the curriculum is the exposure to a wide range of artists, both historical and contemporary, which encourages students to investigate the meaning and messages embedded in their imagery. These discussions prompt critical thinking, offering students opportunities to analyse and interpret the reasoning behind artistic choices and explore the cultural and emotional significance of art. This not only broadens their understanding of art but also fosters important life skills such as self-reflection, communication and empathy, supporting both their academic and personal development.

Computing

The Computing curriculum is structured to ensure sequential development and progression of digital skills across a range of key areas and is linked to the national curriculum objectives. The units studied are designed to build on previous learning, ensuring that skills are developed in a logical and incremental manner, allowing students to consolidate their understanding and progressively tackle more complex tasks as they advance through the curriculum.

By engaging with hands-on projects, students develop practical digital skills that can be directly applied in the wider world. Topics within these projects include coding, presentations, AI usage, written documents, web design, animation, photography, digital art, sound creation, and video production. This diversity ensures that students are well-equipped with the broad range of skills they need to succeed in an increasingly digital world.

In particular, Journey places a strong emphasis on laptop use and typing rather than relying on touch-screen tablets, which students are more familiar with. This focus on traditional computer skills, including touch typing and the use of laptop-based software, is deliberate and ensures that students are able to engage with ICT in a more professional, real-world context. While tablets offer certain conveniences, the emphasis on laptops prepares students for the technological demands they will face in both their future education and careers. By teaching students to use a full keyboard, as well as familiarizing them with more complex computer functions, they gain the foundational skills necessary for working with a wide variety of digital platforms and applications.

The curriculum is designed to ensure that students understand the broader implications of ICT and can apply their skills effectively. For instance, students develop their ability to create presentations and written documents, both essential skills for professional and academic success. Additionally, students engage with coding, which helps them build logical thinking and problem-solving abilities, laying a strong foundation for more advanced programming work. As students progress, they are encouraged to explore the creative aspects of digital media, such as animation, photography, and digital art, allowing them to express their creativity while also building technical skills.

Furthermore, AI usage and other modern technologies are incorporated into projects, offering students exposure to cutting-edge advancements in ICT. By engaging with AI in practical scenarios, students develop an awareness of the rapidly evolving technological landscape and its impact on society.

Through these well-structured ICT lessons, Journey ensures that students are not only developing technical skills but are also learning to apply those skills in a way that is meaningful and relevant to their lives. The integration of real-world contexts into the curriculum—whether through sound and video creation or the design of websites—ensures that students are prepared for the digital challenges they will encounter in their future academic and professional pursuits.

PE

The Journey PE curriculum is designed to promote engagement, inclusivity and the development of key skills, rather than focusing solely on students' existing abilities. The PE lessons are structured to provide a broad range of activities, ensuring that students have the opportunity to explore different sports and physical activities while focusing on skill development rather than performance. This approach allows students to build confidence, competence and a positive attitude toward physical activity.

A key feature of the PE programme is the small group setting, which provides an ideal environment for fostering teamwork and inclusive participation. This allows for more controlled, manageable games and activities where students can interact with their peers in a supportive and positive environment. Teachers ensure that activities are accessible to all students, adjusting the difficulty levels and offering guidance where needed. This approach promotes inclusivity and ensures that all students, regardless of ability, are able to engage successfully in team games and physical activities. The small group format also allows for more targeted attention from staff, ensuring that students receive individual support and encouragement as needed.

Throughout the lessons, there is a significant emphasis on sportsmanship and positive social behaviours. Teachers model and reinforce the importance of respecting others, following rules, and working as a team. Students are encouraged to celebrate the successes of their peers and support one another, fostering a sense of camaraderie and collective achievement. This focus on building positive relationships and respectful interactions helps students develop essential life skills such as communication, collaboration and emotional regulation, which extend beyond the PE lessons into other areas of school life.

The focus on skill development in PE lessons is reinforced by the variety of activities offered, which include traditional team sports, individual exercises and creative physical activities. Students have the opportunity to practice a wide range of motor skills, coordination, and teamwork, all of which contribute to their physical and social development. By participating in these activities, students not only improve their fitness and physical abilities but also build essential skills such as teamwork, communication and problem-solving.

