

Together we **B**elieve we can learn
Value each other and
work to **S**ucceed.



Bank View Curriculum

2023/24

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Intent

The curriculum Bank View School is designed to be broad, balanced, inclusive and ambitious so that it challenges all learners across all phases. It has an emphasis on personal and social development so that students develop the self-belief to become confident and independent young people and build the resilience to manage challenge and challenge themselves. We are committed to improving life chances for all and we recognise the importance of supporting our learners emotional well-being and mental health.

Our curriculum is designed and personalised to ensure learners have the knowledge and cultural capital they need to succeed in life. The curriculum prepares students for the opportunities, responsibilities and experiences they will encounter after leaving us whilst promoting spiritual, moral, social and cultural development. We have high expectations, and we want students to enjoy and engage in their learning, and the wider opportunities offered in school so that they achieve their full potential.

All students enjoy equality of opportunity, regardless of sex, race, special educational needs, or ability; we celebrate diversity. As an educational community we have been reflective, critical and creative to co-construct, with our students, a meaningful curriculum and associated activities. Our intent is to give students the knowledge and skills they need to overcome their barriers to learning so they can engage fully with the curriculum and school life.

Our priorities include:

- Self-regulation skills
- Reading skills
- Speaking and Listening/Communication skills
- Independent and Co-operative Thinking and Learning skills
- Life and independence skills including employability skills

The curriculum is enriched with a range of activities designed to build character and resilience whilst also enhancing wellbeing. We believe that by providing opportunities for play, thinking, exploration and creativity, our students will continue to develop their confidence and independence and we provide both challenge and support to achieve this aim.

We also utilise a wide range of opportunities to build cultural capital and values, develop our learners understanding of the wider world and promote healthy lifestyles, both mentally and physically, thereby adding to their-learning experiences and broadening their mindset so they have high aspirations.

Our aim is to provide an education which is relevant in preparing our learners for the wider world, further education, training and employment.

Implementation

Bank View has an ambitious and inclusive curriculum designed to ensure learners achieve the outcomes in their educational and health care plans.

The curriculum is based on the National Curriculum and is divided into EYFS, Primary (Key stages 1 and 2) Key Stages 3 ,4 and 5.

Teachers a have very good subject knowledge and make regular and precise checks on what pupils know and remember.

They support pupils effectively to address any gaps or misconceptions that they may have. Assessment data informs teachers on how their learners are performing against the outcomes in our Bank View curriculum and EHCP outcomes. This information is then used to support learners to progress and deepen their knowledge and promote understanding and develop skills.

At Bank View, in line with the Government's careers strategy, we aim for all learners in secondary education to get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. For primary students careers encounters open young learners eyes to the world of future job possibilities and challenges stereotypes.

We value reading as a key life skill, our 'Lets Read' session shows reading for pleasure is highly valued and by provides a stimulating and immersive reading environment. A diagnostic reading test is completed annually to check progress and to target individuals for intervention (1:1 or small group).

All class groups are supported by at least one teaching assistant. They support with the curriculum content (in some cases we have subject specialists) and with learners' regulation and readiness to learn. Bank View uses the zones of regulation across school and learners are supported to develop these skills.

Curriculum Organisation

Bank View offers a weekly timetable of 25 hours with 5 lessons per day.

There is a morning and afternoon break. The afternoon break provides 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. There is also a sensory circuit for students to access each morning.

Times of the day for students	
Registration	8.50 – 9.00
Lets read	9.00 – 9.20
Lesson 1	9.20 – 10.15
Lesson 2	10.15 – 11.10
Break	11.10 – 11.25
Lesson 3	11.25 – 12.20
Lunch	12.20 – 1.10
Lesson 4	1.10 – 2.05
Break	2.05 – 2.15
Lesson 5	2.15 – 3.10

EYFS

We opened an EYFS class in BankView@Croxteth in September 2023. They follow a personalised pathway of learning, which meets the outcomes detailed on their individual EHCP plans. Bank View follows the Early Years Foundation Stage (EYFS) curriculum which is based upon the Development Matters document. The curriculum is based on the 7 areas of learning which fall within two categories - Prime and Specific. Through these areas, we promote the learning and development of all children in our care by creating opportunities for learning to take place, based on children’s individual needs and interests. The emphasis is on learning through play. We have 6 topic titles for the year.

