



# Monmouthshire Pupil Referral Service

## Curriculum Policy

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| <b>Associated documents</b> |
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### **Developing our curriculum**

When planning, designing and implementing our learner centred curriculum we collaborate with a range of stakeholders as appropriate including:

- learners and parents / carers;
- practitioners from the learners' previous, present and prospective schools and settings;
- the PRS Management Committee;
- the Local Authority and its commissioned providers.

Our person-centred approach places the learner at the centre at every stage of learning and of all decisions. One Page Profiles record progress, next steps, aspirations and pathways. Our approach is trauma-informed and rooted in restorative practice, which we know underpins sound pedagogy.

### **Aims**

Our curriculum is designed to support our learners in overcoming those barriers that are preventing them from accessing mainstream provision and from participating fully in education. It is a learner centred curriculum that has high expectations and aspirations for each pupil. It is based on our unwavering belief that everyone has the ability to fulfil their potential and achieve great things. It is rooted in our understanding that what we become and achieve comes from engaging teaching, resilience, hard work and fantastic support.

Our curriculum is pupil centred. Our curriculum planning, design and implementation focuses on the following elements:

- nurturing and strengthening the health and well-being of each learner;
- systematic collaboration between learner, parents/carers, mainstream school and a range of providers;

- access to an inclusive curriculum that focuses on the individual needs of each learner;
- supporting the reintegration or transition of learners receiving our provision into mainstream or specialist provision, and/or enabling them to progress towards further education, training or the world of work.

The curriculum embraces the Curriculum for Wales and is specifically designed to meet the needs of our PRS community. The curriculum is planned to support and meet the needs of learners' mental, emotional, physical and social well-being. Learners who are not content, safe and secure will not learn effectively: well-being is a critical enabler of learning.

It promotes the spiritual, moral, social and cultural development of our learners and allows them to appreciate human creativity and achievement.

Our curriculum represents, celebrates, and values the rich diversity and inclusivity within our communities. It fully caters for the needs of learners for which English is not their first language and for learners with additional learning needs.

The important skills of speaking, listening, literacy and numeracy and digital competency are promoted throughout the curriculum at all key stages.

## **Four Purposes**

The four purposes are at the forefront of the formal and informal curriculum offer. Skills and subject content, chosen from Areas of Learning and Experience (AoLE), are decided based on the learner and the promotion and embedding of these purposes and underpinning integral skills.

All learners within the PRS are challenged to become: ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors; ethical, informed citizens of Wales and the world; healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

## **Breadth and Balance**

Our PRS curriculum makes provision for learning and teaching that encompasses the Health and Wellbeing Area of learning and experience; as well as the mandatory RSE Code that is delivered at a developmentally appropriate level and develops the mandatory cross-curricular skills; in addition, and where reasonably possible and appropriate to do so, for learning and teaching in the other five areas of learning and experience.

**Our Curriculum is rooted in:**

**Health and Wellbeing**

The Health and Well-being Area of Learning and Experience provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges. The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It supports learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

Engagement with this Area will help to foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

What matters in this Area has been expressed in five statements which support and complement one another and should not be viewed in isolation. In order to achieve this holistic approach, teachers should seek to draw across all five statements when planning activities. Together they contribute to realising the four purposes of the curriculum.

Effective realisation of the vision described in this Area is fundamental to developing healthy, confident individuals, ready to lead fulfilling lives as valued members of society. By developing learners' motivation, resilience, empathy and decision-making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives.

Learners can also be supported to become ethical, informed citizens of Wales and the world by developing their ability to show respect, to value equity, to listen to others and to evaluate the social influences affecting them.

Through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, the learning and experience in this Area can support learners to become enterprising, creative contributors ready to play a full part in life and work.

## **Relationships and Sexuality Education**

RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the four purposes as part of a whole-school approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.

Schools and settings have an important role to play in creating safe and empowering environments that support learners' rights to enjoy fulfilling, healthy and safe relationships throughout their lives. This is critical to building a society which treats

others with understanding and empathy, whatever their ethnicity, social economic background, disability, or sex, *gender* or sexuality.

## **Cross-curricular responsibilities**

The new curriculum has three cross-curricular responsibilities: Literacy, Numeracy, and Digital Competency. Our curriculum brings together personalised learning so that learners can learn and develop these skills in authentic contexts. Cross-curricular rich tasks are planned and delivered to develop these skills.

Clear training is provided for staff to ensure the necessary joined up approach.

### **1. Literacy**

Literacy is a priority skill; all learners need an understanding of written and spoken language to interpret the world around them. The PRS utilises many methodologies in addition to discreet Literacy and English lessons, and cross-curricular rich tasks and approaches. These include reading programmes, personalised interventions and opportunities to read for pleasure. Class teachers and teaching assistants read carefully chosen texts to the learners.

Personalised interventions are offered to identified learners as required. These are planned with clear targets and success criteria and designed with the learners.

### **2. Numeracy**

Within the PRS learners are taught the numerical skills needed to tackle real world problems by applying numerical reasoning and mathematical procedures. In addition to discreet Numeracy and Mathematics lessons, additional interventions are offered to identified learners who are not making the required progress.

