

Sefton Council



www.sefton.gov.uk



Curriculum Policy Statement

School: Jigsaw Pupil Referral Unit

Date Approved by the Management Committee: 2.12.24

Chair: D.Hains

Head teacher: Ms E. Rothlisberger

Date to be reviewed: Nov 26

Curriculum Policy Statement

Almost all pupils at Jigsaw are part-time and have time limited placements of one or two terms. They are invariably pupils at risk of permanent exclusion. These are pupils who may be disaffected or have experienced trauma, and who may be achieving significantly below their potential. The behaviour of our pupils has usually had a significant impact on their ability to access school fully. A large number of pupils have special educational needs of a social, emotional or mental health nature. Some have associated learning difficulties, often related to poor school attendance. All of our pupils have a SEN Support Plan. Our aim is for them to flourish socially, emotionally and behaviourally (SEB) as well as academically.

A high emphasis is placed on developing skills, knowledge and understanding of English and Maths. These are essential currencies for our pupils' back in their home schools. However, we are acutely aware that many have major barriers to learning and may not be learning ready. Therefore, removing barriers and developing skills and attitudes that enable them to learn and interact positively are essential. Our taught and hidden curricular focus highly on developing these skills. Our pupils' achievements are seen both academically and non-academically.

The curriculum enables each pupil to develop:

- skills, knowledge and understanding in English and Maths
- skills, knowledge and understanding in other subjects
- self-confidence and self esteem
- emotional literacy skills
- social skills
- cooperative skills and a mutual respect for the needs and rights of others
- self-discipline, intellectual challenge and high expectations
- skills to manage difficult situations well
- creative and practical skills and interests

Because our pupils attend on a part time basis, usually returning to their home school on the other days, the delivery of the curriculum is a partnership between Jigsaw and the home school. In order for each pupil to get the best possible deal we:

- discuss our curriculum timetable with the home school so they can judiciously balance the pupil's curriculum when they are there;
- hold regular reviews at which academic and behavioural progress and targets are shared with the home school;
- encourage home schools to share assessments.

We use a diagnostic model and we agree with the pupils' home schools what is the aim for the pupils' achievement. Most often these next steps are plugging gaps in learning. We set pupils specific, timely and measurable targets in identified areas of need.

Our curriculum intent

- Where appropriate, we want our pupils to be able to sustain their places in mainstream schools when their time limited placement with us is over.
- For pupils who we identify as needing ongoing additional support outside mainstream - we want to have contributed to an assessment of their needs so that future placements in special education are appropriate.
- We want to have removed or diminished the barriers that will have prevented them being effective learners. We want them to be more confident learners much more in control of their emotions and behaviour.
- We want them to continue learning academically while they are with us and we want them to have filled some or all of the gaps in their learning.
- We make sure we have a plan for each pupil's learning with clear targets academically and socially, emotionally and behaviourally. Because we personalise our pupils' learning we ensure there are equal opportunities for them to progress. This also affords excellent differentiation.
- All staff are well aware of the individual plans we have for each pupil.

We believe fundamental British values are promoted throughout our curriculum by our 'Jigsaw Way':

- I am kind to everyone
 - I treat myself, others and property with respect
 - I am responsible for my own actions
 - I work well and challenge myself
 - I am part of a 'can do' school
 - I am taking steps towards independence
- See Appendix A-F for our curriculum rationales.

The implementation of our curriculum

All pupils have an entitlement to a broad and balanced curriculum. Activities and subjects are delivered to ensure this is provided at Jigsaw. However, more priority is given to English, Maths, and social, emotional and behavioural skills. Other areas of the curriculum have been carefully chosen, to target the

areas most beneficial to our pupils. The curriculum has been carefully planned and builds on knowledge sequentially whilst children are with us.

Because pupils have individual plans, and the targets in these are known to staff, we are able to meet a pupil's particular needs in whatever subjects or activities they are learning. This is done in a planned way by having targets, for example, for a pupil to develop self-control or for them to share better or to listen to others more purposefully. These transcend the particular subject and are at the forefront of staff's thinking. Additionally, the way staff model positive attitudes and respect and interreact with the pupils throughout the taught and non-taught day is also part of our curriculum delivery. The formal and the hidden curriculum are both geared to meeting our pupils' needs.

Pupils have well-tuned targets for their academic development. Literacy and numeracy targets are prominent so they can be addressed in any and all lessons.

Our lessons are suitably staffed by teachers and teaching assistants who know pupils well. The pupils remain in small class groups for all subjects and this contributes to staff being very familiar with the pupils' needs and how we are meeting those.

As well as discrete lessons in English and Maths – the wider curriculum is carefully planned. This allows children to question and explore as well as encouraging creativity, risk taking and genuine discovery.

We are a very small school with only three small classes. Nevertheless, staff are occasionally moved to work in different classes so they can gain experience of all age groups and the curricular we provide.

Jigsaw is kept abreast of curriculum updates and training through links with the Strand Partnership that delivers high quality training updates in all curriculum areas. Subject coordinators and staff are able to access Sefton wide training in specific curriculum areas and will then disseminate to staff.

