

The Compass Curriculum Statement and Relational Practice

Definitions

Learning = the process of absorbing information and coming to new conclusions and being able to do things better

Curriculum = the curation of what, specifically, should be learned in a given situation

Relationships = a mechanism for increasing the probability that the curriculum is learned

As a Pupil Referral Unit with an attached resourced provision, our role is to repair, restore and prepare our pupils for their next stages in life whilst effecting positive behaviour change (and the range of outcomes and expectations placed on any school). This usually follows a period of disaffection or disengagement with education, an illness or another point of failure. Our approach has developed over time, strongly references both pedagogy and neuroscience research and is adaptive, has and will continue to evolve.

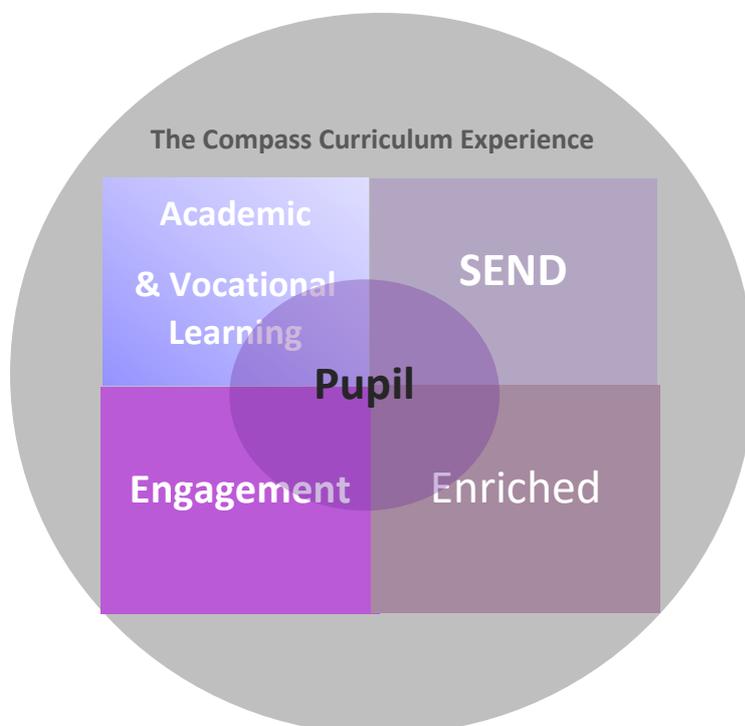
The outcomes of our curriculum are aimed at appropriate educational attainment and at developing young people's **character** that we understand as shaping *the virtues* that allow us how to live well, to lead a good life and to make a positive contribution to society.

The two principle levers we use to accomplish that learning are; **the curriculum** and our approach, or ethos, based on developing effective relationships (**relational practice**). This document explains how we aim to, and do, succeed.

Compass interprets, 'curriculum' in its broadest sense; it is all learning experiences (both taught and 'lived') that our pupils encounter, within and outside of the classroom during the school day (and extended day). We recognise that every experience from which our pupils learn can be seen as part of the curriculum.

A key curriculum aim is to ensure that our pupils make great progress, relative to their starting points and abilities, focusing on developing engagement and ensuring pupils are supported to have

the skills to make a positive contribution moving forward, and beyond their time at Compass. It has been



designed to promote their independence, responsibility and preparation for adulthood.

The model above shows how the pupil is positioned at the centre of our decision making and shows how the four key strands (academic and vocational learning, SEND, engagement and enrichment) wrap around the pupil. This is how the experience is personalised and unique to every learner.

Compass delivers a broad and balanced curriculum where all of our pupils have the opportunity to succeed. Our tailored provision meets the needs of our pupils and is measured through regular assessment of progress including attainment and outcomes. A personalised curriculum is offered; this is made possible through our wide range of staff expertise and exam syllabi on offer.

The curriculum is designed around the Three I's; **Intent** refers to what we teach and why we teach it; **Implementation** suggests what it looks like in practice; **Impact** positions what the outcomes will be.