### **3. Digital Competency**

Within the PRS many learners learn using ICT. This provides them with the hardware and, on occasions, the software skills that enable the confident, creative, and critical use of technologies and systems.

We believe it is a skill for life to be able to use the internet safely and be able to communicate responsibly. E-Safety is planned through class discussions and our Online Safety programme. Opportunities for learners to develop their digital skills are planned across the curriculum to enhance this learning. This cross-curricular approach allows the development of the following Digital Competency skills:

- Critical thinking and problem-solving – Marshalling critical and logical processes to analyse and understand situations and develop responses and solutions.
- Planning and organisation – Implementing solutions, executing ideas, and monitoring and reflecting on results.

- Creativity and innovation – Generating ideas, openness, and courage to explore ideas and express opinions.
- Personal effectiveness – Reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.

Where appropriate, our curriculum includes learning and teaching in all six Areas of Learning and Experience.

The six Areas of Learning and Experience bring together familiar disciplines and encourage strong and meaningful links across them. The Curriculum for Wales guidance promotes collaboration and inter-disciplinary planning, learning and teaching, both within and across Areas. This will enable learners to build connections across their learning and combine different experiences, knowledge and skills.

Learning across the PRS is context-centred and staff use their knowledge of pupils' progression, skills and current attainment, as well as their understanding of the interests of the child, to ensure that service-wide plans can be tailored to individual learners and groups of learners. This helps us to incorporate pupil voice into the planning. Staff within our school use service-wide plans to develop bespoke lessons, activities and experiences to address the 'What Matters' statements and, where reasonably possible and appropriate to do so, across the areas of learning and experience.

The six areas of learning and experience are:

### **Expressive Arts**

Exploring art, dance, drama, film and digital media, and music.

### **Humanities**

Learning about the world, society and events in the past and present. Exploring the challenges and opportunities that face us, and the actions we can take to safeguard the world and its people in the future.

### **Science and Technology**

Understanding the importance of science and technology. Learning about design and engineering, living things, matter, forces and energy, and how computers work.

### **Mathematics and Numeracy**

Understanding numbers. Using symbols in maths Exploring shapes and measurement. Learning about statistics and probability.

### **Languages, Literacy and Communication**

Learning about languages. Understanding and using Welsh, English and other languages. Communicating in spoken, written or visual form. Studying and creating literature. This could include poetry, drama, film, fiction and non-fiction.

## **Health and Well-being**

Learning how to look after your body and your mental health including your emotional well-being. Learning about healthy relationships and healthy eating. Understanding how to make good decisions and deal with influences.

## **Statements of What Matters**

The 'Curriculum for Wales' guidance sets out the twenty-seven statements of what matters across the six areas of learning and experience. Within our PRS the 'What Matters' statements allow for the personalisation of learning across the range of AOLEs.

## **Our learning experiences**

### ***Cooking Skills***

Students across our service thoroughly enjoy the cooking experiences they have each week. We have a specialised cooking room on site with a cooking lead, who ensures students get a balance between studying Food Preparation and Nutrition, and the practical element of cooking. As part of their work with food, students are taught how to cook and apply the principles of nutrition and healthy eating whilst instilling a love of cooking. Learning how to cook is a crucial life skill that enables learners to feed themselves and their future families affordably and well. For our KS4 learners, the skills acquired are put towards a Level 2 Cooking Skills qualification.

### ***MonLife***

The Physical Education department presents a curriculum that inspires students to be successful and to excel in physically demanding activities. It provides a gateway for learners to become confident in a way which supports their physical, mental and social health and fitness throughout life. It also offers students the opportunity to compete and build character, often participating in activities they would not always have the opportunity to try.

Many of our EOTAS learners also can access our MonLife provision, with activities provided tailored to their needs. These are accessed at the Gilvern Outdoor Education centre.

For those EOTAS medical learners who are unable to access the Outdoor Learning Centre Pupil Engagement officers are encouraged to provide meaningful physical activity, providing this is appropriate for the individual learners.

### ***Physical Education***

The PE curriculum adheres to four main purposes to ensure that all pupils are given the best experience possible. These purposes are as follows:

1. Pupils are physically active for sustained periods of time.
2. Pupils will develop competence to excel in a broad range of physical activities.
3. Teachers will educate pupils on the benefits of exercise and encourage them to live healthy, active lives.

## **Qualifications and Exams**

The Key Stage 4 curriculum is built on the Key Stage 3 curriculum and allows learners to achieve GCSEs, Entry Level Pathways qualifications, BTECs and other vocational qualifications.

### ***BTEC Level 1 Vocational Studies***

This qualification can be achieved at an Award, Certificate or Diploma level, depending on the number and level to which modules are completed.

The BTEC comprises of compulsory modules that promote life skills and develop learners' understanding of the opportunities available to them, either in further study or future employment.

There is an optional component of the BTEC Level 1 qualification in which learning takes place in a very individualised way. Learners have the opportunity to choose modules that are meaningful to them and could provide vital experience for their life beyond school.

