

OUR CURRICULUM: THE BIG PICTURE



THE COMPLETE EDUCATION SOLUTION
CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

Intent What are we trying to achieve?	Curriculum values:	Inclusive and healthy schools	Very high expectations	Hard work	Mutual respect for all	Authentic 'real' inclusion	Genuine pupil voice and participation	A 'we never give up' philosophy
	Curriculum aims:	Successful learners Who enjoy, make progress, achieve and 'love to go to school'		Confident individuals Who are able to lead safe, healthy and fulfilling lives		Responsible citizens Who make positive contributions to society		Independent adults Who can work with others and be healthily independent when required
	Focus on learning:	Attitudes and attributes eg: determined, adaptable, confident, risk-taking, enterprising			Skills eg: literacy, numeracy, ICT, social, health, personal learning and thinking skills			Knowledge and understanding eg: big ideas that shape the world
	The curriculum will...	...address disadvantages and disruptions	...be engaging and enjoyable	...be broad and balanced, and promote community and environmental values	...be supported by a therapeutic milieu	...address each pupils' own level of need and ensure best safeguarding practice	...enable pupils to negotiate individual pathways from social isolation to independence	

Implementation How do we organise learning?	The TCES Group five-part curriculum:	Engagement		Enrichment			Academic / Vocational			ASC / SEMH specific			Therapeutic			
	Means of delivery:	Enrichment activities	Assemblies	Lessons	Mentoring	Meals	School ethos (models)	Community projects	Cross company events	Structured reflection	Student council	Therapy	Leadership roles	Guest speakers	Group process	Parents
	Whole curriculum dimensions:	Leadership	Independence	Future Options / Employability	Empowerment	The 'Arts'	English (inc. DEAR)	Maths	Science	Pupil participation and Voice	PE: Health, Fitness and Wellbeing	PSHE (inc. RSE)	Humanities (inc. British Values)	Technology (inc. D.T., I.C.T and Food)		
	Statutory guidance and expectations	"A good school achieves a careful balance. Balance is the constant challenge when schools plan. Time is limited. Therefore, choices need to be made about what to do when, how much depth to pursue, which ideas to link together, what resources to draw on, which way to teach, and how to make sure all pupils are able to benefit as each new concept, construct or fact is taught." Amanda Spielman HMCI (2018)														

Impact How well are we achieving our aims?	Evaluating impact	Does every pupil enjoy school?	Is every pupil a reader?	Aspirational expectations for all pupils	Is every pupil sufficiently confident?	Is every pupil equipped with sufficient numeracy and literacy to take their place in the world of work?	Is every pupil a leader?	Is every pupil sufficiently independent to thrive as adults in society?	Do all pupils have the knowledge and understanding to make healthier lifestyle choices?
	Accountability measures	Optimum attendance. Positive engagement. Participation and achievements.	Rapid reading progress. Achieving the highest level of qualification within their individual capabilities.	Staff and pupils share ambitious targets and goals	Able to participate in society and make their 'voice' heard? More confident than on arrival at TCES	Clear pathways to employability	A leadership role in school and/or beyond. Knowledge, understanding skills and experience to be a leader	TCES Platinum Award: Independence Programme Linked external accreditation.	Completed Health, Fitness & Well Being Passport Living healthier lifestyle than on arrival at TCES