



Learn...Enjoy...Achieve...Respect...Nurture



Curriculum Statement

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An academy within:



“Learning together; to be the best we can be”



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Context:

Pennine View School is a specialist provision for Key Stage 2 to Key Stage 4 children and young people with an Education Health and Care Plan. The predominant pupil needs across our school community are Moderate Learning Difficulties, Autistic Spectrum Disorder and Speech Language and Communication Needs. We are based in Doncaster, although we also have pupils from local neighbouring boroughs.

Our youngest pupils are just beginning to learn to read and write when they start at Pennine View and we support them to be able to achieve Entry Level certification in English and Maths Functional Skills by the time they leave Year 11.

Our Pennine View School curriculum is carefully developed to match the context of our school, to build on learning from home and previous mainstream education and to meet our aims and values:



Learn - enabling all learners to increase their knowledge and understanding of the world

Enjoy - the right to receive a broad and balanced, high quality, personalised learning programme which generates enjoyment of learning

Achieve - encouraging all learners to be the best they can be

Respect – for one another and our environment

Nurture – implementing the highest levels of care and concern at all times

At Pennine View School we believe in:

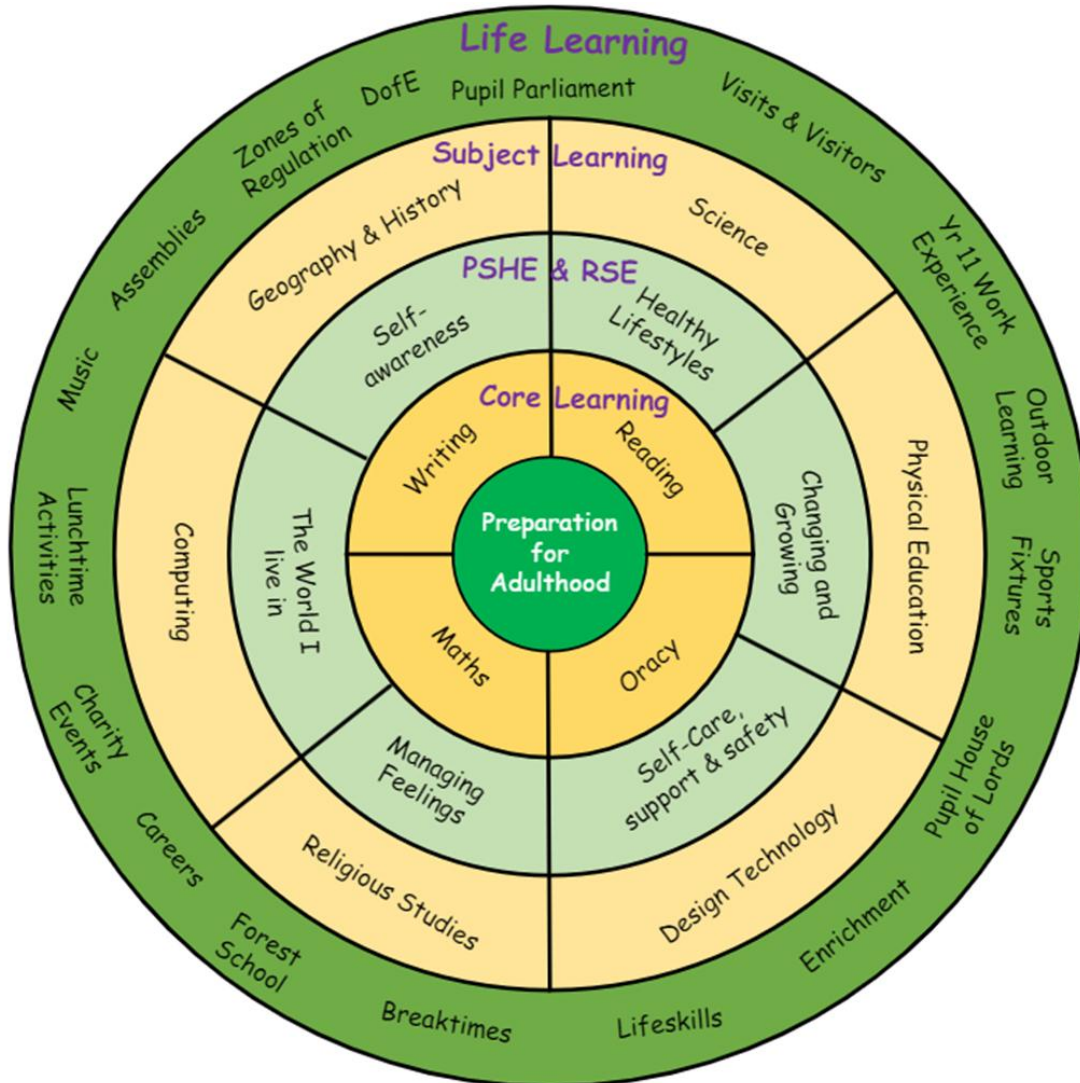
- Providing exciting, rich and challenging learning opportunities
- Promoting independence and confidence
- Our learners having their own voice and making their own decisions
- Working together to ensure our children and their families are at the centre of everything we do



