

Together we **B**elieve we can learn
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Bank View Curriculum

2020 / 21

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Curriculum Rationale

The curriculum at Bank View School is designed to be broad, balanced, challenging and engaging thus inspiring students to learn. As a school we are committed to improving the life chances for all our students. We have high expectations of our students and we want them to enjoy and engage in their learning. We challenge our students, but more than that, we want them to have the resilience to challenge themselves. At Bank View students have a personalised pathway through school.

All students enjoy equality of opportunity, regardless of sex, race or ability. Our aim is to provide an education which is relevant and worthwhile, preparing our students for the world of work and ensuring that they leave us as caring young adults who have developed positive attitudes and values and are respectful of others.

We offer a range of subjects which reflects the demands of the national curriculum and place a great emphasis on transference of skills across school.

The curriculum prepares students for the opportunities, responsibilities and experiences which they will encounter after leaving us whilst promoting spiritual, moral, social and cultural development. It is designed to promote students' emotional well-being and mental health.

Students can expect high quality teaching and learning. Our skilled staff support students to overcome their barriers to learning and social interaction so that they achieve academically, have confidence in themselves as individuals and know that they can go on to make a valuable contribution to society.

Students' progress is assessed regularly and students are set challenging but attainable targets. (These targets are set in each subject area and form tutors give them in relation to personal and social development). Students are given regular feedback by staff to ensure they know how to make progress and improve.

Bank View offers a weekly timetable of 25 hours with 5 lessons per day. This was changed in September 2017 from a 7 period day, which resulted in manageable learning times for students. Previously, a single lesson of 40 mins was too short but a double lesson of 1 hour and 20 minutes was too long for students and staff. This also has the additional benefit of a reduced number of transitions.

There is a morning and afternoon break. The afternoon break was added in September 2017 to provide an opportunity for a sensory break. This has proved popular with pupils and staff and resulted in increased engagement and a reduction in low level disruption during the afternoon sessions.

Times of the day	
Registration 8.50 -9	8.50 -9
Lesson 1	9 – 10
Lesson 2	10 -11
Break	11 -11.15
Lesson 3	11.15 -12.15
Lunch	12.15 -1.05
Lesson 4	1.05 – 2.05
Break	2.05 – 2.15
Lesson 5	2.15 -3.15

Bank View has developed a Covid Recovery curriculum to support students. Each subject department has outlined how they intend to make up for lost learning time due to the pandemic so that students ‘catch up’ over the year. We have a high quality remote learning offer for students who have to shield or self-isolate.

School is currently operating a ‘Bubble model’ which has changed its daily organisation and staffing. In KS3 it is affecting the students’ access to specialist rooms. In line with national guidelines is impacting on enriching the curriculum including off site visits and independence work.

Curriculum Organisation

Primary

Bank View primary department is currently composed of three KS2 classes across years 3, 4, 5 and 6 and an intervention class. The children in KS2 are Bank View pupils whilst the children in the intervention class remain on the roll of their mainstream school. Mainstream schools across the borough send students for specialist teaching and intervention in regards to their personal and social development. They attend for a 12 week initial period which is then reviewed and extended if necessary. Currently, year 3 and the Intervention Class are located at Croxteth Primary School. Years 4, 5 and 6 are at Long Lane.

Bank View Primary students have access to a broad and balanced curriculum. The pupils study all primary national curriculum subjects with topics and genres taken directly from the corresponding year group. The curriculum is adapted and planned to suit their individual needs and personalised learning journey. Pupils have daily English and Maths lessons and all other subjects are studied across the week.

Across the primary department the class teacher is responsible for teaching most subjects with music and P.E being taught by specialist teachers.

Where appropriate learning is accessed through a sensory and hands on approach with structured play and investigative learning.

Where appropriate year 6 students will be entered for SATS.

Secondary

Base provision

Students requiring increased support for academic and social needs have a place in the school's base provision (Base 1 – KS3 students, Base 2 – KS4 students). These classes have higher staffing ratios and provide support for our most vulnerable students. They have increased time with the class teacher (especially in Base 1) however, where appropriate, they access lessons in the body of the school in line with the aim of a personalised pathway.

Students in both Base classes have a weekly swimming session to promote physical wellbeing and life skills.

Students in Base 2 are included in options and in Year 11 attend a college placement as preparation for leaving school. They are also entered for external accreditation with the class teacher who is supported by the subject leads. The pupils in Base 2 also work towards achieving Open Awards qualifications in independent living and preparing for further learning and employment. To achieve these qualifications, pupils complete a range of units on a wide variety of topics. Pupils and Base staff have an input in which units to study, thus tailoring the course to their own needs and interests and providing Base students with a personal pathway in their programme of study.

