



CURRICULUM DESIGN & DELIVERY OVERVIEW POLICY ERSKINE WATERFRONT CAMPUS

RATIONALE

EWC provides education and care for young people with complex additional support needs related to social emotional and behavioural difficulties: often rooted in attachment disorder. Their entitlement to a personalised education and care plan, and pathways to accreditation has been most recently reinforced by:

- [Putting Learners at the Centre: Towards a Future Vision for Scottish Education - gov.scot \(www.gov.scot\)](http://www.gov.scot)
- <https://www.parliament.scot/-/media/files/committees/education-children-and-young-people-committee/qualification-reform--final-report--summary-document.pdf>

The curriculum at EWC aims to provide young people with rich experiences which will meet their complex additional support needs and comply fully with the expectations of Curriculum for Excellence, aligned with the requirements of GIRFEC (now at the core of the Children and Young People's Act) and guidance in the National Improvement Framework.

HGIOS4 2.2 CURRICULUM provides reference indicators, in particular **“It (the curriculum) takes account of learners’ entitlements and the four capacities and reflects the uniqueness of our setting”**

.. The curriculum will reflect

partnership working to address inequalities in learning by ensuring a flexible and more personalised range of learning experiences and outcomes for all children – underpinned by a robust assessment process which anticipates challenge and high expectations of all pupils (BC3)

models (will be) developed at local level to address local needs and circumstances

(BC3)

Pupils will be supported and challenged to become;

- more independent
- more successful
- more confident in tackling new and challenging tasks and dealing with new situations and will have a better understanding of their responsibilities in society

Pupil progress will be profiled as appropriate to each young person and in accordance with the most recent advice in the National Improvement Framework.

EXPERIENCES & OUTCOMES

To achieve the incremental progress defined in BC3, young people attending EWC are offered a range of experiences which will provide them with personalised, group and whole class opportunities for new learning, consolidation and challenge. At the core is the young person's wellbeing, literacy and numeracy and the collegiate commitment of all staff across the organisation to foster their learning. Pupils will have a clear voice in determining their learning journeys. This will be supported through whatever means is most appropriate for each young person.

We place an emphasis on active learning, across a range of locations and differential approaches. While the teacher is the lead professional in terms of planning, in accordance with BC3:

"All involved should agree what the learning routes are for children and young people, recognising that not all...will follow the routes in the same way or in the same place." BC3

We value the contribution made by colleagues from a range of disciplines and experience.

The experiences offered at EWC are tailored to the needs of the young people and reflect the principles of curriculum design identified in Curriculum for Excellence.

SKILLS ACQUISITION

While the 4 Capacities remain at the core of our planning of learning at EWC, the curriculum is now framed, delivered, celebrated and understood as a skills-based curriculum.

Further to that, the school week does not comprise solely of 'class lessons'. All interactions between staff & yp and yp & yp provide opportunities for learning. By specifying what learning activities are present in non-class activities we can demonstrate how the school week is enhanced accordingly.

- <https://education.gov.scot/media/tcnk33qn/btc4.pdf>
- https://www.sqa.org.uk/sqa/files_ccc/skills_for_learning_life_and_work_framework_final.pdf

CHALLENGE&ENJOYMENT/BREADTH/PROGRESSION/DEPTH/PERSONALISATION&CHOICE/COHERENCE & RELEVANCE

Relevance is a key hallmark of the learning opportunities experienced by the young people at EWC. Dis-engagement from learning and a lack of trust in adults is central to the profiles of the young people placed with us: they have all experienced relational trauma and loss. At the point of enrolment at EWC the initial objective of all staff is to explore with the young person the potential avenues to secure their engagement in learning linked to the most relevant outcomes for them. Our central objective is to optimise their potential: whether they are following a broad general education or senior phase pathway.

This initial assessment is given additional rigour by the Educational Psychologist within our education team.

All learning experiences are therefore planned and approached with the sensitivities of the young people as our prime consideration.

In support of their individual development, we recognise that a pupil goes through 3 stages

1. How to Learn – a **Sense of Self**. This is developed through focussing on

- Nurture
- Play
- Imagination
- Childhood
- The skills to be with others and to work as part of a group
- Core skills in literacy, numeracy and well being

2. What to Learn: **Learning to be Learners**. Building on stage 1 pupils are introduced to

- A breadth of learning experiences
- Opportunities to build on classroom skills
- Chances to explore their talents and potential
- Considering options of future possibilities
- Mainstream opportunities (as appropriate)

3. Learning Success: **Picking Pathways**. For pupils in or approaching the senior phase there is an emphasis on consolidating accreditation and looking towards post school opportunities, including the world of work. Pupils are given opportunities to

- To specialise – further study options or world of work
- Explore work experience options college opportunities with our Employability lead
- Develop links with e.g. Skills Development Scotland to prepare for next steps

LEARNING ENVIRONMENT and THERAPEUTIC MILIEU

CfE principles have a particular resonance in the world of residential education. EWC aims to ensure it optimises the licence given to:

- Allowing learning to be organised more flexibly.
- Learning in mixed age groups.
- Schools to be more than just the providers of learning experiences and to broker a range of experiences in other contexts, working as an active provider.
- An emphasis on the importance of well- planned inter-disciplinary learning as well as subject based learning.
- Schools to take steps towards the personalisation of learning through the personal support that they offer to learners in transition to positive destinations.

The school campus embraces a range of learning sites, not least of our purpose built education campus at Erskine waterfront.

Collaboration between education and care and education and families, is essential both to support regular attendance at school but also to provide rich opportunities for consolidation of learning and the exploration of alternative learning opportunities to achieve agreed outcomes: again in compliance with BC3.