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Our Pennine View Curriculum

Curriculum wheel



This is an illustration of our Pennine View School Curriculum. Our pupils are at the centre of everything we do and it is a broad and balanced curriculum that covers the statutory elements needed.



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Intent - What are we trying to achieve through our curriculum?

Our Pennine View Curriculum is designed to match the context of our school, to build on learning from home and previous mainstream education and to meet the needs of our pupils. Our Pennine View Curriculum includes the statutory elements at a level appropriate to the stage and age of our pupils and it is centred around the essential knowledge and skills that our pupils need. It is a broad and rich programme of education which supports the development of functional academic learning, discovers talents and interests and secures positive communication and interaction skills, which we consider to be vital ingredients to be successful in later life.

Relationships are key at Pennine View; we ensure that pupils feel safe and happy, so that they are ready to **learn, enjoy** and **achieve**.

Our Curriculum prepares our pupils for adulthood:

- Is rooted in the real world
- Teaches pupils knowledge and skills to manage their own life and to develop positive relationships with others
- Is an introduction to local, national and global world issues
- Gives pupils a voice
- Shows pupils the world of work
- Challenges pupils views and extends their ideas
- Teaches pupils how to positively and respectfully challenge others views
- Gives pupils a wide range of experiences
- Helps pupils to believe that they can make a positive difference
- Helps pupils to embrace differences through accepting and celebrating our individuality

We also support pupils to be ready for tests so they can achieve accreditation to help them in their transition to Post 16 opportunities.

Our pupils are taught to embrace, enrich and celebrate their own beliefs and those of others, accepting these may be different, within the context of their school community, their local area and far beyond. Ultimately, we want our pupils to be well-informed so that they can be positive role models to influence those around them as they transition into adulthood.

Together, we can prepare our pupils for the next step in their journey.



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Implementation – How is our curriculum delivered?

Our curriculum at Pennine View incorporates all parts of the school day; we recognise that these times are important opportunities for all our staff to teach our pupils the skills that they need to be successful when they leave Pennine View.

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback; they respond and adapt their teaching as necessary.

Teachers create a stimulating learning environment that promotes pupil progress. The content, sequence of learning, resources and materials selected reflect our ambitious intentions for our Pennine View Curriculum. Our Pennine View Curriculum is coherently planned and is sequenced towards gaining sufficient knowledge and skills for future learning and employment. There are subject-specific progression models in place that focus on progression through the content to be learned.

Our Pennine View Curriculum is reviewed regularly in response to feedback from pupils and staff and in response to real life events.

Pennine View Curriculum - Core Learning

The core skill base to our curriculum is Oracy, Reading, Writing and Maths and these skills are explicitly taught throughout our curriculum and in discrete lessons, by class teachers, under the guidance of the subject leaders.

Oracy is embedded within our curriculum from our work as a Voice 21 school. Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, within and beyond school. Oracy is a powerful tool for learning; it empowers pupils to have a better understanding of themselves, others and the world around them. Through the development of Oracy skills at Pennine View, we also support pupils to be able to develop healthy, positive relationships and make and keep friends. Pupils learn to express themselves confidently which enables them to thrive and also navigate conflicts in their relationships in a positive and productive way.

Reading is a vital skill that all our pupils learn before they leave Pennine View. We read for pleasure, to develop our learning and as an essential lifeskill. Systematic Synthetic Phonics is used to enable pupils to decode and encode written language. We use All Aboard Phonics to deliver daily phonics sessions to pupils who are being supported to decode. We have interventions in place that overcome barriers to reading, whether neurological or physical. The school environment is reading-rich with a well-stocked library of high-quality texts and each classroom has a reading area. Pupils in Lower School have daily phonics lessons, as do pupils in Upper School who need further phonics teaching. Drop Everything and Read sessions take place daily where everyone can immerse themselves in the joy of reading.

Writing skills develop from oracy and reading. Our language-rich curriculum and environment develop vocabulary and grammatical skills with writing being taught and practiced daily. Written communication is another vital life-skill that all our pupils need for successful futures. All pupils write daily, with a transcription focus to ensure these skills have been continued to be developed. English lessons include opportunities to respond to good quality texts and use them a starting point for writing. Learners have an opportunity to write for different purposes and apply skills in different ways. Writing also features as a communication and note-taking tool across the majority of lessons and as the outcome for English learning. English lessons each week develop from contextual learning,



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then exploration and vocabulary development through reading and drama, through to drafting and final writing outcomes.