### ***SWEET***

The Sweet scheme provides our learners the opportunity to gain either a level 1 or level 2 BTEC in Personal Growth and Wellbeing, which can be equivalent to two GCSEs. The Sweet PGW resource and qualification is everything students need to know about the world around them. It creates engaging conversations about big issues, develops life skills and promotes progression to further study and future employment. The PGW resource is a set of eight units, with each unit focusing on an essential area of learning. The units create engaging conversations about big issues, develop life skills and promote progression to further study and future employment.

### ***Level 2 Cooking Skills***

Having a firm understanding of a healthy lifestyle and diet can make a huge difference to learners within our service. By learning the benefits of a healthy lifestyle, learners are more capable of making better choices to enable a longer, healthier life.



All learners within the PRS have access to cooking lessons, with the aim of them developing their cooking skills alongside learning to cook well balanced, healthy meals.

Our KS4 learners are offered the opportunity to complete a Level 2 Cooking skills qualifications. Throughout this qualification learners are taught a wide range of meals that are healthy and can be cooked on a budget.

## Key Stage 4 Curriculum and Qualifications

Our Key Stage 4 curriculum is rooted in the four components of the learner entitlement



## Curriculum delivery

Within our settings, our universal and targeted provision ensures that we are responding to the needs of all learners. Teachers map the needs of all learners and highlight any additional interventions or strategies needed that enable children to enjoy their learning and make progress.

For some learners a more individual approach is needed to enable them to access their learning. If this is required the teacher, ALNCO, family, and when appropriate the child, will work together through a person-centred approach to identify the strategies that can be implemented to enable the pupil to make progress.

In the Monmouthshire PRS, we work with learners in smaller, more focused groups, when compared with mainstream educational settings. This allows the planning and teaching of the curriculum to be more individualised and tailored specifically to meet the needs of the learners.

For our EOTAS Medical learners many of our lessons are delivered online, again in small numbers when compared to mainstream education. This enables our learners to receive individualised learning specific to them and allow for progression.

## **Progression and Assessment**

Our learners will be provided with regular verbal feedback about their learning and how they can continue to take this forward. Regular questioning in lessons will support our teachers in gauging the learning taking place, ensuring that any misconceptions are addressed. Peer discussions, group work and pupil voice will encourage our learners to support each other inside and outside of the classroom setting.

At the start of each academic year – or on entry to the school – children will be assessed by class teachers or support staff to build a baseline picture of literacy and numeracy skills. Assessments will take place each half-term, to gauge pupils progress and provide learners with precise next steps for development.

Each pupil is given the opportunity to complete GL assessment; this tool enables teachers to forensically examine learners' areas of strengths and areas of development in both Mathematics and English. Teachers use the results of this tool to plan meaningful sequences of work that focuses on learners' areas of development, giving the greatest opportunity for progress to be made. Teachers may also use other assessment tools as appropriate, such as PASS and Boxall to understand progression in wellbeing.

To further aid progression, a One Page Profile (OPP) is developed for each pupil. In conjunction with the learners, family members and outside agencies staff, have the opportunity to ascertain some vital information about how best to support, their life goals and what is important to the pupil. This forms page 1 of the profile.

Page 2 focuses on learners' goals and targets, both for the short term and the long term. Using assessment tools and pupil voice staff work collaboratively with stakeholders to establish individual targets that are then planned for by teaching staff and worker towards by the pupil.

Each learners OPP is completed within two weeks on entry and is regularly reviewed every half-term.

Areas of Learning and Experience will be assessed using the Taith360 online tool – which allows teachers to plan, track and assess children's attainment within the progression steps as well as key experiences, feelings and attributes of learners. Children will be assessed in literacy and numeracy via the online Personalised Assessments, which provide tracked data on attainment and progression throughout

their time within the PRS.

### **Curriculum review**

The curriculum is continuously kept under review. Quality assurance processes such as book scrutiny activities, learning walks, lesson observations and pupil, staff and parent / carer voice activities, provide a basis for ensuring our curriculum maximises the potential of all our learners. Quality assurance reports are regularly submitted to the Management Committee by the Head of the PRS, in order to provide additional strategic support and challenge to the leadership team.

At Key Stage 3, learners have opportunity to influence their learning pathways with individual study topics and thematic based learning. Forums such as the school council, individual mentoring sessions and pastoral support provide further opportunities for learners to communicate their views on the curriculum. All learners have a Person-Centred Plan and where possible curriculum provision will be tailored to meeting individual needs and aspirations.

Parents / carers engage in reviewing pupil progress, and this provides opportunities for parents / carers to raise their views on our curriculum design. Opportunities may include parent/carers surveys, Parents' Evenings, Pastoral Support Plan (PSP) meetings, Individual Development Plan (IDP) review meetings.

### **This policy was approved by the Management Committee**

Signed: ... *L. Wilce* ... Chair of the Management Committee

Date: .....9<sup>th</sup> July 2025.....

Signed: .....J. Parkinson..... Head of the Pupil Referral Service

Date: .....9<sup>th</sup> July 2025.....