Primary

‘At Bank View, the overall intent is for each learner to engage, achieve, and make the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.’

Bank View primary department is currently composed of 4 classes of learners in KS1 and 2. 2 classes are located at BankView@Croxteth Primary School. We have 2 classes of years 5 and 6 learners based at Bank View, Fazakerley.

The curriculum is designed so learners, with very different starting points, are supported to make the best progress they can academically, emotionally, creatively, socially and physically.

The curriculum is delivered primarily through a thematic-based approach for key stage 1 and 2 which provides a holistic, integrated teaching method that promotes coverage of the curriculum (through interconnected activities,) where concepts are connected to and reinforced through a common theme, allowing pupils to make real-life connections resulting in a richer understanding. Our curriculum is enhanced with a wide range of special events (WOW events). These include educational visits, visitors to the school, using local expertise/facilities, special learning days or weeks and charity events.

Across the primary department the class teacher is responsible for teaching all subjects with the exception of music and P.E, which are taught by specialist teachers.

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

Year 6 students can be entered for SATs in consultation with parent / carers. This was not appropriate for last years cohort.

Secondary

Base provision

Students requiring increased support for academic and social needs have a place in the school's base provision (Base 1, 1a, 1b, 7BS – KS3 students, Base 2 and 3 – KS4 students). These classes have higher staffing ratios and provide support for our most complex students. These learners often have dual diagnosis of ASD and ADHD, may have SLD rather than MLD and often have communication needs. The base classes operate on a primary model with most lessons being taught by their class teacher. Learners have the opportunity, if appropriate, to access subjects in the main body of the school, further personalising their curriculum pathway.

KS3 base classes follow a thematic curriculum, this ensures learners make progress academically and socially to achieve the outcomes in their EHC plans.

Students access swimming sessions and Rebound across the year to promote physical wellbeing and life skills. Rebound is the use of trampolines to provide opportunities for enhanced movement patterns, therapeutic positioning, exercise and recreation.

Students in Bases 2 and 3 are included in options (listed on Page 13) They are also entered for external accreditation with the class teacher who is supported by the subject leads. External accreditation and qualifications are informed by the EHCP outcomes.

The accreditation offer includes a course designed to prepare 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 opportunity to co-construct the course.

Key Stage 3

All students in Years 7, 8 and 9 study English, mathematics, science, Spanish, history, geography, technology, computing, art, music, RE and citizenship.

Students in Bank View need overlearning as well as the explicit teaching of life skills. In year 7 and 8 they have a life skills lesson once a week.

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 further widens their experiences and provides opportunities for the students to use their functional skills.

Year 7, 8 and 9 are part of the enrichment carousel. Pupils are given the platform to succeed in different environments with different peers. They are 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 learners. Moreover, their personal, social and communication skills are further developed through vertical streaming of the year groups allowing learners to increase their self-confidence, resilience and independence by working with different peers and staff.

Pupils with a reading age of 7 years and below receive reading interventions. Our amber readers will receive extra support in lessons on decoding and comprehension.

Key Stage 4

Students work towards external accreditation and qualifications. 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, training or employment.

All KS4 students join options groups (see page 13) 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 year 11 students access a carousel one morning a week to promote personal and social development. This includes travel training, college visits for vocational taster sessions and social time, RSE and language development linked to further education, training and employment.

6th Form

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

Students' 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. This includes an independence/community programme and the opportunity to use these skills in real life settings. 6th form students run an enterprise programme on a Friday morning called 'Bank View Brew'

They continue to participate in the Options carousel.