Overall, the PE curriculum at Journey offers a well-rounded and inclusive approach that prioritizes skill development, sportsmanship, and positive social behaviours. The small group setting, combined with a focus on engagement rather than ability, ensures that all students have the opportunity to succeed, feel valued, and build a lifelong appreciation for physical activity.

Growth/PSHE

The Growth and PSHE programmes at Journey follow the RSE curriculum, covering emotional, social and physical aspects of growing up, including friendships and relationships, personal identity, health and wellbeing. The students also engage in weekly Muse lessons,

covering many aspects of the three main subject areas; Health and Wellbeing, Understanding Relationships and The World Around Us.

Practitioners effectively support students in understanding and managing their emotions through targeted strategies and co-regulation. This support aids students in identifying their own emotional responses and understanding the concept of "Zones of Regulation." Students gain insight into how their emotions can impact their behaviour and learning, helping them to better manage and understand their own and the feelings of others in challenging situations.

Additionally, the Hidden Chimp programme provides a deeper understanding of brain chemistry and emotional responses. Through this programme, students learn about their triggers and the physiological processes that contribute to emotional reactions. This knowledge empowers them to develop strategies to manage their emotions more effectively. The programme encourages students to reflect on their triggers and work actively to devise personalized coping mechanisms, helping them to overcome barriers to both academic and personal success.

This focus on emotional and behavioural development ensures that students are equipped with the necessary skills to thrive not just in the classroom but also in their personal lives. The integration of such programmes into the curriculum enhances students' ability to self-regulate, fostering a positive learning environment where both emotional and academic growth can occur simultaneously.

The curriculum at JourneyIndependent School is ambitious, inclusive, and well-sequenced, ensuring that all students receive the support they need to make meaningful academic and personal progress. Through a focus on foundational skills, cross-curricular engagement, real-life scientific exploration and emotional growth, Journey equips students with the tools to thrive both during their time in school and beyond.

Upper School: [KS3 Elm and KS4 Oak]

Our curriculum model promotes subject-specific learning within a cross-curricular topic, carefully based on the acquisition of skills and knowledge across core subjects in alignment with the national curriculum. We support transition from Maple into Elm through building on skills and knowledge to ensure progress and confidence, and both primary and secondary teachers working closely through weekly CPD and student centred discussions in our weekly RAG meeting to ensure effective transition with personalised learning where students are significantly below age related expectations.

Our KS3 Programmes of Study are written by experienced teachers, and resourced either from subject specialists or expert ‘off the shelf’ programmes to ensure rigour and conceptualised sequencing through not only thematic approach where possible, but also cohesion through big ideas and questions where non-specialist teachers deliver across a whole secondary curriculum.

On enrolment, students are assessed using the Hertfordshire Reading test to ascertain reading age. Learners with a CRA below 11 years old are then assessed using the Ruth Miskin Fresh Start programme, a phonics-based model, to identify whether students need intensive reading intervention to support them across the curriculum and remove barriers.

We also use the Vernon Spelling test to identify further writing interventions and whether dyslexia screening should be performed in order to identify additional needs and better support our learners in literacy. If we have concerns about communication difficulties, we may use the Child's Progress checker on the Speech and Language UK website to identify any difficulties for a specialist referral or the Bells' Foundation EAL screening resources.

Child's Progress checker - Speech & Language UK

Across our secondary curriculum offering, to develop our students' cultural capital we plan extra-curricular experiences within the setting and the community, alongside half termly trips to enrich their education and raise aspirations. We encourage outdoor learning and community endeavours, with PSHRE and Careers opportunities to ensure our students are prepared for their next steps and promote employability and enterprise.

CORE:

English:

We passionately want to ensure that all Journey pupils are equipped for the demands of life after learning and the world of work. At the heart of our English curriculum is the ambition for all pupils to be able to speak, read and write fluently so that they can communicate their ideas and emotions in an articulate manner. However, we also recognise the importance of English as a means of holistically developing the whole-child, in which pupils are enriched and inspired through active promotion of SMSC through a wide range of literature.