Key Stage 3

Students in Years 7, 8 and 9 study a wide range of core subjects. These include: English, mathematics, science, Spanish, history, geography, technology, computing, art, music, RE and citizenship.

In September 2017 Bank View introduced a life skills ASDAN course for students in Year 7, 8, Base 1 and 2, taught on a carousel with a block of swimming. Students in Bank View need reinforcement and overlearning as well as the explicit teaching of life skills. This time ensures all KS3 pupils receive this input.

At the end of the course students are accredited units from the ASDAN 'Lifeskills Challenge' qualification. This is designed to develop independence skills and

functionality. For many of our cohort it is important that we introduce these opportunities, as it results in further widening their experiences and providing more opportunities for the students to use their functional skills.

Year 7, 8 and 9 are part of the enrichment carousel. This again is crucial in enhancing the experiences of our students and building their capacity as learners. Pupils are given the platform to succeed in different environments while being provided with an opportunity to learn new skills and transfer and apply these skills in a variety of settings. These experiences we hope will help to broaden the mind-set of the students. Moreover, their personal, social and communication skills are further developed through vertical streaming of the year groups, allowing students to increase their self-confidence by working with different peers and staff.

Key Stage 4

Students work towards external accreditation. This is offered at a level appropriate to the individual student and ranges from Entry Level 1 to GCSE and is designed to ensure students attain relevant qualifications so that they can progress to the next stage of their education.

All students in the main body of the school are entered for GCSE Art and Design.

All KS 4 students join options groups. Students choose their own option, allowing them to study an area they have identified as having a talent and/or interest in, from a range of vocational courses. The vocational element to the course introduces the students to different options where they develop skills that they may choose to pursue after school, in college and the world of work

In KS 4, pupils also follow a Functional Skills programme. These additional lessons give pupils a further opportunity to improve their functionality in a wider range of areas. Vertical streaming of students is used, once again helping the pupils to develop socially and in terms of their own self-confidence. Students are introduced to a series of accredited units that leads to a qualification on developing skills for further learning and employment as well as Functional Skills English, Maths and ICT. This programme also allows space on the timetable for our most able students to form GCSE groups for maths and English.

6th Form

Students who stay in the 6th Form continue to gain academic qualifications. However, the main focus is the continued development of life, personal and social skills in readiness for leaving school.

As part of this, student's complete ASDAN accreditation in personal effectiveness and the DoE awards (bronze, silver and gold). These courses provide the opportunity for students to work on tasks which promote independence, confidence and self-reliance and provide opportunities to volunteer and act as peer mentors. All 6th Form students continue to study functional skills in English, maths and ICT. This includes an independence/community programme and the opportunity to use these skills in real life settings.

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The continued participation in the Options carousel and college placement provides opportunities for students to explore additional vocational areas.

Curriculum model

Primary - Key Stage 2

Subject area	Primary			
	Year 3 / 4 @Croxteth	Year 4 Long Lane	Year 5 Long Lane	Year 6 Long Lane
English	5	5	5	4
Maths	5	5	5	4
Science	2	2	2	2
Citizenship	2	2	2	2
Computing	1	1	1	1
Art	1	1	1	1
Design / food technology	1	1	1	1
Humanities	2	2	2	1 1 Specialist teacher
MFL	1	1	1	1 Specialist teacher
Music	1 Specialist teacher	1 Specialist teacher	1 Specialist teacher	1 Specialist teacher
PE	2 Specialist teacher	2 Specialist teacher	2 Specialist teacher	2 Specialist teacher
Pshee	1	1	1	3
RE	1	1	1	1
Swimming	All students, provided appropriate will have a 10 week block of swimming lessons			

The primary curriculum is taught as topic base. Students are encouraged in outdoor play.
Those student for whom it is appropriate will be entered for KS2 SATS

Key Stage 3 and 4

Subject area	Key Stage 3			
	Base 1	Year 7	Year 8	Year 9
English	Taught by class teacher	4	4	4
Maths		3	3	3
Science		2	2	3
Citizenship		1	1	1
Computing	1	1	1	1
Art	1	1	1	2
Design Technology				1
Food technology				1
Design / food technology	1	1	1	
Humanities	1	1	1	1
MFL	1	1	1	1
Music	1	1	1	1
PE	2	2	2	2
Pshee		1	1	1
RE	1	1	1	1
Form time	1	1	1	1
Enrichment		2 Carousel of activities including Drama, social swimming, climbing		
Life skills / swimming	10 week swimming session	2	2	