The impact of our curriculum

Information is received from schools regarding achievements in line with National Curriculum year expectations for English and Maths and EYFS. We use teacher assessments and published materials to assess English and maths, as well as tools to assess Social/Emotional/Mental Health development.

We use a variety of measures to assess how well our pupils make progress and to judge the impact of the curriculum.

- These include:
- Boxall assessments and progress

- Progress in maths, reading, writing and speaking and listening
- Baseline and exit measures of standardised reading, spelling, maths and speaking and listening tests
- Feedback from home schools
- Achievement against daily targets
- Rag rating attitude to learning
- Outcomes of interventions
- Case studies
- PASS survey data
- Parents' views of progress

For each of these outcomes we have data and information to show how well pupils achieve what we set for them and how these are generalised and sustained at home and in their home schools.

Senior staff and teachers have regular formal progress meetings during which pupils' progress academically and non-academically is scrutinised. Targets are reviewed and revised and plans adapted as necessary.

Thorough reports are prepared for parents and home schools. Parents are invited to an academic review on a termly basis. This is in addition to our 'home school review process' which takes place approximately every 6 weeks.

The headteacher analyses numerical data and checks this for patterns and trends so we can be sure that particular groups of pupils, as well as individuals, are not missing out.

We have interventions for those pupils who aren't achieving their targets in the ways we expect. These include academic interventions and therapies.

Formal monitoring and evaluation of the curriculum is an on-going process. As a staff team we are constantly looking to improve the quality of the curriculum, in terms of both content and standards of teaching and learning. Curricular issues are discussed as part of staff meetings and some developments may be included in our improvement plan.

Appendix A

Art and DT at Jigsaw

By studying Art, pupils will learn that artwork has often been a means for an artist to express their feelings and explore moods on a therapeutic basis. Associating the use of colour, for example, with a mood and the relevant feelings.

We have found that many pupils can find it difficult to talk about and express their emotions. Our curriculum is designed to allow children to discuss issues they are dealing with. There are many opportunities for staff to speak to children, these have been carefully incorporated into the wider curriculum and prompt caring and positive conversation.

Our children express a keen interest in areas of design technology but are limited, in the home environment, to what they are able to achieve due to a range of issues including a lack of equipment and resources. It is expected that pupils will gain confidence in using a variety of media, as they will learn how to use them successfully in order to create a finished piece of artwork.

Within Jigsaw both the Art and Design technology curriculums are closely linked in our long term and thematic planning as we fully appreciate that several areas of both curriculums actually overlap, and as such they support the learning and development of our pupils in the wider context of study. We have sequenced the knowledge and skills we want pupils to learn so we can coherently build upon their learning.

What are the aims for the Art curriculum?

With our school being an intervention, it is hard for us to fulfil all the aims of the national curriculum. However, it is hoped that all children at Jigsaw will be able;

- To recall some important pieces of art work and artists as well as comment on their significance
- To develop and understanding that art often encapsulates a time period
- To gain experience using different media types
- To use art as a tool for overcoming challenges
- That art can be used to express thoughts and feelings

What are the aims for the Design Technology curriculum?

- To follow a design brief in order to create a product that solves a problem
- Create prototypes and products safely and of a high quality
- To evaluate their own work and the work of others in a mature and constructive way
- To cook meals based on ingredients that are affordable and readily available

Appendix B

Computing at Jigsaw

At Jigsaw, we believe that every child should have the opportunity to use and experience a range of technologies. We aim for children to become confident technology users who are, at minimum, computer literate, enabling them to fulfil their potential and thrive in an increasingly computer-reliant world. Our curriculum supports children to use computers and to do so safely; we feel that with most children having access to an electronic device, they need to know the dangers of using this improperly. To do this we teach several E-safety sessions vigorously to our pupils. Our pupils learn key computer skills which includes developing typing fluency, researching online, coding, programming, creating media and data handling which will support them throughout their future.

What are the aims for the Computing curriculum?

With our school being an intervention, it is hard for us to fulfil all the aims of the national curriculum. However, it is hoped that all children at Jigsaw will be able;

- Provide pupils with a range of opportunities to use a variety of different software and hardware
- Ensure that our children have a secure knowledge of e-safety and have the skills to tackle any upsetting or inappropriate content they might encounter online.
- Provide children with an exciting, high-quality, computing education that produces competent, confident computer users, who are digitally literate by the time they leave the school.
- Equip pupils with a progression of computing skills that they can apply both in and out of school.
- For computing to have a positive impact on pupils' creativity, motivation, independence and collaboration, behaviour and attitudes.

Appendix C

Geography at Jigsaw

We believe studying Geography is very important for our children, it helps them to make sense of the world around them. Our geography curriculum equips pupils with knowledge about diverse places, people and environments. We have seen that arming children with powerful knowledge about the world around them helps them to develop a love for the subject of geography, and recognise their own role in becoming a responsible global citizen.

Planning the curriculum- we have planned a curriculum that allows children to acquire place, locational, human and physical and geographical knowledge. Alongside this, we have tried to sequence learning to include Geography that means something to our children. This could be learning about where they live, visiting Crosby beach or understanding how they get water into their home.