Our KS3 English curriculum is inspired by the National Curriculum, promoting both fundamental British values and protected characteristics of the Equality Act 2010, with thematic ideas and questions that not only develop our students academically but also holistically. These sequenced themes are the threads that run through Elm and revisited year on year, to build on previous learning for progression, such as:

Term 1a: All About Me: What makes us different?

To promote success with reading and writing, oracy and drama opportunities are utilised as well as explicit teaching of tier two vocabulary to provide both a knowledge rich English curriculum alongside developing cultural capital experiences of literature. Elm students study a number of age-appropriate class readers throughout the year which are studied alongside that half term's unit of work, all thematically linked. This provides pupils with constant exposure to quality texts and encourages them to remain in the habit of reading for pleasure, with opportunities for greater depth studies across a whole term each year where the teacher identifies particular active engagement, such as The Hunted.

Progressing through to Oak [KS4], our students either study on a GCSE pathway or progress through English Literature unit accreditations [AQA Unit Award Scheme] alongside their peers. GCSE EDUQAS English Literature is delivered in Year 1/2 of Oak [dependent on enrolment] where we nurture a developing cultural capital through, wherever possible, performances of chosen texts [An Inspector Calls, Macbeth and A Christmas Carol]. Not only will they acquire the substantive knowledge of plot, character and theme, but also the teaching of EDUQAS Language Paper 1 - Fiction through literature, or Entry Level/Functional Skills reading skills, alongside explicit instruction of how to write knowledgeably about the texts studied. Students who aren't following a Literature GCSE pathway will engage with the texts alongside their peers but work towards bespoke

outcomes for either the unit awards or skills progressing them through Entry Level and Functional Skills English. Students will build on prior creative writing skills at the inception of Oak Year 2 [or one depending on enrolment] having studied elements of narrative, and develop these skills into descriptive anecdotal narratives that capture authorial voice.

In Oak Year 2 [or one depending on enrolment], literature is revised weekly with explicit extract and essay writing, taught through live modelling, exemplars, and responding to feedback. Entry Level/Functional Skills students will learn explicit reading skills linked to their exam objectives alongside their peers. GCSE Language Component 2 is introduced through persuasive and transactional types of writing, building on skills already acquired in Elm and building individual viewpoints appropriate to audience and purpose.Enty Level/Functional Skills pupils will also learn these writing skills alongside their peers with differentiated outcomes and criteria for their progression pathways. Past papers for all pathways, live modelling, walk - talk mocks with extra time and access arrangements for those who require them [such as readers, scribes and use of IT] are utilised to ensure our students are able to access their progression pathways confidently and successfully. The exam plan is introduced around the end of Term 1b, but is flexible and can be introduced sooner or later, depending on our learners' needs and whether over-learning is required to ensure success.

Maths:

As students join Journey at varying stages of their academic journey, we have to be flexible with how content is taught. Our priority for all students is to achieve as high a qualification as possible. Our aim is to increase not only their knowledge, but also their confidence and self-efficacy regarding life-long learning. It is vital we equip all our students with the Math skills necessary for them to succeed and actively contribute to society.

We use age related KS3 or KS2 baselines to establish both attainment and gaps in knowledge, and use the White Rose Maths programme, aligned with National Curriculum and sequenced from years into blocks, and from blocks into small, logical steps. Each step helps develop core maths skills in students while providing our qualified teachers with the ready-made foundations of absorbing lessons.

Delivery of White Rose Maths aids in mastery through using concrete, pictorial and abstract approaches:

- Puts number first: Number is at the heart, because confidence with numbers is the first step to competency in the curriculum as a whole.
- Puts depth before breadth: knowledge is reinforced again and again.
- Encourages collaboration: students can progress through the schemes as a group, supporting each other as they learn.
- Focuses on fluency, reasoning and problem solving: it gives students the skills they need to become competent mathematicians.

Continuous review of topic elements against small steps ensure that we can accurately identify gaps, where over-learning of concepts is required to consolidate and to aid teacher planning for providing challenging yet accessible tasks under each concept, e.g. reasoning with number. Research shows that when students are introduced to a new concept, working with concrete physical resources and pictorial representations lead to a better understanding of abstract concepts. Our students use manipulatives such as counters, number lines and money, and explore numeracy in real life situations such as measuring in therapeutic cooking.