Key Stage 4

Subject area	Key stage 4		
	Base 2	Year 10	Year 11
English	Taught by class teacher Open awards E1-3 Looking after yourself at home Living in the Community	4 GCSE, Entry Level, Level 1,2 Open Awards qualifications	3 GCSE, Entry Level, Level 1,2 Open Awards qualifications
Maths		3 GCSE Entry Level, Level 1,2 Open Awards qualifications	3 GCSE Entry Level, Level 1,2 Open Awards qualifications
Science		3 GCSE Entry Level, Level 1,2 Open Awards qualifications	3 GCSE Entry Level, Level 1,2 Open Awards qualifications
Citizenship		1	1
Computing	1	1 Entry Level qualifications	1 Entry Level qualifications
Art	1	2 GCSE	2 GCSE
Design / food technology	1	2 GCSE food technology or Entry Level Design technology	2 GCSE food technology or Entry Level Design technology
Humanities		OPTION	OPTION
MFL		OPTION	OPTION
Music		OPTION	OPTION
PE	2	2 Entry Level	2 Entry Level
Pshee		1 Open Awards units	1 Open Awards units
RE	1	1 Entry Level pathways	1 Entry Level pathways
Form time	1	1	
Options	2 Childcare (Entry Level, Level 1 Open Awards), Construction (Level 1 Btec) Jamie Oliver Cooking (Level 1 Btec), Horticulture (Entry Level Open Awards) Hair (Entry Level, Level 1 Open Awards) humanities (Entry Level pathways) Computing (Entry Level), Sports Leadership (Level 1 Btec)		
Functional skills	2 Functional Skills ICT, Maths and English qualifications. (also taught within subject lessons) Units for Preparing for College and Employment (Entry Level, Level 1)		
College			3

Key Stage 5

Subject area	Key Stage 5		
	Year 12	Year 13	Year 14
Duke of Edinburgh	2 Bronze, Silver, Gold awards		
Asdan	3 Personal Effectiveness (certificate and award)		
Independence	5 Small groups of students practise travel and life skills on carousel		
Accessing the local community facilities	2 Using local sports and leisure facilities		
Options	2 Childcare (Entry Level, Level 1 Open Awards), Construction (Level 1 Btec) Jamie Oliver Cooking (Level 1 Btec), Horticulture (Entry Level Open Awards) Hair (Entry Level, Level 1 Open Awards) humanities (Entry Level pathways) Computing (Entry Level), Sports Leadership (Level 1 Btec)		
Functional skills	2 Developing Functional Skills in English, maths and ICT		
College	3 Friday morning carousel in a variety of departments at Hugh Baird		
Skills for further learning and employment	6 Personalised courses leading to Award / Certificate at Entry Level 1,2,3 or Level 1		

Personal and Social Development

Personal and social development underpins the whole curriculum; form tutors are responsible for setting personal and social targets and all staff promote positive mental health for students. Students are also supported across school by the Additional Resource Centre (ARC) where students can go when they need pastoral, emotional, therapeutic and academic support. The ARC provides reactive and proactive support delivered by a team of experienced mentors.

The school also has a Mental Health Champion with expertise in this area.

Bank View also works closely with CAMHS.

Careers and Work Experience

At Bank View, in line with the Government's careers strategy, we aim to make sure that all young people in secondary education get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. At Bank View we use the Gatsby Benchmarks to measure the quality of our provision in order to develop it further. We believe high quality careers advice and practical support in terms of access e.g. students are supported with arranging and attending college interviews and visits. is absolutely essential if pupils are going to achieve their potential.

Work experience is a really important part of our curriculum and we aim for all Year 11s to complete 2 weeks. This opportunity to go and work in the wider community is invaluable and allows students the opportunities to achieve the following aims:

The main aims are:

- to enable pupils to apply the skills learned in the classroom in a real-life work experience placement
- to further improve skills by making learning more relevant and practical
- to offer further opportunity to develop personal and social skills
- to develop an understanding of work and its related responsibilities
- to broaden awareness of the world of work
- to introduce pupils to the knowledge and skills of particular occupational area/s
- to help pupils to make the transition from school

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References:

- National curriculum in England: framework for key stages 1 to 4
- 2 December 2014 Statutory guidance
- Bank View feedback and marking policy
- Bank View assessment policy
- Bank View subject overviews