Our **Core Curriculum** offer has been developed so that it is based on what we know and learn about each pupil, our locality including educational community, work force and labour market information and other opportunities available. It is based on sound pedagogy and accounts for additional needs, interests and engagement. We have aimed it to be: (Intent)

- Ambitious and aspirational - Carefully and coherently planned and sequenced over time. This includes accessing future learning, training or employment
- Prepares our pupils for life in modern society - showing an appreciation of Fundamental British Values as well International Awareness
- Broad, balanced and full - accessing academic and vocational learning across a range of National Curriculum subjects at Key Stages 2-4 and personalised so all learners are supported in achieving their true potential
- Enhanced by a rich programme of out of class learning experiences
- Delivered in an inclusive, caring, nurturing environment in which all learners feel valued and safe
- Preparing our pupils for their next steps including local workforce and beyond and gives consideration to the labour market in the Britain & South West

Based on pedagogical research and what we know about the needs of our pupils we have adopted the following approach to curriculum delivery to ensure great learning and progress can occur:

Core Principles of Learning and Teaching at Compass (Implementation)

Teachers and leaders will ensure that learners have:

- A safe, predictable environment with clear routines and expectations to support confidence building
- Appropriate support for learning and achievement which is reinforced, recognised and celebrated
- A Trauma Informed approach to classroom practice and support in school in place. Ensuring nurture and relationships are at the core to all practice.
- Teaching and learning strategies which are effectively matched to individual learning needs and styles
- Pupils who are encouraged to engage in active learning- talk, write, relate to and apply to their daily lives
- Inquiry based learning opportunities- posing question, problems and scenarios to support active learning in and outside the classroom
- Learning activities that aim to motivate and inspire and above all be enjoyable

- Learning activities which are well structured and appropriately paced to support and challenge
- Pupils are encouraged to work as a team- developing their capacity for cooperation and communication
- Pupils should be clear about what they are learning and why, how they can progress and apply their learning
- Staff who are skilled practitioners, able to empathise and respond positively and consistently to emotions and behaviours /communications
- Staff who have high expectations that reflect individual needs. Expect more and you get more!
- Teachers who are well planned and ready for learning and model this to pupils
- Staff who have secure subject knowledge alongside knowledge and understanding of individual needs
- Learning aims which are well matched to needs, be part of planned learning sequences and will be reflected in improved learning outcomes
- Prompt feedback- successes and suggestions for improvement will be given

Outcomes (Impact)

The impact that we are aiming for is based on preparing for and moving pupils on to their next steps in life. For some this will occur at a point prior to the end of KS4, for others this will be at the KS4/post 16 transition point.

We have a history of success. Over recent years, NEET rates have been consistently below 15%, compared to a sector (PRU NEETS) average of 50%. We also claim a 100% rate for leavers achieving at least Level 1 qualification and 86 % over the past 4 years with at least a Level 1 qualification in both English and Maths. This allows pupils to move into post 16 provision in line with the expectation for their peers in mainstream schools.

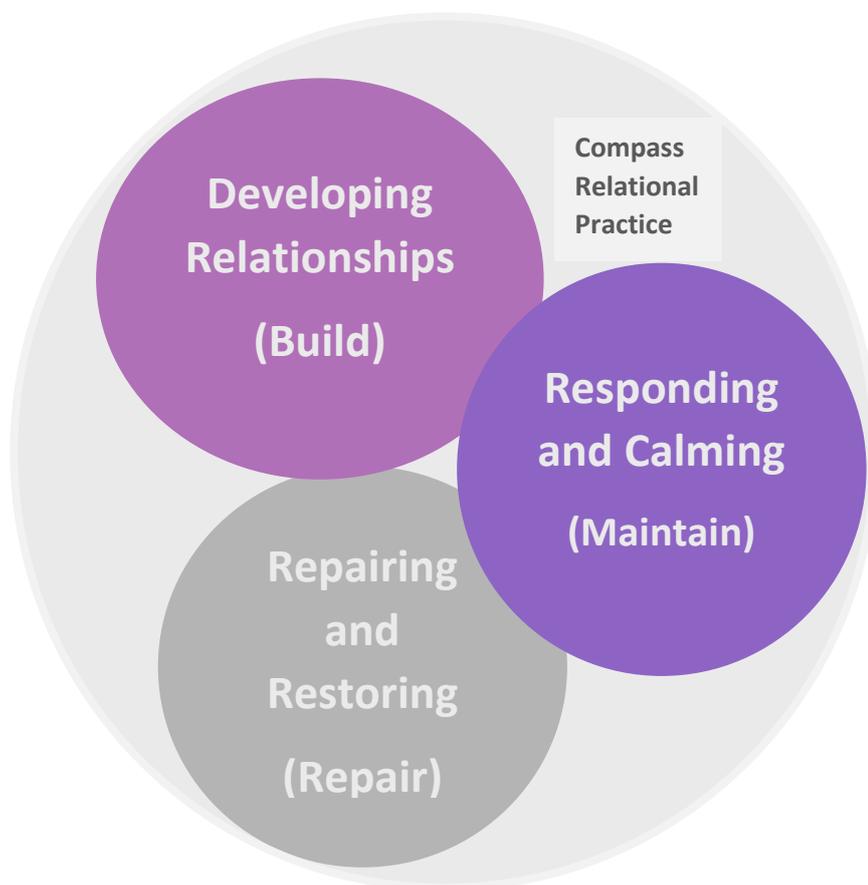
So that we can accomplish this effectively and effect lasting positive behavioural change (a core purpose of a PRU), our curriculum offer is blended and juxtaposed to our relational practice ethos.