On progression to Oak [KS4], we still utilise the sequenced curriculum of White Rose to ensure students acquire the knowledge and maths mastery required to access the AQA Foundation Tiered Entry Maths papers. Where we identify that learners may significantly struggle with a GCSE pathway, we provide access to either Entry Level or Functional Skills Maths to build confidence and ensure qualification.

Some students may work at a higher level of maths knowledge, and where capable of higher tiered entry, we utilise our staff for bespoke 1:1s in evening interventions to support this next level of learning.

To secure subject and exam confidence, CPA approaches alongside past papers, live modelling, feedback, and formative assessments on topic are used, alongside scaffolding, in class support and 1:1 interventions as necessary. Oak Year 2 [or year one depending on enrolment] follow an exam plan written by a Maths specialist to equip and guide them to success for Summer entry. Given we teach in key stage groups, the rotation is effective in either revision of concepts for the exam entry students, or introduction of concepts for our Oak inception students.

Science

Given our secondary teachers are teaching across curriculum at a more specialist level, to ensure our Science delivery is knowledge rich and robust, we use the Oak National Academy Science curriculum across both KS3 and KS4 for Elm and Oak, written by experts and designed sequentially with bigger concepts and questions for a coherent curriculum.

'Examples of the features of high-quality teaching include explicitly linking new content to previous content, chunking new content into appropriate sized blocks, giving concise verbal explanations with clear supporting visual models and illustrations, checking understanding regularly and responding accordingly and providing scaffolded practice. Our teaching resources will be designed with this in mind, so that teachers have a head start in their planning and support materials for their lessons. Specialists in SEND will be part of our expert groups to guide us in this work.

We believe it is important, where possible, for all pupils to study the same content. Differentiated activities or resources, for example providing three worksheets with different levels of difficulty, has generally not been shown to have much impact on pupils' attainment (10) and can have the unintended outcome of pupils gaining different knowledge and worse, widening the disadvantage gap. That said, for some pupils, a more tailored and specialist approach to the curriculum is needed.

The models will follow accessibility guidelines and insights from the science of learning in terms of how we design and present our content, and we'll keep offering captioning and signing for pupils with a hearing impairment.'

[Oak National Academy, Emma McCrea, Head of Curriculum Design]

For KS3, age related Twinkl and CGP baselines in Biology, Chemistry and Physics are used at the start of each discrete subject, and revisited to evaluate progress throughout the year, with smaller, formative quizzes to inform teacher planning, pace and identify where over-learning may be required.

Teachers encourage kinaesthetic learning opportunities by taking students outdoors to explore scientific concepts in nature, or through small experiments such as dissection and

microscope work in the classroom for active engagement, building on educational experience to make learning memorable so that students are able to know more, remember more and do more.

In line with our other core subjects, Oak students either study the AQA Combined Science Pathway, again using the Oak National Academies curriculum to ensure they acquire both the substantive and disciplinarian knowledge to be successful at GCSE. If assessments and teacher recommendation suggest learners are not ready for GCSE entry, learners will gain accreditations of Science learning through the AQA Unit Award Scheme alongside their peers but differentiated to their bespoke outcomes. Moving away from a themed approach across curriculum here, we use past papers to baseline assess our students at inception to a topic and then retest to track progress against the demands of GCSE.

Students are encouraged to work scientifically across all disciplines by developing scientific thinking, experimental skills, analysis and evaluation through enjoying practical applications of science through dissection, exploration of the natural world outdoors and microscope work where possible. Oak National Academies KS4 Science curriculum also ensures that our students develop their scientific vocabulary and nomenclature whilst gaining substantive knowledge.

Once again, our students have access to an evening intervention scheme where examiners deliver all three discrete science subjects to enhance their learning, over-learn and revise, with 1:1 tuition available to help close gaps.

FOUNDATION

From collaboration with our secondary cohorts, we have devised a pupil centred approach to offering curriculum options that suit their interests at KS4 and Post 16, alongside the statutory requirements of the National Curriculum.