Curriculum models

Primary - Key Stage 1 and 2

Subject area	Primary			
	Primary 2 @Croxteth	Primary 3 @Croxteth	Primary 4 (Years 4, 5 and 6) @Fazakerley	Primary 5 (Years 5 and 6) @Fazakerley
English	5	5	5	5
Maths	5	5	5	5
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	2
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	1
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 SATS

Key Stage 3

Subject area	Key Stage 3			
	Base	Year 7	Year 8	Year 9
Form time	Taught by class teacher	2	1	1
English		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
Life skills	1	1	1	
MFL	1	1	1	1
Music	1	1	1	1
PE	2	2	2	2
Pshee	1	1	1	1
World Views	1	1	1	1
Enrichment		2 Carousel of activities including Drama, social swimming, climbing		

Key Stage 4

Subject area	Key stage 4		
	Base 2 / 3	Year 10	Year 11
English	Taught by class teacher	4. Functional skills, Entry level and Level 1(Open awards) GCSE (OCR), Entry Level, Level 1,2 (Open Awards)	3. Functional skills, Entry level and Level 1(Open awards) GCSE, Entry Level, Level 1,2 Open Awards qualifications
Maths		4. Functional skills, Entry level and Level 1 (Edexcel) GCSE (OCR), Entry Level (Edexcel)	3. Functional skills, Entry level and Level 1 GCSE Entry Level, Level 1,2 Open Awards qualifications
Science	Open awards	3 GCSE (AQA) Entry Level Certificate (AQA)	3 GCSE (AQA) Entry Level Certificate (AQA)
Citizenship		1 Entry Level pathways WJEC	1 Entry Level pathways WJEC
Computing	1	1 Entry Level pathways WJEC	1. Entry Level pathways WJEC
Art	1	2 GCSE (AQA)	2 GCSE (AQA)
Design technology	1	2 GCSE food technology or Entry Level Design technology	2 GCSE food technology/Entry Level Design technology/Graphics
Humanities		OPTION - Entry Level pathways	OPTION- Entry Level pathways
Life Skills		1 - Entry Level pathways	
MFL (Spanish)		OPTION - Entry Level WJEC Languages	OPTION
Performing Arts		OPTION - Entry Level pathways	OPTION - Entry Level pathways
PE	2	2 Entry Level (OCR)	2 Entry Level (OCR)
Pshee		1	1
World views	1	1 Entry Level pathways	1 Entry Level pathways
Form time	1	1	1
Options	2	Childcare (WJEC pathways Entry level and Level 1), Construction (Open awards Entry level) Home cooking (Level 1/2 Btec), Horticulture (Entry Level Open Awards), Hair (WJEC pathways Entry level and Level 1) humanities (WJEC Entry Level pathways), Sports Leadership (Level 1 Btec), Languages	
College			RSE, College, travel training

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Key Stage 5

Subject area	Key Stage 5		
	Year 12	Year 13	Year 14
Duke of Edinburgh	Bronze, Silver, Gold awards		
Employability	Asdan award		
Personal and social development	WJEC pathways qualification		
Independence	Travel training, college visits, community visits		
Vocational skills	Childcare (WJEC pathways), Construction (Entry level) Home cooking (Level 1 Btec), Horticulture (Entry Level Open Awards) Hair (Entry Level, Level 1 Open Awards) humanities (Entry Level pathways), Sports Leadership (Level 1 Btec)		
Functional skills	Developing Functional Skills in English and maths		
Computing	Developing Digital skills		

Impact

Learners enjoy reading with a fluency and comprehension that is to the very best of their ability. They can apply mathematical knowledges, concepts, and procedures at a level appropriate for them. They develop knowledge and skills in a wide range of areas across the curriculum, their work is of a good quality, and they achieve well.

Bank View learners are caring young adults who have positive attitudes and are respectful of others. They have the self-belief they need to become confident and independent young people and the resilience to manage challenge and challenge themselves.

They are successful in the next stage of their education, employment or training.

References:

- Bank View subject overviews and curriculum pages on the website
- Teaching, learning and assessment policy