Maths is taught 4 times each week by class teachers, under the guidance of the subject leader. Pupils follow the Maths Pathways which ensures pupils are working at an appropriate level of challenge with opportunities to practice fluency and apply through reasoning and problem solving. The pathways ensure content is progressive and sequenced to ensure links are made in maths learning. The Maths curriculum is underpinned by the importance of the CPA approach and the use of manipulatives to do this. The ultimate goal in maths is for pupils to leave Pennine View with the key mathematical skills that support everyday life, feeling confident and proud of their achievements. Pupils need these core skills to live a fulfilling and successful life. Our maths curriculum is designed in such a way that all pupils are able to engage in, and find success with, mathematics.

Schemes of Work in each subject area ensure that we have a broad and balanced curriculum at Pennine View that reflects our vision and values to meet the needs of our pupils, both over the course of Year 3 to Year 11 and into adulthood. The Long Term Plan ensures sufficient coverage across each subject over time and supports our pupils to know more and remember more to broaden knowledge and provoke interest and excitement. It is continually reviewed to ensure it provides the best foundation for high quality teaching and learning in order to maximise our pupil's life chances and economic well-being in adulthood.

Pennine View Curriculum - Subject Learning

Science teaches our pupils to develop curiosity, knowledge and the skills to question and investigate the world in which they live. Science lessons provide pupils with engaging and relevant first-hand practical experiences, aiming to stimulate and promote curiosity in a safe environment, where pupils feel confident to communicate and aren't afraid to question and explore. Science is taught by class teachers at Key Stage 2, under the guidance of the subject leader. Year 7/8 pupils receive an hour of science lessons per week, being taught by the science specialist in the science laboratory. Upper School pupils receive between one hour and two and a half hours of science per week depending on the qualification route taken, delivered by the specialist science teacher in the science laboratory.

Design and Technology aims to inspire pupils through a broad range of practical experiences to create innovative designs which solve real and relevant problems within a variety of different contexts. Opportunities are provided for pupils to evaluate key events and individuals who have helped shape the world, showing the real impact of design and technology on the wider environment and helping to inspire pupils to become the next generation of innovators. DT is taught by the specialist DT teacher in the DT workshop. Key Stage 2 pupils have an hour a week of DT and Year 7/8 pupils have an hour and a half lesson each week.

PE is taught by the specialist PE teacher in the specialist Sports Hall or outside pitches. All pupils have a 90 minute lesson per week as part of a coherently planned sequence of lessons. Our intention is to develop a lifelong love of physical activity, sport and PE in all young people. We aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. We engage with external competition and fixtures to allow experiences of competing, build resilience and enhance skills of working as a team.

Geography provides learners with opportunities to learn about and from our world. The Geography curriculum is sequenced to ensure it is progressive in knowledge and skill. The substantive and disciplinary knowledge and concepts are mapped to ensure they allow opportunities for the learners to build on and apply previous learning. Key vocabulary has been matched to each unit of Geography and is built upon. Staff use knowledge organisers for to help ensure key knowledge and vocabulary is understood.



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History provides learners with opportunities to learn about important people, events and time periods. The History curriculum is sequenced to ensure it is progressive in knowledge and historical skill. The substantive and disciplinary knowledge and concepts are mapped to ensure they allow opportunities for the learners to build on and apply previous learning. Key vocabulary has been matched to each unit of History and is built upon. Staff use knowledge organisers for to help ensure key knowledge and vocabulary is understood.

Our RE curriculum includes learning about and from world religions. It is underpinned by understanding and celebrating difference ensuring respect. The curriculum intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives. Parents/ carers have the choice to withdraw their child from our RE curriculum and are advised to contact school to discuss this.

Music is delivered mostly by outside providers such as DARTS at Key Stage 2 and is taught through Enrichment opportunities at Upper School. Music appreciation, creation and performance also takes place through our Year 7 and 8 classes accessing resources through Charanga, which is an online learning platform. The creative arts have such a significant impact on all our lives and are fundamentally part of who we are. It is therefore vital that pupils develop the skills to engage with music and follow their passions.

Pennine View Curriculum - Life Learning

This aspect of our Pennine View Curriculum incorporates a wealth of activities, lessons and experiences which help to provide pupils with a rounded, culturally rich education through activities that enhance their learning.