HUMANITIES:

Our Elm [KS3] Humanities curriculum empowers our learners to become informed and active participants in their communities and the wider world. Through History and Geography, we ensure that students engage with significant concepts and events that shape their understanding of society, environment, and culture, building on prior learning from KS2.

The curriculum focuses on cultivating essential skills that are central to both disciplines such as:

- Critical Thinking
- Understanding Chronology and Spatial Awareness
- Enquiry and Investigation
- Communication and Presentation

In History students will study significant periods in British history, thematically linked for cohesion wherever possible such as World War 2 and Genocide to the present day, thematically linked to the apocalyptic topic. Students also study early history including the medieval period, the Tudor era, and the Industrial Revolution, as well as important global events that have influenced modern society. Key themes include social change, political developments, and cultural impacts.

Geography rotates with History each half term, progressing from KS2 to ensure our students enjoy a balanced curriculum. Again, content is thematically linked to support across the curriculum such as The Middle East study in Year 8, providing deeper understanding of the wider world that complements the study of I Am Malala in English. We teach essential geographical concepts of both physical and human geography, environmental sustainability, and the interaction between people and places. Learners will explore topics like extreme biomes, the impacts of climate change, and the geographical factors influencing economic development.

🌍 GCSE Geography - OPTIONAL

The GCSE Geography curriculum aims to cultivate **global awareness**, **critical thinking**, and **geographical literacy** by exploring the dynamic interactions between physical and human environments. Through a balanced study of natural processes, societal challenges, and spatial patterns, pupils develop the ability to interpret complex global issues such as climate change, urbanisation, and resource management. The curriculum fosters curiosity, empathy, and evaluative thinking, preparing students to become informed, responsible citizens who can engage with the world through multiple perspectives and scales.

It is designed to:

- Build on KS3 foundations through deeper conceptual rigour and applied case studies.
- Encourage synoptic thinking across topics and disciplines.
- Embed fieldwork and enquiry skills to promote independent investigation.
- Integration of **geographical skills** across all units.
- Opportunities for **cross-curricular links**, especially with science and citizenship.
- Emphasis on **real-world relevance** and contemporary global challenges.

Assessment and Application

- Three exam papers: Physical Environment, Human Environment, and Geographical Applications.
- Pre-release material for synoptic evaluation.
- Fieldwork embedded to support practical application and critical reflection.

ART AND DESIGN:

As many of our learners benefit from a therapeutic approach, we believe it is essential to offer a creative option for our students that not only allows for holistic nurture and emotional regulation, but inspires creative expression. Our Elm [KS3] Creative element not only consists of the three disciplines of Art, Drama and Music, but also comprises Design and Technology.

At KS3, students are given the opportunity to study Art and Design, Design and Technology, Drama and Music through a carousel curriculum linked to each topic and utilising staff who are subject specialists to plan and deliver lessons.

In Art and Design, we begin to develop skills in artist research, exploring media and developing individual ideas to produce final outcomes. Each project links into our topic for example, Tim Burton animals as part of Gothic Horror and in a separate Gothic architecture project, using some of the Victorian gothic buildings on our site as a link to art in the wider world around us, enriching our students' experience of the curriculum into the community.

Our progression to GCSE [Oak - KS4, or P16] allows students to continue to build on the skills developed at KS3. Through the Art, Craft and Design discipline on the GCSE specification, students are able to choose from a wider range of material areas including Photography, Textiles, Graphics and 3D media which gives more opportunity for individualised learning and allows adaptation for students joining us from other provisions who may have studied one specific discipline.

Throughout the course, students continue to develop their 4 core skills:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes
- AO3 Record ideas, observations and insights relevant to intentions as work progresses
- AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language

Students use these assessment objectives throughout both component 1 (portfolio) and component 2 (Externally set assignment). Internal assessment takes place in the form of teacher verbal and written feedback and in addition, students produce self and peer assessment with feedback directed to improvements as work progresses within their portfolio.