The delivery of the curriculum is also facilitated by the range of opportunities afforded in the immediate environs of the school, the local community and wider afield.

Of note EWC delivers a programme recognising that it would be an error to overlook:

- The management of transitions
- Maximised relationships
- Learner stamina

- Consistency and predictability

EDUCATION TEAM: PROFESSIONAL PRACTICE

To ensure we can optimise the flexibility of the curriculum model, EWC education team reflects a combination of skills, expertise and professional backgrounds. The Head of Education and the Principal teachers carry specific lead responsibilities but we also foster a culture of distributed leadership amongst colleagues. The substance of quality learning experiences is driven by

- Teachers – Primary and Secondary and Employability.
- Support for Learning Practitioners– qualified, attachment informed leaders on all levels.
- High quality partnerships

All members contribute to the development and delivery of the curriculum as appropriate to their role and remit and have a shared responsibility for quality assurance and self-evaluation in support for the ongoing agenda for improvement. HGIOS 4 is our main audit tool.

All members of the team have access to professional learning to optimise their contribution to the delivery of high-quality education at EWC. The identification of appropriate CPD is a balance between self –directed learning related to roles and responsibilities and the generic requirements of the organisation. In keeping with recommendation 33 in Teaching Scotland’s Future, EWC places significant value on the professional learning accessed on site by colleagues in the course of their regular collaboration around, for example, pupil plans as well as specific in-house delivered information or practice development sharing sessions. Access to external professional opportunities is also supported. Our approach is in full accordance with the expectations in GTCS Professional Update and PRD.

Attachment Theory and Trauma responsive practice is core to our approach at EWC. We have always held closely to the principle of the “child at the heart” of all of our decision making. We firmly believe that children and young people who have been harmed through relationships can be healed through relationships, by providing

- A stable adult role model with PACE
- A sense of safety through consistent daily rhythms and routines
- Clear and individual boundaries that allow for children and young people and adults to interact appropriately within a safe emotional and physical environment
- New positive and purposeful experiences, allowing individuals to understand their world from a different perspective.
- Knowledge of sensory needs and its thoughtful application in the environment.

What now drives our staff training, vision and goals is our Practice Model and way of being:

- [Our Practice Model](#)

CURRICULUM STRUCTURE AND FLEXIBILITY

The education team plan within the 4 contexts for learning: IDL, subject and curriculum areas, personal achievement and the ethos and life of the school.

An interdisciplinary learning approach (IDL) provides the overview to ensure that the relevant Es & Os are being addressed. The Head of Education, supported by the Principal Teacher monitor the scope carefully to ensure breadth, progression and coherence.

Teachers and the wider education team support the delivery of the curriculum through skilled differentiation, by expectation, by resources or by approaches.

The core elements of literacy, numeracy and wellbeing are integrated fully into every learning activity. They also feature as discrete elements as appropriate in individual and group learning plans.

In the broader context of skills acquisition, all colleagues are alert to the learning opportunities and consequent pupil acquisition of skills and knowledge afforded in the residential setting and during recreational activities.

The curriculum reflects an overall focus on literacy, numeracy and wellbeing which underpins all the learning activities. While they are essential to every child's development, the specific detail of how they will be addressed will be determined by the individual stage of development of each young person. This will require a flexible approach but one which is based on a clear rationale: assessment of need, clear baselines against which impact of teaching and learning is gauged, shared knowledge amongst all staff directly involved with the child and an agreed review schedule.

A balance is constantly sought between devising a curriculum which allows pupils to interact regularly with their peers and setting highly specific targets where a child's complex additional support needs require significant differentiated interventions.

The documents that provide the hold a live assessment of the learners needs and progress in the minds of all educators are:

- The individual Education plan (IEP)
- The Individual Crisis management Plan (ICMP)
- The Individual Risk Management Plan (IRMP)

The curriculum also recognises the worth of spontaneous learning opportunities prompted, for example, by an individual child's interests, their engagement with any particular activity, colleagues' perspectives on the child's progress. Not all learning experiences can be pre-programmed but they can be used as evidence of delivery of the core curriculum objectives.

An annual review of the impact of the curriculum against the stated objectives is led by the Head of Education. The review focuses on supporting not only young people's learning but on the professional development of all staff.

ASSESSMENT AND REPORTING

This requires close liaison amongst all the relevant parties at EWC and visiting specialists.

The process covers:

- Assessment – pre placement information and initial EWC assessment
- Individual young person's indication of their needs and interests
- On-going review of individual learning and well-being targets. Formative assessment is central to the approach at EWC. In keeping with the guidance in the National Improvement Framework EWC is developing a specifically tailored assessment approach to record the outcomes for children and young people with complex additional support needs, where they are not within the national accredited scheme. These will be agreed between the placing local authority and EWC.

In compliance with Building the Curriculum 5, EWC aims to ensure a comprehensive approach to assessment and moderation. All relevant staff are actively involved in contributing to a young person's assessment profile and in agreeing information to be shared at reporting stages. The class teacher has the overall responsibility to maintain a comprehensive assessment profile.

The profile will reflect a range of evidence: formative assessment (observation, interaction), formal assessment activities, therapy reports, information from previous establishments and the residential authority. Pupil self-evaluation will also be a key measure of progress and the suitability of the learning experiences which they have accessed. We recognise the need to personalise the communication medium for each young person and this is recorded in their PLPs.

The shared reflection on a child's progress against agreed baselines is recognised as core professional development activity for all staff in terms both of ensuring a consistency across the organisation and reinforcing the ethos of collaborative working.