Enrichment, an afternoon of activities for Upper School pupils, gives pupils opportunities to try new and varied activities that may not strictly fit into the curriculum, but that develops character, resilience, motivation and encourage them to pursue wider goals. It extends beyond the academic, technical or vocational and provides for pupils' broader development, enabling them to develop and discover their interests and talents. It helps to teach life skills that benefit pupils beyond the classroom, and can develop an appreciation for cultural and community issues, teamwork and social responsibility. Pupils are able to make choices about the learning and activities they engage with and these include: dance, music, art, MFL, DT, enterprise, visits to local museums and art galleries, sports leader courses, multi-sports. Further opportunities are created depending on pupil feedback.

Lifeskills is taught by class teachers weekly. Lifeskills lessons include cooking skills (using our specialist cooking room), basic first aid, travel training, careers and careers guidance. All pupils practice road safety skills and Lifeskills in context, out of school, including independent travel. Our Lifeskills Scheme of Work is progressive and covers a range of skills necessary to allow our pupils to live as independently as possible when they leave us and teachers structure their lessons through objective led planning from the Lifeskills Scheme of Work.

Outdoor Learning is active learning in the outdoors and is timetabled weekly for our youngest pupils, taught by a specialist teacher. In Outdoor Learning pupils learn through what they do, through what they encounter and through what they discover. Learning outside the classroom supports the development of healthy and active lifestyles by offering pupils opportunities for physical activity, freedom and movement, and promoting a sense of well-being.

Our careers curriculum is delivered by class teachers in Life Skills, PSHE lessons and drop-down days. To ensure access to appropriate and suitable materials for our pupils, we use materials from START programme which has specifically designed a programme of activities for pupils with SEND needs. The Pathways Activities on START have been created as a person centred 'getting to know me' set of activities that will help our pupils to think about their suitability for jobs and work environments. The steps throughout the activities are to help understand



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an individual's experience, skills, abilities, interest, aspirations and needs in relation to employment. The aim of the activities is to understand our pupils in depth and to help provide ideas and raise aspirations for a job or work experience placement. The information captured throughout each activity will be summarised in their Profile where they will see a complete picture of not only what the right job should be but also the ideal conditions to make the job a success. A fundamental aspect of our curriculum is that we want our pupils to experience and embrace opportunities on visits to enrich their curriculum offer and also the importance of visitors coming in and developing their learning opportunities and experiences. We want our pupils to have meaningful encounters with employers and employees.

DofE and Forest Schools are part of our curriculum. Both courses are practical in nature and create opportunities to learn beyond the confines of a classroom. The aims of both courses fit well with our Pennine View Curriculum aims; youth without limits, regardless of background, culture or ability, bringing communities together, sharing skills and creating opportunities.

Our Life Learning curriculum also encompasses all the other opportunities that we plan for our pupils, both in and out of school and incorporates all parts of the school day.

Class Groups

Pupils are grouped in mixed age classes and move classes depending on age:

- Key Stage 2 (Acorns)
- Year 7/8 (Cedar, Chestnut,, Elm, Hawthorn, Willow)
- Year 9/10 (Ash, Maple, Oak, Rosewood, Sycamore)
- Year 11 (Redwood, Pine)

Year 3 – Year 8 pupils are part of Lower School, Year 9 – Year 11 pupils are part of Upper School. Class sizes are usually 12-14 pupils with one teacher and two Teaching Assistants.



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Impact – What difference does our curriculum make?

Our pupils will:

- Be able to communicate with others
- Learn skills of team work
- Be questioning
- Show resilience
- Learn from mistakes
- Be creative in their thinking
- Think through consequences before making decisions
- Be motivated and approach tasks in a positive way
- Have high aspirations
- Believe in themselves

Analysis of assessment, on a termly basis, evidences the progress our pupils are making in the **Core Learning** areas of reading, writing, Oracy and maths. Science, PE and DT leads also track pupil progress in their **Subject Learning** areas.

Impact is also evidenced through:

- Dojo – class and school stories
- Pupil work books
- Displays
- Celebrate Events at the end of a unit of work – a presentation that showcases pupils' learning
- Reflection activities at the end of a unit of work – pupils are encouraged to consider what they have learned and enjoyed
- Assessment data for reading, writing, maths
- Feedback from pupils, families and staff
- Annual Reviews and End of Year Reports
- External accreditation at Year 11 (English, maths, science)
- Successful transition to Post 16

By the end of Year 11, our pupils have developed their skills, confidence and self-esteem so that they can be successful in their next stages of education and in their adult life. Our pupils have developed healthy, positive relationships and know how to make and keep friends. Our pupils are able to express themselves confidently which enables them to thrive and also navigate conflicts in their relationships in a positive and productive way.