Students are encouraged to select their own artists where possible and to further develop themes individually to inspire their work authentically. Including photography for our natural forms project facilitates outdoor learning opportunities for our students, and kinaesthetic opportunities are provided throughout the course but particularly in the 3D outcomes during the Kandinsky/ abstract project.

Our Art and Design curriculum provides a broad and balanced range of opportunities to work with a wide range of media, to develop skills and gain knowledge of both modern and traditional artists and art practices. Students are encouraged to express their own interests, thoughts and feelings linking to prior knowledge and experiences through a variety of open-ended briefs.

EDUQAS HOSPITALITY AND CATERING VOCATIONAL AWARD:

In design and technology we have a focus around use of materials and processes, including food technology as part of our offering as many of our students have shown a keen interest in this area.

At KS3 students develop knowledge of healthy eating, safety and hygiene and key skills through separate theory and practical lessons (healthy eating and nutrition are also delivered as part of growth lessons).

Progression to KS4 and Post 16 allows students to build on prior knowledge through the Hospitality and Catering vocational award. As a level 1/2 course it is accessible to all students and offers further progression to level 3 and apprenticeships. We deliver this over 2 years for KS4 and for P16.

Unit 1: The Hospitality and Catering Industry

In this unit, students will explore 4 main areas:

- Type of Hospitality and Catering provision.
- How different types of Hospitality and Catering providers operate
- Health and safety within Hospitality and Catering.
- Food safety within Hospitality and Catering

This unit draws focus on theoretical knowledge and the objectives are met by providing a range of activities both practical and in booklet form consisting of visual resources, research tasks, exam style questions. This unit is assessed through a final written paper.

Unit 2: Hospitality and Catering in Action

In this unit, learners explore the following 4 areas building on their theoretical knowledge from unit 1.

- Importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking and presentation of dishes
- Evaluating their cooking skills

Students apply their theoretical knowledge to safely prepare, cook and present dishes. Students are able to develop an existing brief, understand specifications, develop a menu with dish ideas, follow a recipe and substitute ingredients and cooking methods as appropriate, demonstrating an understanding of food choices e.g. veganism, allergies and healthy eating. Unit 2 concludes in the students working independently, producing a range of high skill dishes

PHYSICAL EDUCATION:

As our secondary teachers are teaching across curriculum at a more specialist level, to ensure our PE delivery is knowledge rich and robust in the early years of our secondary provision, we use the Oak National Academy PE curriculum for KS3; this has provided foundations on which to build a more solid and comprehensive PE curriculum at KS4. The curriculum has been devised by experts and designed sequentially to create a coherent curriculum. Additionally, the curriculum provides a comprehensive bank of both stand-alone PE lessons and full units of work should students be absent from education for a given period of time.

Our KS3 curriculum has been devised to cater for and address the personal requirements of all students who attend Journey. For instance, our planning is flexible in order to allow students struggling with social, mental and emotional barriers. On occasion, our KS3 students might opt to partake in yoga or mindfulness as an alternative option to more traditional forms of PE, such as football or basketball. The curriculum takes on a holistic approach in that it aims to help students *'understand how physical activity impacts on mental health and cognitive performance as well as physical health,'* and encourages students to *'lead healthy and active lives,'* in line with the National Curriculum.

In addition, Journey has an exceptionally fun approach to the teaching of KS3 PE with the implementation of dance; during the autumn term, students are exposed to the music video for Michael Jackson's *Thriller* and tasked to create their own version of this iconic piece of choreography. This allows Journey students to develop both their physical skills in conjunction with their creative skills.

As with our KS3 curriculum, our KS4 curriculum has been devised to cater for and address the personal requirements of all students who attend Journey. For instance, our planning is flexible in order to allow students struggling with basic and fine motor skills to be included in any of the given activities on offer. The PE curriculum has also been designed to promote a want to partake in sport and exercise for the purposes of ensuring that all students lead healthy and active lives, in accordance with the National Curriculum. The range of activities on offer include many of those listed within the National Curriculum such as, but not limited to, athletics, badminton, basketball and football.