As children work through our geography curriculum they will know more and understand more about the world around them. The skills our curriculum develops, like the knowledge, are specified, sequenced coherently and progress throughout a child's time at Jigsaw. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes.

What are the *main* aims for the Geography curriculum?

We have focussed on the following main aims. As a short-term intervention, pupils will have had vastly different learning experiences from school to school. They may also only stay with us for a short period and so not cover all the aims.

- To develop knowledge of important places in the world, their defining geographical features, and processes.
- To understand the processes behind key human and physical geographical features, and how they connect and change over time.
- To be competent in key geographical skills

Appendix D

PE at Jigsaw

At Jigsaw, we provide opportunities for children to become physically confident in a way which supports their health and fitness. We allow children to develop their agility, strength and flexibility, try new sports and activities, promote healthy competition and encourage independence through all areas. Children are allowed to share their feelings and we often use PE as a vessel to discuss how to behave when things get tough, being a good team player or managing our emotions. We encourage children to understand their bodies more during exercise, listening to their breathing and seeing their body's reaction to exercise.

What we teach at Jigsaw, we have carefully selected curriculum areas that we know work well with our children. We allow them to participate in a range of activities they may not have taken part in before. We encourage physical activities throughout the day at Jigsaw and have given children the opportunity to ride scooters and other wheeled apparatus during their break times.

Why we teach this PE- plays a key role in not only developing physical movement of pupils but also in developing confidence, resilience and knowledge. PE helps to develop fundamental movement an early age. Pupils who are not physically active struggle to engage comfortably with their environment and with other subjects such as English and Maths.

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life.

What are the *main* aims for the Physical education curriculum?

- Consistently use appropriate technique to complete skills (e.g. throwing, catching, passing, dribbling, hitting) under pressure and in competitive situations.
- To select and use tactics for attacking and defending (e.g. moving into space, using others, marking) to be successful in a game.
- To participate effectively in some competitive team games.
- To develop their fundamental movement skills (e.g. walking, running, hopping, jumping, skipping and balancing).
- Know the effects of exercise on the body and the reasons for this.

Appendix E

History at Jigsaw

We all learn from the past. We talk to the children daily about learning from what happened before. History is a great vehicle to approach the message “it’s ok to make mistakes. We learn from them”. In this way, the “hidden curriculum”, which are the things that aren’t planned for but nevertheless, make a positive impact on the pupils, can be weaved into the academic curriculum. We aim to help our pupils consider the consequences of actions and decisions. We want to help them see how understanding the past can help us shape the future.

We have chosen the elements of History carefully, based on how they fulfil our pupils social and emotional needs and how they contribute to the pupils’ overall understanding and skills in history. We have sequenced the knowledge we want them to learn so we can build up their learning.

Chronology is an extremely important and useful element. Due to the disruption they have experienced during their mainstream education – their learning may have been fragmented. Chronology gives them the “hanger” on which to place their previous and future learning. In addition, “chronology” gives us a natural in to talking about family trees, nature and nurture – which again, give natural leads into their social and emotional learning.

Wider World and Local History. By providing opportunities to learn *in this area*, we aim to evoke natural curiosity and help them make personal links to what is around them. Local history means that we can give more opportunities to hands on learning, as many of our pupils require a higher level of stimulation.

We aim to create opportunities throughout to talk about emotions, thoughts, feelings, challenge attitudes and build independent learning, after all, social and emotional development is a priority to our pupils.

What are the *main* aims for the History curriculum?

We have focussed on the following main aims. As a short-term intervention, pupils will have had vastly different learning experiences from school to school. They may also only stay with us for a short period and so not cover all the aims.

- To be able to sort historical events chronological and articulate how one-time period links to another
- To understand how history is documented and their role in creating history
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

Science at Jigsaw

Our pupils need to understand their own human needs. Science is the perfect medium for exploring how our bodies and minds react. Through “the facts” we hope to give children opportunities to explore what has an impact on them. The natural world also has a huge impact on us as humans. This area of study also allows us to look at needs. Therefore, we place great emphasis on these areas of study. We include topic areas such as autumnal weather, by doing so we hope to encourage our children to think of feelings such as how change feels and how being wrapped up and warm feels.

Our curriculum, is therefore designed to revisit these broad areas each year. We sequence the elements learned to build on prior knowledge, but also to make links between our own needs and the needs of the natural World. Topics that are more abstract are introduced as the child becomes more confident and competent in scientific knowledge. We aim to develop an enthusiasm for and enjoyment of science through a range of engaging and hands on activities. Topics are chosen to be thought provoking, engaging and inspiring. Leading children to wonder, ask questions, research and then discuss their learning at home. Ultimately, we aspire to ensure the children become successful, confident learners, enjoying the process of exploring values and ideas through science.

What are the aims for the science curriculum?

As an intervention, we need to consider carefully which elements of the National Curriculum have most relevance. By judicious planning, we aim that all children at Jigsaw will be able;

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