The link to Relational Practice

Compass offers an educational environment that combines best practice in education and current theories around learning, coaching, child development and neuroscience (below we reference the Babcock Model that explains it well). We recognise that each pupil learns differently and use a daily balance of structured play, guided activities and direct instruction to support learners to find a motivating and effective route to success. This includes the development of awareness and responsibility so as to impact positively on behavioural change. Our approach is relational and trauma informed and this is reflected in our policies, curriculum and assessment methods.

Our ethos (as developed according to research and training on Attachment, Trauma Informed approaches and Thrive methodologies) centres on ensuring that we understand 'behaviour' (usually referring to the challenging type) as communication of unmet need. Therefore, the need to effectively support our pupil's personal development and mental health involves drawing on Emotion Coaching and regulation/self-regulation techniques.

There are three main components to our relational practice and we recognise that we are always operating in one of three phases; building, maintaining or restoring a relationship. It starts from a point of 'unconditional positive regard' for each member of our school community. The figure below explains this.



Developing Relationships

We believe that:

In order to be successful in school and in life, children need to build relationships that enable them to feel safe and secure and to develop a sense of belonging to a community. We know that in order to be fully inclusive some children need additional support in all aspects of school life. We seek to identify and support SEN and wider needs. We believe that the nurturing approach we pursue is best applied through clearly communicated and easily explained boundaries. We foster a culture of 'no surprises'. We aim to develop a shared understanding of our rights and responsibilities and develop these into expectations of positive behaviour.

We do this by:

- **Building Relationships:** Developing safety, security and feelings of trust (protection, connections, understanding and care)
- **Supporting Inclusion:** Help pupils to access their learning (carefully considered activities using differentiation, graduated responses and by promoting social inclusion) and by developing individuals' skills and uniqueness.

- **Setting Boundaries:** Building a shared understanding of expectations, establishing clear processes for resolving conflicts and reaching agreements.

Responding and Calming

We believe that:

In order to manage crises, we have to learn to regulate our emotions and to keep calm. This should be the bedrock of all of our interactions and particularly in those we use in the classroom. This helps us to maintain relationships, manage low level disruption and promote a calm, supportive and harmonious learning environment. We know that most children will push a boundary and will need to be reminded about agreements and expectations. We have to develop relational skills that enable us to maintain calm, show understanding, reset agreements and provide guidance and instruction around expectations. Supportive action and timely intervention will enable most children to stay within boundaries.

Our children will, from time to time, experience strong emotions expressed in harmful or challenging behaviour. We will need a range of skilful co-regulation techniques to enable them to be calm and thereby develop their capacity for regulation. In a crisis we'll respond in a co-ordinated, clear and communicated way to ensure the safety of all.

We do this by:

- **Keeping Calm:** in all our 'everyday' interactions maintain relationships and thereby creating a calm and supportive learning environment
- **Regulating Emotions:** using our own relational skills to regulate strong emotions and calm behaviour
- **Managing Crisis:** Having clear plans and communication to ensure safety and support

Repairing and Restoring

We believe that:

Even with strong relationships, clear boundaries, and good co-regulation that sometimes things will go wrong. There will be times when conflict emerges or harm is caused. We apply a restorative framework following conflicts or when incidents have taken place because usually this is more successful than taking a punitive approach. Our restorative frameworks are underpinned by our ethos and adults are trained to use emotion coaching to model and teach good cooperation, communication and to develop lasting emotional literacy. Our restorative work involves regular conversations, meetings, mediation, conflict resolution and well as more formal restorative meetings and enquiry.