Additionally, our PE curriculum has been tailored to encourage students to *'work in a team, building on trust and developing skills to solve problems, either individually or as a group,'* as suggested in the National Curriculum, through the inclusion of two sports days. Our sports day creates a sense of fun and encourages all students to participate in sports; traditional activities include, but are not limited to, the egg and spoon race and the 'space hopper' race. The 'modern' sports activities provide an opportunity to assess the progression all students have made throughout the year; activities include, but are not limited to, short and long distance running, and shot put.

ICT

We strive to inspire students, enabling them to navigate and contribute meaningfully to a technology-driven world. Our secondary computing curriculum provides students with a robust foundation in computing principles that equips them with essential skills for the digital age. We aim to capture our students' enthusiasm for technology, and we use the National Centre for Computing Education for non-subject specialists to deliver Quality First resources to ensure cohesive and sequential learning that builds:

- Fundamental Knowledge: Introducing students to core computing concepts, including algorithms, programming, and data representation, to develop both theoretical understanding and practical skills.
- Problem-Solving Skills: Encouraging critical and logical thinking through hands-on projects and coding challenges that promote creativity and innovation.
- Digital Literacy: Cultivating responsible and ethical use of technology, including online safety, digital citizenship, and understanding the impact of technology on society.
- Interdisciplinary Links: Highlighting the relevance of computing in various contexts, such as science, mathematics, and the arts, to enhance cross-curricular learning and application.
- Future-Ready Skills: Preparing students for the evolving digital landscape by introducing them to emerging technologies and the importance of continuous learning in computing.

KEY STAGE 5:

POST 16: Core English and Maths

Our Post 16 learners follow the KS4 curriculum to work towards a Grade 4+ pass at GCSE level or entry level/Functional Skills 1-2 pathways. At Journey we believe in raising aspirations and will always advocate for the highest level of qualification in the first instance.

INDIVIDUALISED PROGRAMMES OF STUDY

Our Post 16 learners have consultations to devise an individualised plan to support their personal development and progression goals, such as engagement, gaining qualification in core subjects and support into the workplace through entry level awards or supported work placements. This may include qualifications at entry level, level 1 or 2, or may focus on personal behaviours and next steps to enable successful transition into intended destinations such as apprenticeships or college. All post-16 learners who have not yet achieved a minimum grade 4 in maths and English will be required to continue studying for those qualifications (in line with the post-16 condition of funding).

Every learner will have an individualised programme that will focus on meeting key aims, developing skills and progressing towards their identified intended destination.

The AQA Unit Award Scheme ensures that our young people are supported towards success, irrespective of previous disengagement with education, through tailoring a programme of study suited to their individual interests and abilities.

'The Unit Award Scheme (UAS) allows all students to engage with learning and have their achievements formally recognised.

Learners are rewarded with a certificate each time they successfully complete a unit of learning. They can build up a portfolio of certificates to evidence their skills, knowledge and experience.

The scheme boosts confidence, increases engagement and improves motivation, helping learners to make progress on their lifelong learning journey.' AQA UAS, 2024

Through devising a unique programme of study with each learner in the initial consultation process on inception, we are able to support them toward either GCSE pathways for Geography and Art and Design, or vocational courses such as Hospitality and Catering, alongside Functional Skills courses. Please see Oak/KS4 for information on those pathways.

3. IMPACT:

"Gaps in pupils' knowledge accumulate as they become layered on top of one another in a curriculum sequence. This accumulation of gaps, known as dysfluency, limits pupils' ability to acquire the complex skills that depend on them, and may even prevent them entirely from gaining those skills. This problem is sometimes called 'cumulative dysfluency'". (Ofsted, 2019)

Our students all have EHCPs with SEND need, or have experienced a significant lack of stability in either/both of their school/home environments, and the resulting behavioural/SEMH difficulties they suffer causes them to have extremely compromised executive functioning skills, few schemata, and significant and varied gaps in knowledge, vocabulary and communication. Our differentiated approach, quality teaching and ambitious curriculum, along with enrichment opportunities in off site learning experiences to provide greater cultural capital, intends to re-engage the most disaffected students in order for them to achieve outcomes that put them on successful pathways for life after learning.

With this in mind, progress is measured both quantitatively and qualitatively at Journey. Given the complex needs of our students, we identify progress as part of their whole journey and teach explicit growth alongside academia to reflect this progress both in and out of school.

Students show:

- ★ progress towards specific EHCP targets
- ★ progress in engagement and academic outcomes
- ★ increasing ability to self-regulate – both in and out of school
- ★ improved behaviours and relationships at home
- ★ increasing ability to identify and understand their emotions
- ★ improved confidence and self-esteem
- ★ increased participation with others and managing peer relationships

Throughout the academic year, frequent opportunities for low stakes testing, learning checks as well as summative end of topic assessments are used to establish progress as well as using our Growth Tracker, Behaviour Log and Daily Reflections to monitor the personal growth of our students, ensuring the holistic impact of our curriculum. This can also be viewed on our Seesaw platform where parents, carers and guardians are able to view the educational and therapeutic progress of the students in their learning environments, forging closer connections with home to afford successful and supportive relationships between Journey and home.

Primary Impact:

At Journey, we recognise that our students often present with high levels of SEND needs or have experienced significant instability in their school and/or home environments. These circumstances often result in behavioural and SEMH (Social, Emotional, and Mental Health) challenges, compromised executive functioning, limited schemata, and significant gaps in knowledge, vocabulary, and communication.

Our ambitious, differentiated curriculum is designed to meet these complex needs. Through high-quality teaching, a focus on personalised support, and enriching off-site learning experiences to build cultural capital, we aim to re-engage the most disaffected learners. Our intent is to ensure that students achieve outcomes which open pathways to successful futures beyond their time with us.

Measuring Progress:
Progress at Journey is understood as a holistic journey, and recognise that progress and growth in our students can be demonstrated in a range of ways. Explicit growth is taught alongside academic learning, ensuring students make meaningful progress both in school and in their wider lives. Determiners of progress include changes in personal awareness and behaviour management, utilisation of regulation strategies to support self-regulation, development in access of academic concepts, increased confidence and self esteem

Assessment and Monitoring:
Throughout the academic year, a combination of low-stakes testing, regular learning checks, and summative end-of-topic assessments are employed to monitor academic progress. Additionally, tools such as our Growth Tracker and Daily Reflections capture and track personal development.

Our Seesaw platform enables parents, carers, guardians and school staff to view the academic and therapeutic progress of their children in real-time, fostering strong home-school connections. Successes can be shared between all provisions that a student accesses and progress can be celebrated and praised by everyone who works alongside the child. This collaborative approach ensures that families and mainstream providers are engaged in the student's journey, reinforcing the support network necessary for sustained success.

By prioritising both academic excellence and personal development, Journey equips students with the tools and confidence to thrive, regardless of the challenges they face.

KS3:

With life after levels, formative and summative assessment is recorded using growth mindset terms of: pre-KS, Working Towards, Expected Standard and greater depth, with criteria aligned to each topic to ascertain how well pupils have secured knowledge. This aligns with progression from KS2 and data is collected each half term and discussed at our RAG meetings where we identify both academic and growth targets, and reported home termly alongside teacher commentary, identifying both successes and important next step targets.

KS4 and P16:

Core subjects are assessed using exam papers, live marking, formative comments and reported in predicted grades as well as attainment. For those students who struggle with complex learning, entry level Functional Skills are also considered as a pathway alongside GSCE content for both Maths and English to ensure successful outcomes for our students.

We believe, in conjunction with the SEND Code of Practice, our young people, irrespective of additional/complexity of need, deserve ‘high ambitions’ to ‘ promote positive outcomes’.

To ensure the best possible outcomes for our students, our Year 11 and Post 16 learners have a unique opportunity to access evening intervention with our core subject examiners to further help reduce content gaps and support them through the intensity of GCSE pressure in a familiar and nurturing environment.

4. **REVIEW**

To ensure our curriculum is not only knowledge rich and broad, but also accessible and effective, it will be revisited annually, with constant review through continuous professional development and differentiation. Examiner, teacher and subject specialist collaborations will ensure its continuing coherence and diversity to produce the best possible outcomes for our Journey learners and where necessary, will be revised, adapted and rewritten to best ‘meet the students where they’re at’ to secure progression to the best possible outcomes.