We do this by:

Resolving Conflict: Everyday restorative interactions help us resolve minor conflict and disagreements and create a shared understanding

Repairing Harm: we use restorative approaches to discuss the breaking of agreements and the impact (consequences) that has on others, to restore relationships

Supporting Positive Choices for Change: we seek what additional support /action is needed to sustain these.

Developing Character / Character Education

Character can be describes as: the positive values and qualities that help us to work out how to act in life.

Character Education seeks to develop in each individual *‘the virtues of learning how to live well, to lead a good life and to make a positive contribution to society’*. It promotes the formation of an individual’s moral compass, successful application of manners and an all-important critical curiosity in life. It will include management of well-being and encourages positive social, emotional and mental health and pro social behaviours.

All pupils arrive at Compass with a unique ‘character’, strengths and virtues in the formation. It is our exquisite privilege to shape this further. The experiences we offer, including an enriched curriculum allows us to catch what already exists and is evolving in a young person and to seek and directly teach, specific activities which enhance and develop character.

We start by spending time getting to know our pupils and to informally assess the elements from which their character is already formed, to draw out and build on the positive and to address and sensitively, support and challenge the other elements. We are well aware that our impact ultimately may be of a *slow burn* nature in that it may be realised over a number of years, potentially long after they have left our care. We’re here to lay the foundations.

We utilise *the two levers*, the curriculum and our relational approach to develop this further. Good attendance habits, reliability, honesty and motivation are pursued as routinely. In addition to a healthy dose of curiosity about life, we champion the following in our pupils;

RESPECT	RESILLIANCE	COURAGE	INTEGRITY	COMPASSION
To value other people, to have regard for their feelings and the rights of others and to consider others before you say or do (and in some cases don’t do) things	The ability to bounce back when things don’t go to pan	The ability to do the right thing even if it scares, worries or you	Doing the right thing even if now one is checking on you. Be true to yourself	Showing care and concerns for others, putting others first

Our curriculum provision is articulated through other key policy documents and practice including provision maps and long and medium term plans. It is regularly reviewed for relevance and adjusted to meet bespoke needs where those are identified. Regular formative and summative assessment are key features and during y 10 and 11 pupils will take a range of national qualifications in line with those attained by their peers in a mainstream setting, including GCSE’s, NVQ’s and BTEC’s. Teaching and planned learning take this into account so the specifications from the exam boards extend into the KS3 programmes of study. It is, in large part, by appropriate attainment at the end of KS4 that we ensure that students are prepared for their next educational steps in life.

The quality of our curriculum is assured through regular scheduled activity including review of educational attainment outcomes, spot checking of planning, learning walk dip-ins, work-scrutiny, and progress data checking against nominal flight paths and joint moderation processes. This list is not exhaustive and the cycle of professional development and appraisal links to the School Improvement and Self Evaluation plans (containing subject development plans). All staff are encouraged to be aware of current ‘educational thinking’ and research and to incorporate that into their appraisal objectives and subsequent professional

practice around given themes. This way we're able to have a greater and more immediate impact on the achievement of our school improvement priorities.

The design of our teaching and learning offer strives to be 'broad and balanced' within the parameters of our integrated financial and curriculum modelling. It is delivered through three sub teams; the subjects are delivered by qualified teachers and instructors, supported by teaching assistants and much of the wrap around and multi-agency / pastoral support is delivered by a skilled team of Learning Mentors, our Engagement and Reintegration team. We do offer limited off site options using quality assured partners too.

Our Behaviour for Learning policy is based three principles and encourages behaviours which are , Safe, Respectful and Ready,

Our Next steps

Then the joined up thinking, reflection and next steps How do we show others that we are:

Living and breathing the curriculum statement

– Reflection of the reality within classrooms and that what is written on paper will be a reflection of what anyone will see/experience day to day at Compass.

Can students verbalise (in their own language) this documentation?

Will staff be able to articulate relational practice and demonstrate how they use this daily in their work?

Would all agree this was a true reflection of current practice?

From a visitor perspective – Policy vs Practice. Will they see and feel it when visiting and is this policy a 'lived and daily experience for all'?